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THE DEVELOPMENT OF HISTORY OF PEDAGOGY AS A SCIENCE IN INDEPENDENT UKRAINE

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The Development of History of Pedagogy as a Science in Independent Ukraine

The article deals with the problem of the development of history of pedagogy as a science in independent Ukraine, outlines the prioritized directions that are the subject of scientific developments of the researchers, in particular: the purpose and tasks of the history of pedagogy as a science, modern approaches to the description of the history of the formation of Ukrainian and foreign universities, the content of teaching and methodological support for applicants of higher education; describes the requirements for the content of current textbooks, which act simultaneously as a means of forming pedagogical thinking in future teachers, and a means of pedagogical knowledge; determines the theme of the reorientation of scholars from studying general issues of the historical context of pedagogy to researching of the following essential aspects: the characteristic of approaches to the description of history of the formation of Ukrainian and foreign universities in the chronological boundaries of a certain historical period from the perspective of the general development of education; analysis of the content of current textbooks and teaching manuals on the history of pedagogy considering the achievements and tendency in the history of Ukrainian pedagogical; defining of theoretical and methodological principles of the history of pedagogy as a science; discovering the reasons for underestimating historically-pedagogical knowledge as a component of pedagogical training in the structure of university education and the endeavor of scientists to attract the attention of higher educational establishments to the significance of the history of pedagogy as a science to solve the current problems of preparing future professionals for future practical orientation occupation in educational establishments.

Key words: the history of pedagogy as a science, textbooks and teaching guides on the history of pedagogy, the object and subject of the history of pedagogy as a science, the priority directions of the development of the history of pedagogy as a science.

The current stage of the development of the Ukrainian state, socio-economic transformations, and socio-political challenges only actualize the problem of theoretical understanding of the vectors of the progress of pedagogical science, as

well as justification of the ways to maximize its approach to the needs of educational practice. Mentioned social context encourages scholars to penetrate the positive impact of pedagogical heritage into the renewed content of Ukrainian pedagogical education.

The purpose of the article is to outline the vectors of the development of the history of pedagogy as a science in independent Ukraine, to enhance the priorities in the history of pedagogy as a science basing on achievements, unsolved issues, global processes and challenges both in the scientific and educational fields.

In the research paradigm of the pedagogical field, the problem of the formation and development of the history of pedagogy as a science has always attracted the attention of many scholars (K. Aimerov, A. Aleksyuk, L. Artemova, V. V. Babiyenko, V. A. Babiyenko, L. Bereziivska, O. Vaslyuk, O. Dubaseniuk, I. Zaichenko, S. Zolotukhina, V. Kravets, M. Levkovsky, V. Lozova, P. Luzan, V. Storozh, A. Sukhomlynska, V. Fedorchuk and others).

Nowadays the problem of generalization of historically-pedagogical achievements occupies one of the foremost places in pedagogical science (M. Boguslavsky, O. Gubka, N. Dichek, V. Kuz, M. Kukurudziaka, O. Melnychuk, N. Osmuk, Yu. Rudenko, M. Rysina, A. Sbrueva, M. Sobchinskyi, O. Sukhomlinska and others). Scientists emphasize that in the process of reforming education in general and higher pedagogical education in particular as a part of world and European challenges the history of pedagogy as a science, the defining its priority directions, theoretical and methodological principles of the history of pedagogy as a science becomes essential.

Modern Ukrainian pedagogical science, and in particular its historically pedagogical branch, is reoriented from the studying of general issues of the historical context of pedagogy to researching of the essential aspects determined by current challenges. These are:

- the characteristic of approaches to the description of history of the formation of Ukrainian and foreign universities in the chronological boundaries of a certain historical period from the perspective of the general development of education;

- analysis of the content of current textbooks and teaching manuals on the history of pedagogy considering the achievements and tendency in the history of Ukrainian pedagogical;
- defining of theoretical and methodological principles of the history of pedagogy as a science;
- discovering the reasons for underestimating historically-pedagogical knowledge as a component of pedagogical training in the structure of university education and the endeavor of scientists to attract the attention of higher educational establishments to the significance of the history of pedagogy as a science to solve the current theoretical and practical educational problems in general. That includes studying of the organizational and content principles of Ukrainian higher education in the period of independent Ukraine;
- studying the principles of influence of the predecessor's experience on the structure, content, principles and methods of teaching in modern higher educational establishments;
- analysis of the contents of the first Ukrainian legal documents (State National Program "Education": Ukraine 21 Century, Laws of Ukraine "On Education", "On Higher Education") [3; 3; 4; 12; 16].

