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DEVELOPMENT OF THE PEDAGOGY'S HISTORY AS A STUDYING DISCIPLINE IN THE INDEPENDENT UKRAINE

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Development of the Pedagogy's History as a Studying Discipline in the Independent Ukraine

The article reflects the problem of the development of pedagogy's history as a studying discipline in the independent Ukraine; it is defined the aim and tasks of the pedagogy's history as a studying discipline; it is made an analysis of the studying and methodical providing of students; it is described the structure of content modules on course "Pedagogy's history", which predetermines the acquaintance of students with the theoretical material about the pedagogy's history in the foreign countries, separately about the upbringing and originating of the pedagogical thought in the countries of the Ancient World; the development of school, upbringing and pedagogical ideas in the epoch of the Middle Ages; a scholarship and a pedagogical thought of the countries of the West Europe in XVII – XVIII centuries.; the school development, upbringing and pedagogical thought of the countries of the West Europe in the XIX century; the reform in pedagogy of the foreign countries at the end of the XIX – XX centuries. It is exposed the peculiarities of the formation and the essence of the pedagogical theory and a school practice in Ukraine from the most ancient times till the present days; the analysis of the pedagogical inheritance of the most well-known foreign, native and until quite recently the kept silent theorists and practice men as a foreign and both the Ukrainian scholarship; the founding out of the reasons of the underestimation of the historical and pedagogical knowledge as a component of the pedagogical training in the structure of the University education; the conditions and the ways of the creation of education and upbringing national system in the independent Ukrainian state; it is outlined the themes of the content modules, defined by the authors of the studying programs, the textbooks on history of pedagogy with the consideration of inquires and needs with taking into consideration the requirements and demands of the Ukrainian society.

Key words: pedagogy's history as the studying discipline, problem of the pedagogy's history development as a studying discipline, content modules on pedagogy's history, object and subject of the pedagogy's history as a studying discipline, the aim and tasks of the pedagogy's history as a studying discipline.

The rapid global processes, the claims of the modern civilization, the

peculiarities of a science and culture development, the necessity of the Ukrainian state in the competition possibilities of the experts of an education branch with the formed motivation to the professional and personal self-development, with the developed inner freedom, the new intellectual view of the world stipulate for the optimization of the aim and tasks in the process of studying discipline “Pedagogy’s History” in the Higher education establishment.

The aim of the article is in the making ascertain a place and a role of the pedagogy’s history in the studying plan of pedagogical Higher education establishment, described reasons of underestimation the historical and pedagogical knowledge as a component of the pedagogical training in the structure of the University education, the actualization of the priorities in the reign of pedagogy’s history as a studying discipline with taking into consideration the achievements, the unsolved problems, the global processes and challenges in an educated branch.

The problem of the forming and the development of pedagogy’s history as a studying discipline which attracts always an attention of many scientists (A. Aleksiuk, L. Artemova, V.V. Babienko, V. A. Babienko, L. Berezivs’ka, O.Vasliuk, O. Hubka, N. Dichek, O. Dubaseniuk, T. Zadorozhnia, I. Zaychenko, S. Zolotukhina, V.Kravets, V. Kuz’, M. Kukurudziaka, M. Levkivs’kyi, V. Lozova, P. Luzan, N. Os’muk, Yu. Rudenko, M. Rysina, V. Storozh, M. Sobchyns’kyi, O. Sukhomlyns’ka, V. Fedorchuk and others). The scientists underline that in the process of the education reforming in general and the Higher education separately in the context of the world and European challenges acquires the actuality of the pedagogy’s history as a studying discipline, making an ascertain its meaning in the content of the future lecturers of the Higher education training , defining the content of the pedagogy’s history which studies the retrospective foundation and the development of the educational and upbringing systems from the most ancient times till today [2; 5].

The object of the pedagogy’s history as the studying discipline is defined by the scientists as the degree of the working out of the historical and pedagogical results, which were collected during many years in the theory and practice of the future professionals’ training in the conditions of the Higher education establishment.

The subject of the pedagogy's history as the studying discipline is the pedagogical theory, which is being worked out by the future specialists in the process of the studying of course which is about the theory and practice of the whole world, the historical and pedagogical process, the discovery of the conformities of the forming of the pedagogical school, the national education; about the critical grasping the ideas of the historical and pedagogical experience, the evaluation of the education establishments' activity, the diligent analysis of phenomena, the actions and personalities, the themes of the scientific interests of the investigators in the pedagogy's history of a special period, studying the history of the foreign school and the pedagogy's history of Ukraine as the important part of the general and pedagogical culture.

