

Formation of a Person's Value Attitude to the Worldview Using Information Technologies

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Summary

The article analyzes the features of the formation of a person's value attitude to the worldview by means of information technologies. The present considers it necessary to form a person's value attitude to the perception of the world by means of information technologies. The explosive development of information and telecommunications technologies has become a determining factor in the development of modern society, which is called the information or Global Information Society. It is not yet fully formed, and we are all participants in the development of the Global Information Society. The article considers the basics of a harmonious worldview of a person, which is the basis for the formation of outlook ideas, views, knowledge, beliefs about the surrounding world, which determine the place and role and motivate actions in relation to the surrounding reality through the prism of value orientations. Worldview is considered as an integrity of relatively stable schemes, behaviors, feelings, thinking, vision of the surrounding world, inherent in an individual child, ethno-cultural and socio-cultural groups. The concept of "worldview" as a component of the multi-level structure of the individual's outlook is defined. The features that characterize a person's perception of the world are revealed. The main educational value of information technologies in the formation of a person's value attitude to the perception of the world is highlighted, which consists in the fact that they allow you to create an immeasurable brighter multi-sensory interactive learning environment with almost unlimited potential opportunities that fall at the disposal of both the teacher and the student. The trend of forming a person's value attitude to the perception of the world is clearly developing in the direction of mixed learning as a process that creates a comfortable information educational environment, communication systems that provide all the necessary educational information. The approach to student development by means of

the educational environment and the formation, while in the person of a value attitude to the perception of the world by means of Information Technologies, has many pedagogical advantages, which is considered in the article.

Keywords:

value attitude, worldview, information technologies, personality, conscious, work, multi-level structure of the individual's outlook.

1. Introduction

The perception of the environment is determined by the mental state of the individual and the nature of his activity in the surrounding world. The degree of human perception of identical natural objects or phenomena corresponds to their mental state, the development of intelligence, the formed moral and ethical norms of behavior and activity in society, the purpose of which is the interaction of the individual with the environment. The perception of the environment as a whole is important because it contributes to a person's awareness of its functional structure, according to its laws, organizes a variety of phenomena or objects [20].

V. Strelnikov considers movement, change, and development to be the main characteristic of the world, and the main content of life and the fundamental means of human existence is its development, which is fully and intensively observed in student age. The development of a student as a social and personal phenomenon is carried out primarily in education, so the main social and individual life of a young person is concentrated in the field of Education. The inconsistency of the problem of choosing Innovative

Training Technologies is caused by the fact that today humanity has already finally exhausted the potential of its development within the framework of man-made culture and is increasingly aware that there is no purely technological solution to problems. A different paradigm of existence is needed, which is based on new knowledge and general principles of thinking in the context of transition to a new stage of human development – a post-industrial (information) society [18].

The basis of personality formation should be based, first, on the ideas of the humanistic paradigm of personality-oriented education and training, the purpose of which is to find, support, develop the child's abilities, to lay in it the mechanism of self-realization of the individual. Therefore, we will consider the basics of a harmonious worldview in a person, which is the basis for the formation of outlook ideas, views, knowledge, and beliefs about the surrounding world, which determine the place and role and motivate actions in relation to the surrounding reality through the prism of value orientations.

The purpose of the article: to analyze the features of the formation of a person's value attitude to the perception of the world by means of Information Technologies.

2. Analysis of recent research and publications

T. Nosenko reveals the main directions of using information technologies in the educational process. He gives examples of using the Microsoft Office software package, the SMART board interactive package and its software, as well as the World Wide Web for developing methodological and didactic materials [10].

Kotiash, I., Shevchuk, I., Borysonok, M., Matviienko, I., Popov, M., Terekhov, V., Kuchai O. emphasized that the use of multimedia technologies in the educational process of higher education institutions allows to move from a passive to an active way of implementing educational activities, in which the student becomes the main participant in the learning process. Multimedia technologies must meet the goals and objectives of the course and be an integral part of the learning process. [6].

V. Strelnikov considers intensive learning technologies: modular technologies as Open Learning Systems; research (heuristic) learning technologies; simulation learning technologies – socio-psychological training, discussion learning technologies; cooperative learning, learning technologies in cooperation [18].

