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Aesthetotherapeutic Ways of the Formation of the Worldview Culture in Future Primary School Teachers

Estetyczno-terapeutyczne sposoby kształtowania kultury perspektywicznej u przyszłych nauczycieli szkół podstawowych

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Streszczenie. Artykuł dotyczy problemu kształtowania kultury perspektywicznej nosicieli Dobra, Piękna i Prawdy, a mianowicie nauczycieli szkół podstawowych. Zdaniem autorki to nauczyciel szkoły podstawowej jest jednym z pierwszych, który przekazuje młodemu pokoleniu wiedzę o współczesnym świecie, przygotowując go do zmian i skutecznego rozwiązywania różnych problemów. Zagadnienie kształtowania kultury perspektywicznej u przyszłych nauczycieli od dawna jest przedmiotem badań wielu naukowców z różnych dziedzin naukowych. Zostało ono zdefiniowane jako zbiór poglądów i przekonań jednostki, jej postaw społecznych i moralnych zasad zachowania. W niniejszym artykule opisano rolę innowacyjnej, psychologiczno-pedagogicznej oraz duchowo-terapeutycznej praktyki edukacyjnej – terapii estetycznej. Ponadto omówiono proces przygotowania do terapii estetycznej przyszłych nauczycieli szkół podstawowych w kontekście kształtowania kultury światopoglądowej. Takie profesjonalne kształcenie odbywa się w formie szeregu profesjonalnie ukierunkowanych gier i ćwiczeń z zakresu terapii estetycznej, a w szczególności: techniki artystyczno-terapeutycznej „Autoportret", ćwiczeń fototerapeutycznych „Ścieżka życia" i „Praca z polaryzacjami", techniki „Tworzenie bajki" oraz metody derefleksji.

Słowa kluczowe: kultura; kultura światopoglądowa; osobowość; światopogląd; szkoła podstawowa; terapia estetyczna

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Abstract. The article deals with the problem of the formation of the worldview culture of the carriers of Good, Beauty and Truth, namely primary school teachers. According to the author, the elementary school teacher is the first professional person, who has an opportunity to provide the younger generation with the knowledge about the contemporary picture of the world, shaping their readiness for changes and effective solution of different life situations. The problem of forming the worldview culture of future educators has been the subject of researches conducted by a number of scholars in different scientific fields. Most educators defined this term as the content of the views and beliefs of an individual, his or her social attitudes and moral principles of behavior. In the article the role of innovative psychological-pedagogical and spiritual-therapeutic educational practice – aesthetotherapy, which allows opening a person's interests and aspirations to ideals in their worldview value – has been actualized. The author covers the experience of aesthetotherapeutic preparation of future elementary school teachers in the context of forming a worldview culture. Such professional education is carried out in the form of working out a number of professionally-oriented games and exercises, in particular: art-technique ("Self-portrait"), phototherapeutic exercise ("Way of life" and "Working with polarities"), "Creating a fairy tale" technique, methods of derephlexia, etc.

Keywords: aesthetotherapy; culture; elementary school; personality; worldview; worldview culture

INTRODUCTION

The beginning of the third millennium was marked by the information and technological revolution, rapid changes in educational, cultural, socio-economic and political orientations and at the same time was accompanied by a number of crises, which are spreading and exacerbating in all spheres of public life. The danger of the crisis of a person, which we all seeing, is explained by the devaluation of moral values, the replacement of value orientations and accepted norms, the formation of the "fragmentary" worldview of social consciousness. Therefore, nowadays the problem of the formation of the worldview culture of the carriers of Good, Beauty and Truth, namely the elementary school teacher, become particularly relevant in the theoretical and practical aspects. Elementary school teacher is one of the first persons, who provides the younger generation with the knowledge of the modern world picture, provides competent worldview on their comprehensive development and self-realization, shaping own readiness for changes and effective solution of different life situations. But in order to successfully realize this world-shaping potential, it is necessary to organize appropriate changes in the field of education and the system of vocational training. Thus, defining the general contours and the specific content of these changes requires the theoretical searching for the effective ways of forming the worldview culture of future elementary school teacher.

