

A Child-Centered Approach to the Organization of the Educational Process in the New Ukrainian Elementary School of Neuropsychology

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Abstract: The educational process in the new Ukrainian elementary school is characterized by many specific neuropsychological features and aspects. It requires from the teacher significant knowledge and skills in the field of organization, management and modernization of the educational process, as well as in the sphere of interaction with the children of the new Ukrainian elementary school. A key trend in today's education in the new Ukrainian elementary school is the child-centered approach, individualization and personality-centered approach, which focuses on the fact that the core of the educational process becomes the student, his abilities, individual neuropsychological capabilities, potential as a learning and creative. The child-centered approach to the organization of the educational process in the new Ukrainian elementary school has become a natural and natural phenomenon that accompanies the learning process in the last few years, which is caused by the rapid processes of globalization. The child-centered approach allows to focus the attention of teachers, psychologists, sociologists, and educational managers on the key problem of the current world - education of a healthy civil society, self-confident, capable of self-care, self-actualization, and professional and personal formation. All these processes begin at the moment when the child is in the first stage of education, receives primary information about the world, about himself, others and reality.

Keywords: *Individualization of Learning, Personal Approach, Updating Approaches, Innovative Changes, Psychological Processes.*

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Introduction

Currently, in the practice of Ukrainian schools in terms of updating the education system in accordance with the Concept of NUS (New Ukrainian School) great importance is given to child-centered learning technologies in terms of pedagogy and neuropsychology. These changes are dictated by the processes of modernization of today's education, putting more and more demands on the professional qualities of today's teachers. Nevertheless, the traditional practice of the existing educational system in many respects contradicts the formulated theoretical positions. One of the reasons for that is peculiarities of relations between participants of the educational process within the classroom-taskwork system, characterized by conservative views on the organization of classes. This problem can be solved by implementing child-centered technologies within the framework of a current lesson.

The child-centered vector in education has been studied by such domestic and foreign scientists, scholars, educators. Many years of research by scientists-educators allowed to formulate at the present stage of education development the main principles of child-centered learning put in the basis of the educational process of NUS (Venhlovska, 2020; Antypin, 2020) proved that children centrism is based on the principle of uniqueness and value of personality, the essence of which is determined by the recognition of each student's individuality, his abilities, in the statement of the need to build an educational process, focused on the permanent (Serokurova, 2020; Kvas, 2011) prove that the priority of personal development in NUS is the process of child's personal development as the leading link in the educational process of the institution (learning is a means for personal development, not a goal). In their scientific works Karasievych (2021); Maksymchuk (2021); Kuzmenko (2021) see the value of children centrism in the fact that there is an orientation to the child's personal development perspective and includes the classification of learning tasks according to the individual pace of learning and the child's abilities, which provides an accessible level of difficulty in mastering material and building an individual trajectory of personal development for each child together. Mohammed (2021) proves that the effect of knowledge formation (the use of different kinds of pedagogical situations aimed at the application of subject and interdisciplinary knowledge).

The aim of the article is to take into account the vector of neuropsychological processes in the formation of the present first grader; to study the model of the child-centered approach to the organization of the lesson in the new Ukrainian elementary school; to determine the student's

role in the child-centered vector of learning so rapidly developing in the present world; to highlight the main principles of realization of child-centered and ways of organization of the educational process using the child-centered approach in the new Ukrainian elementary school.

The research methodology is aimed at the study of the child-centered approach to the organization of the lesson in the new Ukrainian elementary school.

The objectives of the study will be realized by using such methods: methods of critical analysis, synthesis of scientific and methodological sources, methods of system analysis, descriptive and predictive method, generalization and systematization of the results - induction and deduction, traductive method.

Neuropsychological processes of formation of the present-day first-grader

Learning is a complex cognitive activity, which is carried out with the interaction of various brain structures. Timeliness of formation and completeness of functional systems is the psychophysiological basis of higher mental functions, mental forms of activity and success of learning of the first grader.