S. Yakimenko in the scientific search focuses on the guidelines of modern preschool and primary education on the personal development of the child, the formation of his conscious, value attitude to the environment, providing conditions for his spiritual growth. It defines the concept of "worldview" as a component of the multi-level structure of the individual's outlook. [20].

Shunkov, V., Shevtsova, O., Koval, V., Grygorenko, T., Yefymenko, L., Smolianko, Y., Kuchai, O. show the effectiveness of the use of network and multimedia technologies in the training of future teachers depends on the level of conceptual development of pedagogical tools used in the organization of educational and cognitive activities of students; from the degree of adaptability of the educational and information environment of training a modern specialist to his professional environment; from the level of readiness of students to perform professionally-oriented tasks with the help of network and multimedia technologies. [16].

M. Savchin, L. Vasilenko believe that the worldview is laid down almost from the moment of birth of a person, and the moral norms, ideals, principles, rules of behavior learned by him are reduced to an integral system during life" [13].

V. Lukyanets, A. Kravchenko, L. Ozadovska consider the worldview as a system of deep vital moments for human orientation and behavior in the world [8].

3. Research methods

To achieve this goal, the following research methods are used: theoretical (analysis of philosophical, pedagogical, psychological literature), which allows us to substantiate the initial provisions of the study; interpretative and analytical method, on the basis of which sources are studied using synthesis, analysis, systematization and generalization.

4. Results and discussion

The interpretation of the concept of "worldview" is constantly being clarified. There is no consensus on the definition of this concept. From an etymological point of view, "worldview" – "weltanschauung", consists of two words – "welt", which means "world, universe, globe"; "world, humanity, people"; "environment" and "anschauung", which translates into Ukrainian as "contemplation", "visual perception", "visual, figurative representation", "view, reunion, representation" [9].

S. Goncharenko and J. Maliovanyi believe that the worldview is "a means of determining a person's own position in relation to all vital phenomena and events" [5]. In the Ukrainian pedagogical dictionary, S. Goncharenko expresses a similar opinion regarding the understanding of the scientific category "worldview", interpreting it as "the world of its being and activity, which determines and perceives its place and purpose in it" [4].

I. Bychko, V. Tabachkovsky, G. Gorak note the integrativeness of the worldview, which implies its structural complexity, in particular: the presence of a perception of the world (emotional and psychological level),

conception of the world and outlook. They interpret the concept of "worldview" as "the integrative wholeness of knowledge and values, reason and sense, intelligence and action, critical doubt and conscious conviction" [2].

V. Molyako and O. Muzyka note that adaptation to the subject environment begins almost immediately after the birth of a person and immediately begins the process of developing abilities. The first manifestations of creative abilities and creativity are observed in preschool age in the form of attempts to independently perform activities.

Scientists determine the conditions for the development of creative abilities of preschoolers. First, a number of social factors, including the social situation of development and leading game activities, determines the development of a person's abilities. Spontaneous development of abilities and the emergence of creativity of preschool children, which occurs in the conditions of play and productive activities, are aimed at meeting the need for recognition from the immediate social environment. Accurate reproduction of adult actions becomes the goal of preschool children's activity, for which they expect recognition. Thus, the need for recognition can be considered as one of the independent factors in the development of imitation of preschool children.

The results of research by V. Molyako and O. Musyka show that preschool children's awareness of random productive inventions and their further purposeful use to obtain creative results is one of the mechanisms for developing creative abilities in imitation. It is revealed that random occurrences occur at any stage of mastering an activity due to the inability of preschoolers to accurately reproduce the actions of an adult. However, if at the initial stages of mastering the activity, children are guided by imitating the actions of an adult and reject random invitations, then when the task is completed perfectly, the invitations arouse the interest of both the child and their peers. Because of repeated successful inclusion of random inventions in the content of activities, children realized their value as a means of obtaining recognition for creative results. Perfection of imitative activity in combination with the ability to consciously purposeful use of inventions as a means of creativity is evidence of the formation of creative orientation and one of the key indicators of the development of creative abilities of the individual. Scientists believe that a sign of giftedness of preschoolers is the reflection of their own abilities and the possibility of their development, a conscious distinction between their own and imitative actions, awareness of the transfer of imitative and intentional actions.

