

– rešpektovať požiadavku permanentného vzdelávania sa prostredníctvom cieľavedomej reflexie vývoja v oblasti teórie, výskumu a praxe.

Záver a vyhliadky na ďalší výskum. Príprava, obsah a realizovanie zdravotno-preventívnej kompetencie ako súčasť profesiogramu učiteľa sa opiera o dostatok poznatkov, informácií a skúseností. Tie umožňujú zodpovedajúce formulovanie edukačných cieľov a konkretizovanie okruhov a obsahu pôsobenia v prozdravotnej edukácii. Je na učiteľovi akú edukačnú stratégiu zvolí, ako sa táto spradmetní v obsahu, formách, metódach a prostriedkoch pôsobenia.

Učiteľ, vybavený komplexom kompetencií vrátane kompetencie zdravotno-preventívnej, je určujúcim predpokladom a zárukou efektívnej výchovy k zdraviu. Profesiogram úspešného učiteľa v oblasti výchovy k zdraviu predpokladá tiež osobnostnú dimenziu opierajúcu sa o vnútorné stimuly, o presvedčenie o potrebe efektívne realizovať proces prozdravotnej edukácie. Učiteľ má v tomto priestore excelentnú pozíciu, keďže erudovaná, cieľavedomá a systematická zdravotno-preventívna edukačná intervencia je investíciou, ktorá sa pozitívne premietne v procese formovania, stabilizácie a interiorizácie zásad zdravého životného štýlu nielen u žiakov, ale aj rodičov, prípadne komunity.

Príspevok je čiastkovým projektom APVV-17-0075 Výchova k zdraviu v edukácii rómskych žiakov zo sociálne znevýhodneného prostredia.

Zoznam bibliografických odkazov

1. Jezberová, R. et al. 2007. *Nová koncepcie klíčových kompetencí v RVP odborného vzdělávání*. Praha: NÚOV.
2. Kasačová, B. 2007. Teoretické východiská „reflexie“ v úvahách o učiteľoch a ich profesijnom rozvoji. In: *Zborník referátov z medzinárodnej konferencie „Ako sa učiteľ učia?“*. Prešov: FHPV, PU, MPC, s. 135-139. ISBN 978-80-8045-493-7
3. Kosová, B. a kol. 2012. *Vysokoškolské vzdelávanie učiteľov*. Banská Bystrica: PF, UMB. ISBN 978-80-557-0353-4
4. Liba, J. 2016. *Výchova k zdraviu v školskej edukácii*. Prešov: PF, PU. ISBN 978-80-555-1612-7
5. Lukašová, H. 2015. *Učiteľské sebepojetí a jeho skoumaní*. Zlín: FHS, UTB. ISBN 978-80-7454-552-8
6. Průcha, J. – Walterová, E. – Mareš, J. *Pedagogický slovník. 4. aktualizované vydání*. Praha: Portál. ISBN 80-7178-772-8
7. Průcha, J. 2009. *Pedagogická encyklopedie*. Praha: Portál. ISBN 978-80-7367-546-2
8. Spilková, V. 2003. Současné proměny v pojetí učitelské profese a přípravy na klíčové trendy v Evropě. In: *Zborník z medzinárodnej vedeckej konferencie „Príprava učiteľov elementaristov v novom storočí.“* Prešov: PF PU, MPC, s. 11 - 18. ISBN 978-80-8068-146-3
9. Turek, I. 2009. *Didaktika*. Bratislava: Iura Edition. ISBN 978-80-8078-322-8
10. Žilínek, M. 2001. Teoretické aspekty profesijnej etiky učiteľa. In: *Zborník vedeckej konferencie „Pedagogická profesia v kontexte aktuálnych spoločenských zmien.“* Prešov: FHPV PU, MC v Prešove, Nadácia „škola dokorán“, s. 346 – 351. ISBN 80-8068-037-X
11. Vašutová, J. 2004. *Profese učitele v českém vzdělávacím kontextu*. Brno: Paido. ISBN 80-7315-082-4
12. Veteška, J. – Tureckiová, M. 2008. *Kompetence ve vzdělávání*. Praha, Grada. ISBN 978-80-247-1770-8
13. Walterová, E. et al., 2004. *Úloha školy v rozvoji vzdělanosti*. 1. a 2. siel. Brno: Paido. ISBN 80-7315-083-2

У статті проаналізовано особливості діяльності педагога і представлена професія вчителя як складна місія, що вимагає формування та інтеграції численних компетенцій. Обґрунтовано компетенції як переносні та багатofункціональні набори знань, умінь та навичок, необхідних для ефективної освіти. У статті визначено коло компетентностей вчителя, що є ключовим для навчального процесу та зроблено акцент на їх динамічному та відкритому характері, підкреслюється значення роботи вчителя у профілактичній освіті та необхідність цілеспрямованого формування медико-профілактичної компетентності, що має бути визначено як складова професіограми у програмах підготовки вчителів.