The purpose of the article is to highlight the main aesthetotherapeutic ways of the formation the worldview culture in future elementary school teachers in the process of their professional preparation.

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RESEARCH METHODS

In our work we used mainly theoretical methods of pedagogical research: methods of analysis and synthesis for studying the basic concepts on the basis of processing of psychological and pedagogical literature, deductive – for description of the studied phenomena, inductive – for systematization the results of students' professional training, logical method for determining effective aesthetotherapeutic ways of forming students' worldview culture.

DISCUSSION

The problem of forming the worldview culture of future elementary school teachers has at all times been the subject of scientific researches of philosophers, sociologists, psychologists, educators, who developed different conceptual approaches of the formation the worldview culture of a young personality. The views of Aristotle, R. Descartes, D. Locke, I. Kant, Plato, J.-J. Rousseau, H. Skovoroda, V. Sukhomlynsky, P. Yurkevich and others are fundamental to this phenomenon. It is no accident, that Vasil Sukhomlynsky emphasized that teacher begins with the formation of worldview. After all, the worldview is the core of the individual, a roadmap in each person's life, a reliable tool by which he or she determines the main priorities, values, criteria and directions of activity (Sukhomlynsky 1990). The problem of worldview culture as an important component of a comprehensive cultural identity is reflected in the works of V. Andruschenko, J. Comenius, Yu. Hayrulina, H. Kyyaschenko, N. Nychkalo, G. Shevchenko, R. Vasilchenko, K. Ushynsky, I. Zyazyun, and others. These works characterize the main value-semantic properties of the individual which lies in the culture of the senses, through which it manifests worldview, outlook, creative activities and socio-cultural behavior. Psychological aspects of worldview culture are placed in the works of B. Ananiev, L. Bozhovych, Y. Reykovsky, V. Semke, L. Vygotsky and others. Scientists give deep analysis of various emotional states of the person, meaningful characteristics of emotions and feelings, explain the relationship of emotions and needs of human.

The methodological field of our work is represented by A. Alexyuk, L. Koval, O. Kondratyuk, M. Lysenko, V. Lugova, V. Mayboroda, S. Nikitchina, Y. Rudenko, G. Sagach, M. Stelmakhovich, L. Vovk and others, as their scientific developments were devoted to the creamy aspects of professional and pedagogical training of future teachers.

The study of the process of the formation of the worldview culture in future elementary school teachers requires a definitive analysis of the concept of

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"culture" in the universal and personal meaning, determines the characteristics of the worldview culture of personality and its structure. However, despite the repeated appeal of scholars to worldviews in different research contexts, there is still no clearly defined definition of "worldview culture".

The analysis of the scientific literature shows that interest in the problem of worldview culture of personality arose in the early 1980s. Scientists of that time made the first attempts to determine the worldview culture of the personality, its structure and ways of formation. Thus, Antanas Balsis believes, that the worldview culture of the individual acts as the intellectual basis of the relations, dependencies and relationships that a person enters in the process of developing, transmitting, and applying in practice worldview beliefs (Balsis 1981: 9). In her *Worldview and Life Choice of Personality*, Natalia Sobolyeva was making an attempt to isolate the components of worldview culture. According to her research, the main components of this concept are: the complex of knowledge about nature, society and man, the principles of interaction of personality with the world, ideological values and ideological activity (Sobolyeva 1989: 27). As the scientist notes, these elements are formed unevenly, at different periods of life, at different stages of human development and their relationships change. Oksana Shapoval proves that the worldview culture of the personality is the highest stage of his/her worldview, which regulates the whole life of the person. The researcher defines the following functions of worldview culture: educational-cognitive, definitive-determinative, regulatory-corrective, diagnostic-prognostic, educational, developmental and socially adaptive (Shapoval 2000: 74–81). Viktor Andrushchenko and Svetlana Dorogan note, that the worldview culture is a spiritual and practical basis of personality, his or her inner core, the source of reason, feelings and liberty, that is, thinking, experience and activity as an active attitude of a person to reality (Andrushchenko and Dorogan 2002: 5–13). Thus, *worldview culture* reflects the content of the views and beliefs of the individual, his or her attitudes and moral principles of behavior.