Reflection as one of the mechanisms of activity regulation requires a high level of development of abstract thinking, since it involves "detachment" from one's own processes [1].

The perception of the environment is determined by the mental state of the individual and the nature of his activity

in the surrounding world. The degree of people's perception of identical natural objects or phenomena corresponds to their mental state, the development of intelligence, the formed moral and ethical norms of behavior and activity in society, the purpose of which is the interaction of the individual with the environment. The perception of the environment as a whole is important, because it contributes to the child's awareness of its functional structure, which, according to its laws, organizes a variety of phenomena or objects [20].

M. Savchin, L. Vasilenko believe that "the foundations of the worldview are laid almost from the moment of birth of a person, and the moral norms, ideals, principles, rules of behavior learned by him are reduced to an integral system that allows him not only to understand the world around him, but also to find his place in it, to form his attitude to it and the content of his life" [13].

According to V. Shinkaruka, "the worldview is a form of social consciousness of a person, the structure of which includes generalized ideas about the world and the person himself, about the direction of events in the world, about the meaning of human life, the historical fate of humanity, etc., as well as a system of beliefs, principles and ideals." All the above-mentioned components of the worldview "are mediated by the personal experience of the subject, acquiring a certain emotional coloring thanks to it and turning into a certain personal attitude that regulates the practical and cognitive activity of a person, expresses his life position." The worldview includes a perception of the world, outlook, conception of the world, as well as an element of reflection that manifests itself most in the latter. Growing up, a person develops the world, its various manifestations, he becomes to some extent "his own", along with this there is a formation of a worldview [12].

V. Lukyanets, A. Kravchenko, L. Ozadovska claim that the worldview is a system of deep vital moments for orientation and behavior in the world, which can be both an inhibitor and a catalyst for the activity of the subject of life creation [8].

V. Shevchenko affirms that the development of the world is a cognitive activity [15].

Therefore, the scientific category "worldview" is interpreted as a comprehensive, extensive, complete, exhaustive perception, comprehension or understanding of the world mainly from a peculiar, special position, point of view [9].

Children aged 5-8 years have not yet formed the fundamental foundations of the worldview, so the purpose of educating the individual is to form the foundations of its structural components, in particular, the perception of the world. One of the objects of studying pedagogy as a science that studies the patterns of child development, its attitude to the world around it in the process of education and life is the child's perception of the world. It is likely that such a branch of pedagogy can be called pedagogical anthropology.

The ambiguity of the concept of "worldview" is because this term has similarities in content with such concepts as mentality, worldview, image of the world, picture of the world, etc.

Worldview as a pedagogical category is inherently integrative, since it is a means of describing and understanding personal, social, cultural-historical and actually educational phenomena, a multi-level structure that reflects the individual and socio-typological attitude to the external and internal world of a person in the variability of forms and methods of manifestation of this attitude.

As an integral process of cognition and comprehension of the world by a person, world perception can include various stages, periods, directions, including conscious and unconscious in the human psyche and behavior. In psychological science, worldview is sometimes identified with the concept of "mentality" [20].

I. Dubov also considers the mentality consonant in content and content with the category "worldview". He argues that the mentality reflects the specifics of the psychological life of people, which is revealed through a system of views, assessments, norms and attitudes that are based on the knowledge and beliefs available in such a society and set together with the dominant needs and archetypes of the collective unconscious hierarchy of values, and therefore the beliefs, ideals, inclinations, interests and other social attitudes characteristic of representatives of this community that distinguish this community from others [3]. Therefore, the concepts of "worldview" and "mentality" have internal connections.

S. Yakimenko notes that the formed foundations of a harmonious worldview among people are the basis for the formation of worldview ideas, views, knowledge, beliefs about the surrounding world, which determine the place and role and motivate actions in relation to the surrounding reality through the prism of value orientations [20].

The present considers it necessary to form a person's value attitude to the perception of the world by means of Information Technologies. The explosive development of information and telecommunications technologies has become a determining factor in the development of modern society, which is called the information or Global Information Society. It is not yet fully formed, and we are all participants in the development of the Global Information Society.