Formation of the child's psyche occurs directly with the rate of growth and maturation of his or her brain. Partial deviation or violation in this process leads to complications in mental development. The child-centered vector should take into account the fact that the school program is designed for a certain level of development of functional capabilities of the organism, and the child cannot begin to learn until his body and, first of all, the central nervous system is ready for this process. Neuropsychological studies show that when the frontal lobes of the brain are underdeveloped, there is invariably a disturbance of the personality components (Luriya, 2022).

The process of mental development of the younger schoolchild should be based on a harmonious correspondence between the psychophysiological capabilities of the child and the requirements imposed by the social environment. It is clear that the bases of knowledge are laid in the junior school age; what is lost at this age will be difficult to compensate later. In this connection, the relevance of predicting and correcting the mental development of junior schoolchildren is growing. The issue of using neuropsychological and psychophysiological knowledge in the activity of general education schools, the knowledge of neuropedagogy which takes into account the age dynamics of psychophysiological features of children in

the educational process, is important for building a vector of children centricism because knowledge about brain maturation in ontogenesis goes through a number of stages.

A model of the child-centered approach to the organization of the lesson in the new Ukrainian elementary school

The child-centered approach to the organization of the educational process in the new Ukrainian elementary school is an approach where the basis is the identity of the child, self-value, when the subjective experience of each child is first revealed and then coordinated with the content of education.

The child-centered approach to learning comes from the recognition of the uniqueness of the student's own subjective experience as an important source of individual life activity, manifesting itself, in particular, in cognition (Alyokhin, 2020).

The teacher shifts to cooperation with the student, focusing not so much on the analysis of results, as on the processual activity of the student. The student's position changes from careful performance to active creativity, his thinking becomes reflexive, that is aimed at the result. The nature of the relationships in the classroom also changes. The main point is that the teacher should not only give knowledge, but also create optimal conditions for the development of students' personality (Honcharuk, 2013).

The main features of the organization of the child-centered lesson are largely determined by the specific methods of teaching, the degree of taking into account the interests and abilities of students, the ways and degree of interaction between the teacher and the student, the opportunities for the student to choose the content of learning, the level and methods of its assimilation.

With the child-centered approach to organization, the teacher designing his lesson relies on the following principles of its construction:

- Priority of individuality;
- Variability;
- Openness.

The priority of individuality implies the recognition of the student as the main subject of the educational process. At a lesson it is necessary to create conditions for self-expression of each student, manifestation of his/her selectivity to the educational material.

The priority of variability implies a certain position of the teacher, which provides self-realization of each student in learning. For this purpose

it is necessary to equip the lesson with special didactic material to give each student the opportunity to choose the type, type and form of the task, in accordance with their interests, peculiarities of thinking.

The principle of openness implies the use of different types of communication in the classroom, the joint search for truth by listening, mutual understanding through the organization of an educational dialogue.

The main goal of the child-centered approach to the organization of the educational process in the new Ukrainian school is the development of individual abilities and personal qualities.

Educational dialogue in the classroom as a method of teaching, an integral component of the internal content of the lesson.

Prevalent methods of problem-based learning, focused on activating the independence of students. The main form of interaction in the lesson is paired and group work. The teacher and students assess not only the result of the activity, but also its process, the student is compared to himself or herself and to others, and the focus on success prevails.

In the current lesson in the new Ukrainian school, the teacher acts as a tutor, only helps and organizes the distribution of students into groups, taking into account their personal characteristics in order to create the most favorable conditions for the personal realization of each child (Sydorenko, 2018).

It is necessary to work together to analyze the most optimal conditions for solving learning problems.

Designing the educational process in the child-centered system of learning in the new Ukrainian elementary school is not limited to a special construction of teaching material, which provides the student freedom of choice in working with it. It is important how this material is used by the teacher in the classroom.

The role of the student in the child-centered learning vector

In the educational process classes are the main element, but in the system of the child-centered learning dramatically changes implies its structure, the form of organization. The lesson traces the identification of students' experiences in relation to the content presented by the teacher (Nabok, 2017).

The child-centered approach in teaching is unthinkable without identifying the subjective experience of each student, that is, his abilities and skills in learning activities.