In this sense, topicality of upbringing the worldview culture in future primary school teachers, first of all, is determined by the requirements of modern society towards the teacher, his or her personal characteristics and competencies, because the efficiency of teachers' work depends not only on the level of knowledge and professional skills. In many ways, the level of dedication, desire to work, love for children and pedagogical work depends on the worldview of a teacher (Kovalchuk 2016: 51).

Undoubtedly, the process of forming the worldview culture of personality lasts a lifetime and is the result not only of purposeful activity of educational institutions, but also of the main social institutions (family, religion, the closest

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social environment, literature, etc.). At the same time, it should be noted that the formation of the personality of future teacher, including the formation of his or her worldview culture, which takes place in the context of special professional education, is realized by different forms and methods of vocational training. In view of the above, we emphasize that the modern higher education needs to develop new approaches to the vocational training of future elementary school teachers.

On the basis of the analysis of the scientific and pedagogical literature, we found out that one of the effective means of forming a teacher's worldview culture can be an innovative psychological-pedagogical and spiritual-therapeutic educational practice – *aesthetotherapy*, which allows revealing and summarizing the interests and aspirations of a person in his/her ideals in their meaning. According to Olga Fediy, aesthetotherapy is a purposeful stabilizing effect on the emotional and sensual sphere of a person in order to create psychological comfort for him/her and to reveal the creative potential of the individual (Fediy 2012: 22). As Mykola Kyyaschenko rightly observes, aesthetotherapy provides modern young man with such aesthetic and comfortable conditions of educational, social and personal and spiritual growth, under which "his communication with others, culture and art, a person will take over the personal art of beneficial objectification of the world, including our own world, the result of which is a person as creator of culture" (Kyyaschenko 1998).

According to Michael Sokratov, the implementation of aesthetotherapeutic technologies in the educational space is necessary, because its using can overcome the problems of emotional development of all participants in the educational process (Sokratov 2005). Thus, the introduction of aesthetotherapy in higher education establishments (HEE) promotes the disclosure and support of the individuality of the student, his/her unique creative nature, the formation of humanistic ideals, environmental thinking, respect for the worldview of others by means of therapeutic intervention, stories, games, communication, art (visual, music, dance, literary, etc.), nature, etc.

Aesthetotherapy cannot be regarded as an advanced tool that "facilitates" the embedding of socially-formed principles of society in the creation of personality. Its area is much more complex and responsible. Active interaction with other forms of social consciousness, aesthetotherapeutic knowledge of reality reveals and generalizes students' interests in achieving ideals with regard to their worldview. Therefore, saturation of the professional activities with aesthetotherapeutic content will contribute to the intensive formation of students' worldview culture.

In the context of this important educational priority, at the Poltava V.G. Korolenko National Pedagogical University (the Department of Primary Education, Natural and Mathematical Disciplines and Methods of their

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Teaching), the education of future teachers has been provided under the direction of Professor Fediy for 15 years. The purpose of this training is to provide knowledge and skills in the field of aesthetotherapeutic pedagogical activities aimed at eliminating psychological discomforts and stresses of social and pedagogical origin in children with problems of socialization and giving them the opportunity to express their creative self as one of the means (Fediy 2012: 8). Such training is actively implemented in the format of working out a number of professionally-oriented games, techniques, exercises and tasks of the creative and pedagogical nature.