Ключові слова: вчитель, компетентності вчителя, професіограма, освіта здоров'я, профілактика здоров'я.

The paper presents the teacher's profession as a demanding mission requiring the generation and integration of numerous competences into the teacher's profesiogram. It defines the concept of competence in terms of the past and present research results. Competences are understood as transferrable and multifunctional sets of knowledge, skills and attitudes necessary for effective education. The paper specifies the range of teacher's competences crucial for the education process and lays emphasis on their dynamic and open-ended nature. The paper discusses the approaches to the development of the health-prevention competence understood as an integral part of teacher's competences. A systematic focus on pro-health interventions enables a well-prepared and motivated teacher to develop, stabilize and interiorize a system of knowledge, skills, routines, interests and attitudes which highlight the principles of healthy life-style as a permanent and universal value. Finally, the paper emphasizes the significant position of teacher in the health-prevention education and the need for intentional generation of the health-prevention competence in teacher training programs.

Keywords: teacher, teacher's competences, profesiogram, education to health, health-prevention competence.

УДК 37.09:94:929(045)

DOI 10.31339/2413-3329-2019-2(10)-61-64

Rozman Iryna Illivna,

Ph. D., associate professor,

Mukachevo State University, Mukachevo,

orcid id: 0000 – 0002 – 4951 – 0074

HISTORICAL AND PEDAGOGICAL SCIENCE AS THE BASIS OF THE FORMATION AND CONSTRUCTION OF BIOGRAFISTICS

The article deals with the educational and pedagogical background of pedagogical biography. The emphasis is placed on the scientific discourse of determining its main components and aspects. Two stages of the development of historical and pedagogical science in Ukraine were distinguished, when the formation of its foundations took place. The focus is on the emergence of favorable conditions for the emergence of pedagogical biography in the last third of the nineteenth - early twentieth century. It was emphasized that under difficult, contradictory socio-political and scientific conditions, the generation of Ukrainian pedagogical thought was formed. It is noted that the development of national biography, education and pedagogy was affected by the geopolitical delimitation of the ethnic territories of Ukraine. Two aspects are identified that outline important trends in the development of pedagogical biography.

Key words: formation, historical process, pedagogical biography, formation, aspect, knowledge accumulation

The problem formulation. Against the backdrop of the content of the humanities, pedagogical science stands out. From the point of view of modern science it is defined as: a) the field of human knowledge, inseparable from the development of society; b) a system of research focused on the accumulation of knowledge on the history of education, theory and practice of teaching and upbringing, management of pedagogical systems; c) institutional system, form of organization of creative work, communication and a set of norms, values, requirements that determine the nature of research activities in this area [2, pp. 7-14]. In order to prove the position of modern science, it is necessary to trace the path of becoming a pedagogical biography.

Analysis of recent research and publications. Explaining the educational and pedagogical prerequisites of pedagogical biography requires a shift of attention to the development of historical and pedagogical science, in the bosom of which its formation and formation. The content, stages and tendencies of this process are comprehensively understood by scientists A. Adamenko, L. Berezovskaya, S. Bobryshev, M. Boguslavsky, S. Goncharenko, N. Gupan, O. Dzhurinsky, V. Kuryl, V. Onoprienko, O. Suhomlinskaya, Ye. Khrykov and others.

Goal setting. The purpose of the article is to trace the historical formation and development of pedagogical biography.

Results of investigation. Through the lens of scientific discourse, its main components and aspects are determined: object, subject, task, periodization; spatio-temporal classifications (world, continental (European, American, etc.), national (Ukrainian, Polish, etc.), regional; sectoral varieties of historical and pedagogical knowledge. The problems of source studies, historiography, bibliographies of historical and pedagogical science are developed. In organic combination with theoretical and practical experience of biography, gives scientific and methodological tools and source resource for the development of historical and pedagogical biography.

