

VALUE SETTINGS OF AN ADULT AS A SOURCE FOR CREATING A CHILD'S PERSONALITY: A CULTURAL-HISTORICAL CONTEXT

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A theoretical research of the role of the teacher's personal values in the process of forming a child's personality from the perspective of a cultural-historical approach is implemented in the article; the essence of the personal values' concept as an integral psychological formation, which determines the characteristics of the behavioral activity of the subject realized in socially significant actions has been revealed; psychological characteristics, patterns, and phenomenological markers of the process of transferring personal values of a teacher to pupils are considered. The ideal process of interaction with the teacher in the educational environment provides for the cultivation and creation of the child's personality, consisting in assigning them the significant achievements of human culture, which in a generalized and symbolic form contain the universal value orientations of humanity. The unique ability of a person to symbolically reproduce reality in the course of its creative comprehension provides the universality of cultural contents, which makes it possible to adequately perceive and familiarize other people with value coordinate systems. The psychological process of values' interiorization is significantly different from the mechanical absorption and accumulation of information mainly at the cognitive level. In the context of personality creation, the essence of the complex process of appropriation of the contents of human culture as a special type of interiorization is understood as the acquisition of "psychological registration" in the inner world of the person who perceives them. Thus, as a result of this process, the value belief that is external at the time of a person's meeting with it becomes over time his or her inner wealth, which is built into the system of his individual value attitudes. A child is inclined to derive certain displays of an adult, which gives him or her the possibility to successfully solve problems without a long search and implementation of many possible solutions. This may concern not only some specific forms of external behavior, but also such generalized "higher" human manifestations as culture, values, and meanings, which are transmitted in the course of interaction both through direct demonstration and example, and through symbols. The process of translation-appropriation of the substantial aspects of the psyche expressed in ideals and beliefs is considered as a universal phenomenon of inter subjective interaction in the article. In contrast to domestic, every day, superficial communication, the consequence of the translation of the value sphere's contents of an adult is the active moral development of the child. Important in terms of personal formation can only be the dialogical communication between subjects in which exchange of values occurs. One of the fundamental psychological laws of a student's susceptibility to educational influences, during which the transfer of values occurs, is that the degree of readiness to perceive and appropriate them will depend on the specific relationship of the child to the adult. In turn, the sign of an emotional attitude towards the teacher will depend on the practical implementation by himself/herself of the values that he/she conveys to the child.

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