The aim of the studying discipline "Pedagogy's history" is in the perception by the students of the conformities of school's historical development and an education in the prominent states of the world and in Ukraine, the peculiarities of the forming and the essence of the main pedagogical theories on the different levels of the society concession, the forming of the pedagogical thinking, the expanding of the professional worldview, which were made out in the future professionals the fundamental skills to use critically and creatively the historical and pedagogical inherit in a future professional activity.

In the process of the perception of the norm discipline in the pedagogical Higher education establishment it is predetermined the realization of such tasks:

- to form the entire system about the historical and pedagogical processes, phenomenon and facts;
- to provide the mastering of the best achievements of the world and the Ukrainian pedagogy, work out the skills to apply it in the modern conditions, to make the research activity, to develop the creative potential;
- to open the inner conformities and the specific features, which inherent in the school's development, upbringing and pedagogy of the Ukrainian folk and the other folks;

- to form the entire world's picture, professional and pedagogical worldview [2; 6; 7].

Analysis of the normative components of studying plans and educated-professional programs, especially the hour volume, given on the studying of education discipline in the universities of Ukraine, separated content modules, gives a capability to show the essential difficulties, predetermined by the automation of the Higher education establishments, the modern renovation of the content of an education, concluding by the establishments the working programs of the studying discipline. Afterwards and today the content orientation of the discipline "Pedagogy's history" is mastering by the students mostly from the lecturer's propositions, who reads, chooses or works out the textbooks, studying manuals, programs. Obviously, the content of the topical modules reflects the world outlook references, professional level, pedagogical intuition and social, political maturity of the lecturers-elaborators.

From the first years of the Ukrainian independence in the apart current textbooks on the course "Pedagogy's history" the compositional structure has two parts: 1) History of the foreign pedagogy. 2) History of the Ukrainian pedagogy [5]; in other it is predetermined four content modules: 1. Education of the ancient cultures and the ancient civilizations. 2. Education from the epoch of the Middle Centuries up to the XIX century. 3. Education in the XIX century. 4 Education in the XX century [2; 3]; in some of them it is proposed such a content: 1. Appearing of the education and upbringing in the world society civilization. The Antic Epoch and the Middle Ages. 2. The Western-European pedagogy of the end of XVI – the end of XIX century. 3. The Ukrainian scholarship from the most ancient times till the beginning of the XVIII century. 4. The Ukrainian school and pedagogy in the II half of the XVIII – XIX century. 5. The peculiarities of the educated development of the West-European countries and Ukraine in the XX – at the beginning of the XXI century. [6; 7; 10].

Studying of the foreign school history and the history of pedagogy as the important part of the general and pedagogical culture meets the students with the theoretical material about pedagogy's history in foreign countries, especially about the

upbringing and the birth of pedagogical thought in the states of the Old World; school's development, upbringing and the pedagogical ideas in the epoch of the Middle Centuries; scholarship and pedagogical thought of the countries of West Europe in the XVII – XVIII century; the school's development, upbringing and pedagogical thought of the West Europe in the XIX century; a reforming pedagogy of the foreign countries at the end of the XIX – XX century.

In the content module “Pedagogy's history of Ukraine” it is exposed the peculiarities of the forming and the aim of the pedagogical theory and school practice in Ukraine from the most ancient times till the present days; it is given an analysis of the pedagogical works of the famous foreign, native and up to the recent days the keeping in silence theorists and who deal with practice both from the foreign and the Ukrainian scholarship; it is cleared the reasons of underestimation of the historical and pedagogical knowledge as a component of the pedagogical training in the structure of the University education; it is described the conditions and the ways of the working out of national education and upbringing system in the independent Ukrainian state.

The themes of the content modules, defined by the authors of the studying programs, manuals on the pedagogy's history gives a view to the future professionals about the main directions of the pedagogical thought's development, about the character of the relationship of a society and school in different levels of the historical development, and also the role of the educational sphere in the collecting and keeping of the social and the cultural values of the mankind.

