



International periodic scientific journal

—*ONLINE*

www.moderntechno.de

Indexed in
INDEXCOPERNICUS
(ICV: 95.33)

MODERN ENGINEERING AND INNOVATIVE TECHNOLOGIES

Heutiges Ingenieurwesen und
innovative Technologien

Issue №18
Part 4
December 2021

Published by:
Sergeieva&Co
Karlsruhe, Germany



УДК 37.01(091)(477)=161.2(045)

DEVELOPMENT OF UKRAINIAN PEDAGOGICAL THOUGHT

РОЗВИТОК УКРАЇНСЬКОЇ ПЕДАГОГІЧНОЇ ДУМКИ

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Abstract. *The article discusses the ways of developing pedagogical thought in Ukraine. Brief information is given on the main areas of work on the formation of pedagogy. Issues related to the development of education are discussed. Pedagogical theories that were inherent in the pedagogical science of the twentieth century. The focus on studying the problems of organizing pedagogical work was especially activated in the twentieth century, both in Ukrainian and foreign pedagogical science. This process, on the one hand, contributed to the creation of an appropriate categorical and conceptual apparatus, on the other, gave an impetus to the analysis of historical experience in this area*

Key words: *pedagogical thought, theory, development, general historical researches.*

Introduction.

Ukrainian philosophical and pedagogical thought is full of requirements for moral and intellectual self-improvement of teachers (charters of fraternal schools, ideas of G. Skovoroda, A. Dukhnovich, K. Ushinsky). In the twentieth century, the problems of organizing this work became the object of special pedagogical research in several contexts-postgraduate education, advanced training of teachers, educational (scientific) and methodological work in and out of school. A significant contribution to the solution of these problems was made by Ukrainian Soviet scientists (V. Bondar, K. Kondrat, A. Kovalenko, M. Korniyaka, V. Nikitenko, D. Rupnyak, P. Semko, I. Trilinsky and others).

Given the lack of textbooks (primarily Ukrainian-speaking), teachers who worked in schools in Transcarpathia actively began to write and publish educational literature. The main types of educational books prepared by A. Voloshin, M. Grigash, E. Yegretsky, B. Zaklinsky, I. Kizak, M. Kozak, O. Markush, I. Pankevich, E. Fotul and others in the period from 1919 to 1926 were grammars, primers, alphabets, readings, counting books, textbooks on general geography, etc. [5, p. 21].

The main material.

It is necessary to make a few additional comments about the pedagogical literature of the Twenties of the last century. The main place was occupied by general historical research devoted to the development of education and schools in Ukraine. The best practices of scientists F. I. Titov and ya.P. Ryappo proved that it is necessary to pay special attention to the changes and transformations that took place in the formation of the Ukrainian SSR. They lay the foundation for the implementation of the original Ukrainian concept of Education. Attention is drawn to the desire of Yu. P. Ryappo to reflect the peculiarities, positive and negative aspects in the Ukrainian education system. Me. P. Ryappo in his work "public education in Ukraine for 10 years of the revolution" analyzed the history of school and extracurricular education, trying in principle to justify the narrow professionalization



of all secondary education after seven years, supported a comprehensive education system [1, p. 5]. The analysis confirms that in the scientific and pedagogical literature of the second half of the twenties there were still few works devoted to pedagogical theories. This required researchers to study in depth the pedagogical heritage that was put forward by the practice of education, education and training.

In this aspect, the scientific and pedagogical activity of the Outstanding Teacher of Ukraine Mykola Fedorovich Dadenkov deserves recognition, who wrote the first textbook on the history of pedagogy, where the pedagogical ideas of G. Skovoroda, T. Shevchenko, I. Franko were analyzed, the pedagogical ideas of Komensky, Ushinsky, Chernyshevsky, the study of educational and cultural relations were highlighted. M. F. Dadenkov paid great attention to aesthetic education and the problems of didactics, which he summarized in a separate manual [1, p.6].

The study of the problems of organizing pedagogical work was especially active in the twentieth century, both in Ukrainian and foreign pedagogical science. This process, on the one hand, contributed to the creation of an appropriate categorical and conceptual apparatus, on the other, gave an impetus to the analysis of historical experience in this area [5, p.20].

Outstanding Ukrainian mathematician, Professor, honored scientist of Ukraine Alexander Matveyevich Astryab advocated the subject system of teaching, for the reform of mathematics; was the organizer and head of the methodological and Mathematical School in Ukraine, the author of textbooks on geometry, arithmetic, stereometry, which were translated into foreign languages [2].

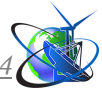
Here are some examples: A. M. Astryab, A. F. Muzychenko, S. Kh. Chavdarov, S. A. Ananyin, V. Yu. Pomagaiba fought to overcome dogmatism in teaching, for the development of cognitive activity of students.