In the second half of the nineteenth and early twentieth centuries. the formation of pedagogical science in Ukraine occurred through the internalization and synthesis of traditions of folk pedagogy and ideas of representatives of Western philosophy (I. Kant, G. Hegel, I. Fichte), classical European (JG Pestalozzi, IF Gerbert, F. Frebel, F. Disterweg), and Russian pedagogy and other fields of humanities and natural sciences (G. Spencer, T. Hexley, etc.).

At this time, according to scientists, the first period of development of historical and pedagogical science in Ukraine, when the formation of its foundations took place. It distinguishes two stages: the first - the 70-90's of the XIX century, when the attention of researchers focused on the history of national schooling; the second, the most fruitful, came at the end of the nineteenth and early twentieth centuries, when two "subject areas" began to be studied in detail: the history of pedagogical practice and the history of pedagogical thought. Under the influence of the revitalization of the Ukrainian national movement, many such works were imbued with the idea of reviving the national school on the basis of humanism and democracy [3, p. 16].

The formation of Western historical and pedagogical science marked their special tendencies. The process was led by France and Germany, where the first works in this field of knowledge appeared at the end of the seventeenth century, and in the studios of the late eighteenth - the first half of the nineteenth century. The history of education was viewed through the prism of different historical eras, state systems, and national traditions (F. Kramer, F. Rukopf, K. Schmidt, etc.). At this time and in the second half of the nineteenth century. increased interest in the history of pedagogy in the United States (J. Monroe, L. Seeley), England (R. Quick), Germany (P. Bart), France (Sh. Leturno), and other countries. It was conceived through the prism of scientific-theoretical concepts of philosophy, sociology, ethics and with the projection on the development of individual national educational systems and types of educational institutions [10, pp. 367-368]. The array of historical-pedagogical studios distinguished works about individual pedagogical personalities, their creative heritage, the author's schools, etc.

Thus, in the last third of the nineteenth and early twentieth centuries. as separate "puzzles" in the form of development of historical biography, national pedagogical thought, historical and pedagogical

researches have created favorable conditions for the birth of pedagogical biography in Ukraine as a separate direction of pedagogical science.

Major changes in its development occurred with the establishment of the Soviet regime in Ukraine. In the 1920's. the development of historical biography continued in the direction of creating an information base on the figures of the revolutionary movement, which, on the one hand, contributed to the accumulation of sources and methodological experience [11, pp. 22-23], and, on the other, caused the loss of its "national face" and forced integration into the Union-wide biographical space.

Among the accomplishments of that time, note the publication of the directory "Ten Years of Ukrainian Literature. 1917-27, which is a valuable source for historical and pedagogical science. Among the systematized about 1300 names of figures and 165 biographical references there are many names of well-known (H. Alchevskaya, D. Gumenna, O. Kobilyanska, L. Staritskaya-Chernyakhivska, O. Rusov, S. Rusov, etc.) and little-known teachers and educational figures. Many of them were repressed, emigrated, lost in the depths of history, which actualizes the restoration and substantive study of these figures. By the way, the authors of the publication have made an interesting selective slice in determining the educational level of participants in literary life [6], so educators can also make its in-depth prosopography analysis.

During the interwar period in the development of the education system in Soviet Ukraine there were ambiguous processes of one side, against the background of an increasing number of different types of educational establishments and their students, students, teaching staff; new methodological training systems were introduced; the real success was the fight against illiteracy, etc. [4, pp. 628-780]. On the other hand, there was a total ideologization of the education and science of Ukraine, which with the curtailment of the policy of Ukrainianization in the 1930's. lost autonomy and forcibly integrated into the Union system. This area became authoritarian and reproductive-oriented, leveled off its national character, which was manifested in the removal of Ukrainian studies subjects and change the essence of fundamental concepts: the adjectives "Ukrainian", "national" for education, school, pedagogical replaced by "soviet" etc.

With the refusal of the new authorities to acquire the "old pedagogy" and the proclamation of a strategic course for the construction of a labor school, there was a reorientation to the study of ideas and experiences of different directions and currents of foreign pedagogy, which, in particular, increased attention to the study of the life and experience of its individual representatives (Dzh. Dewey, O. Decroly, A. Ferrier, and others).

