

- versytetu Povitrjanyh Syl. Social'na filosofija, psyhologija / redkol. V. S. Afanasenko ta in. – H. : HUPS, 2009. – Vyr. 2 (33). – S. 204–208.
14. Psychologija i deontologija u farmacii': navch. posib. / O. P. Shmatenko, N. V. Goncharenko, I. F. Goncharenko / za zag. red. profesora O. P. Shmatenka. – K. : «MP Lesja», 2014. – 132 s.

*Received June 16, 2017*

*Revised July 18, 2017*

*Accepted August 15, 2017*

УДК 159.9:37.015.233

*Н. Є. Гоцуляк*

[hotsulnatalia@gmail.com](mailto:hotsulnatalia@gmail.com)

*Н. С. Славіна*

[slavinanatalia@ukr.net](mailto:slavinanatalia@ukr.net)

## THEORETICAL AND METHODOLOGICAL ANALYSIS of SUBJECT-SUBJECT INTERACTION IN A HIGHER EDUCATIONAL INSTITUTION

---

Hotsuliak N. Y. Theoretical and methodological analysis of subject-subject interaction in a higher educational institution / N. Y. Hotsuliak, N. S. Slavina // Problems of Modern Psychology : Collection of research papers of Kamianets-Podilskyi Ivan Ohienko National University, G. S. Kostiuk Institute of Psychology at the National Academy of Pedagogical Science of Ukraine / scientific editing by S. D. Maksymenko, L. A. Onufriieva. – Issue 38. – Kamianets-Podilskyi : Aksioma, 2017. – P. 111–122.

---

**N. Y. Hotsuliak, N. S. Slavina. Theoretical and methodological analysis of subject-subject interaction in a higher educational institution.** The research is devoted to the study of the subject-subject interaction at the higher educational institutions. The concept essence of subject-subject interaction has been clarified and its structure has been stipulated in the article. The authors have defined the components of the subject-subject interaction. They are the following: motivational, communicative and activity ones. The psycho-pedagogical conditions of the subject-subject interaction at the higher educational institutions have been justified. The

N. Y. Hotsuliak – the scientific contribution of the co-author is 50%,

N. S. Slavina – the scientific contribution of the co-author is 50%.

criteria and indicators to estimate the subject-subject interaction level have been defined.

The features of subject-subject interaction at the higher educational institutions have been empirically determined, namely:

1) favourable communicative atmosphere being provided by equal positions of teachers and students; the communicative positions formation, searching common ground for effective joint activities in the process of subject-subject interaction;

2) the content of educational material and selection of forms and means of educational-cognitive activity;

3) mutual activity of interaction subjects. The results obtained while having implemented the substantiated programme gave the possibility to stipulate the practical recommendations to the teachers of higher educational institutions in order to raise the interaction level in classes and develop military professionals' competence. The evidence testified the hypotheses.

The analysis of scientific sources shows that the study of interaction in psychology is carried out in such basic directions: the clarification of the categories of the status of the concept of «interaction», the isolation of the components of its structure and content, the definition of its place in the development of mental processes of the individual, as well as in system processes of higher order.

**Key words:** subject-subject interaction, programme, psychological and pedagogical conditions, higher educational institution, student.

**Н. С. Гоцуляк, Н. С. Славіна. Теоретико-методологічний аналіз суб'єкт-суб'єктної взаємодії у вищому навчальному закладі.** Проведений аналіз обраної проблеми свідчить, що вивчення взаємодії в психології здійснюється за такими основними напрямками: уточнення категорій статусу самого поняття «взаємодія»; виокремлення компонентів її структури та змісту; визначення його місця в розвитку психічних процесів індивіда, а також у системних процесах більш високого порядку.

Зазначено, що поняття «взаємодія» є предметом вивчення різних наук, таких як філософія, психологія, педагогіка, соціологія, соціальна психологія, антропологія, культурологія тощо. У межах нашого дослідження взаємодія розглядається як процес впливу суб'єктів один на одного, що характеризується виникненням зв'язків, взаємозумовленістю та опосередкованістю їхньої спільної діяльності або спілкування.

Результати аналізу наукових джерел дають змогу виокремити декілька аспектів вивчення проблеми педагогічного спілкування, а саме як:

1) один із найважливіших складників професійної діяльності викладачів;

2) складову частину професійної діяльності педагога;

3) проблему взаєморозуміння між педагогом та студентом; певну культурну спільноту, що потребує вивчення тих норм, котрі реалізуються у педагогічному спілкуванні.