A significant fact was the study of Professor, honored scientist of Ukraine S. H. Chavdarov about the views of G. S. Skovoroda, T. G. Shevchenko, I. Franko, A. S. Makarenko [2]. Doctor of Pedagogical Sciences, Professor, Honored Worker of Higher Education Stepan Andreevich Litvinov, who has devoted more than 50 years to teaching the course of the history of pedagogy, plays a significant role in the history of pedagogical thought in Ukraine. Under his editorship, an anthology on the history of Russian pedagogy was published. He successfully studied the pedagogical views of A. S. Makarenko, G. S. Skovoroda, ya.a. Komensky, and especially his attention was focused on the legacy of N. K. Krupskaya, to which he devoted his monograph "N. K. Krupskaya. Life, activity, pedagogical ideas". Together with O. M. Grigoriev S. A. Litvinov specifically developed in historical terms the question of the role of the school in preparing students for life and work [1, p. 6].

Such scientists as M. M. Gritsenko "methodological heritage of M. V. Bunakov and its significance for modern schools", G. P. Gritsenko "pedagogical activity and pedagogical views of S. V. Vasilchenko", I. L. Grushkevich, "Ivan Franko and modern pedagogical thought in Galicia", V. K. Savinets, "pedagogical ideas of Ivan Franko" by V. Z. Smal and others.

During this period, the works of F. I. Naumenko «School of Kievan Rus», «Fundamentals of Pedagogy of A.V. Dukhnovich» were published [3].

During this period, Transcarpathia fought for public education and pedagogical



thought, at the forefront of which were an outstanding teacher, talented pedagogical, cultural and religious figure Augustin Voloshin, his colleague Alexander Markush and outstanding expat teachers Ivan Pankevich, Vladimir Birchak and Vasily Pachovsky. They armed teachers of the region with the ideas of folk pedagogy, progressive views of outstanding talented teachers in Europe. They advocated teaching in their native Ukrainian language for the spiritual enrichment of the Transcarpathian Ukrainian people. Augustine Voloshin carried out a noble mission to train teachers at the Teachers' Seminary, wrote textbooks for schools and advanced training of teachers, and advocated the implementation of the Ukrainian national idea. In 1939, Augustine Voloshin was the first president of Carpathian Ukraine. A. Voloshin's associate Alexander Markush, a talented organizer of public education in the Tyachiv region, took care of the formation and development of national education in the district by organizing Ukrainian, Romanian and German schools and holding an action to combat illiteracy and illiteracy of the population and youth. A. Markush is the author and publisher of such textbooks and manuals for schools as the primer "Zornitsa", "Subcarpathian primer", "First reading", "Slovo", "Otchina", "Svet", "Local lore". In total, 23 textbooks and manuals were published from his pen. In 1922-1939, he published the youth magazine "Our native land". A. Markush is a member of the Writers' Union of Ukraine, and is also known as a translator of works by Hungarian writers [1, p.10].

Professor Ivan Pankevich, an associate of Augustine Voloshin, one of the founders of the Prosvita society and the pedagogical society, played an important role in the development of the Ukrainian literary language. He is the author of three editions of the grammar of the Ukrainian language for gymnasiums and City Schools, the author of research on the dialectology of Transcarpathia.

Vladimir Birchak was an active participant in the formation and development of education and schools in Transcarpathia. He gave all his abilities and pedagogical talent to the youth of Mukachevo and Uzhgorod gymnasiums, for which he enjoyed great authority among high school students. V. Birchak is the author of four readings for gymnasiums, as well as the manual "Literary aspirations of Subcarpathian Rus". V. Birchak participates in the creation of the Prosvita and Plast societies [1].

Research on the problems of foreign pedagogy, including comparative pedagogy, has received a new impetus. The problems of didactics in foreign countries were studied by Professor V. Z. Smal, and public education and pedagogical thought were studied by Professor V. Gomonnai and senior employee of the Research Institute of pedagogy L. V. Bugay et al. [3].

Scientists of the Research Institute of pedagogy under the guidance of a talented research teacher Vasily Ivanovich Pomagaiba developed and experimentally tested the didactic foundations of knowledge acquisition, formation of educational skills, systematization and generalization of knowledge in students of grades V-VIII. These data were successfully studied and covered in his monograph by senior researcher, candidate of Pedagogical Sciences V. A. Onishchuk «Didactic foundations of students 'awareness of educational material'» (1964), which was positively evaluated by the scientific and pedagogical community. He wrote a number of other monographs on the problems of didactics and teaching methods [3, 4].



Conclusions.

The activities of Ukrainian teachers described in the article show that our Ukrainian pedagogy originates from the sources of folk pedagogy, ethnopedagogy, which reflects the history of Education, Work, Study, Life of the people, their traditions and the desire for knowledge. It also becomes quite obvious that scientists and teachers have proposed exactly such a way of forming young people as individuals, which they considered most important for achieving effectiveness in the development of their native state.

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***Анотація.** У статті розглядаються шляхи розвитку педагогічної думки в Україні. Дана коротка інформація про основні напрямки роботи з формування педагогіки. Обговорюються питання, пов'язані з розвитком освіти. Зосереджена увага на теоріях, які були притаманні педагогічній науці ХХ століття. Закцентована увага на вивченні проблем організації педагогічної роботи особливо в ХХ столітті, як в українській, так і в зарубіжній педагогічній науці. Зауважено на те, що процес, з одного боку, сприяв створенню відповідного категоріального і понятійного апарату, з іншого, – дав поштовх аналізу історичного досвіду в цій галузі.*

***Ключові слова:** педагогічна думка, теорія, розвиток, загальноісторичні дослідження.*

Стаття відправлена: 29.11. 2021

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