Changes in the fundamental foundations of historical and pedagogical science led to the introduction of the ideology of Marxism as the only officially authorized theoretical and methodological doctrine of scientific research. This put an end to the ideological pluralism of the 1920s, which stimulated research into the experience of foreign pedagogy and educational-pedagogical processes in Ukrainian lands during different historical periods. In line with the ideological offensive of the totalitarian regime in the early 1930s. they began to be interpreted through the prism of a sociological approach based on the postulates of Marx, Engels, and Lenin. On this basis, theoretical and methodological foundations of the history of pedagogy were developed: its subject matter, conceptual apparatus, periodization, etc. Thus, according to O. Sukhomlinsky, class, party, sociology, denial of foreign experience and own national identity and exaggeration of the achievements of Sovietization, have for a long time become the basis of historical and pedagogical knowledge [10, p. 369].

Under such complex, contradictory socio-political and scientific conditions, the generation of figures of Ukrainian pedagogical thought was formed (S. Ananin, G. Hrynko, S. Vasylenko, G. Vashchenko, O. Zaluzhny, T. Lubenets, O. Muzychenko, Y. Rappo, I. Sokoliansky, M. Skrypnyk, J. Chepiga, O. Shumsky, etc.) who, having gone through different life paths, contributed to the development of national education, made an original contribution to the study of the history of education and pedagogical personalities, and the development of theory and practice of teaching, education, school studies. The whole era in the development of

pedagogical science is the figure of A. Makarenko.

The development of national biography and education and pedagogy was affected by the geopolitical demarcation of Ukraine's ethnic territories. Since the end of the eighteenth century, Western Ukrainian lands were part of the Austro-Hungarian monarchy, and after the fall of ZUNR in the 20-30's of the twentieth century. Galicia and Volyn were ruled by Poland, Bukovina - Romania, Transcarpathia - Czechoslovakia. Eastern Ukrainian lands at this time developed in the fairway of the Russian imperial, and after the defeat of the Ukrainian Revolution of 1917 - 1919 - Soviet totalitarian influences. Therefore, the development of education, pedagogical thought and biography in these areas occurred in the first case in the pan-European area and had a more distinct national character, and in the second - they underwent a strong Russification, and therefore Sovietization.

As the Ukrainian-speaking biography in the Dnieper region could not recover for a long time from the consequences of the "valuyivschyna", in the late XIX - the 30's of the XX century. its traditions were continued in the numerous, based on the western methodology, biographical essays and source materials, which were printed on the pages of NTSh Notes, an organ reorganized in 1892 by M. Hrushevsky of the Shevchenko Scientific Society of the first Ukrainian humanitarian humanitarian humanitarian humanitarian (1898 - 1932), other scientific and cultural publications of Galychyna.

A significant phenomenon in the development of national, including pedagogical biography, was the three-volume Ukrainian Common Encyclopedia published by the Native School cooperative (Lviv, Stanislavov, Kolomyia, 1930 - 1933). Of the 8,000 articles contained in it (about 34,000 in total), nearly a third were devoted to staff, including hundreds of names of teachers, scientists, and educators [7]. This work stimulated the publication of the Ukrainian Soviet Encyclopedia and became an important informative base for the preparation of the Encyclopedia of Ukrainian Studies in the Ukrainian Abroad.

From the middle of the nineteenth century, the struggle for the national school became one of the main slogans of the Western Ukrainian social movement. This was manifested in the opposition of its polonization in Galicia, the worsening - in Transcarpathia, the Romanization - in Bukovina; the struggle for increasing the number of different types of educational institutions and introducing in them the Ukrainian language of teaching, opening and Ukrainization of higher education institutions, including the University of Lviv, etc. Numerous educational and pedagogical and other public institutions and cultural and educational magazines and publishers were directed to solving these tasks and improving the social and legal status of Ukrainian teaching [4, pp. 317-400; 5, pp. 233-300; 12].

In such socio-political and socio-cultural background, national pedagogical thought developed in Western Ukraine under the influence of European ideas. Like in the Dnieper region, its main carriers became well-known Ukrainian writers (O. Dukhnovych, Y. Fedkovych, I. Franko, Lesya Ukrainka, O. Makovey, A. Krushelnytsky, others) and high school and university teachers, public school teachers, public figures, enlighteners, writers, ethnographers (M. Baznik, O. Barvinsky, Y. Bilenyk, A. Voloshin, G. Vretsona, M. Galuschinsky, Y. Zerovych, B. Zaklinsky, I. Karbulitsky, Y. Kuzmiv, O. Makarushka, K. Malyska, O.