The transition to market relations in the economy, scientific and technological progress have greatly accelerated the pace of implementation of the latest achievements in the field of informatization in all spheres of socio-economic life of society. The term "informatization" first appeared when creating local information and computing systems. Informatization is a set of interrelated, legal, political, socio-economic, scientific, and technical and production processes that are aimed at meeting the information needs of individual citizens and

society as a whole, use modern information technologies, and automated information systems for this.

The information society is a stage of civilizational development of humankind, where the influence of information and communication technologies on all spheres of society increases. The phenomenon of the information society is associated with qualitative changes in economic, social, political, and cultural relations between members of society, its individual groups, and states. A real information society should provide legal and social guarantees that every citizen of society located in any place and at any time would be able to receive all the information necessary for their life and solving the problems they face. An information society is a society where all means of information technology, for example, computers, integrated systems, cable, satellite and other communications, video devices, software, scientific research, are aimed at making information publicly available, which is actively implemented in production and life. The main criteria of the information society are the quantity and quality of information in circulation, its effective transmission and processing. An additional criterion is the availability of information for everyone due to its relative cheapness. Information society as a society in which a personal computer connected to cross-border information networks enters every home; each member of society has the opportunity to receive in a timely manner with the help of cross-border Information Networks complete and reliable information of any kind and purpose from any state, while being almost at any point in geographical space; it is possible to quickly communicate both each member of society with anyone, state and public structures regardless of location on the globe; geographical and geopolitical borders of states disappear within information networks, there is a "collision" of information legislation of countries, there is a need harmonization of legislation; there are new forms of activity using information networks: work, creativity, education, and medicine. The global information society is formed locally, and this process is proceeding with different intensity and features in different countries. Information societies have three main characteristics. First, information is used as an economic resource. Organizations are using information on an increasing scale to increase efficiency, encourage innovation, and strengthen competitiveness. Secondly, information becomes the subject of mass consumption among the population. Thirdly, there is an intensive formation of the information sector of the economy, which is growing at a faster pace than other industries. Moreover, the movement towards an information society is a general trend for developed and developing countries.

An automated information system is an interconnected set of data, equipment, software tools, personnel, and standard procedures that are designed to collect, process, distribute, store, and present information in accordance with

the requirements that follow from the organization's goals. Information systems include technical means of data processing, software and related personnel. Four components form the internal information basis: means of recording and collecting information; means of transmitting relevant data and messages; means of storing information; means of analyzing, processing and presenting information. The variety of Information Systems is growing every year [7].

The main educational value of information technologies in the formation of a person's value attitude to the perception of the world is that they allow you to create an immeasurable brighter multi-sensory interactive learning environment with almost unlimited potential opportunities that fall at the disposal of both the teacher and the student.

At the present stage of development of the educational process, among the priority goals are the tasks of dramatically improving the quality of learning, motivating learning, overcoming the accumulated destructive phenomena, which leads to the formation of a person's value attitude to the perception of the world. In addition, this is possible by combining traditional means with the latest achievements of science and technology. In the context of modernizing education, the idea of strengthening students' independent creative thinking, their personal orientation, and strengthening the activity component in education is gaining more and more successors. An important role in ensuring the effectiveness of the educational process is played by its activation based on the use of new pedagogical technologies, in particular information.

One of the main problems of introducing innovative forms of education is the choice of the optimal ratio of the best traditions of the existing educational system, modern pedagogical innovations and tools of information and communication technologies. As practice and some studies show, the trend of forming a person's value attitude to the perception of the world is clearly developing in the direction of mixed learning as a process that creates a comfortable information educational environment, communication systems that provide all the necessary educational information. In mixed learning, traditional learning is combined with computer learning, namely with the use of information and communication technologies, the information environment. During such training, the computer functions as a tool for the student's activity, based on its ability to accurately record facts, store and transmit a large amount of information, group and statistically process data. This allows you to use it to optimize learning management, form a personal value attitude to the perception of the world, increase the effectiveness and objectivity of the educational process while significantly saving the teacher's time in the following areas: obtaining information support; diagnostics, registration and systematization of learning parameters; working with educational materials (search, analysis, selection, design,

creation); organizing collective work; implementing distance learning.