Установлено, що з поняттям «взаємодія» пов'язана також потреба людини в спілкуванні, навчанні, освіті, особистісному розвитку. В процесі свого розвитку людина постійно перебуває з іншими людьми. При цьому інші люди – це не просто об'єкти, про які людина щось дізнається, але й активні суб'єкти, з якими вона співпрацює, а також джерела уявлень, що відображають різні точки зору.

**Ключові слова:** суб'єкт-суб'єктна взаємодія, вищ, педагогічна взаємодія, педагогічне спілкування, студент.

**Formulation of the problem.**The analysis of the researches of a number of scientists (M. Boryshevsky, L. Grimak, V. Kan-Kalik, S. Kondratieva, N. Kuzmina, A. Kulchytska, V. Morgun, etc.) shows that the problem of the real situation of the subject of learning, the problem of his activity and self-activity in the educational process belong to the most important, especially when it comes to significant restructuring of the pedagogical process and bringing it in line with the practical demands of today.

**Analysis of recent researches and publications.** An analysis of scientific sources suggests that a number of domestic and foreign researchers studied the problem of interaction between subjects of learning in the broadest sense of the concept. The researches of psychologists A. Adler, B. Ananiev, A. Bandura, E. Bern, J. Bruner, L. Vygotsky, C. Kuley, K. Levin, O. Leontiev played a significant role in the study of the problem of interaction.

**The aim of the study** is to carry out an analysis of the theoretical and methodological analysis of subject-subject interaction in higher educational institution.

**Presentation of main material.** The concept of «interaction» is the subject of studying various sciences such as philosophy, psychology, pedagogy, sociology, social psychology, anthropology, culturology, etc. In the modern dictionary the term «interaction» is interpreted as a philosophical category, which expresses the process of influencing various objects on each other, their interconnection, interconversion, the generation of one object of another. From the point of view of the philosophy of «interaction» – it is an objective and universal form of movement, development that determines the existence and structural organization of any material system. Interaction as a material process is accompanied by the transfer of matter, motion and information, it is relative, carried out at a certain speed and in a certain space – time. It is through interaction that a person knows the natural and social phenomena, patterns, processes, oriented in the reality that surrounds him, defines the ways of thinking and behavior.

O. Leontiev in his studies considers interaction as a concerted activity, which involves the achievement of common goals and results in solving the important problem for them [1]. The researcher states that in the interaction conditions there is always activity of both parties, although the extent of its detection is different. Activity, according to I. Zimnaya, is the main characteristic of the interacting parties in the process of any interaction of living matter. In a person with a higher form of development of living matter, activity is manifested at all levels of its organization [2].

The study of the category «interaction» in psychology is considered from the point of view of three main areas: interaction as a process of activity (M. Kagan, O. Leontiev, S. Rubinstein, etc.); interaction as a process of communication (V. Kan-Kalik, Y. Kolominsky, B. Lomov) and interaction as interpersonal relations (N. Kuzmina, N. Obozov, K. Platonov, V. Rubtsov, G. Schedrovitsky, etc.).

In general, in psychology, interaction is interpreted as: direct or indirect influence of subjects on each other, characterized by the emergence of connections and their interconnectedness; the process of mutual simultaneous influence of various objects on each other, their mutual predestination, manifested in the asymmetry of the contradictory dialectical relationship of such global, all-embracing elements of reality, as man and the world.

In social psychology, interaction is seen as a form of organization of people's activities. In the structure of interaction there are distinguished two sides: internal, or content (the totality of relations between the individual and the social environment) and external or formal (the manifestation of these relations).

According to the research of Leontiev, interaction is characterized as social, group activity, human-to-human impact [3]. Interaction is seen as a multi-level phenomenon, which distinguishes collaboration as a higher level of interaction. T. Komar states that «people are not only socially, but emotionally and psychologically closely connected with each other.

Today pedagogical science operates with the concept of «pedagogical interaction», which is considered as one of the main categories of pedagogy. In pedagogy, the concept of «interaction» occurs in studies of the features of the educational process, pedagogical communication, pedagogical activities, etc.