Partysky, V. Pachovsky, O. Popovich, I. Petrov, S. Smal-Stotsky, I. Yushchishin, etc.) [1].

Contribution to the formation of national biography and pedagogical thought in the first third of the twentieth century, did Ukrainian emigration to European countries. In particular, among the figures gathered by her in Prague in the late 1930's, more than 1 million documents, contained a considerable amount of biographical information, including historical and pedagogical character. Some of them are part of the fundamental work of S. Narozhny "Ukrainian Emigration" (1942) with 830 unique photographs [7].

Important centers for the development of science, education, and pedagogy were opened in Prague by the Ukrainian Free University and the Ukrainian Higher Pedagogical Institute named after M. Drahomanov (1923 - 1933), the Department of Ukrainian Language and Writing at Kalov University, the Ukrainian Academy of Economics in Podebrady, the Ukrainian Institute etc. Under the difficult conditions of Ukrainian pedagogical science in Soviet Ukraine, S. Rusov, A. Lototsky, D. Chizhevsky, L. Biletsky, V. Simovich, V. Garmashiv, D. Levitsky, and others continued their development of emigration on a national basis. Achievements in this area represent three volumes of "Proceedings" (1929 - 1933), published by the Ukrainian Higher Pedagogical Institute, which contain meaningful explorations on the history of development of education and pedagogical thought in Ukraine.

In concluding the prerequisites for the emergence and formation of Ukrainian pedagogical biography, we will identify two aspects that outline important trends in its development over the period under study. First, with the cessation in the 30's of the twentieth century, the policies of "Ukrainization" and the establishment of the Stalinist totalitarian-repressive regime, the possibility of developing historical and pedagogical biography in Soviet Ukraine on a national basis were almost nullified. Therefore, during the post-war decades, research activity in this direction has shifted to a "neutral", ideologically-political point of view, the field of study of "writer-democrats", figures of the revolutionary movement, well-known scientists in the fields of technical and natural sciences. This was accordingly reflected in the selection of figures that represented themselves as "prominent figures in education and pedagogy". Secondly, it was thanks to the powerful advancement of Ukrainian pedagogical thought in the 19th (especially its second half) - in the 1930s, formed a significant part of the national pantheon of pedagogical personalities, which began to be studied in detail since the early 90's of the twentieth century in Ukraine.

Conclusions and further research perspectives. Thus, the main groups of prerequisites (historical, cultural and socio-political; European and Ukrainian traditions of the biographical genre; development of national education and pedagogical thought, etc.) were identified and characterized in close interconnection; Ukraine in the last third of the nineteenth and early twentieth centuries. They led to the formation of a galaxy of cultural and public figures, educators, scientists and educators, who became the subject of study as pedagogical personalities. Understanding these issues allows you to logically go to find out a complex of issues related to the factors, stages, trends of formation and development of historical and pedagogical biography in the study period.

Список використаних джерел

1. Антология педагогической мысли Украинской СССР/ сост. Н.П. Калиниченко. М.: Педагогика, 1988. 640 с.
2. Гончаренко С. Методологічні особливості наукових поглядів на педагогічний процес: від репродуктивної педагогіки до педагогіки творчо-креативної. Педагогічна освіта і освіта дорослих Європейський вимір: збірник наукових праць. Київ-Хмельницький ІПО І ОД, 2008. С. 41-65.
3. Гупан Н.М. Розвиток історії педагогіки в Україні (Історіографічний аспект). автореф. дис. ...док. пед. наук: 13.00.01. К., 2001. 38 с.
4. Зайченко І.В. Історія педагогіки: навч. посіб. у 2 кн. Кн. II: Школа, освіта і педагогічна думка в Україні: Київ. Вид. Дім «Слово», 2010. 1032 с.
5. Любар О.О. Історія української школи і педагогіки: навч. посіб. Київ: Знання КОО, 2003. 450 с.
6. Ляшко С. М. Наукова біографія у контексті теорії та методики біографічних досліджень: наскільки варто керуватися змістом поняття «наукова біографія» та тотожними із ним у практиці біографістики. Українська біографістика. 2013. Вип. 10. С. 25 - 47.
7. Наріжний С. Українська еміграція. URL: <http://Diasporiana.diasporiana.org.ua>

