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ЗМІСТ

Савчук Борис, Гарапко Любов. Феномен іншомовної освіти в сучасному науковому дискурсі.....	11
Морська Лілія. Формування цифрової ідентичності: виклики та педагогічні перспективи.....	25
Івах Світлана, Міщенич Оксана. Громадсько-просвітницька та педагогічна діяльність Костянтини Малицької.....	35
Федорович Анна, Чепіль Марія. Розвиток наук про дитину в Україні на початку ХХ ст.....	47
Мукан Наталія, Кобрин Надія, Запотічна Марія. Історія та сучасний стан розвитку професійної освіти фахівців з медичної інформатики у Канаді.....	62
Смолікевич Надія, Турчин Ірина, Горохівська Тетяна. Проблеми адаптації іноземних студентів в університетах США.....	76
Білавич Галина, Багрій Марія. Періодизація розвитку літературного процесу в Західній Україні наприкінці ХVІІІ – у 30-х рр. ХХ ст. в історико-педагогічному контексті.....	87
Червінська Інна, Червінський Андрій. Соціокультурний освітній простір регіону українських Карпат як предмет міждисциплінарного дискурсу.....	101

- Карпенко Ореста.** Формування християнського світогляду
учнівської молоді на Волині (XIX – початок XX ст.).....113
- Шаргун Тетяна,**
Поцелуйко Андрій. Лінгвогуманітарна компетентність
майбутніх інженерів: філософсько-антропологічний вимір.....122
- Вашак Оксана,**
Мартирисян Людмила,
Федоренко Юлія. Імідж як презентація
викладача вищої школи.....135
- Іваницька Оксана.** Особливості реалізації тьюторства
та менторства у закладах вищої освіти Швейцарії.....144

CONTENTS

Savchuk Borys, Harapko Liubov. The phenomenon of foreign language education in the modern scientific discourse.....	11
Morska Liliya. Digital identity construction: challenges and pedagogical implications.....	25
Ivakh Svitlana, Mishchenia Oksana. The social, educational and teaching activity of Kostiantyna Malytska.....	35
Fedorovych Anna, Chepil Mariya. Development of child sciences in Ukraine in the early 20th century.....	47
Mukan Nataliya, Kobryn Nadiya, Zapotichna Mariya. Development history and the current state of professional training in health informatics in Canada.....	62
Smolikevych Nadiya, Turchyn Iryna, Horokhivska Tetiana. Foreign students' adaptation challenges in the US University.....	76
Bilavych Halyna, Bahriy Mariya. Periodization of the literary process in Western Ukraine in the period from the late 18th century to the 1930s in historical pedagogical aspect.....	87
Chervinska Inna, Chervinskyi Andriy. Socio-cultural educational environment of the Ukrainian Carpathian region as a subject of interdisciplinary discourse.....	101

- Karpenko Oresta.** The formation of the Christian outlook
of the student youth in Volhynia province (19th – early 20th century).....113
- Sharhun Tetiana,**
Potseluiko Andriy. Linguistic and humanitarian competence
of future engineers: the philosophical and anthropological aspect.....122
- Vashak Oksana,**
Martirosyan Lyudmila,
Fedorenko Yuliya. Image as a presentation
of a university teacher.....135
- Ivanytska Oksana.** Peculiarities of the tutoring and mentoring realization
at higher educational establishments of Switzerland.....144

**THE PHENOMENON OF FOREIGN LANGUAGE
EDUCATION IN THE MODERN SCIENTIFIC DISCOURSE**

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ФЕНОМЕН ІНШОМОВНОЇ ОСВІТИ В СУЧАСНОМУ НАУКОВОМУ ДИСКУРСІ

У статті здійснено аналіз сучасного наукового дискурсу щодо осмислення феномену іношомовної освіти. Узагальнено трактування понять і термінів, що визначають сучасну терміносистему навчання іноземної мови: “білінгвізм”, “багатомовність”, “полікультурна освіта”, “двомовна освіта”, “багатомовна освіта”, “рідна мова”, “іноземна мова”, “друга мова”, “чужа мова” та ін.

З'ясовано, що авторство терміна “іношомовна освіта” належить Є. Пассову, який увів його до наукового обігу в другій половині 90-х рр. ХХ ст. у контексті актуалізації особистісно орієнтованої парадигми освіти. Вчений-лінгвіст доводив, що цей термін має замінити поняття “навчання іноземної мови”, бо сучасна людина повинна вивчати не лише мову певного народу і країни, але й культуру. Показано, що термін “іношомовна культура” певною мірою штучно інтеріоризований у теорію і практику української педагогічної науки, адже в англійській літературі не виявлено його відповідника у формулюванні “foreign language education”. Натомість у ній фігурує термін “language education” для позначення теорії і практики набуття другої мови або іноземної мови.

Визначено внесок українських і зарубіжних учених – педагогів і лінгвістів – у розробку теоретико-методологічних аспектів іношомовної культури. Представлено відображення у науково-педагогічній літературі основних інтерпретацій цього феномену. Показано, що термін “іношомовна освіта” став загальноживим в українській педагогічній науці, зокрема активно використовується у працях про її розвиток в Україні та зарубіжних країнах. Запропоновано визначення іношомовної освіти як спеціально організованого педагогічного процесу навчання, виховання і розвитку особистості здобувача освіти на основі змісту і засобами навчальної дисципліни “іноземна мова”. Виходячи з аналізу педагогічної та лінгвістичної літератури, розкрито сутнісні характеристики феномену “іношомовна освіта” в аспектах її цілісності, аксіологічної спрямованості, інструментальності, дієвості і результативності. Виокремлено і схарактеризовано основні структурні компоненти іношомовної освіти: гносеологічний (знання культури і мови країни); навчальний (мовні знання і вміння як засоби спілкування); розвивальний (психологічні, ментальні характеристики носіїв мови і культурних цінностей певної країни); виховний (педагогічний зміст іношомовної культури, що стосується її морально-етичних, естетичних, інших аспектів).

Ключові слова: іношомовна освіта; полікультурна освіта; двомовна освіта; багатомовна освіта; рідна мова; іноземна мова; друга мова.

THE PHENOMENON OF FOREIGN LANGUAGE EDUCATION IN THE MODERN SCIENTIFIC DISCOURSE

The article analyzes the modern scientific discourse on understanding the phenomenon of foreign language education. An interpretation of concepts and terms

defining the modern terminology of foreign language learning, such as “bilingualism”, “multilingualism”, “multicultural education”, “bilingual education”, “mother tongue”, “foreign language”, “second language”, “Foreign language”, etc. is generalized.

It has been found that the authorship of the term “foreign language education” belongs to E. Passov, who introduced it into scientific circulation in the second half of the 1990s in the context of actualizing the personality-oriented education paradigm. The linguist argued that this term should replace the notion of “learning a foreign language”, because modern people must learn not only the language of a particular people and country, but also their culture. It is shown that the term “foreign language culture” is to some extent artificially internalized into the theory and practice of the Ukrainian pedagogical science, since its correspondence in the formulation of “foreign language education” has not been found in the English language literature. Instead, it includes the term “language education” to refer to the theory and practice of acquisition of a second or foreign language.

The contribution of Ukrainian and foreign teachers and linguists to the development of the theoretical and methodological aspects of foreign language culture has been determined. The main interpretations of this phenomenon in the pedagogical literature have been presented. It is shown that the term “foreign language education” has become widely used in the Ukrainian pedagogical science, in particular it is actively used in the works on its development in Ukraine and foreign countries. The definition of the foreign language education as a specifically organized pedagogical process of teaching, upbringing and development of the student’s personality on the basis of the content and means of the discipline “foreign language” has been suggested. Based on the analysis of pedagogical and linguistic literature, the essential characteristics of the phenomenon of “foreign language education” in the aspects of its integrity, axiological orientation, instrumentality, effectiveness and efficiency have been demonstrated. The following basic structural components of the foreign language education have been distinguished and characterized: epistemological (knowledge of the country’s culture and languages); educational (language knowledge and skills as a means of communication); developmental (the psychological and mental characteristics of native speakers and the cultural values of a particular country); educational (the pedagogical content of a foreign-language culture, concerning its moral, ethical, aesthetic and other aspects).