Modern computer tools allow teachers, without doing programming, to create electronic educational and methodological complexes. There are many ways to do this: from filling in available existing shells to creating new ones yourself [14].

Interactive capabilities of modern computers affect the creation of conditions necessary for the process of thinking, which is the basis of comprehension, play an important role in memorization as a logical conclusion of the learning process, creating bright reference signals, contribute to the consolidation of acquired knowledge and their systematization and affect the quality of formation of a person's value attitude to the perception of the world.

The use of Information Technologies of training provides the teacher with the opportunity to virtually go beyond the walls of the study room, plunge into a bright colorful world, and allows you to enjoy the fascinating learning process together with the student.

The peculiarity of the development and application of information and Computer Learning Technologies is that they tend to take on adaptive properties that allow them to establish direct connections with students. The teacher is freed from certain control and informational functions, reserving such main learning functions as:

- interrelation of education and training;
- development of independent thinking of students;
- management and adjustment of the learning process, taking into account the latest achievements of science and technology, individual characteristics of students;
- development and setting of new training tasks, etc.

Teachers and students focus all types of activities on the active use of Information Computer Technologies as a tool of knowledge and self-knowledge, on independent presentation and acquisition of knowledge, making their own small discovery in the process of studying the world around them. The use of information and computer technologies in the educational process is necessary not so much to support traditional forms and methods of teaching, but to create variable methods that contribute to the personality-oriented development of students, developing learning [10].

The main strategic direction for the development of the higher education system in different countries of the world lies on the way to solving the problem of personality – oriented education – such an education in which the student's personality would be in the center of the teacher's attention. The Information Technology Society is much more interested in ensuring that its citizens are able to act independently and actively, make decisions, form a value attitude to the perception of the world, and flexibly adapt to changing living conditions. In such a society, an appropriate climate is created by organizing an educational environment that encourages interaction, mutual trust;

performing interactive exercises that allow students to get to know other participants in the educational process; explaining the purpose, technology, learning progress, the nature of expectations, which provides students with a sense of security; applying a difficulty scale – starting with simple and easy tasks, you should gradually move on to more complex ones; positive feedback, stimulating assessments of students' efforts and achievements.

The present requires the creation of software products that implement knowledge bases belonging to the hypermedia class, since they allow not only the user to freely choose the logic of familiarization with information, but also make it possible to combine text and graphic information with sound, video and film fragments, animation. Computer equipment capable of operating in this mode is combined by the integral term multimedia (multivariate environment). Multimedia hardware, along with knowledge bases, made it possible to create and use computer simulations, microcosms, didactic and educational games based on them, which are of particular interest to students [18].

We consider scientific approaches to understanding the concept of "worldview" as a component of the multi-level structure of the individual's outlook, which determines the features of children's perception of the world. Worldview as a pedagogical category is inherently integrative, since it is a means of describing and understanding personal, social, cultural-historical and actually educational phenomena, a multi-level structure that reflects the individual and socio-typological attitude to the external and internal world of a person in the variability of forms and methods of manifestation of this attitude. Perception of the world as an integral process of cognition and understanding of the surrounding world by a child includes various stages, periods, directions and is determined by the mental state of the individual and the nature of his life activity. It was found out that the degree of perception of identical natural objects or phenomena by children corresponds to their mental state, intelligence development, formed moral and ethical norms of behavior and activity in society, the purpose of which is the interaction of the individual with the environment. It is established that the perception of the environment as a whole is important, since it contributes to the child's awareness of its functional structure, which, according to its laws, organizes a variety of phenomena or objects. The concept of "worldview" is defined and its thorough analysis is carried out, since worldview is a component of its level structure: emotional-sensory (worldview), conscious-sensory (outlook), conscious (conception of the world), and self-conscious (worldview as such). The term "worldview" is explained as a system of views on reality, which determines the general direction of human activity and behavior and is the highest synthesis of knowledge, practical experience and emotional assessments. It is found out that the foundations of the worldview are laid almost

from the moment of birth of a person, and the moral norms, ideals, principles, rules of behavior learned by him are reduced to an integral system that allows him not only to understand the world around him, but also to find his place in it, to form his attitude to it and the content of his life. It is concluded that children aged 5-8 years have not yet formed the fundamental foundations of the worldview, so the purpose of educating the individual is to form the foundations of its structural components, in particular, the perception of the world [20].