8. Попик В. Світоглядні засади розвитку української біографістики та формування національних ресурсів біографічної інформації XXI ст. Українська біографістика. Зб. наук. пр. Вип. 4. Київ, 2008. С. 8 – 41.
9. Ступарик Б.М. Школі національне виховання молоді (вибрані статті). Івано-Франківськ: Плай, 2005. 283 с.
10. Сухомлинська О.В. Історія педагогіки як наука і як навчальний предмет: актуальні проблеми. URL: library.udpu.org.ua/library_files/psuh.../vupysk_25.pd (дата звернення: 15.09.2017)
11. Попик В. Світоглядні засади розвитку української біографістики та формування національних ресурсів біографічної інформації XXI ст. Українська біографістика. Зб. наук. пр. Вип. 4. Київ, 2008. С. 8 – 41.
12. Ступарик Б.М. Школі національне виховання молоді (вибрані статті). Івано-Франківськ: Плай, 2005. 283 с.
13. Сухомлинська О.В. Історія педагогіки як наука і як навчальний предмет: актуальні проблеми. URL: library.udpu.org.ua/library_files/psuh.../vupysk_25.pd (дата звернення: 15.09.2018).

References

1. Kalynychenko, N.P. 1988. *Antolohyya pedahohycheskoy mysly Ukraynskoy SSSR [Anthology pedagogical thoughts Ukraynskoy USSR]*. Moscow: Pedagogy.
2. Honcharenko, S., 2008. Metodolohichni osoblyvosti naukovykh pohlyadiv na pedahohichnyy protses: vid reproduktyvnoyi pedahohiky do pedahohiky tvorcho-kreatyvnoyi [Methodological features of scientific views on the educational process from reproductive pedagogy to Pedagogy creative creative]. *Teacher education and adult education The European dimension*, pp. 41-65.
3. Hupan, N.M., 2001. *Rozvytok istoriyi pedahohiky v Ukrayini (Istoriografichnyy aspekt) [Development history of education in Ukraine (Historical Aspect)]*. Avtoreferat of desirtation. Doctor of Education. Kiev.
4. Zaychenko, I.V. 2010. *Istoriya pedahohiky u 2 kn. Kn. II: Shkola, osvita i pedahohichna dumka v Ukrayini [History of Education in 2 books. Book. II: School, education and pedagogical thought in Ukraine]*. Kiev. Kind. House Word.
5. Lyubar, O.O. 2003. *Istoriya ukrayins'koyi shkoly i pedahohiky [History of Ukrainian schools and Education]*. Kyiv: Knowledge KOO.
6. Lyashko, S. M., 2013. Naukova biohrafyya u konteksti teoryi ta metodyky biohrafichnykh doslidzhen': naskil'ky varto keruvatysya zmistom ponyattya «naukova biohrafyya» ta totozhnymy iz nym u praktytsi biohrafistyky [Scientific Biography in the context of the theory and methods of biographical research: how much should be guided by the concept of "curriculum vitae" and identical to it in practice biographical]. *Ukrainian biographical*, 10, pp. 25-47.
7. Narizhnyy, S. Ukrayins'ka emigratsiya [Ukrainian emigration]. [online] Available at: <http://Diasporiana.diasporiana.org.ua>
8. Popyk, V., 2008. Svitohlyadni zasady rozvytku ukrayins'koyi biohrafistyky ta formuvannya natsional'nykh resursiv biohrafichnoyi informatsiyi XXI st. [Ideological basis of Ukrainian biographical and formation of national resources biographical information of the XXI century.] *Ukrainian biographical*, 4, pp. 8-41.
9. Stuparyk, B.M. 2005. *Shkoli natsional'ne vykhovannya molodi (vybrani statii) [School of national education of young people (selected articles)]*. Ivano-Frankivsk: Play.
10. Sukhomlyns'ka, O.V. Istoriya pedahohiky yak nauka i yak navchal'nyy predmet: aktual'ni problemy [History of Education as a science and as a subject: current problems]. [online] Available at: library.udpu.org.ua/library_files/psuh.../vupysk_25.pd [Accessed 15 September 2017].
11. Popyk, V., 2008. Svitohlyadni zasady rozvytku ukrayins'koyi biohrafistyky ta formuvannya natsional'nykh resursiv biohrafichnoyi informatsiyi XXI st. [Ideological basis of Ukrainian biographical and formation of national resources biographical information of the XXI century.] *Ukrainian biographical*, 4, pp. 8-41.
12. Stuparyk, B.M. 2005. *Shkoli natsional'ne vykhovannya molodi (vybrani statii) [School of national education of young people (selected articles)]*. Ivano-Frankivsk: Play.
13. Sukhomlyns'ka, O.V. Istoriya pedahohiky yak nauka i yak navchal'nyy predmet: aktual'ni problemy [History of Education as a science and as a subject: current problems]. [online] Available at: library.udpu.org.ua/library_files/psuh.../vupysk_25.pd [Accessed 15 September 2017].