Key words: foreign language education; multicultural education; bilingual education; multilingual education; mother tongue; foreign language; second language.

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Introduction

The modern processes of globalization and Ukraine’s integration into the world economic and cultural environment necessitate a qualitative modernization

of theoretical and practical approaches to the teaching and learning of foreign languages. A person's need for a rapid adaptation to the conditions of a unified integrated world, the widening of intercultural contacts, the removal of obstacles for their development in different spheres of social life caused the intensification of the sociocultural background of learning foreign languages. Re-interpreting its role in the content of education as a means of training, upbringing and development of the personality the apprehension of the phenomenon of "teaching a foreign language" becomes more diverse.

Thus, along with the dominant in the twentieth century grammatical orientation in teaching a foreign language, in the early 21st century the communicative and cultural aspects of this process were actualized. The educational researchers have begun to prioritize language as a means not only of communication, but also of knowledge and involvement in the culture of the countries and peoples who speak it. This, in turn, intensified the development of the theoretical and practical approaches aimed not so much at language teaching, but at language education, which implies the personal development of the learner, the formation of his culture by means of a foreign language.

As a result, a scientific discourse on the need to develop and introduce new integrative terminological systems, which, in line with the current challenges, invent new approaches to the development of the theory, methodology and content of teaching a foreign language, has intensified. One of the definitions that have been introduced in the educational and scientific usage in Ukraine and the post-Soviet educational space over the last decade is the term "foreign language education". These trends and challenges make it necessary to clarify the complex issues of its origin, genesis, and substantive characteristics.

An analysis of recent research. Our study directly deals with the problem of reflection of foreign language literature in psychological and pedagogical literature, therefore we shall outline the main vectors and approaches of a scientific understanding of this phenomenon. The interdisciplinary nature of the research is manifested in the achievements of the scholars primarily in the fields of pedagogy and linguistics, who develop from their standpoint the theoretical and methodological issues (content, innovative methods, forms, tools, etc.) of the organization of teaching foreign languages in different types of educational institutions. It is believed that the term "foreign language education" was introduced into circulation by the famous Russian linguist E. Passov, who defined its content, structure, and other basic characteristics (Passov, 1998, 2003, 2008). An important contribution to the study of this problem was made by M. Vetchinova, who summarized the development of the theory and practice of teaching foreign students in pedagogy of the second half of the 19th – early 20th centuries (Vetchinova, 2009).

The Ukrainian scholars study foreign language education in two main areas. The first one concerns the development of the theory and the improvement of the methodology of teaching foreign languages in the educational institutions of Ukraine aimed at its integration into the European educational environment. In this

respect, M. Tadeev, who views it through the prism of the category “linguoculture”, made a significant contribution to the conceptualisation of this problem (Tadeyeva, 2011). The second dominant area is the research in the sphere of pedagogical comparative studies, which highlights the experience of organizing foreign language education of various categories in foreign countries. A generalized analysis of the achievements of the Ukrainian scholars has revealed some gaps in the scientific-theoretical understanding of the phenomenon of foreign language education, in particular, regarding its authorship, genesis, content interpretation, aspect analysis, etc. This situation led to this study.

The purpose and objectives of the study. The purpose of the study is to analyze the current scientific discourse on the interpretation of the phenomenon of the foreign language education. The objectives of the article are as follows: 1) solve the problem of the origin of the term “foreign language education”; 2) summarize the scientific interpretations of the basic concepts and terms defining the modern term system of foreign language teaching; 3) present the major interpretations of foreign language education in the scientific and pedagogical literature.

Definition of concepts and terms important for understanding the phenomenon of the foreign language education

We proceed from the dominant position in Ukrainian and foreign science, according to which the foreign language education is considered a component of the multicultural education, since the enhancement of multiculturalism in the modern society leads to a comprehensive understanding of the role of the language as an important precondition and universal means of conflict-free interpersonal interaction within multiethnic multilingual societies.

The phenomenon of multicultural education has been comprehensively studied by Ukrainian and foreign scholars (R. Ahadullin (2004), R. Antoniuk, Y. Huletska, O. Hurenko (2009), O. Ivashko, I. Loshchenova (2002), N. McGinn, O. Milyutina (2010), O. Olkhovych, D. Popova, Yu. Syva (2008), P. Sysoev, N. Shulha, N. Yaksa, etc.). From their synthetic analysis, it follows that an objective study of the multicultural education began in the last quarter of the twentieth century, when the efforts of various peoples and nations to intensify their identity against the increasing processes of integration and globalization. At this time, the term “multicultural education” also emerges. In encyclopaedias it was interpreted as the organization and content of the educational and pedagogical process, which presents two or more cultures that differ in linguistic, ethnic, national or racial characteristics. Emphasis was placed on its role in the formation of knowledge and the awareness of the general and particular in the values, traditions, lifestyles of different cultures and peoples.

Despite the different aspects of thematic studies, the modern scholars define the purpose, functions, and other parameters of multicultural education in a rather consolidated way. We emphasize that in multilingual multinational societies, it involves the formation of the ability to understand and respect different cultures and perceptions of the interconnection and interaction of different peoples, nations,

ethnic groups; fostering a positive attitude towards intercultural diversity; awareness of the importance of cultural diversity for the self-realization of the individual; developing skills and abilities to interact with speakers of different cultures on the basis of tolerance and understanding, the ability to effectively communicate through linguistic and colloquial means, and to collaborate in order to achieve common goals. As a kind and factor of a person's socialization, the multicultural education involves the absorption of values and models of the world culture and the socio-cultural experience of different countries and peoples while preserving one's own identity, the knowledge and respect for the cultural and historical heritage of one's people (Ahadullin, 2004; Hurenko, 2009; Milyutina, 2010; Syva, 2008).

This leads to an important interim conclusion about the presence of the language component in all these phenomena. Therefore, the foreign language education is also developing and transforming against the background of the multicultural education and is an important factor and component. Based on scientific experience (Bialystok, 2011; Biletska, 2008; Bulgarova et al., 2017; Vaynraykh, 1972; Vereshchagin, 1969; Vetchinova, 2009; Hamanyuk, 2012; Cenoz, 2009, 2013; Talalay, 2017; Shveytser, 1990 and others), we take the English term “bilingualism” (borrowed from the French “bilinguisme”) which appeared in the scientific circulation in the 1940s as the initial position for a terminological analysis of the phenomenon of the foreign language education and related definitions. This term was established in the Soviet and post-Soviet, in particular Ukrainian, linguistic, pedagogical, and methodological literature and educational practice. It became one of the starting point in the process of creating terms, which in the 1950–1970s denoted the emergence and assertion in the Western and Soviet science of the terms “monolingualism” and “multilingualism” and their various derivatives, which in the respective dyads are used by scientists as interchangeable in order to denote the processes and phenomena in a society with one, two or more languages (Vereshchagin, 1969, pp. 15–17; Cenoz, 2013).

Given the complexity and multilayered nature of the bilingualism and the long interdisciplinary tradition of its study, the diversity of scientific views on this phenomenon seems quite natural. Among them, we note its three most reasonable, in our view, interpretation, namely: 1) command of two languages, which are quite often used in communication, with one of them being “native”, the other “not native”, but often used in the ethnic environment (Shveytser, 1990, pp. 481–482); 2) the practice of an alternate use of two languages, which involves the command of the two languages and the regular transition from one language to another depending on the communication situation (Vaynraykh, 1972, pp. 25–29); as a level of command of the languages, and not the practice or usage frequency of the second or third languages (this position is characteristic of “trilinguals” – a term that is hardly used in the Ukrainian science, but is common in the foreign theory and practice, in particular, to refer to persons who speak the official language of the state, that of a national minority, to which one often belongs, and a foreign language) (Cenoz, 2013).