Pedagogical communication as an object was studied by many psychologists and educators (G. Ball, I. Beh, F. Honobolin, N. Kuzmina, V. Kan-Kalik, O. Leontiev, N. Pobirchenko, etc.). The results of the analysis of scientific sources give an opportunity to

highlight several aspects of the study of the problem on pedagogical communication, namely: one of the most important components of the professional activity of teachers, which presupposes the presence of special communication skills of the teacher (M. Bohdanova, M. Boryshevskiy, F. Honobolin, N. Kuzmin, etc.); an integral part of the professional activity of the teacher (the teacher's mastery of a number of technical techniques, through which he implements various methods of interaction, develops communication (S. Batrakova, G. Gavrilova, V. Kan-Kalik, V. Siniavskiy, etc.), the problem of mutual understanding between the teacher and the disciple, that is mastering the ability to establish a constructive contact, when full understanding of each other (O. Kirichuk, O. Kulchytska, V. Panok, etc.) is achieved.

In general, there are three approaches to understanding the correlation between the concepts of «interaction» and «communication» in psychological and pedagogical literature. The first approach is based on the identity of these concepts. In the most concentrated form, this approach is set out in the works of O. Leontiev, who considered communication as interaction with other people, as the internal mechanism of the life of the study group [5]. According to the second approach the interaction is considered as a wider complex phenomenon, the side or form of which is communication. This point of view is given in the works of A. Goncharov, B. Lomov, V. Krysko, A. Moschenko, M. Obozov, M. Rybakova, J. Khanin and others. The interaction with a person can be accomplished through various contacts. M. Obozov considers contact as a form of interaction, which is characterized by spontaneity, space-temporal proximity of people. According to Y. Khanin, communication is firstly the communicative behavior of members of a group separately and the group as a whole [8]. A. Moschenko considers communication as a communicative interaction [9].

The third approach is presented in the work of the researcher H. Andrieieva, who studies the interaction as a component of human communication, along with social perception and communication. She reasonably points out that, despite the link between communication and interaction that objectively exists, it is difficult to divide these concepts between them. The approach to understanding interaction as an interactive component of communication allows, in terms of H. Andrieiev, on the one hand, to exclude the separation of interaction from communication, and on the other – to avoid their identification.

The fundamental study of the relationship between the categories of «communication» and «interaction» in psychology is carried out in the writings of O. Bodaliyov, who substantiates the genetic proximity of these concepts and simultaneously shows their non-derivation to each other. So, O. Bodaliyov argues that communication «...is always the interaction of people» [10, p. 74–81]. Thus, O. Bodaliyov delimits the concept of activity and interaction, justifying the specifics of each of them in the context of contact between people with each other.

As for the relationship between the categories «interaction» and «activities» in psychology, there are two approaches: activities are seen as a form of interaction, and interaction is treated as a side of the joint activities. Representatives of the first approach (A. Honcharov, H. Davydov, B. Lomov) considers the interaction to be the main form of the existence and functioning of social systems. It can be implemented as an interaction between actors or as a type of object-object interaction. The first is realized as communication, the second – as an activity.

Thus, based on the results of the analysis of psychological and pedagogical literature, one can conclude that in modern psychology there is no consensus on the place of interaction among other psychic phenomena and processes, which greatly complicate characteristics. It is considered both as an independent category, and as an interactive side of communication, and as an option of the individual, and as a form of human activities in general.

The results of the analysis of scientific sources indicate that the essence of the category of «communication» is the subject of active research of various sciences from the second half of the XX century (philosophy, sociology, psychology, linguistics, pedagogy). Communication is an extremely complex and ambiguous phenomenon, so there are different approaches to understanding this phenomenon: philosophical, social, activities-based, systemic, manipulative, personality-based, etc.

A number of researchers, investigating the psychological problems of the interaction of subjects in the pedagogical process, determined the characteristic differences between different parties of communication, emphasizing, in particular, the role of their specific psychological characteristics, especially characteristics such as psychological and pedagogical observation, depth of empathy, accuracy of social perception [11].

T. Scherban in the study reveals the content of this kind of communication, which implements the ability of the teacher and stu-

dent to the relationship, as learning communication, interpreting it as a special form of relationship between people, as a process of collaboration between a teacher and a student in which this form of interaction is based on an active feedback that organizes, regulates and enriches each of the participants in this process [12].

Communication and interaction in communication were studied by representatives of psychoanalysis, behavioral, cognitive and humanistic psychology.

A number of scholars who studied the psychological peculiarities of the interaction of subjects of communication emphasized the specific differences between the various sides of communication, which are components of this process, which can be used to clarify the peculiarities of interaction among different people.

According to O. Tsokur, the structure of pedagogical communication is formed at least by the interaction of three main components: verbal (it provides functioning of the mechanism of transmission-reception of educational information), perceptual and interactive [13].