The students are not just listeners to the teacher's lectures, they are in cooperation with him, in discussion, which gives them an opportunity to express their thoughts, share their own experience, content, discuss what classmates suggest, selecting with the help of the teacher the content that is fixed by scientific knowledge. The teacher constantly stimulates thinking by asking questions like: what do you know about this or that topic; what features, characteristics could highlight (name, list, etc.); where they, in your opinion, could be used; which you have already encountered, etc.

In the course of such cooperation there are no right or wrong answers, but there are different angles, views, points of view. Highlighting them, the teacher works them out from the position of his/her own subject, didactic goals. The teacher needs to motivate students to consider the vector that he or she offers from the position of scientific knowledge.

The students do not learn ready-made templates in this case, but go through the process of understanding how they are obtained, why they are based on this or that content, to what extent it corresponds not only to scientific knowledge, but also to personally meaningful meanings.

It should be noted that the child-centered approach to the organization of the educational process in the new Ukrainian elementary school, the teaching methods and technologies used to organize the learning activities of students should also be considered as methods of diagnostics of learning, assessment of skills and competencies formed (Zaychenko, 2019).

It is this kind of lesson that is called a child-centered lesson. During it, the teacher together with children performs equal work aimed at finding and selecting the scientific content of knowledge to be absorbed. Under these conditions the acquired knowledge becomes personally meaningful.

The teacher and the student act as equal partners, carriers of heterogeneous, but necessary experience. The main idea of the child-centered lesson is to reveal the content of the individual development of students, coordinating it with the given, translating it into socially significant content and thereby to achieve personal assimilation of this content.

Implementation of a personality-centered approach to learning helps to form students' ability to communicate, evaluate and justify their actions, freely express themselves, actively participate in the discussion. Serves the formation of a sustainable cognitive process and interest in the subject.

Child-centered learning vector plays an important role in the education system and naturally reflects the existing changes in the learning process of younger students, allowing you to prepare them for independent and conscious activity. Today's education not only in the context of the implementation of the concept of the new Ukrainian school, but in general

should be aimed at the development of human personality, the disclosure of his capabilities, talents, the formation of self-awareness, self-realization, which will train a competent and up-to-date graduate ready for the realities and technologies (Serokurova, 2019).

The process of education in our time aims to create a new model that is designed to broaden the path of life and give each child the opportunity to self-development, paying special attention to his interests in order to form the basics of life competencies. The concept of the New Ukrainian School provides for the creation of such a learning process based on a person-centered model of education, in which the educational institution takes into account the rights and needs of the child, his skills, preferences and in practice implements the principle of children centrism.

In their own work the teacher must take into account the real pedagogical abilities of all students in order to organize the fruitful activity of the whole class. Knowing the abilities of all students, it is possible to properly regulate the teaching load and implement a differentiated approach, because the differentiation of tasks plays a decisive role in the development of learning abilities of students. For this purpose it is necessary to collect multilevel tasks for formation of knowledge and skills of students at a lesson and homework. To the control lesson pick up multilevel tasks on the basis of children's preparedness for the subject, individual development. This allows you to give each child enough attention and achieve really high success in learning.

This concept requires the teacher to make changes in the organization of its activities in accordance with the requirements of the present, with the fast-paced dynamic processes, the complexities in certain learning angles, in the framework of individual research projects, Kvas (2011).

That is why the relevance of the problem of implementing children centrism in education is indisputable. The child is at the center of the pedagogical system. The interests of the child become the values of education. NUS, focusing on the student, aims to take into account the age specifics of physical, mental and intellectual development of children. This will promote the best opening of each child's potential, as well as the possibility of creating a situation of success in learning for students who have different levels of learning capabilities, which stimulates the child to seek new knowledge and forms the desire to achieve new success in learning (Venhlovska, 2020; Antypin, 2020).

The following neuropsychological principles are used to implement children's centrism in the current school:

- arrangement of the educational environment in order to take into account and reflect the interests and needs of students;
- the ability to apply in practice the knowledge acquired, the combination of the child's personal development and practical experience;
- taking into account the personal needs and desires of all children, the peculiarities of their age and needs;
- respect for the rights and freedoms of the child in all types of activity;
- introduction of self-management, which implies freedom and independence of the child in the education of the ideas of humanism and democracy, which are important in today's society (Andriushchenko, 2020; Tepluk, 2020; Sahaidak, 2020).