An objective study of the term “multilingualism”, the next in our list of terms, is associated with the German linguist M. Braun, who regarded it as a multi-level command of two or more languages. Out of all the diversity of the views of foreign scientists of the late 20th – early 21st centuries on this phenomenon, three main types (aspects) of multilingualism are important for our study: individual aspect – refers to a person’s ability to use several languages as a means of communication; social aspect – manifested in territorial (country, region, city, etc.) and political (legitimacy, institutionality, status, prestige of the languages) dimensions; socio-psychological aspect – reflects the peculiarities of the functioning of the languages of individuals and ethnic and social groups in certain societies (Talalay, 2017, pp. 13–26).

In order to clarify the above concepts and to analyze the basic term “foreign language education”, it is necessary to find out the essence of such phenomena as the mother tongue, a foreign language, a second language, an alien language, etc., which, because of their variability and situational application, often flow into one another or are transformed into configurations that may have different meanings and senses in the lexical environment of individual countries. In this context, the approaches and peculiarities of the interpretation of foreign language education and other related concepts in a particular national terminology system shall be taken into account in order to adequately characterize the research of Ukrainian scholars.

The definitions of the above-mentioned and other relevant concepts and terms are revealed by accumulating the scientific discourse reflected in the academic vocabularies (Batsevych, 2007; Zahnitko, 2012; Shveytser, 1990) and the analytical studies of scholars (Bulgarova et al., 2017; Hamanyuk, 2012; Tadeyeva, 2011; Cenoz, 2009, 2013, etc.), from the viewpoint of the problem under research. According to the most common genetic approach, understanding the mother tongue as that in which the mother communicates with the child from its birth has been established. However, it should be borne in mind that when choosing a language of education in an educational institution, such content of the concept of “the native language” may be replaced by the concept of “the main functional language”, which denotes the language that the student is fluent in. Thus, a child and therefore a student, an adult professional, may have several functional languages, which complicates their division into “native” and “non-native” languages.

Similarly, there is no consolidated interpretation of the term “foreign language” in Ukrainian and foreign science. In the Ukrainian educational practice and the public consciousness, it is understood as a language spoken by residents of other countries, not in the country of origin of a particular person. Using this approach, for example, English is a foreign language for the native speakers of Ukrainian; for the native English speakers in Italy, Italian is also a foreign language, and so on. However, these typical characteristics and examples do not provide an exhaustive understanding of the term “a foreign language”, which gives rise to many variations of this term and controversial views on its interpretation. Important for our study is the opinion that the name “foreign language” is “categorically incorrect” because it

distorts the essence of the subject and causes a lot of false reflections. Therefore, it is proposed to be replaced with a more precise term “the foreign language culture”, since the language is a component of culture, so knowing the language involves the knowledge of the culture and communication, interaction with its speakers (Passov, 2008, p. 268).

Different interpretations of the terms “mother tongue” and “foreign language” are not corrected, and sometimes even aggravated, by the use of the “intermediate” notion of “the second language”. In public use and in the scientific literature, it is understood to mean, for the most part, any language that has been learned since the first, in particular, the mother tongue. This term is usually used in the context of bilingualism to refer to a language that a person has: a) learned at the same time as the first mother tongue; b) mastered in the process of further socialization, in particular, communication in a bilingual environment; c) studied as a foreign language. In the course of training and professional or social activities, a second language may become a functional second language if used by a person with greater or less intensity and in some cases even a functional first language.

We consider the phenomenon of language education as a “transitional terminological link” from the clarification of definitions to the definition of the term “foreign language education”. In the Ukrainian scientific discourse (Kuznetsova, 2003; Milyutina, 2010; Pershukova, 2016; Pohribnyy, 2003) we distinguish three approaches to its interpretation. The first one refers the language education to the education in the mother tongue, so in this case, the foreign language education is considered as a separate area of knowledge. The proponents of the second, dominant approach include the study of all modern languages, i.e. “native” and “non-native” in the language education. According to the third “compromissary” approach, on the one hand, the “multi-vector” concept of the “language education” identifies two “leading areas” that include the “mother tongue learning” and the “foreign language learning”. On the other hand, this term remains open because it has a practical orientation that denotes the development of the oral and written language and expresses the purpose and essence of the language learning (Kuznetsova, 2003, p. 4).

The genesis and authorship of the term “foreign language education”

An analysis of the scientific and methodological works on the problem of the foreign language education and pedagogical and linguistic studies on the development of its theory and practice in Ukraine and in the world revealed that the Ukrainian scientists actually ignored the authorship of this term, the genesis of its appearance in the scientific, educational and social lexicon. At the same time, it is quite controversial in its essence and is not sufficiently developed in scientific, theoretical and methodological aspects.

Searching for answers to these questions, we found that the concept of the “foreign language education” is a loan translation of the Russian term. The first argument in favour of this version is the opinion established in the Russian pedagogical science (its analysis see: Vetchinova, 2009, etc.), according to which the term “the foreign language education” was introduced to the scientific circulation

by E. Passov in the second half of the 1990s. Studying the achievements of this well-known linguistic demonstrates that he proposed to use the term “foreign language education” instead of “learning a foreign language” in the context of actualization of the transition to personality-oriented education. According to him, the modern school needs “not foreign language teaching, but foreign language education”. This process is represented by cognitive, developmental, educational and educational aspects, and education in this case is understood as becoming a person through its entry into culture (Passov, 1998, 2003, 2008).

Considering the unique capabilities of a foreign language, E. Passov regarded it as an “educational” rather than a “learning” category, which has a great potential for the development of the individual, above all, in by learning the culture of one’s own and other countries, and the mankind in general. Considering the foreign language education as a powerful channel of relaying a foreign language culture, the scholar warned against mixing this phenomenon with the term “foreign language culture”, referring to the culture of the language being studied. In his opinion, the main subject of the foreign language education is such equally subordinated components as the culture and language of a particular country (Passov, 1998). Another argument in favour of the version concerning the emergence of the term “foreign language education” in the Russian-language scientific and educational environment, which was somewhat artificially adopted into the theory and practice of the Ukrainian pedagogical science, is the fact that there is no formulation of “foreign language education” in English literature, which instead refers to the term “language education” to define the process and practice of acquiring a second language or a foreign language. It is mainly used in the interdisciplinary field of applied linguistics (Cenoz, 2009, 2013; Kavé et al., 2008).

Interpretation of the phenomenon of “foreign language education” in the modern scientific discourse

The term “foreign language education” should be viewed through the lens of the scientific discourse, from the interdisciplinary point of view, taking into account the processes of unification of term systems within the EU and preserving their national peculiarities in certain countries, etc. The phenomenon of foreign language education reflects the general tendency to expand the boundaries of the categorical and conceptual field of the pedagogical science through the adoption of foreign neologisms. Although in many cases they can be replaced by Ukrainian language counterparts, this process is intensifying against due to Ukraine’s integration into the European educational space.

An important contribution to the clarification of the essence of the foreign language education was made by M. Vetchinova, who showed its specificity and the tendencies of development as a process that helps to accumulate the experience of creative activity, enhances the spiritual enrichment and formation of the personal culture. The scholar sees the importance and specificity of this phenomenon in its educational potential, which consists in the spiritual improvement of the students on the basis of the dialogue between an “alien culture” and the “native culture”

(Vetchinova, 2009). Although in the thematically oriented studies of Ukrainian and Russian scholars the term “foreign language education” has become widely used, along with it the phrase “foreign language learning” is used synonymously. However, there is a fundamental difference between them. The foreign language learning first and foremost involves the formation of the student’s grammatical and lexical skills. In this sense, the term “foreign language education” is broader, because in addition to this “traditional task”, it focuses on the solution of a wider range of educational, educational, educational tasks that relate not only to the language but also to the culture of the people.

There is a difference between the basic historical and pedagogical vectors of studying the theory and practice of foreign language education by scientists of different countries. The Russian science is focused on its understanding in the retrospective of the development of the Soviet and modern pedagogy and linguistics. The Ukrainian researchers focus on studying the experience of the foreign language education in foreign countries. The Western scholars are studying the impact of bilingualism and multilingualism on the educational achievement of the students and the cognitive development of people of all ages, including preschoolers and older adults (Bialystok, 2011; Cenoz, 2009; Kavé et al., 2008).