B. Lomov in his research examined the methodological, theoretical, experimental and applied aspects of communication. The researcher revealed the category of communication as an essential aspect of human existence – interaction at the level of subject-subjective communication [14].

Especially bright, practical sounding of the problem of subject-subjective communication is found in the works of V. Sukhomlyn'skyi. The entire pedagogical system of V. Sukhomlyn'skyi is based on the idea of replacing the traditional subject-object contact of the teacher with the pupils by qualitatively different subject-subject system.

L. Haponenko considers the subject-subjective nature of pedagogical communication as the principle of its effective organization, consisting in the equality of psychological positions, the mutual humanistic setting, the activity of the teacher and students, their interpenetration into the world of feelings and experiences, readiness to accept the interlocutor, interact with him [16].

The scientist V. Miasyshchev believes that the system of human relations with the world is the most specific characteristic of the individual [17]. The researcher defines education as the process of interaction between educator and pupil as a two-way process. However, the existence of a close relationship between the process of interaction between people and their interactions does not lead to the identity of these concepts, their interchange. Therefore, mutual re-

lations are understood by the author as an internal personal basis of interaction, and the latter – as an implementation or the consequence of the first manifestation.

Scientists argue that the category of relationship can be considered both as a readiness for a certain interaction, and as a real active link in the «subject-object», «subject-subject» relations. Relations within the «subject-object» and «subject-subject» are not identical. For example, the activity (or severity) of relations, modality (positive, negative, neutral), latitude, stability, etc., is common to one and another communication. At the same time, the essential difference of relations within the subject-object and subject-subject communication is unidirectional and interrelated.

In scientific sources, subject-subject relations are characterized as a constant reciprocity, and variability, which is conditioned by the activity of both sides in the subject-object relations.

In the scientific literature, there are two approaches to the essence of the subject-object and subject-subject interaction, namely: the intellectualistic approach presented in the concept of J. Piaget; interactive found in the works of W. James and J. Moreno, and the cultural-historical theory, developed by L. Vyhotskyi, and developed by O. Leontiev, D. Elkonin and other psychologists. A characteristic feature of the concept of J. Piaget is that the source of personal development is the interaction in the system of «subject-object» relations. The main features of the personality, based on the position of J. Piaget, are consciousness, criticality, responsibility. These features are formed firstly in the system of relations between the subject and the object and secondly in the «subject-subject» system [18].

The interactive approach to the problem of personality development is characterized by the fact that the interaction is understood as a direct communication of «symbols exchange». The development of a personality takes place in the process of interaction with other people in society, which is interpreted as a system of direct communication in isolation from the activities and outside of their socio-historical precondition. The emotional aspects of human interaction are also ignored. Representatives of this direction consider the interaction in the system of «subject-subject» as the main source of development.

**Conclusions.** Communication of the subject-object type, monotony of its forms, when only the teacher who initiates a joint activities, has the ability to manifest activity, his thoughts and attitudes, often forming the position of the observer, a person from the side.



Long-term communication of this type often forms a kind of spiritual consumerism, which manifests itself in the inertia of thinking and laziness. Another approach in the relationship between the teacher and the students is characterized as subject-subject communication. In this case, the teacher comes from the fact that the student appears or is supposed to appear as a «living person», the subject who communicates.

We are agree with the scholars that the organization of such communication is the merit of a teacher whose personality manifests itself in this rather multifaceted manner. Communicating with a person means not just talking with him, but entering into his inner situation, understanding him, revealing a benevolent attitude, optimism.

Thus, the transfer of positive knowledge is within the subject-subject pedagogical communication, since communication takes place on the interpersonal level.

**The prospect of further research of the problem.** Among the perspective directions of further scientific research there is the study of the influence of individual characteristics of subjects of learning on the course of psychic cognitive processes taking into account the gender aspect.

#### Список використаних джерел

1. Леонтьев А. Н. Деятельность. Сознание. Личность / А. Н. Леонтьев. – М., 2001. – 304 с.
2. Зимняя И. А. Культура. Образованность. Профессионализм специалиста / И. А. Зимняя // Проблемы качества, его нормирования и стандартов в образовании : сб. научн. статей / под общ. ред. Н. А. Селезневой, В. Г. Казановича. – М. : Исслед. центр проблем качества подготовки специалистов, 1998. – С. 38–44.
3. Леонтьев А. Н. Проблемы развития психики / А. Н. Леонтьев. – 4-е изд. – М. : Изд-во МГУ, 1981. – 584 с.
4. Кюмар Т. В. Соціально-психологічний простір як чинник професійної зрілості особистості [Електронний ресурс] / Т. В. Кюмар // Вісник Національної академії Державної прикордонної служби України. – 2014. – Вип. 2. – С. 8–9. – Режим доступу : [http://nbuv.gov.ua/UJRN/Vnadps\\_2014\\_2\\_17](http://nbuv.gov.ua/UJRN/Vnadps_2014_2_17).
5. Леонтьев А. А. Психология общения / А. А. Леонтьев. – М. : Смысл, 1997. – 351с.
6. Волобуева О. Ф. Психологічні засади розвитку професійних іншомовних здібностей майбутнього військового професіона-