Undoubtedly, aesthetotherapeutic techniques and exercises have psycho-corrective and psychotherapeutic effect on students and include active work starting with the diagnosis of personal problems of future teachers. At the same time, it should be noted that all students show genuine interest in such forms of work, because in the educational space there is created a special atmosphere of mutual trust and support, comfort, sincerity, inspiration and creation for both teachers and students. The process of aesthetotherapeutic training is realized only with students' permission as far as discussing individual aspects of their life is concerned. Also, this form of educational activity provides a two-vector effect on future elementary school teachers, because in the process of mastering methods, they simultaneously act as "therapist" (teaches pupils, helps them, gives some advice, etc.) and as "client" (feels the potential of the aesthetotherapeutic activity on his/her own). It is undoubtedly a fact that nowadays elementary school teacher not only performs educational and upbringing functions but also "carries out a set of measures for the upbringing and social protection of children in educational institutions" (Honcharenko 2011: 345). We find confirmation of our opinion in the work of Sergei Arhangelskiy (1990), who states that nowadays "the nature of teaching is changing, it is becoming »consultative-creative«", which significantly expands the sphere of pedagogical cooperation. In this sense, the modern teacher not only selects the teaching material for educational dialogue, develops the structure and algorithm of interaction with pupils, but also advises them on the issues of being, the spiritual crisis of society, the decline of moral values, etc., which requires him/her to constantly update knowledge, professional growth and broad theoretical and methodological competence. In particular, it became the tradition to use the following aesthetotherapeutic exercises with Elementary Education students, which contribute to the formation of a culture of feelings in future teachers, improve the worldview, activate their creative and pedagogical activity:

The art-technique "Self-portrait". Content: students have to portray themselves using colored pencils or paints. At the same time, their eyes must be

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closed so that they can better understand and feel their emotional state. Then, they open their eyes and might to look at the picture and describe their feelings and results of their creative work (Koputyn and Kort 2011). The technique helps to create a special, psychologically comfortable atmosphere of mutual trust and understanding, which would contribute to better students' self-awareness, positive self-presentation and development of their creative potential. The main advantage of this technique is that it allows students to fully unleash their personal potential, because the freedom provided helps them to feel free. It is also very interesting for future teachers to look at themselves "from the outside", get to know themselves better and find something in common with other classmates. An important aspect of this technique is the group discussion of the results of the work, because every student must not only freely express his/her thoughts, but also respect the stories of others.

Exercise "Mirror". Content: students work in pairs. In each pair, students stand face to face: one person is driving, and another – subordinates him. The driving student begins to make certain slow movements with his hands, feet, head and torso. The task of the subordinate student is to mirror the movements of a colleague in the mirror and then there is an exchange of roles. After completing the assignment, participants share their feelings. The exercise promotes joint group interaction and interpersonal empathy, a better awareness of themselves and their capabilities, and improves the management skills of future teachers (Rudestam 2001). When using this technique, students have the opportunity to feel as a subordinate, learning how to obey someone and better understand thoughts of a leader, feeling all the nuances of leadership. The technique should be carried out in the initial stages of work with the student team, when the formation of leaders and outsiders had not taken place, which would create a favorable foundation for the development of the student team.

Phototherapeutic exercise "Way of life". Content: students should bring their own photos, which they show to each other and comment on them (Koputyn and Kort 2011). The use of this technique in the educational process of HEE promotes the expression and awareness of students' feelings, the acquisition and reassessment of the meaning of life, the study of the system of social relations, the development of interpersonal competences and skills of joint activities, and the optimization of creative opportunities. There can be used printed and electronic photos. However, as practice shows, printed photos are more valuable, because nowadays, only the best photos among hundreds are usually printed. In the process of presenting the photos and the group discussion, students have an opportunity to get acquainted with the other side of their classmates, to see those sides of their personality that they have not noticed

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before. The main aspect in this technique is not the process of viewing photos but its presentation, because in the process of language communication student reveal all facets of his/her "Me".

Music therapy technique "Music as a dialogue". Content: teacher pre-picks a large number of music compositions of different genres. Then, using any musical composition, one student has to express his/her emotions and feelings that he/she is currently experiencing, and others have to guess what emotions he/she expressing. This musical dialogue is effective in the early stages of formation of the students collective, because the technique can improve the process of debugging interpersonal relationships, form the empathy skills in the future teachers, develop the ability of understanding others and to adequately respond to their wishes, help students to vocal their thoughts, feelings and to communicate with the surrounding with the sound language (Nordoff and Robbins 1977). Playing music can be realized with the help of variety of devices (audio player, computer, smartphone, etc.). The main aspect in this technique is not the means, but the form of non-verbal communication of students with each other.