In the contemporary Ukrainian discourse we are following the tendency to understand the content of a foreign language culture in the projection of studying the “culture through language”. In this vein, it is proved that it was in the 1990s to the early 21st century, that the subject area “foreign language” was expanded to the level of “foreign language education” and the object of scientific study of the “language” was replaced by the category “lingual culture”. This is explained by the new priorities for learning foreign languages, which focus on the end result, such as the formation of competence for intercultural communication. In philosophical and methodological terms, this implies a reliance on a humanistic human-centered education platform, which is realized through person-centered learning (Tadeyeva, 2011, pp. 34–35).

In the context of the development and concretization of such an approach, the opinion that the essence of foreign language education is a combination of mastering a person’s non-native (foreign) language with a simultaneous study of the culture of the people speaking that language, is substantiated. Thus, the question is raised of foreign language education as a “linguistic and cultural education”; its main result should be multilingualism of citizens who are aware of their ethnicity and are capable of self-identification. The main content, aim and tasks of the foreign language education are seen in the study of the foreign language culture in a dialogue with the native and other world cultures, the development of a new outlook, the formation of the willingness to live in the modern world through the ability to communicate freely with speakers of other cultures (Bazhenova, 2009, p. 84). Given the role and importance of the foreign language education in the development of the modern national education and the pedagogical science, and the considerable array of studies devoted to its development in Ukraine and in the world, this phenomenon

has not been sufficiently developed in terms of terminology. In particular, its definitions are absent even in specialized reference editions (Batsevych, 2007; Zahnitko, 2012; Shveytser, 1990). In such a situation, we will express the most significant scientific and theoretical aspects of foreign language education.

In the context of developing the theory and practice of the foreign language education, scholars in similar perspectives distinguish its basic structural components: *cognitive* – absorbing the cultural content of a foreign language culture (knowledge of the culture and the language of the country); *educational* – absorbing the social content of a foreign language culture (linguistic knowledge and skills as a means of communication); *developmental* – absorbing the psychological content of a foreign language culture (psychological and mental features of the native speakers and the cultural values of a particular country); *educational* – absorbing the pedagogical content of a foreign-language culture, concerning its moral, ethical, aesthetic and other aspects. In the context of the modern educational paradigm, the focus is on the personality-oriented potential of the foreign language education, which must take into account the individual interests, motives, abilities of the individual and its development as a subject of the dialogue of cultures (Bazhenova, 2009; Galskova, 2008; Hamanyuk, 2012; Gusevskaya, 2011; Vetchinova, 2009; Nikolayeva, 2016; Passov, 1998, 2003, 2008; Tadeyeva, 2012).

Based on the scientific experience, we define the foreign language education as a specially organized pedagogical process of teaching, upbringing and development of the student's personality through the content and techniques of the discipline "foreign language". Important essential features of this phenomenon are revealed in its aspects: *integrity* (the student is enriched with knowledge, skills, experience of dialogical interaction in the process of learning the discipline and the ability and readiness for further self-education through a foreign language); *axiological orientation* (the language and culture act as an instrument of preservation, development, translation of spiritual values of a certain people, nation); *instrumentality* (the foreign language is a means of forming a humanitarian and humanistic worldview, developing thinking and personal potential, intercultural interaction and socialization of the individual); *efficiency and effectiveness* (the purposeful cognitive, value-oriented, aesthetic, communicative activity ensures the formation of socio-cultural, linguistic-communicative, educational-cognitive, and other competences of the linguistic personality).

Conclusions

The basis for the formation of the term system of the foreign language education is a set of concepts and terms that denote the theory and practice of teaching a foreign language (bilingualism, multilingualism, multicultural education, bilingual education, multilingual education, mother tongue, foreign language, second language, foreign language, etc.). Due to the variability and situational nature of the educational, pedagogical and research processes, they can be modified and transformed. This requires their consideration through the prism of scientific discourse

and an adequate substantive and meaningful application in the coverage of certain educational processes and phenomena.

The term “foreign language education” is genetically derived from the Russian scientific-educational discourse, has virtually no equivalent in the English scientific lexicon, but has been adopted in the Ukrainian educational and scientific pedagogical environment, and to some extent in the field of linguistics. Combining the two core components of “language” and “culture”, it is distinguished by its versatility and complex structure. The phenomenon of the foreign language education requires a comprehensive scientific and theoretical reflection in the perspectives of reforming the education system of Ukraine, its integration into the European cultural space and the new challenges of globalization. Adoption of the foreign experience (Bialystok, 2011; Cenoz, 2009; Kavé et al., 2008) opens the prospects for experimental studies on the identification of the relationship and the influence of bilingualism and multilingualism and foreign education on academic progress and cognitive development of people of various ages.

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**DIGITAL IDENTITY CONSTRUCTION:
CHALLENGES AND PEDAGOGICAL IMPLICATIONS**

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**ФОРМУВАННЯ ЦИФРОВОЇ ІДЕНТИЧНОСТІ:
ВИКЛИКИ ТА ПЕДАГОГІЧНІ ПЕРСПЕКТИВИ**

Друга декада XXI ст. пережила сплеск у створенні та використанні інтерактивних цифрових носіїв інформації. Об'єднуючи традиційні засоби масової інформації (фотографії та рухомі зображення, музику та текст) і комп'ютерні й комунікаційні технології, цифрові медіа викликають певне розмивання меж між реальною й віртуальною реальністю, творцями та споживачами, запроваджуючи динамічне інтерактивне цифрове середовище, яке потребує нових теоретичних підходів, а також практичних методів розвитку і відповідного впровадження у повсякденне життя “цифрових тубільців”. За таких обставин розвитку суспільства питання про ідентичність особи

(або її ідентичності) сприяє появі абсолютно нових понять, сприйнять та міркувань, які стають особливо актуальними стосовно навчального процесу молоді на перехідному етапі життя.

Прагнучи кращого розуміння цифрової ідентичності, що нещодавно стала предметом численних досліджень у різних галузях, стаття має на меті визначити досліджуване явище й окреслити його ключові особливості стосовно теорії ідентичності. Спираючись на міждисциплінарне дослідження цифрової ідентичності та медійного дискурсу, аналіз починається з огляду визначень досліджуваного поняття. Крім того, у статті простежено способи перевірки та прояву такої ідентичності, розглядаючи можливості, що надаються платформами онлайн-комунікації. Нарешті, спираючись на сучасний аналіз літератури, автор обговорює модель побудови цифрової ідентичності (створену Петер Бурке і Ян Стець, що складається з таких складових елементів: вхідна інформація, стандарт ідентичності, компаратор та вихідна поведінка), її подальший вплив на педагогічний контекст з метою створення відповідних платформ для “здорового” (позитивного) процесу побудови ідентичності. У статті проаналізовано можливості, що надаються Інтернет-взаємодією для просування спорідненості та самовизначення як найбільш релевантних явищ, які слід стимулювати в молодих людей для цілісного формування їхньої ідентичності.

Ключові слова: цифрова ідентичність; теорія ідентичності; модель формування ідентичності; спорідненість; самовизначення; самооцінка.

DIGITAL IDENTITY CONSTRUCTION: CHALLENGES AND PEDAGOGICAL IMPLICATIONS

The second decade of the 21st century has experienced a burst in the creation and use of interactive digital media. Bringing together the traditional media forms (photographs and moving images, music, and text) and computer and communication technologies, digital media causes certain blurring of the boundaries between real and virtual reality, creators and consumers, introducing a dynamic interactive computing environment that requires new theoretical approaches as well as practical methods for development and appropriate implementation in daily life of “digital natives”. Under such circumstances of society development, the issue of person’s identity (or identities) brings about totally new concepts, perceptions, and reasoning, which become especially up-to-date in relation to the education process of young people at the transition stage in their life.