After studying the special literature, it has been established that the history of pedagogy as a science has played and is still playing a leading role in teachers training and teachers of higher educational establishments both in foreign universities and in independent Ukraine's.

The history of pedagogy as a science has a long history and is based on the principles of the chronological and thematic approach, on the modern theoretical and methodological principles. It investigates the history of the formation of universities from ancient to present time, their structure, organization, content of education, which allows to provide comparative-historical analysis in order to understand the connection between the influence of the achievements in the development of principles, approaches, techniques and teaching methods.

The object of the history of pedagogy as a science, researchers determine as the degree of the development of historically pedagogical science, historically pedagogical heritage that has been developed for many years in the theory and practice of future specialists training in the conditions of higher educational establishments.

The subject of the history of pedagogy as a science is considered by the majority of scholars (A. Aleksyuk, L. Berezivska, V. Bondar, O. Dubasenyuk, V. Kravets, V. Kuz, Yu. Rudenko, O. Sukhomlynska) to be all pedagogical theory concerning critical comprehension of historically pedagogical experience, assessment of educational establishments, thorough analysis of phenomena, events and personalities, topics of scientific researches in the field of the history of pedagogy of a certain period of time.

In historically pedagogical researches the description of a large factual material about the fraternal schools' experience and practice, about the Brotherhood of Saints Cyril and Methodius, zemstvos, communities, and establishments of the former Soviet times was performed by the scholars at the time of independent Ukraine. They also clarified the influence on the interpretation of the historically pedagogical process of diaspora's pedagogical standpoint as well as the occupation of the prominent figures of Ukrainian pedagogy in emigration, such as Sofia Rusova, Ivan Ogienko, Spiridon Cherkasenko, G. Vaschenko, and others [9; 10; 11; 12; 15].

In their scientific researches, K. A. Aimerov, M. Boryshevsky, O. Dubaseniuk, M. Levkovsky, S. Storozh, L. Prokolenko, V. Fedorchuk analyzed an inappreciable contribution to the pedagogical science made by the representatives of humanistic pedagogy of K. Ushinsky, Y. Korchak, A. Makarenko, V. Sukhomlynsky, the theory of text-making and organizational activity among the social groups of each person [9; 11; 12].

The aim of the history of pedagogy as a science is to find the most effective ways of teaching, to determine the purpose of the subject of discipline in general, to justify and adopt the principles, approaches and methods of teaching, to motivate

effective technologies of teaching, to identify and overcome the disadvantages of learning.

The history of pedagogy, as a scientific branch, is constantly evolving. A number of sources determines its development, among which the most important are legislative documents and educational regulations, best practices of Ukrainian and foreign higher educational establishments, the critical use of the heritage of the past. The historically pedagogical context of a large number of pedagogical personalities, scientific researches and historically pedagogical probes, which are devoted to the existent problems of education and science.

The initial provisions of the legislative framework and the governing documents such as Laws of Ukraine "On Higher Education", "On Education", the State National Program "Education" (Ukraine 21 century), the National Doctrine of the Development of Education of Ukraine in the 21st Century direct the educators on radical rethinking of the educational paradigm and actualization of content. Such documents also concentrate them on the development of technologies of a successful specialist, the creation of a living space, aimed at the development and self-development of a competent teacher who is able to solve professional and personal problems creatively, strive to positive changes in the life of their country.

The best practices of Ukrainian and foreign schools is a very important source of the development of the history of pedagogy as a science. The experience of faculty members, individual creative professionals who achieve the best results in the education and training of future specialists. Their experience enriches the history of pedagogy, providing that the experience of professionals and analysis of their work will be aimed at the generalization of each of their discoveries, with further transferring and transformation it into the practice of higher educational establishments.