"Creating a fairy tale" technique. Content: future teachers are encouraged to collectively or individually create a fairy tale for any topic. Typical themes of fairy tales: "One day from the life of a teacher", "The ideal elementary school teacher", "Adventures of first graders", etc. Fairy tales are written in an arbitrary form and volume. Then in practical classes, these fairy tales have to be presented, discussed and analyzed with teacher and students. Taking into account the ideas of psychoanalysis, all fairy tales reflect the student's attitude to the chosen profession, highlight their moral, spiritual and cultural-aesthetic values and guidelines. In addition, the technique helps to improve students' thinking processes, memory and attention, activation of creativity and imagination. This method of working with a fairy tale is really effective, because each fairy tale is a unique result of the creative work of modern students, so it is becoming a priori modern. In contrast to the quite popular method of storytelling, the method of creating a fairy tale is characterized not only by educational and upbringing potential, but also by psychotherapeutic and social corrective nature.

Communicative games contribute to the student's active self-knowledge and self-awareness, stabilization of their emotional and sensual state and development of communicative competence. There are different types of communication games: game "The usual miracle" (the teacher uses a regular stone found on the street – rough, sharp angles and unpleasant to touch, so he/she takes it in his/her hands and calls his/her own feelings that arise in him/her and then says: "This stone is not very nice to hold, but I will try to warm it before handing it

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to you. Take the stone, the warmth of my hands, heat of my heart, my love and devotion". Passing the stone to the student, the teacher asks: "What do you feel if you try to warm it up and to transmit heat?", teaching them to differentiate their own feelings and to realize that everyone is able to "create a miracle") (Zynkevych-Yevstigneeva and Grabenko 2001); technique "Tactile testing" (the teacher prepared cardboard squares of 20 × 20 cm. They are covered with glued semolina, crushed walnut, buckwheat, cotton wool, sandpaper, fabric, fur and so on. Then the teacher puts them in front of the students and asks them to touch the squares and tell the rest about their feelings (students should do it with closed eyes). You can ask students to arrange the squares from the nicest in touch to the most unpleasant and fix this sequence. This technique can help students to stabilize their emotional state of sensory and "self-withdrawal" of the child into a state of emotional comfort) (Grabenko 2006); technique "Clay and sculptor" (students are divided into two groups: "sculptor" and "clay". The educator says: "Dear sculptors show me your hands. What do they look like? They are good, soft, strong, never do harm. Wizards have such hands. You have clay – your partners. Prepare it – stretch it so it is ready for your hands". Then the students "sculpt" various sculptures and arrange an exhibition of their works. Then there is a joint discussion and exchange of roles) (Zynkevych-Yevstigneeva and Grabenko 2001). Playing such games allows to create a relaxed, positive atmosphere of educational interaction, remove emotional barriers and adjust to further cooperation.

Dereflection method. Content: the teacher talks to students about "My Disadvantages and Benefits". Using the puppets made by students may facilitate a discussion about this topic, as the teacher may in a play form ask the puppets about their (students') complexes, shortcomings or fears, which hinder full coexistence in society. Usually, students enjoy learning this technique, because it allows them to talk about complex topics. This method contributes to the removal of superfluous self-control of future teachers and improves their understanding of themselves and others. Also, the implementation of this technique can be accompanied by catharsis – the release of negative emotions that the student hid from others or even from him or herself. It is advisable to use this method when working in groups and not immediately after acquainting with students. Undoubtedly, it should be considered the peculiarities of the student audience and its psychological climate, because if the group is not friendly or if there are some interpersonal conflicts among students – it is not desirable to conduct this technique.

The method of psychodrama promotes active adjustment of intragroup relations and creating an atmosphere of collaboration and mutual

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understanding. In a special psychotherapy, there are various methods of psychodrama: "Monologue" (students are invited to non-verbal conversation on an important topic or issue. Exchanging ideas on the chosen topic, the speaker is trying to explain it as easy as possible to classmates and he/she begins to better understand it by him/herself); "Twin" (students stand face to face and they closely watch for the "driving" monologue and prepare to continue to solve the problem as soon as will realize it. In some versions of the method "twin" tries to understand and express what he or she is not aware of); "Power exchange" (students are divided into "facilitator" and "subordinates". The facilitator becomes a duplicate of other participants. This allows to learn better understand others and oneself (the feedback mechanism) (Moreno 2008). The specificity of these methods is that the process of their reproduction occurs mainly in non-verbal form by facial expressions and gestures. The essence of psychodrama is to play roles and translate them into certain images. This technique is not difficult as far as its implementation is concerned, but it provides for an appropriate set-up of the student team, which is built on the principles of honesty and mutual respect.