In pursuit of better understanding of digital identity that has recently become the subject matter of numerous studies in various domains, this paper aims to define the phenomenon under study and outline its key features in relation to Identity Theory. Drawing upon interdisciplinary research on digital identity and media discourse, this analysis begins with an overview of definitions of digital identity. Furthermore, the article traces the ways such identity is verified and performed, looking at possibilities provided by online communication platforms. Finally, based on the current literature analysis, the paper discusses the model of digital identity construction (created by Peter Burke and Jan Stets and consisting of four constituent elements:

input, identity standard, comparator and output), its further implications for pedagogical contexts, with the purpose of establishing appropriate platforms for “healthy” (positive) identity construction process. The opportunities provided by online interaction for promotion of relatedness and self-determination as the most relevant phenomena to be forced in young adults for the coherent construction of their identity have been discussed in the article.

Key words: *digital identity; Identity Theory; identity construction model; relatedness; self-determination; self-esteem.*

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Introduction

The digital age driven by information and communication technologies has already influenced the fundamental patterns of human culture and development by bringing about changes into social life. Living in the “global village” means having access to the closest and the most distant community within a second, by simple click of a computer mouse, pressing/swiping motion with your finger on your smartphone, or any other smart device (McLuhan, 1962).

People consume information “on the move”; but more importantly, with the spread of social media, online users have become active producers of the content circulating in the World Wide Web. Novel concepts have been coined like “digital natives”, “digital immigrants”, “social grooming”, “glocalization” in contrast to “globalization”, “network individualism”, “customized sociality”, “context collapse”, “audience management”, “personal branding” and others, which cannot be properly perceived outside digital online contexts. All of these, at the same time, have changed the way people see themselves in society, their goals in life and everyday social and professional activities. The mentioned changes have altered the way people construct their multiple identities, especially when given the possibility to interact in digital environments.

Whether the said transformations have a positive or negative impact on people depends much on a person’s understanding of the mechanisms of his/her identity construction and development. **This article aims** at relating the fundamental issues of the Identity Theory to new digital communities, speculating on the specificity of the mechanisms of identity construction and performance (and there are possible positive and negative outcomes) in online contexts, thus attempting to show/suggest ideas of how to use the advantages of digital social services for healthy identity formation and performance, leading to personal fulfillment and overall well-being.

Fundamental principles in identity development

According to the authors of the Identity Theory, Peter Burke and Jan Stets, identity is “a set of meanings that define how one is when one is an occupant of a particular role in society, a member of a particular group, or claims particular

characteristics that identify him or her as a unique person (Burke & Stets, 2009, p. 3). Although current scientific discourse on identity issues is plentiful, there seems to be no consensus on its definition. This can partly be explained by a variety of approaches which are placed at the basis of explanation of identity. For example, in many behavior-based studies (but not those related to behaviorism), identity is treated as “an essential cognitive, socialized, phenomenological or psychic phenomenon that governs human action” (Benwell & Stokoe, 2006, p. 3). As a result of such understanding of identity, it is assumed “that although people may present themselves differently in different contexts, underneath that presentation lurks a private, pre-discursive and stable identity” (Benwell & Stokoe, 2006, p. 3). At the same time, in such research realm, there is little mention of how people should find out who they “really” are, independent of a variety of context performances, thus advising them to seek help from experts, therapists who might assist them in revealing their “true” identities.

A discursive perspective presents the identity as a public phenomenon which is constructed through interpretation by other people with whom the person interacts in the course of communication, which means that the identity is both reflected in discourse, as well as actively constructed in it (Benwell & Stokoe, 2006). Close to the above-mentioned viewpoint is the social interactionist approach, premised on the impossibility of understanding the personal development, including the issue of identity development, without analysing social interaction processes (which may take place in a number of settings, like institutional environments (Lecourt, 2004), spatial locations (for example, neighbourhoods (Scollon & Scollon, 2003)), or digital contexts (social media services, SNSs (social networking sites) (Manago, 2015))).

In our current study, we are more prone to follow the above-mentioned social interactionist perspective, since it seems to be in tune with the fundamental issues of the Identity Theory, widely accepted and analyzed in numerous papers of the recent years (2012–2020), and which corresponds well with the digital environment we have adopted as a background for our discussion of the identity matters. Within this interactionist viewpoint, we are going to look deeply into the specificity of relationship between the individual and digital society. But first, we need to outline basic principles of identity construction as suggested by the Identity Theory proponents.

Symbolic interaction

Identity construction is based on the principles of symbolic interaction (Blumer, 1969), claiming that symbols are used “to represent objects and events in the situation even when the objects and events are not physically present” (Burke & Stets, 2009, p. 19). These symbols could include words, photos emotions, etc; they are used to communicate meanings. At the same time, the symbols are learnt to express meanings in interaction with others, thus calling forth the process of meaning verification. In this respect, as Burke and Stets claim, “what is important in the interaction is not the behaviours themselves, but the meanings of the behaviours

(Burke & Stets, 2009, p. 16). Verification of meanings goes smoothly in interaction settings where there is consensus in symbolic understanding of meanings.

In order to better explain their theory, Burke and Stets use the ideas of George Herbert Mead, which can be placed well in the vein of symbolic interaction approach. In particular, they emphasize a double-sided nature of the self-concept, which in some papers appears as synonymous to identity, that is, an “I” and a “me”, where the “I” is “the agent-actor aspect of the self that initiates action in order to bring about desired consequences or intentions; the “me” is the perceptive observer aspect of the self that looks at the action, ...the environment, ...the relation between the two (I and me), and guides the activity of the “I”...; ...the “me” is (both) social, embodying the meanings, understandings, and experiences of the community, ... and individual, knowing the needs of the self as well as the place (and role) of the self within the community” (Burke & Stets, 2009, p. 20). In this respect, the “me” is entitled with a reflexive ability to distinguish the self from “others”, assigning the “I” certain personal qualities which constitute the identity of a person, ascribing him/her uniqueness among “others”, and similarly categorizing the “I” into certain groups of similar or comparable (but not the same) interests or essential characteristics (social or individual identities, such as professional/occupational, gender, sexual, emotional and other identities).

An important principle that lays the foundation of the Identity Theory is that of the idea of self-esteem and emotions, which are the consequences of a person’s interaction with the environment, and which instigate and guide further action of the person (Burke & Stets, 2009, p. 32), thus making him/her reach the goals in interaction or change things based on the results of confirmation of the person’s behaviour by others. Self-esteem in the Identity Theory is understood as a correlation between our achievements and aspirations (which means that the level of self-esteem will be high if a success or achievement is bigger than what we planned to reach at the start; even if the success is small, but the aspiration was not great as well, the level of self-esteem will still remain high; on the contrary, if our achievement is huge, but our ambitions even greater, the level of self-esteem will be low, since we will not be satisfied with what we have achieved, no matter how high we have reached, since our expectations were much greater, and probably unreachable). At the same time, the level of self-esteem is directly connected to our emotions we feel in the course of human interaction: if we are satisfied with what we have achieved because it matches or even outweighs our expectations, we are more likely to feel positive emotions, which will drive us further in action; on the contrary, if our aspirations have not met our achievements (which may be represented by poor verification of person’s identity performance by others), we might feel upset, bitter and thus change our behaviour. One more essential principle of the Identity Theory, related to self-esteem and emotions, was taken from William Powers perceptual control model, which pointed out that “it is not the control of output or behaviour that matters for persons ... but the control of their perceptions” (Burke & Stets, 2009, p. 29).

Identity construction model

Based on the outlined above key principles, an identity construction model has been suggested by Burke and Stets, again basing their model on prior research and suggestions within the vein of structural symbolic interaction approach. The main constituents of the model are presented in figure 1, thus being: an input, an identity standard, a comparator, and an output, which are organized in “a control system” that operates to control the input to the system” (Burke & Stets, 2009, p. 62).