The above principles of teaching require them to meet the goals that are relevant and significant in the organization of the educational process, namely:

- more praise - less criticism;
- helps in overcoming insecurity in their own abilities;
- convincing students of the necessity of completing the tasks set;
- helps to avoid failure;
- encouraging them to do something;
- explaining what any activity is for;
- helps in experiencing not the result of the whole, but even a specific detail.

The main directions of children centrism are freedom of pedagogical creativity that promotes activity of students in the educational process, the focus of educational activities on practicality, education of personality with thought, promoting the moral and psychological comfort of the child, the importance of the psychophysiological characteristics of children, the organization of classes in nature that promote better thinking, doing creative work that promotes memory and thinking, language activity, stimulation of intellectual child's abilities (Berbets, 2021; Babii, 2021; Chyrva, 2021).

The results of learning directly proportionally depend on the selection of teaching methods that meet the peculiarities of age and individual tendencies of mental development of children.

The main neuropsychological directions contributing to the improvement of initial teaching methods should be highlighted:

- activity;
- education of initiative;
- development of independence and creativity;
- scientific search and work in groups;
- individual approach;

- innovative technologies.

Children centrism introduces critical thinking technology, as well as learning integration, differentiation, person-centered approach, project-based and interactive learning. Innovative technology contributes to the assimilation of norms of behavior, fosters understanding of each other, respect for peers, for elders. Skills and abilities are developed through creative and didactic tasks.

The use of the principles of children centrism promotes students' ability to be confident in themselves and their abilities, fosters a sense of joy of achievement and has a definite impact on the personality. The implementation of these principles helps to develop impartial and fair treatment of each student, while avoiding discrimination and respecting all students.

Students have the right to choose subjects and their level of difficulty in performance, and the right to study in different-age subject or interdisciplinary groups.

Students learn to deal with stressful situations and tension, and the pedagogical tasks are solved in an atmosphere of psychological comfort and support, which allows the potential of each child to be discovered.

Ways to organize the educational process using the child-centered approach

To take into account children centrism in the educational process of NUS, the following types of frontal, i.e. general class work will be effective:

- immersion in a problematic situation requiring investigation;
- discussion;
- role-playing with the use of imaginary situations;
- conversation with elements of critical thinking;
- retelling with a creative continuation;
- report, report, presentation of the teacher together with the student.

The student's independent work in this case is also aimed at the development of children centrism, this is the kind of work in which students are offered to perform different tasks, according to their abilities. They can be on cards and have different levels of difficulty (heavy, medium and light); individual reports related to the elaboration of additional literature are offered. The main task can be offered to the students according to the textbook, and additional, varying tasks can be developed and offered to the children for free choice.

Studying a topic (course) individually is also a type of acquiring knowledge in the perspective of children centrism. This type of individualization involves an accelerated pace of learning (acceleration) for students. It is also possible to do so for different topics: the most difficult topics can be studied with able younger students, during elective courses with in-depth study of a subject (Strashko, 2021; Donchenko, 2021; Zhamardiy, 2021).

Open learning, which is characteristic of NUS, allows talent to unfold and promotes children centrism. It is not constrained by the known framework of programs, norms, standards, from the requests of students and their parents. NUS of open learning abolished the compulsory curriculum, the program; students had to find the content of what they were learning on their own, the traditional classroom-lesson system was eliminated; the teacher was only an advisor, not a leader of the learning process.

The essence of children centrism in learning subjects is that after a period of, for example, three to four weeks of mathematics is over, one moves on to the next level, and leaves the passed material for a while to return to it at a new level of comprehension. By the middle of the day, art subjects should be planned because the final part of the day is better than the end of the art branch. The child may not be able to cope with the tasks, the psycho-pedagogical concept of NUS does not allow for offense and humiliation. Knowledge is assessed; ignorance requires no assessment. It is easy for a primary school teacher who implements the NUS concept to take the child and his or her personal needs into account.