The method of make-up therapy. Content: students are encouraged to paint a kind of mask with the help of special health-safe paints. There are variations of this method: method of self-actualization (student draws his/her face as he/she imagines it – "my social mask"; method of comparison (face of the future specialist is conditionally divided in two drawings: the one he knows and the one he does not know, likes and dislikes, shows and does not show, etc.); work with emotions (students are asked to draw a mask of fear, anger, joy, pleasure or their favorite mask) (Tararina 2013). This method is effective for investigation and correction accepted social norms and values, development of honor, equality, self-discipline, moral and spiritual sense (integrity, tact, honesty, kindness, goodness, etc.) of future elementary school teachers. For the implementation of this technique it is necessary to use only safe materials (paints, brushes and other make-up items). The artistic talents of students are not a priority in this aspect, because what is important is the interpretation of created masks and its presentation.

Sand therapy technique "Create your own world". Content: future educators are encouraged to create their own sand world or picture on any topic (e.g. "My group", "My family", "Teacher's first workday", "Teacher adventures in the land of dreams", etc.). This world is made in a special box with clean sifted sand and a collection of mini figures. The process of creating a sand painting should accompany the student's story about the main characters of the world, heroes, their relationships, rules of behavior, existing values, etc. (El 2007). In the analysis of the sandwork, the teacher should pay special attention to the

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placement of the used figures in the sandbox, because it is symbolic: the sandbox must be divided into three parts vertically and horizontally. Each sector carries a certain symbolic burden and is responsible for the thoughts, dreams or fantasies of the authors, as well as specifies the temporal spaces: past, present and future (Fediy 2012). The process of using this technique allows the teacher to effectively form in students the positive picture of the social and cultural reality, develop a stable system of their moral and spiritual values and orientations, form desire to establish interpersonal interaction of all subjects of education and upbringing space of the primary school on the basis of ethics and morality. One of the main advantages of this technique is that students in the process work with natural materials (sand, water, wooden box, etc.) have an opportunity to remember the childhood world and better understand themselves and others.

Phototherapy technique "Working with polarities". Content: students are divided into groups of 2–3 and encouraged to create a series of photographs that evoke the opposite feelings, such as "big and small", "beautiful and ugly", "pleasant and unpleasant", etc. Then, they have to create a poster, installation or mini-album and present it during practical classes (Koputyn and Kort 2011). The technique actualizes the expression of different (positive and negative) feelings, providing emotional development of future specialists, developing their self-control, exploring the system of relationships and intrinsic personal conflicts, contributing to enriching students' inner world, forming aesthetic tastes and ideals. The implementation of this technique is possible both in digital (presentations or collages, which demonstrated by using a computer, laptop or smartphone) and in paper forms (poster, brochure or album). The technique is effective during group or individual work, because in both aspects there is a process of rethinking of important living norms and values, correlation of own ideals with conventional ones and diagnostics of group's values.

Bibliotherapy techniques are important for the formation of future teachers' ability to develop aesthetic values connected with art, formation of their sensory sphere, providing deep understanding of aesthetic phenomena, the beauty of reality and the beauty in human personality. Such techniques include: "Specialist effect" (before reading a certain professional-oriented book, the teacher must convince students of the high competence of the author [popularity, prestige, etc.]; the essence of the effect is to determine the credible attitude of the future specialist to the source of information / author of the book); "Pygmalion" effect (the teacher informs students that watching their studies, he discovered the hidden possibilities of professional development. Then he/she picks up specific literature which helps future teachers to increase their intellectual and creative potential); "Get into my place" effect (the teacher asks students to help select