The modern theory of the history of pedagogy is undoubtedly enriched by the critical usage of thesis research, historically pedagogical researches. According to O. Sukhomlinska, the following features are distinguished as for the formation and development of modern history of pedagogy as a science: 1) the lack of systematic

analysis of the entire problem of historically pedagogical science; 2) the historically pedagogical standpoint is entirely focused on ethnical Ukrainian issues. There are papers and articles in which "no one and nothing here is analyzed separately, everything exists in an entire, sacred, millennial integrity. 3) there are neither comparative historically pedagogical researches, nor those which would describe cultural and pedagogical influence, attachment of the Ukrainian school to European civilization with its hierarchy of values; 4) the necessity to renew general conceptual foundations of historically pedagogical science as well as its terminology. That is why, according to O. Sukhomlynska, the historian of pedagogy should describe and explain unbiasedly and objectively the past of education and pedagogical standpoint and encourage constructive changes in education and upbringing taking into account the perspectives of the present, [16, c. 41].

The theory of the history of pedagogy helps future teachers and tutors of higher educational establishments to choose the ways, means and methods of teaching, choosing the most effective ones, thereby preventing mistakes in the selection of didactic material and in the usage of teaching methods and techniques in the organization of the educational process. Studying and generalization of the best practices of certain specialists or a group can serve as a reliable criterion for verifying the accuracy of theoretical conclusions.

In recent years, there have been significant changes in historically pedagogical science, since in the first decades of independent Ukraine scientists subjected to a critical assessment all the achievements, all the historical and pedagogical heritage that has been developed for many years as a concept of Soviet pedagogical science, notes O. Sukhomlynska. After the critical analysis of historically pedagogical experience, scientists faced criticism of the entire development of pedagogical science from 1917 to the 1990's. Instead, they studied the pedagogical experience of the pre-revolutionary school and foreign pedagogy.

The range of scientific interests of historians of pedagogy has concentrated over the last twenty years on issues and problems that were discovered in previous years, as well as an attempt to represent historical phenomena and personalities

deeply and completely. The subject reveals the problems of national upbringing and national education and the scientists who developed this problem [16, c. 42].

The last decade is characterized by a tendency to expand the subject research field of historically pedagogical science and intentions of its objective studying of the chosen period. Scientists added a lot of new material to historically pedagogical discourse, which was unknown during the Soviet period because of the prohibition or imposing of "taboo". That is the reason for the numerous supplements to studying of the new material on the Ukrainian scholars in emigration such as S. Rusova, I. Ogienko, B. Grinchenko. A large number of works has appeared on specific methods of teaching and upbringing by means of traditional pedagogy.

Researchers in the history of pedagogy have begun to pursue a study on the history of Ukrainian education in Western Ukraine: Galicia, Bukovina, Transcarpathia, starting from the time that is characterized by the intensification of the struggle of Galician Ukrainians for national education, as described in the studies of O. Gaidai and D. Hertzuk [5; 6]. The language policy of the Central Council of Ukraine (or Central Rada), Hetmanate and the Directory of the Ukrainian People's Republic became the subject of scientific research by O. Danilevska [7]. V. Avramenko investigates the development of educational terminological vocabulary in the process of formation of the Ukrainian education system in the late nineteenth century and early thirties of the twentieth century [1].

In a number of scientific researches, the issue of the Ukrainian language teaching is closely associated with general didactic problems, such as the spread of verbal teaching methods (T. Dovzhenko) [8], the development of ideas of person's naturel in Ukrainian pedagogical science (O. Luchko) [14]. A large group consists of researches on the possibilities of implementing the pedagogical ideas of I. Ogienko, S. Rusova and other teachers who were included in the list of so-called "white spots" for using their pedagogical heritage in educational process [9; 12; 15]. The current problems are defining of theoretical and methodological principles of the history of pedagogy as a science; discovering the reasons for underestimating historically-pedagogical knowledge as a component of pedagogical training in the structure of

university education and the endeavor of scientists to attract the attention of higher educational establishments to the significance of the history of pedagogy as a science to solve the current problems of preparing future professionals for future practical orientation occupation in educational establishments; enhancing the priorities in the history of pedagogy as a science basing on achievements, unsolved issues, global processes and challenges both in the scientific and educational fields.