В статье рассмотрены образовательно-педагогические предпосылки педагогической биографистики. Обращено внимание относительно научного дискурса на определение ее основных компонентов и аспектов. Выделены два этапа развития историко-педагогической науки в Украине, когда происходило самостановление ее основ. Сосредоточено внимание на возникновении благоприятных условий для зарождения педагогической биографистики в последней трети XIX - начале XX в. Отмечено, что на развитие национальной биографистики, образования и педагогики сказалось геополитическое разграничения этнических территорий Украины. Определены два аспекта, которые обуславливают важные тенденции развития педагогической биографистики.

Ключевые слова: формирование, исторический процесс, педагогическая биографистика, становления, аспект, накопления знаний.

У статті розглянуто освітньо-педагогічні передумови педагогічної біографістики. Закцентована увага щодо наукового дискурсу визначення її основних компонентів і аспектів. Зосереджена увага на виникненні сприятливих умов для зародження педагогічної біографістики в останній третині XIX – на початку XX ст. Наголошено, що за складних, суперечливих суспільно-політичних і наукових умов формувалася генерація діячів української педагогічної думки. Зазначено, що на розвиток національної біографістики, освіти і педагогіки позначилося геополітичне розмежування етнічних територій України. Визначено два аспекти, які окреслюють важливі тенденції розвитку педагогічної біографістики. Позаяк україномовна біографістика у Наддніпрянщині тривалий час не могла оговтатися від наслідків «валуїщини», наприкінці XIX – 30-х рр. XX ст. її традиції знайшли продовження у численних, побудованих на західній методології, біографічних нарисах і джерельних матеріалах, що друкувалися на сторінках «Записок НТШ», органу реорганізованого у 1892 р. М. Грушевським Наукового товариства імені Шевченка першого всеукраїнського гуманітарного часопису «Літературно-науковий вісник» (1898 – 1932), інших наукових і культурологічних виданнях Галичини. Зазначено, що знаковим явищем у розвитку національної, зокрема й педагогічної біографістики, стала видана кооперативою «Рідна школа» третомна «Українська Загальна Енциклопедія» (Львів, Станіславів, Коломия, 1930 – 1933). Серед вміщених у ній близько 8 тис. українознавчих статей (загалом близько 34 тис.) майже третина була присвячена персоналіям, серед них сотні імен педагогів, науковців, просвітителів. Ця праця стимулювала видання «Української радянської енциклопедії» та стала важливою інформативною базою для підготовки в українському зарубіжжі «Енциклопедії українознавства». Описано два аспекти, які окреслюють важливі тенденції її розвитку за досліджуваного періоду. Осмислення означеної проблематики дозволяє логічно перейти до з'ясування комплексу питань, які стосуються чинників, етапів, тенденцій становлення і розвитку історико-педагогічної біографістики.

Ключові слова: формування, історичний процес, педагогічна біографістика, становлення, аспект, нагромадження знань.



МУКАЧІВСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ

89600, м. Мукачево, вул. Ужгородська, 26

тел./факс +380-3131-21109

Веб-сайт університету: www.msu.edu.ua

E-mail: info@msu.edu.ua, pr@mail.msu.edu.ua

Веб-сайт Інституційного репозитарію Наукової бібліотеки МДУ: <http://dspace.msu.edu.ua:8080>

Веб-сайт Наукової бібліотеки МДУ: <http://msu.edu.ua/library/>