When forming a person's value attitude to the perception of the world, the value attitude to work is of great importance, which is an important component of the content of personal education. It provides for students' awareness of the social significance of work, a developed need for labor activity, initiative, propensity for entrepreneurship; understanding of economic laws and problems of society and means of their solution, readiness for creative activity, competitiveness and self-realization in market relations, the formation of hard work as a basic quality of the individual [17].

Value attitude to work is a defining component of the content of personal education, aimed at forming an understanding of the personal significance of work as a source of self-development and self-improvement.

It is worth noting that the education of a true value attitude to work is associated precisely with the awareness of its social value and practical significance. After all, in life, work is performed not because it is attractive, but for the sake of achieving a socially significant result.

Usually, by nature, people have approximately the same ability to work, but in real life some know how to work better, others – worse, some are capable of the simplest work, others – to work more complex, more valuable for society. Consequently, the need for socially significant work, awareness of its value is not so much given to a person by nature, but is formed by him by means of training and education throughout life [11].

Value attitude to work is an important component of the content of personal education. It provides for students' awareness of the social significance of work, a developed need for labor activity, initiative, propensity for entrepreneurship; understanding of economic laws and problems of society and means of their solution, readiness for creative activity, competitiveness and self-realization in market relations, the formation of hard work as a basic quality of the individual. Labor education is a system of educational influences, the purpose of which is to morally and psychologically prepare students for future professional activities.

Educational achievements:

- positive and emotional attitude to work as a form of being and a way of self-realization of the individual;
- ability to consciously choose a future profession in the name of the national state interest;

- social significance of work in human life, aesthetics and culture of work in the traditions of the Ukrainian people;
- motivation, purposefulness, organization, ingenuity, hard work;
- designing professional development [19].

The approach to the development of the student by means of the educational environment and the formation, while in the person of a value attitude to the perception of the world by means of Information Technologies, has many pedagogical advantages: it allows you to improve the practice of forming goals, planning and implementing educational programs; creates conditions for the best implementation of the capabilities of other pedagogical approaches; puts the teacher in the position of a researcher, a subject of creative practice; it unites teachers and like-minded people who work according to a single logic and communicate in a single professional language.

In theoretical and methodological terms, this approach: solves the problem of rationalization of research and the use of the environment for educational purposes through the unification of language, formalization and systematization of structures of scientific knowledge, technologization of managerial interaction procedures; expands the boundaries of the theory of educational systems through the introduction into scientific circulation of such concepts as "niche" and "element", which give a holistic view of the environment and conditions of its transformation into a means of teaching and education; contributes to the study of the phenomenon of resonant influence as the basis of "soft management" in teaching and education; opens up wide prospects for enriching didactics and theory of education with knowledge of other scientific disciplines [18].

Conclusions

We consider the perception of the world as an integrity of relatively stable schemes, ways of behavior, feelings, thinking, vision of the surrounding world, inherent in an individual, ethno-cultural and socio-cultural groups. The worldview reflects the "mechanisms" of socialization specific to a particular cultural or social environment, expressed in the prevailing way of perception of the world for a particular group. The features that characterize the perception of the world of a person are revealed: the integration of stereotyped ways of perception of nature, man and society; the combination of components of a transitional (age) character; spiritual and intellectual content; dynamics that do not always coincide with the dynamics of intellectual maturation; the connection with reflexive processes; different pace; localization at the intersection of socio-cultural, ethical, gender-age components of human development; the integration of

natural and cultural, rational and emotional, individual-personal and socio-typological.

The main educational value of information technologies in the formation of a person's value attitude to the perception of the world is highlighted. The tendency to form a person's value attitude to the perception of the world is clearly developing in the direction of mixed learning as a process that creates a comfortable information educational environment, communication systems. The approach to student development by means of the educational environment and the formation, while in the person of a value attitude to the perception of the world by means of Information Technologies has many pedagogical advantages, which is considered in the article.

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