- ла : дис. ... д-ра психол. наук / О. Ф. Волобуєва / Інститут психології ім. Г. С. Костюка НАПН України. – К., 2010. – 455 с.
7. Обозов Н. Н. Психология работы с людьми / Н. Н. Обозов. – М. : МАУП, 2004. – 228 с.
  8. Ханин Ю. Л. Межличностная и межгрупповая тревога в условиях значимой совместной деятельности / Ю. Л. Ханин // Вопросы психологии. – 1991. – № 5. – С. 56–64.
  9. Мощенко А. В. Психологические особенности принятия решения в экстремальной ситуации / А. В. Мощенко. – М., 1995. – 47 с.
  10. Бодалёв А. А. Об особенностях формирования межличностных отношений в детской среде / А. А. Бодалёв // Воспитательная система массовой школы: проблемы гуманизации / под ред. Л. И. Новиковой. – М. : Изд-во ННИТиИП, 1992. – 138 с.
  11. Гончаров А. И. Социально-психологические проблемы военной психологии / А. И. Гончаров // Военная психология: методика, теория, практика. – М. : ВУ, 1998. – 202 с.
  12. Щербан Т. Д. Психологія навчального спілкування : монографія / Т. Д. Щербан. – К. : Міленіум, 2004. – 345 с.
  13. Цокур О. С. Педагогическое общение как объект психологического анализа / О. С. Цокур // Психология педагогического общения : сб. науч. трудов. – Т. 2. – Кировоград : Кир. гос. пед. ин-т, 1991. – С. 29–35.
  14. Ломов Б. Ф. Проблема общения в психологии / Б. Ф. Ломов. – М. : Наука, 1981. – 365 с.
  15. Современная военная психология : хрестоматия / [сост. А. А. Урбанович]. – Мн. : Харвест, 2003. – 576 с.
  16. Гапоненко Л. О. Розвиток рефлексії як психологічного механізму корекції професійної поведінки у педагогічному спілкуванні // Педагогіка і психологія. – 2001. – № 3. – С. 81–89.
  17. Мясичев В. Н. Психология отношений / В. Н. Мясичев ; под ред. А. А. Бодалёва. – М. : Изд-во «Институт практической психологии» ; Воронеж : НПО «МО ДЭЖ», 1995. – 356 с.
  18. Пиаже Ж. Психология интеллекта / Жан Пиаже ; пер. с англ. и фр. – СПб. : Питер, 2003. – 192 с.

#### Spysok vykorystanykh dzherel

1. Leont'ev A. N. Dejatel'nost'. Soznanie. Lichnost' / A. N. Leont'ev. – М., 2001. – 304 s.
2. Zimnjaja I. A. Kul'tura. Obrazovannost'. Professionalizm specialista / I. A. Zimnjaja // Problemy kachestva, ego normiro-