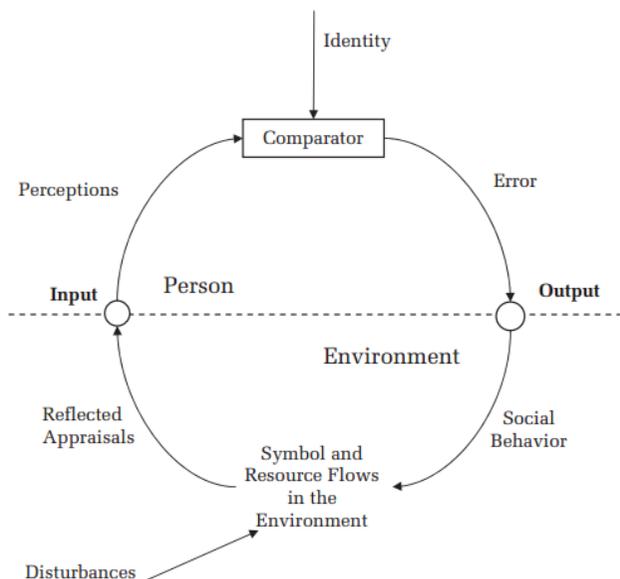


Figure 1. Identity construction model (Burke & Stets, 2009, p. 62)

The input is represented by perceptions, which are assigned a central role in the identity construction model, since they are the ones that a person controls; they tell a person about his/her environment, being the key source of information as to what is happening in the world around the person. Being expressed by perceptions (information based on how a person feels it, sees it, using sense perceptions related to certain knowledge and meaning of symbols discussed earlier in this paper), the input may be perceived properly or improperly (or fooled, perceived mistakenly), since the information about the world around us may be presented in “the best light”, hiding some significant aspects, thus distorting the true picture of the environment (like photos uploaded by social networking site users, which will be discussed later).

Further, the input (or perceptions) is compared with the identity standard, which can be best explained in relation to the concept of “role identity” as suggested by McCall and Simmons, who treated it as an “imaginative view of a person as he/she would like to think of himself/herself being and acting (McCall & Simmons, 1978, p. 65). Thus, identity standard seems to serve as “a role model” containing a

set of meanings, which in a person's view, define his/her idea of identity, the so-called "ideal identity", and serves as "a point of reference" in identity construction process.

The comparator has the function "to compare (or verify) the input perceptions of meanings relevant to the identity with the memory meanings" stored in the image of identity standard, and produce "an error signal" if the inconsistency between input perceptions and identities standard have been traced in the course of comparison. This is followed by the output, which is usually some pattern of behaviour of a person based on consistency or inconsistency of comparative job (identity verification, in our case done by the comparator), thus which can be seen as the one which continues to comply with the input and identity standard and as such receives approval in the environment and certain level of self-esteem (positive verification of identity construction process), or alters the meanings and further behaviour patents in the situation (negative verification of identity construction process) which causes disturbances in identity construction (Burke & Stets, 2009, pp. 66–67).

Identity construction process can be complicated when assumed that a person claims multiple identities (and thus identity standards), arranged in certain hierarchy depending on, as McCall and Simmons (1978) suggest, support, commitment and rewards he/she receives in the process of identity performance-verification process. The more an individual "generates self-support and experiences support from others for an identity he/she is claiming", the higher is the position of this type of identity in his/her hierarchy (Burke & Stets, 2009, p. 40), which, in its turn, leads to stronger commitment invested in the identity, which again raises the level of self-esteem and positive emotions (as intrinsic gratification for such identity performance), and then often to extrinsic rewards in the form of money, job promotions, popularity among peers, etc.

Identity construction in digital contexts

Although the army of online users comprises people of different age groups, our research will focus on young adults and adolescents who experience the critical period of identity construction, as claimed in most studies on developmental psychology and sociology (Margalit, 2010; Amett, 2004; Manago, 2015), thus experiencing difficulties and often disturbances in the construction of "a unique, coherent, and stable sense of self that is continuous over time" (Erikson, 1963). At the same time, being referred to as "digital natives" (Teo, 2013), young adults make intensive use of totally new and unknown social phenomena, in particular social networking sites (SNSs), which, as Manago mentions, "beg for more research in the field of identity development" (Manago, 2014, p. 2) not only among adolescents, but other age groups as well. Bearing in mind the identity construction model described earlier in this paper, let's take a closer look at the digital setting of social networking sites being an extremely favourable platform for online interaction, and what they offer for young adults in their identity construction process.

It's worth mentioning that the current research on the issues of identity construction in an online environment is mainly preoccupied by singling out positive

aspects and possible challenges or constraints (Allen et al., 2014). We are not going to follow the strategy mentioned above, but rather direct our scientific attention to the most significant characteristics of online interaction for identity construction, and then speculate on the ways they could be put to good use in pedagogical settings, since we are convinced that schooling institutions should not behave as passive bystanders or observers of young adults' blind navigation in the digital ocean, facing the hazards and being left alone in overcoming possible pitfalls such navigation may trigger.

Adriana Manago identifies “relatedness and autonomy” as significant support in identity development in the awkward age, suggesting that “a balance between the social connection and self-determination constitutes the fulcrum on which a coherent identity is consolidated” (Manago, 2014; McLean & Syed, 2015, p. 510). The sense of the social connection as related to the identity construction can be based on the assumption that people possess an innate psychological need to belong to certain groups (Baumeister & Leary, 1995), which is also clearly reflected in the theory of attachment (Cohen, 1985). “Relatedness is the need to establish close bonds and secure attachment with others, and reflects the desire to be emotionally connected to and interpersonally involved in warm, caring relationships” (Reeve, Deci, & Ryan, 2004, p. 35). During transition period, young adults are more prone to seek advice on questions related to who they are, what their place in the world is (thus related to identity construction) from peers, rather than that the immediate social environment of family members (Allen et al., 2014), because the stage of coming of age requires “exploration and then commitment from young adults, a process that is propelled by decreasing dependence on parents and increasing navigation of relationships in wider social circles (Manago, 2015, p. 2), in particular, those of peers. The use of social networking sites gives adolescents a plentiful opportunity to receive hundreds of “identity verifiers” called “friends” on SNS profiles (like Facebook, for example), who perfectly serve as a group giving a sense of belonging and relatedness.

Similarly, in terms of autonomy (or self-determination) social networking sites (and other social media) are seen to serve as a platform for constructing, maintaining, and accentuating identities by young adults (Manago, 2015, p. 25), providing opportunities for self-branding (Gajaria et al., 2011), and maintaining current or desired conceptualization of the self (Barker, 2012), by “broadcasting a polished self-image (by profile updates, photos) to those large audiences of “friends” (Manago, 2015, p. 3), and receiving immediate verification of their identity performances in the form of “liking/disliking” feedback, comments and other responses.

Discussion and pedagogical implications

As mentioned earlier, we are not going to dwell on the issue of positive and negative opportunities and challenges that are engendered by digital environments in identity construction – in this respect we are more inclined to call it digital identity (or online identity), but rather would like to heighten the attention of educational professionals and warn them against regulating the manner and strategies

applied by young adults in interacting in social networking sites or other online services, threatening them with punishment for misconduct – in this way, the natural need for adolescents to connect with peers will be violated and jeopardized, which may bring about more negative than positive outcomes. On the contrary, we would encourage educators to embolden young adults for exploration of new experiences, so generously offered by online communications, but teach their students to analytically and critically evaluate the pros and cons, drawing positive experiences and blocking possible disturbances. By implementing such supportive and facilitative rather than directive and commanding educational position, we – educators – will succeed in getting advantage from the overwhelming preoccupation with digital media among adolescents, and still performing our primary educational function – that of helping young people enter the world of adulthood with the best positive possible cognitive achievements in identity development.

Conclusions

In the current paper, we have tried to briefly outline the basic concepts of identity construction, having substantiated the model of such process suggested by the Identity Theory proponents. We have also attempted to negotiate this model in projection on digital setting application, as well as discussed the opportunities provided by online interaction for promotion of relatedness and self-determination as the most relevant phenomena to be forced in young adults for the coherent construction of their identity. Pedagogical implications of identity construction process in adolescents with relation to digital settings have been analyzed here.

We see further perspectives of the research topic in viewing the chances of deliberate use of online environments for identity construction of the target as well as other age groups in relation to discursive approach, which means studying the key issues of language representation of identity development in digital settings.