In conclusion, the history of pedagogy as a science is constantly evolving due to a number of sources, the most important of which are legislative documents and regulations on education, best practices of Ukrainian and foreign higher educational establishments, the critical use of the heritage of the past, the historical and pedagogical context of a large number of pedagogical personalities, scientific researches and historically pedagogical probes, which are devoted to the existent problems of education and science. The history of pedagogy as a science integrates knowledge in order to form the outlook of future professionals, the ability to analyze, compare certain pedagogical phenomena in their historical retrospective, make future specialists think critically and use historical and pedagogical heritage in future profession creatively.

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Нагрибельний Я. А.

Розвиток історії педагогіки як науки в незалежній Україні

У статті розкрито проблему розвитку історії педагогіки як науки в незалежній Україні; окреслено пріоритетні напрями, що є предметом наукових розробок дослідників, зокрема: мета і завдання історії педагогіки як науки, сучасні підходи до висвітлення історії становлення українських та зарубіжних університетів, зміст навчально-методичного супроводу для здобувачів вищої освіти; описано вимоги до змісту чинних підручників, які виступають одночасно і засобом формування педагогічного мислення у майбутніх учителів, і засобом педагогічного пізнання; визначено тематику переорієнтування науковців із студіювання загальних питань історичного контексту педагогіки на дослідження таких актуальних аспектів: характеристика підходів до висвітлення історії становлення українських та зарубіжних університетів у хронологічних межах певного історичного періоду крізь призму загального розвитку освіти; аналіз змісту чинних підручників і навчальних посібників з історії педагогіки з урахуванням здобутків і тенденцій в історії української педагогічної думки; з'ясування й визначення теоретико-методологічних засад історії педагогіки як науки; з'ясування причин недооцінювання історико-педагогічного знання як компонента педагогічної підготовки в структурі університетської освіти та прагнення науковців привернути увагу закладів вищої освіти до значення історії педагогіки як науки для вирішення актуальних проблем підготовки майбутніх фахівців до подальшої практико-орієнтовної діяльності в закладах освіти.

Ключові слова: історія педагогіки як наука, підручники й навчальні посібники з історії педагогіки, об'єкт і предмет історії педагогіки як науки, пріоритетні напрями розвитку історії педагогіки як науки.

Нагрибельный Я.А.

Развитие истории педагогики как науки в независимой Украине

В статье раскрыта проблема развития истории педагогики как науки в независимой Украине; очерчены приоритетные направления, которые являются предметом научных разработок исследователей, в частности: цель и задание истории педагогики как науки, современные подходы к освещению истории становления украинских и зарубежных университетов, содержание учебно-методического сопровождения для добитчиков высшего образования; описаны требования к содержанию действующих учебников, которые выступают одновременно и средством формирования педагогического мышления у будущих учителей, и средством педагогического познания; определена тематика переориентирования ученых из изучения общих вопросов исторического контекста педагогики на исследование таких актуальных аспектов: характеристика подходов к освещению истории становления украинских и зарубежных университетов в хронологических пределах определенного исторического периода сквозь призму общего развития образования; анализ содержания действующих учебников и учебных пособий из истории педагогики с учетом достижений и тенденций в истории украинской педагогической мысли; выяснение и определение теоретико-методологических принципов истории педагогики как науки; выяснение причин недооценивания историко-педагогического знания как компонента педагогической подготовки в структуре университетского образования и стремления ученых привлечь внимание заведений высшего образования к значению истории педагогики как науке для решения актуальных проблем подготовки будущих специалистов к дальнейшей практико-ориентированной деятельности в заведениях образования.

Ключевые слова: история педагогики как наука, учебники и учебные пособия по истории педагогики, объект и предмет истории педагогики как науки, приоритетные направления развития истории педагогики как науки.

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