

Abstract

One of the most important functions of historical and pedagogical education in modern educational the system is connected with a pupil's character features development, a value apprehension of social events and a formation of a value-oriented attitude to reality. The main aim of the present article is to describe and analyze the results of a conceptual and methodological model implementation which is based on historical and social science knowledge for a purpose of a formation of value-oriented attitude to reality among younger pupils. The principle methods of this research are: modelling method which allows to observe and trace a value-oriented attitude formation in a step-by-step sequent complex of didactic, methodological and technological historical and social science education components of a primary and secondary education; a method of pedagogical experiment among younger pupils aimed at a formation of a value-oriented attitude to reality on the basis of historical and social science knowledge. The conceptual and methodological model of a value-oriented attitude to reality formed on historical and social science knowledge among younger pupils is discussed and explained in the present paper; the forming conditions of a value-oriented attitude to reality based on historical and social science knowledge among younger pupils are revealed from a pedagogical point of view taking into account pupils' most sensitive personal development period for pedagogical influence and reality apprehension. Devised and tested diagnostic tools implemented among younger pupils to analyze the quality parameters of a value-oriented attitude to social objects in connection with history and modern conditions are considered to be practically significant.