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the literature for the lecture, motivating this request for different reasons, e.g. because of lack of time or a student is a great expert in literature, well versed in the subject, etc.); "The controversial book" effect (the teacher asks students to help him or her evaluate a book that has conflicting facts. As a result, the student is convinced that he or she is considered a thoughtful person who will be able to understand and help the teacher. He will make every effort to understand the book which will help to strengthen his self-esteem, reading skills and critical thinking); "The recommendation book" effect (the teacher prompts student to read a book that has been recommended by a significant and respected person or group of individuals. This technique is based on a personification method that involves reference to the authority of a particular person and his or her reading experience); "Prohibition" effect (the teacher advises students to abandon the book of choice while seeking to attract attention. This technique provides the necessary influence when it comes to willed and purposeful pupils. For them, the advice of the teacher can be an incentive that forces to master the content of a complex book); "The Egyptian priests" effect (future educators are told that in the book they will find what they need. The main condition – the information should be searched deep inside the work (like the treasures of the Egyptian pyramids). The student should find what he/she is looking for, wherever it would be hidden by the teacher. This method involves pre-search operation for addresses in terms of matching the texts, the teacher has in mind the interests and needs of the students) (Dresher 2007). All of the above techniques provide an individual approach to each student, teacher's understanding the features of future specialist and considerable awareness in contemporary and classical literature. Undoubtedly, tasks of this type cannot provide work on a principle "here and now", but must be prepared and thought out in advance.

Group discussion methods (in our own interpretation) help to change future elementary school teachers into highly moral citizens of their country, who cherish Ukrainian traditions, spiritual values, capable of realizing their potential in the modern society. Content: after reading the professional-oriented literature, the teacher begins a joint discussion about various topics, for example, discussion about: biographies of leading figures who have made a significant contribution to the formation of pedagogical thought of Ukraine (biographical discussion), certain national-patriotic topic (thematic discussion), group values (interactive discussion). Interactive orientation is a leading element in aesthetotherapeutic preparation of future elementary school teachers for the formation of their worldview culture, because it is aimed at analyzing the features of interpersonal formation of students. Biographical orientation is a discussion of various life stories of famous Ukrainian educators, individual episodes and events of their

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biography, problems, conflicts, relationships, attitudes, behaviors, etc. Thematic orientation concentrates students' attention on topical themes of becoming our state, formation of a worthy citizen of Ukraine, rules of conduct in society, etc. (Budienthal 2001). During the group discussion, both actual issues of the student group's activity, relationships and interactions within it, as well as topics related to the life history of well-known figures in Ukrainian pedagogical thought may be raised. Discussion has always been an interesting method for students, because in the process of joint, properly organized "disputes" truth is born. Also, the implementation of this method is a kind of bridgehead for revealing students' personal and professional potential, developing their communicative competence and ability to behave in different pedagogical situations.

In order to ensure the successful implementation of aesthetotherapeutic technologies in professional training of future primary school teachers and formation of their worldview culture, it is important to organize communication with students by an interactive style of pedagogical cooperation and active involvement in aesthetotherapeutic contact. It should be noted that the personality of the teacher of higher education establishment determines the students' interest in the discipline and the process of formation of their motivation for the chosen profession. That is why, this activity of the teacher should be based on the main humanistic values and principles of mutual respect, and trust (Kovalchuk 2016: 52).

CONCLUSIONS

Humanity has always actualized the problems of the worldview of a person, his/her understanding of their role in society. The most important place in this is given to the pedagogical elite – the elementary school teacher, who from the early years of child's life provides aesthetic, ethical, moral, spiritual and intellectual support for the formation of the younger generation. That is why important indicators of the quality of professional and pedagogical training are the humanistic worldview of the teacher. The intensive formation of students' worldview culture is facilitated by the active saturation in professional activity of the aesthetotherapeutic content in the form of professionally-oriented games, techniques, exercises and tasks of pedagogical character. This educational practice consists of the formation in future elementary school teachers the culture of feelings, improvement of worldview, consciousness, investigation and correction of conventional social norms and values, develops moral and spiritual sense (integrity, tact, honesty, kindness, goodness, etc.), enhances self-esteem: honor, freedom, equality, self-discipline, hard work and creativity. The prospects for

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further research lie in the development of the criteria and indicators referring to the shaping of the basic components of the scientific worldview of future elementary school teachers by means of aesthetotherapy as an integral part of their fundamental and professional training.

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