There are two types of knowledge accumulation: horizontal and vertical; the teacher expands or deepens children's knowledge and skills. Child-centered learning involves enriching students' knowledge in those areas where they are strongest; it is also necessary to enrich their learning and cognitive skills.

There is a system of acquisition of learning and cognitive skills, which includes the following components:

1. Formation of learning and cognitive skills.

Classification of learning and cognitive skills taking into account the neuropsychological development of first graders:

- 1) basic (reading speed);
- 2) general activities (sign-symbolic activity, memorization, cooperation, planning, attention);
- 3) techniques of developing logical thinking;
- 4) self-study (work with the text, auditory information, plan, outline);

- 5) facilitating organizations;
- 6) special.

These large groups of skills are divided into smaller ones, and small skills should be taught to children separately, then formed into holistic skills and generalized into a single system of algorithms of learning and cognitive skills. Consider some in more detail (Nabok, 2017).

1. Reading.

Reading is one of the basic skills and at the same time a universal learning activity for younger students. It is especially important for the individualization of junior high school students' learning and development of their cognitive independence in the development of reading speed.

Any independent task begins with familiarizing the child with the condition. There is no need for an adult to read for it, because the student must do it himself, get into the content of the condition.

The system of visual dictations developed from 18 sets of 6 sentences, the "length" of the words increases and the time to read and memorize the text, by contrast, remains the same or decreases.

As these dictations are performed, the reading speed of the younger students increases.

General activity skills.

Attention formation.

Attention is a control action that is abbreviated and automatic. The first step in forming attention in younger students should be to check the text with errors. Twenty or twenty-five instructional sessions of 25 to 35 minutes each can be used and then it is best to move the attention span to other materials.

Planning.

Teach children to plan their activities by sounding out a plan and sequence of actions.

The ability to cooperate comes to children while working in pairs or groups; and it is important to give a task in such a way that responsibilities are distributed independently (Alekseyenko, 2021).

Modeling.

Modeling is a very important skill for younger students that is characterized by actions that need to be taught separately: using objects, models, diagrams, algorithms; gradually moving to modeling "about oneself". It is important to teach reflection and adequate assessment of the obtained result.

As a result of modeling application in acquaintance with spatial relations, in constructing activity, in teaching literacy, in acquaintance with

children's fiction, with logical tasks the mental development, indicators of intelligence of the child increases significantly.

Conclusion

The importance of the article consists of taking into account the vector of neuropsychological processes in the formation of the present first grader; in a deeper study of the child-centered approach to the organization of the lesson in the new Ukrainian elementary school; in determining the student's role in the child-centered vector of learning, so rapidly developing in the today's world; in identifying the main principles of the realization of children centrism and finding ways to organize the educational process using the child-centered approach in the new Ukrainian elementary school.

Child-centered learning is an integral part of the pedagogical process. One of the most important tasks of the current school is to help students more fully reveal their abilities and potential, develop initiative, independence, and creative uniqueness.

Individualization of the educational process is an indispensable condition and tool for implementing person-centered education in school. Individualization of learning is based on the fact that the degree of training and development of learning abilities is not the same for all students. Students grouped together only by age, without regard to their intellectual and personal abilities, cannot make equal progress in learning. Students in the same class may spend anywhere from five minutes to an hour and a half on a single task.

Some students do not have age-appropriate flexibility, dexterity of thinking, the ability to generalize, creativity in solving specific problems, lagging behind in the mastery of educational material. Such students lose motivation for learning and develop a negative attitude towards learning. The situation is no better with strong students who are forced not to work to the best of their abilities because the teacher is teaching focused on the average student. Over time children become accustomed to the ease of doing schoolwork and the first difficulties lead to confusion and insecurity. Therefore, the task of maximizing each student's achievement can be accomplished by examining the individual characteristics of students through the child-centered approach.

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The Author 2 identified the role of the student in the child-centered vector of learning.

The Author 3 identified the main principles of children centrism implementation.

The Author 4 found out the ways of organizing the educational process using the child-centered approach in the new Ukrainian elementary school.

The Author 5, 6 made an analysis and methodological presentation of the model of the child-centered approach to the organization of the lesson in the new Ukrainian elementary school.

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