- vanija i standartov v obrazovanii : sb. nauchn. statej / pod obshh. red. N. A. Seleznevoj, V. G. Kazanovicha. – M. : Issled. centr problem kachestva podgotovki specialistov, 1998. – S. 38–44.
3. Leont'ev A. N. Problemy razvitiya psihiki / A. N. Leont'ev. – 4-e izd. – M. : Izd-vo MGU, 1981. – 584 s.
  4. Komar T. V. Social'no-psihologichnyj prostir jak chynnyk profesijnoi' zrilosti osobystosti [Elektronnyj resurs] / T. V. Komar // Visnyk Nacional'noi' akademii' Derzhavnoi' prykordonnoi' sluzhby Ukrainy. – 2014. – Vyp. 2. – S. 8–9. – Rezhym dostupu : [http://nbuv.gov.ua/UJRN/Vnadps\\_2014\\_2\\_17](http://nbuv.gov.ua/UJRN/Vnadps_2014_2_17).
  5. Leont'ev A. A. Psihologija obshhenija / A. A. Leont'ev. – M. : Smysl, 1997. – 351s.
  6. Volobujeva O. F. Psihologichni zasady rozvytku profesijnyh inshomovnyh zdibnostej majbutn'ogo vijs'kovogo profesionala : dys. ... d-ra psyhol. nauk / O. F. Volobujeva / Instytut psihologii' im. G. S. Kostjuka NAPN Ukrainy. – K., 2010 – 455 s.
  7. Obozov N. N. Psihologija raboty s ljud'mi / N. N. Obozov. – M. : MAUP, 2004. – 228 s.
  8. Hanin Ju. L. Mezhlichnostnaja i mezhgruppovaja trevoga v uslovijah znachimoj sovместnoj dejatel'nosti / Ju. L. Hanin // Voprosy psihologii. – 1991. – № 5. – S. 56–64.
  9. Moshhenko A. V. Psihologicheskie osobennosti prinjatija reshenija v jekstremal'noj situacii / A. V. Moshhenko. – M., 1995. – 47 s.
  10. Bodaljov A. A. Ob osobennostjah formirovanija mezhlichnostnyh otnoshenij v detskoj srede / A. A. Bodaljov // Vospitatel'naja sistema massovoj shkoly: problemy gummanizacii / pod red. L. I. Novikovej. – M. : Izd-vo NNITiIP, 1992. – 138 s.
  11. Goncharov A. I. Social'no-psihologicheskie problemy voennoj psihologii / A. I. Goncharov // Voennaja psihologija: metodika, teorija, praktika. – M. : VU, 1998. – 202 s.
  12. Shherban T. D. Psihologija navchal'nogo spilkuvannja : monografija / T. D. Shherban. – K. : Milenium, 2004. – 345 s.
  13. Cokur O. S. Pedagogicheskoe obshhenie kak ob#ekt psihologicheskogo analiza / O. S. Cokur // Psihologija pedagogicheskogo obshhenija : sb. nauch. trudov. – T. 2. – Kirovograd : Kir. gos. ped. in-t, 1991. – S. 29–35.
  14. Lomov B. F. Problema obshhenija v psihologii / B. F. Lomov. – M. : Nauka, 1981. – 365 s.
  15. Sovremennaja voennaja psihologija : hrestomatija / [sost. A. A. Urbanovich]. – Mn. : Harvest, 2003. – 576 s.

16. Gaponenko L. O. Rozvytok refleksii' jak psychologichnogo mehanizmu korekciï profesijnoi' povedinky u pedagogichnomu spilkuvanni // Pedagogika i psihologija. – 2001. – № 3. – S. 81–89.
17. Mjasishhev V. N. Psihologija otnoshenij / V. N. Mjasishhev ; pod red. A. A. Bodaljova. – M. : Izd-vo «Institut prakticheskoi psihologii» ; Voronezh : NPO «МО DЖЕК», 1995. – 356 s.
18. Piazhe Zh. Psihologija intellekta / Zhan Piazhe ; per. s angl. i fr. – SPb. : Piter, 2003. – 192 s.

*Received June 7, 2017*

*Revised July 10, 2017*

*Accepted August 11, 2017*

УДК 159.923.5

*О. В. Гудима*

*ulag2107@gmail.com*

## **Психологічні особливості формування моральних якостей у молодших школярів**

---

Hudyma O. V. Psychological peculiarities of junior pupils' moral qualities formation / O. V. Hudyma // Problems of Modern Psychology : Collection of research papers of Kamianets-Podilskyi Ivan Ohienko National University, G. S. Kostiuk Institute of Psychology at the National Academy of Pedagogical Science of Ukraine / scientific editing by S. D. Maksymenko, L. A. Onufrieva. – Issue 38. – Kamianets-Podilskyi : Aksioma, 2017. – P. 122–132.

---

**O. V. Hudyma. Psychological peculiarities of junior pupils' moral qualities formation.** The psychological and pedagogical literature has been analyzed in the article. The literature is devoted to the problem of peculiarities of junior pupils' moral qualities formation. It is found out that at the present stage of formation of the psychological and pedagogical theory of education there is no possibility of purposeful formation of a morally developed personality, for which the moral and ethical priorities adopted by society would acquire the meaning of life and act as regulators of moral behavior. The involvement of junior pupils to moral activities and interpersonal communication connected with it are noted to be the main condition for the development of moral qualities.

It is determined that the formation of moral qualities consists in a system of moral and ethical exercises, which include: ethical conversations, story-role games, play situations that include moral content, ending stories