For the last years in the educational sphere of Ukraine the important changes took place in the content aspect of the course, as in the first years of the independent Ukraine the scientists to the historical and pedagogical discourse had used a lot of new material, which was un-known in the period of a soviet time because of the punishment or putting the “taboo”. That is why the most flood filled the content for the studying by the students the new material about the birth and the development of the university education in the epoch of the ellinism (II – I century till A.D.), in the Old Rome, Byzantium, the countries of the Arabian East till XII century, also the development's history in the XII century as the voluntary associations of the pupils

and teachers of the Middle Century universities in Bologna (1158), Oxford (1168), Cambridge (1209), Paris (1253), Prague (1348) [3; 8; 10].

Theoretical block's mastering, where it is cleared a history of origin and forming of the first universities in Europe, the students have the capability to grasp the idea of the reasons of their creating, functions in their vital activity that period societies with taking into consideration the modern world outlook priorities, the social context and by the way of the objective explanation of the appearance such the medieval universities as Bologna, Oxford, Cambridge, Paris, Prague and other.

Separate theoretical block is dedicated to the education's genesis from XVI up to XVIII century, separately the functioning on the Ukrainian lands by the Kyiv-Mohyla Academy (1631), Ostrogh Academy (1567 — 1636), Lviv University, corresponding title which was awarded in 1661 year, Tykhormans'ka Academy, or Kharkiv collegiums (1726 – 1805), the University title was awarded in 1803 year, Baturyn University (1760).

The students study the university education in details in Ukraine of XIX century, separately the organizational and content foundations of the training and upbringing process of Kyiv (1834), Kharkiv (1805), Lviv (1661, 1784), Odessa (1865), Chernivtsy (1875) universities, which in not any way did not give their place to the west-European universities. It is inquired about the figures the scientists of Ukraine in emigration such as S.Rusova, I. Ohienko, B.Hrinchenko. It is appeared a great amount of the works about special methods of studying and upbringing by means the folk pedagogy [2; 3; 5; 6; 7].

The modern Ukrainian historical and pedagogical branch, which is over-oriented from the studios of the general questions of the historical context of a pedagogy on the acquaintance of the students with the different approaches to the lighting up the history of the forming of the Ukrainian and foreign universities in the chronological limits of the definite historical period through the prism of the general development of education; on the realization of the theoretical and methodological grounds of the pedagogy's history as a studying discipline; on the making ascertain of the organizational and the content principles of the Ukrainian Higher school in the

period of the independent Ukraine; the understanding of the place and the role of the pedagogy's history as a studying discipline for the solving of the actual problems of a theory and practice education in general; the ascertaining of the regularities of an impact of the foremost experience by the precursors on the structure, content, principles and methods of the studying in the modern Higher education establishments.

In the result of the working out of the special literature it is stated, that the history of pedagogy as a studying discipline and up today plays the prominent role in teachers' training, the lecturers of the Higher education establishments as in the foreign universities, so in the independent Ukraine.

Pedagogy's history as a studying discipline meets the students with the aim and tasks of studying the historical and pedagogical investigations, with the conformities of the perception of the studying disciplines on the integration's grounds, with the principals, approaches, methods, ways, means and technologies of training, helps critically to evaluate the past inheritance of pedagogy, to generalize the foremost experience of the personalities and professors, lecturers collectives of the Higher education establishments.

Pedagogy's history as a studying history helps to the future teachers, lecturers of the Higher education establishments to choose the ways, means, methods of studying, giving the advantages the most effective, so to warn from the mistakes in the collecting of didactic material and the usage of the methods and ways of education, in the organization of the educational process.

In the content of the pedagogy's history as a studying discipline for the years of the Ukraine independence the transformations with the considering the social and pedagogical, society and political, social and pedagogical changes were taken place. In a period of the Ukrainian state's development on the legislative level it is considered the aim, content and the strategic directions of reforms in the all education branches for the sake of its democracy, humanism, corresponding to the world and European standards. The student master the theoretical material about the conformities of the experience impact of the medieval universities: Bologna, Oxford,

Cambridge, Paris, Prague, and also Kyiv-Mohyla Academy, Ostrogh Academy, Kyiv, Lviv, Odessa, Chernivtsy Universities, which were functioning in a the period from XVII-XIX century and every way did not give their place to the western ones, on its structure, content, principles and methods of studying in the modern Higher educational establishments; to ascertain the demands, on which the norms and laws' documents make an orientation (State national program "Education": Ukraine XXI century; Law of Ukraine "About the education", "About the Higher education").