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**THE SOCIAL, EDUCATIONAL AND TEACHING
ACTIVITY OF KOSTIANTYNA MALYTSKA**

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**ГРОМАДСЬКО-ПРОСВІТНИЦЬКА ТА ПЕДАГОГІЧНА
ДІЯЛЬНІСТЬ КОСТЯНТИНИ МАЛИЦЬКОЇ**

У статті обґрунтовано важливість родинного середовища (громадська діяльність матері; письменницький талант батька) і соціокультурних умов

(формування світоглядних позицій в умовах активізації суспільно-політичного життя на всіх українських землях) як визначальних чинників становлення громадсько-просвітницької діячки, письменниці та педагога К. Малицької. Виокремлено три етапи (галицький, буковинський, львівський), схарактеризовано її громадсько-просвітницьку, педагогічну та літературну діяльність на кожному з них. Констатовано, що педагогічна діяльність включала: викладацьку – вчителювання у м. Галич, с. Лужани під Чернівцями, у Львові та Красноярську; організаційну (керівництво педагогічним колективом першої української віділової дівочої школи РТП імені Т. Шевченка у Львові, заснування у Красноярську першої української народної школи імені І. Котляревського) тощо. Визначено, що основними напрямками громадсько-просвітницької діяльності К. Малицької були: організація і активна участь у жіночих та громадських товариствах краю (заснування читалень “Просвіти”, “Жіночих громад” у різних містах краю, Кружка ім. Ганни Барвінок у Львові; тісна співпраця з першим українським дошкільним товариством “Українська захоронка”, з “Просвітою”, Товариством наукових викладів імені П. Могилу). Здійснений аналіз літературної спадщини Костянтини Малицької засвідчує, що у численних оповіданнях виховної тематики, наукових розвідках і науково-популярних статтях вона не тільки показала реальний стан українського шкільництва в межах австро-угорської та польської держав, а й теоретично обґрунтувала концептуальні основи рідномовної національної школи, сформулювала її мету, завдання, зміст навчання і виховання дітей, вимоги до вчителя.

Ключові слова: Костянтина Малицька; громадсько-просвітницька діяльність; педагогічна діяльність; літературна діяльність; жіноча діячка.

THE SOCIAL, EDUCATIONAL AND TEACHING ACTIVITY OF KOSTIANTYNA MALYTSKA

The article substantiates the importance of the family environment (the mother's social activity; the father's writing talent) and the socio-cultural conditions (formation of the world outlook in the conditions of activization of the social and political life in all Ukrainian lands) as determinants of Kostiantyna Malytska's becoming a social figure, writer and educator. Three stages are distinguished (Halych, Bukovyna, Lviv), her public-educational, pedagogical and literary activity at each of them has been characterized. It has been stated that the pedagogical activity included: teaching in Halych, Luzhany near Chernivtsi, in Lviv and Krasnoyarsk; and organizational activity – heading the first Ukrainian Shevchenko RTS Girls' School in Lviv, establishment of the first Ukrainian Kotlyarevsky National School in Krasnoyarsk, etc. It has been determined that the main spheres of the public and educational activity of Kostiantyna Malytska were: organization and active participation in women's and public associations of the region (foundation of the Prosvita reading rooms, Women's Associations in different cities of the region, Anna Barvinok Circle in Lviv; a close cooperation with the first Ukrainian preschool society “Ukrainian Kindergarten”, with “Prosvita”, the P. Mohyla Scientific Society). The analysis of the literary heritage of Kostiantyna Malytska shows that in numerous stories on educational topics, scientific research and popular science articles, she not only showed the real state of Ukrainian schooling within the Austro-Hungarian and Polish states, but also

theoretically substantiated the conceptual foundations of the mother-tongue national school, formulated its purpose, tasks, the content of education, requirements to the teacher.

Key words: *Kostiantyna Malytska; social and educational activity; pedagogical activity; literary activity; female activist.*

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Introduction

The impact of globalization and information technology is a challenge to the national education, which in a contradictory way seeks at the same time to revive the national identity and incorporate it into the global culture, reform the education system and legitimize its classical model. The perception and understanding of this contradiction leads to the necessity to study the conceptual foundations of the national history of education, great and multifaceted creative achievements of the prominent figures of culture and education, which have preserved the identity of the Ukrainian people through their dedicated work, repeatedly proving their importance throughout the world history.

In particular, the activity of Ukrainian female educators of Galicia in the late 19th to the first half of the 20th century is considered to be significant in this context, who, given the essential shortcomings of the existing formal schooling system, became involved in the development of a network of Ukrainian private institutions, considering them as important centers of education and national and civic development of children and youth. A deep study and creative understanding of their organizational and practical activities and educational experience, in our opinion, will not only enrich the modern theory and practice of the national education system, but will also allow us to identify prospective ways of its preservation and development at the present stage.

Among the well-known Ukrainian women educators, enlighteners, and public figures in Galicia of the late 19th – first half of the 20th century a most important figure is Kostiantyna Malytska (1872–1967). We believe that her brilliant personage as a champion of the women's rights movement, a supporter of the idea of asserting the national consciousness of Ukrainians, a tireless worker in the field of the development of the national education system, needs attention and high appreciation of her accomplishments by the modern generations through the promotion of her main ideas and achievements in general.

The analysis of recent research. The source of information about K. Malytska's life and creative career is, first of all, her own articles in newspapers and magazines of Galicia and Bukovina, as well as the memoirs of active participants of the national cultural and educational movement in Western Ukrainian lands, like-minded

teachers and her students, in particular S. Doroshenko, O. Korenets, O. Kuzmowych, I. Petriv, I. Skoplyak, O. Fedak-Sheparovych, A. Franko-Klyuchko, A. Khraplyva, published mainly outside Ukraine.

Some aspects of Kostiantyna Malyska's activity are revealed by the scientific and publicistic research of I. Pavlykovska "On Public Way", published in Philadelphia as part of the commemoration by the Western Diaspora in 1954 of the 70th anniversary of the Ukrainian women's movement ([Pavlykovska, 1956](#)). In 1965, the World Federation of Ukrainian Women's Organizations in Canada published the book "Educator of Generations Kostiantyna Malyska: A Public Worker, An Educator, and A Writer" – the most thorough publication at that time about the "ideological and complete dedication of a teacher", a fighter for national and cultural renaissance of her native folk. The editorial board under the leadership of L. Burachynska managed to recreate for the first time a sufficiently complete history of K. Malyska's life and creative work, which was considered as an important component of the history of the formation and development of the national women's movement, the evidence of its unity, as a living monument to the pioneers of this movement, educators of the younger generation ([Burachynska, 1965](#)). K. Malyska's contribution to women's studies in Ukraine is partly analyzed in the fundamental monograph of the Vice-President of the Union of Ukrainian Women of America, researcher of the Ukrainian women's movement M. Bohachevska-Khomyak "Feminists Despite Themselves: Women in Ukrainian Community Life, 1884–1939", published in 1988 in Edmont ([Bohachevska-Khomyak, 1995](#)).

However, in her home country, information about K. Malyska remained limited over the four post-war decades. In the encyclopedic reference books, literary anthologies, and in some newspapers and magazines in the 1960s and 1980s, her name was mainly associated with poetry and translations. At the same time, these studies confirm that in the national history of the late 19th to the first third of the 20th centuries only a few of the women were conferred the title of the Honorary Members of the Prosvita Society, long-term members of the management (and for a short time even the chairpersons) of the Ukrainian Pedagogical Society "Native School" and the Union of Ukrainian Women, founders of public cultural and educational organizations, editors of pedagogical publications, at the same time working as teachers. For over 40 years out of K. Malyska's 75-year biography were devoted to teaching.

In the modern Ukrainian history, one of the first to study the pedagogical heritage of Kostiantyna Malyska was the researcher H. Pankevych ([Pankevych, 1990](#)). A collection, published in 1993 by V. Slezinsky, the former school principal in K. Malyska's home village of Kropyvnyky, Kalush District of Ivano-Frankivsk Region ([Selezinskyy, 1993](#)) describes in detail her life, literary-pedagogical and social activity. In 1995, a monograph by M. Yakubovska, "Kostiantyna Malyska: the life and creative career", was published in Lviv, which became the basis of the dissertation for the degree of Candidate of Philological Sciences ([Yakubovska,](#)

1995). From the aforementioned works, Kostiantyna Malytska appears to her contemporaries in a three-dimensional space: a teacher, social activist, and writer.