The modern stage of the development of the Higher education system has a view of the aspiration by scientists of the pedagogical branch and is aimed to solve the actual problems of the providing its quality, generation's forming, who can study during the life, create and multiply values of the civil society, promote the consolidation of the Ukrainian nation, integration of Ukraine into the European space as a competitive independent state.

Therefore, the pedagogy's theory as a studying discipline in general integrates a knowledge on the problem of theory and practice of the only whole world and historical pedagogical process, opening of the conformities of pedagogical school's formation, national education; about the critical grasping the ideas of the historical and pedagogical experience, evaluation of the education establishments' activity, a diligent analysis of phenomenon, facts, events and persons, the themes of the scientific interests of the investigators of the pedagogy's history of definite period, studying of the history of the foreign school and the pedagogy's history of Ukraine as an important part of the general and pedagogical culture.

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Нагрибельний Я. А.

Розвиток історії педагогіки як навчальної дисципліни в незалежній Україні

У статті висвітлено проблему розвитку історії педагогіки як навчальної

дисципліни в незалежній Україні; визначено мету і завдання історії педагогіки як навчальної дисципліни; здійснено аналіз навчально-методичного забезпечення студентів; описано структуру змістових модулів курсу «Історія педагогіки», яким передбачено ознайомлення студентів із теоретичним матеріалом про історію педагогіки у зарубіжних країнах, зокрема про виховання та зародження педагогічної думки в державах Стародавнього Світу; розвиток школи, виховання і педагогічних ідей в епоху Середньовіччя; шкільництво та педагогічна думка країн Західної Європи у XVII – XVIII ст.; розвиток школи, виховання та педагогічна думка країн Західної Європи у XIX ст.; реформаторська педагогіка зарубіжних країн у кінці XIX – XX ст. Розкрито особливості формування та сутність педагогічної теорії і шкільної практики в Україні від найдавніших часів до наших днів; аналіз педагогічної спадщини найвідоміших зарубіжних, вітчизняних та донедавна замовчуваних теоретиків і практиків як зарубіжного, так і українського шкільництва; з'ясування причин недооцінювання історико-педагогічного знання як компонента педагогічної підготовки в структурі університетської освіти; умови та шляхи розбудови національної системи освіти й виховання в незалежній Українській державі; окреслено тематику змістових модулів, визначених розробниками навчальних програм, підручників з історії педагогіки з урахуванням запитів і потреб українського суспільства.

Ключові слова: історія педагогіки як навчальна дисципліна, проблема розвитку історії педагогіки як навчальної дисципліни, змістові модулі з історії педагогіки, об'єкт і предмет історії педагогіки як навчальної дисципліни, мета і завдання історії педагогіки як навчальної дисципліни.

Нагрибельний Я. А.

Развитие истории педагогики как учебной дисциплины в независимой Украине

В статье отражена проблема развития истории педагогики как учебной дисциплины в независимой Украине; определены цель и задания истории педагогики как учебной дисциплины; осуществлен анализ учебно-методического обеспечения студентов; описана структура смысловых модулей курса «История педагогики», которой предусмотрено ознакомление студентов с теоретическим материалом об истории педагогики в зарубежных странах, в частности о воспитании и зарождении педагогической мысли в государствах Древнего Мира; развитие школы, воспитания и педагогических идей в эпоху Средневековья; школьное и педагогическое мнение стран Западной Европы в XVII – XVIII вв.; развитие школы, воспитания и педагогическое мнение стран Западной Европы в XIX вв.; реформаторская педагогика зарубежных стран в конце XIX – XX вв. Раскрыты особенности формирования и сущность педагогической теории и школьной практики в Украине от самых давних времен до наших дней; анализ педагогического наследства самых известных зарубежных, отечественных и до недавнего времени умалчиваемых теоретиков и практиков как зарубежного, так и украинского школьничества; выяснение причин недооценивания историко-педагогического знания как

компонента педагогической подготовки в структуре университетского образования; условия и пути развития национальной системы образования и воспитания в независимом Украинском государстве; очерчена тематика смысловых модулей, определенных разработчиками учебных программ, учебников по истории педагогики с учетом запросов и потребностей украинского общества.

Ключевые слова: история педагогики как учебная дисциплина, проблема развития истории педагогики как учебной дисциплины, смысловые модули из истории педагогики, объект и предмет истории педагогики как учебной дисциплины, цель и задание истории педагогики как учебной дисциплины.

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