The purpose of our scientific research is to carry out a scientific analysis, systematization and synthesis of the public and educational activities and pedagogical legacy of K. Malytska in the context of the development of national education in Galicia in the late 19th to the first half of the 20th century.

The factors of Kostiantyna Malytska's formation as a public and educational figure, writer and teacher

Kostiantyna Malytska was born in the era of intensification of the social and political life on all Ukrainian lands. She was formed as a personality under the conditions of increasing denationalizing influence from foreign regimes: the Austro-Hungarian monarchy, and later the Polish state. She completed her difficult life path during the "Sovietization" of Western Ukraine. In fact, such sociocultural conditions contributed to K. Malytska's assertion that the purpose and objectives of Ukrainian national education were to prepare the young generation to the struggle for a free, independent, democratic, and sovereign Ukrainian state.

It is known that in 1872, when she was born, a compulsory school for girls and the training of professional educators in the first teacher's seminary of Galicia only started, which opened the opportunity for Ukrainian women to acquire almost the only profession at that time, and undoubtedly influenced K. Malytska's career choice. In 1884, when she together with several Ukrainian girls was completing her elementary education in a school for girls in Stanislawow, being the best student in her class, the first Ukrainian women's society was founded, a member of which was Kostiantyna's mother, Olena Malytska. This, naturally, determined the content of her future public preferences, gave impetus to a public educational activity. She became an enterprising, creative personality whose field of activity was the "Prosvita" reading halls in the villages where she taught, the editorial boards of the journals to which she corresponded, and the numerous organizations and societies she actively participated in. It should be noted that K. Malytska was the daughter of a priest and writer Ivan Malytsky, from whom she inherited the high spirituality and admiration of an artistic word, which was realized in dozens of poetic and prose works for children and young people. Thus, the determinant factors of K. Malytska's rise as a public education figure, teacher and writer were the family environment and the socio-cultural conditions.

The main periods of public education and pedagogical activity of Kostiantyna Malytska

Several periods are clearly outlined in K. Malytska's long and multifaceted activity. The first (Halych) period is connected with the initial place of work in the Jezupol public school, Halych district, and later in the six-grade school in Halych, where the 20-year-old girl came after obtaining the profession of teacher with honors at the Lviv Teacher's Seminary. The years spent by K. Malytska in Halych became for her an important school of professional and civic development. It was here that she first encountered Ukrainian children as a teacher realized the role of

knowledge in awakening the human and national dignity of the Ukrainian people formulated in the form of the thesis: “Through Enlightenment to Resurrection”. In addition, she understood why, in the desire of the “Great Poles” to make Galicia a part of the Polish kingdom, the Regional School Board, as a higher state educational body, took upon itself in the first instance as a tool for the realization of this idea its school system: “of course, the future belongs to those in whose hands the school are, the youth defines the society” (“*Narodna ruska shkola*”, 1904, p. 3).

Even then, K. Malytska felt that the education system at the time put the Ukrainian teacher in a position between a “hammer and anvil”: on the one hand, it was confused with school plans and various instructions from above that directly commanded him to spread the idea of Polishness at school, and on the other hand, it is despised even by their own folk for the least... purely educational activity outside the school for the benefit of their people. On this basis, she came to a disappointing conclusion: the Ukrainian teachers by their social significance stand now not much further than the first deacon teachers, who at the time of the clerical school administration had been standing for hours in the antechamber of the Rev. Dean ... waiting for an indulgent permission to enter” (“*Narodna ruska shkola*”, 1904, p. 5).

During her work in Halych, K. Malytska made the first steps in the development of her writing talent: in 1896 her first poetry under the pseudonym “Rastik” appeared in the Ukrainian children’s magazine “The Bell” in Lviv, and in 1898 a collection of stories “Little Heroes”, signed by the pseudonym “Vera Lebedova” was published, which became the favorite reading matter for young readers. Reprinted in 1899 and 1906, according to M. Furtak, even 40 years later it remained interesting for children and parents by their appeals to love people and to be able to sacrifice themselves for the common good. Since then, the lives of children in the family and at school, which inseparably linked to the fate of if not the whole people then at least a community, became the main topic of K. Malytska’s literary work (Furtak, 1937, pp. 322–323). The Halych period is a time when Kostiantyna Malytska was established not only as a teacher and a writer but also as an enlightener. Together with a handful of conscious Ukrainians, she founded a “Prosvita” reading hall in Halych (Burachynska, 1965, p. 8).

In the late 19th to early 20th centuries K. Malytska’s public cultural and educational activities went far beyond the district town: she became a member of the Stanislawow branch of the first Ukrainian women’s association, one of the organizers of the second rally of Ukrainian women in this city (1902) and an active member of the Stanislawow branch of Ruthenian Pedagogical Society. Her speeches to the nationally conscious public of the Carpathian region, the first popular scientific research in periodicals (“At the turn of the twentieth century”, “Female types in the latest Ukrainian-Ruthenian literature”) and individual works (“Moms. Essays on our home pedagogy”, “On the Women’s Movement”) demonstrated the young teacher’s outstanding theoretical capabilities. In 1903 K. Malytska was named an honorary member of the Lviv “Ruthenian Women’s Club”, and in 1905 – the Ruthenian Pedagogical Society.

The progressive views on education and upbringing, an active public position of K. Malytska led to the young teacher's transfer to a school in the predominantly Polish chauvinistic environment of Western Galicia. However, thanks to the efforts of prominent educational figures of Bukovina (in particular, the then inspector of the Bukovina school board O. Popovych), she got a job in September 1903 in the public school of the village of Luzhany near Chernivtsi. At the same time, she launched public extracurricular activities, became one of the organizers and leaders of the Chernivtsi "Women's Association" (1906) and its first chronicler. The chronologically short period of K. Malytska work in Bukovina proved to be no less meaningful than the previous, Galician, period and demonstrated the extraordinary and multifaceted skills and abilities as a teacher and public figure and finally ascertained the main trends of her later professional and public work.

September 1906 saw the beginning of the longest and most prolific period of Kostiantyna Malytska's life: at the invitation of the branch of the Ruthenian Pedagogical Society, she moved to Lviv, where she headed the teaching staff of the first Ukrainian Shevchenko Girls' School. At the same time K. Malytska took part in the founding of the first mixed B. Grinchenko private public school in Lviv. She also actively worked on the unification of women's societies into a single public organization with the same name as Chernivtsi – "Women's Association" (1909). Due to her efforts, Hanna Barvinok Women's Circle of the Ruthenian Pedagogical Society was established and launched its activity (1912), uniting women teachers of Lviv and its suburbs; K. Malytska worked closely with the first Ukrainian preschool society "Ukrainian Kindergarten".

The organizational and pedagogical activity of K. Malytska in Lviv led to the emergence of a number of popular scientific essays, some ideas of which remain fully valid today. Convinced that "the enlightened patriotic womanhood is the key to a nation's rebirth", K. Malytska focused on the content of girls' education and upbringing. This issue is addressed in the articles "Our Girls in Our Schools" and "A Few Notes on Studies in Girl's Schools of Fine Arts". In the first of them, the author traces the history of the "struggle for the girls' education in the national spirit" in Galicia, which, according to our data, is the most complete contemporary study of this problem in all Western Ukrainian lands. In the second article K. Malytska thoroughly analyzes current school textbooks, home reading, gives advice on extracurricular reading and writing exercises. An experienced teacher and social activist, she emphasized that both requires a mother who tells or reads to the children a wonderful tale about an immortal knight, and a teacher who, in the reading hall, involves a multitude of the illiterate in the enlightenment, and the Ukrainian woman of the future – "a citizen who, having acquired equal rights with her husband, will become a sidekick to him in the Sejm and the parliament, to obtain the rights for her people" – all of them need an exquisite language ("*Zvit shkil*", 1912, p. 12).

The problems of upbringing and education of the mother and the child remains the subject of K. Malytska's attention. The need to shape the national consciousness of the female mentor of her children is described in the essay "Mother".

The mother cult is glorified in her essay “Songs” (both featured in the 1907 Calendar for Women). Thus, the professional pedagogical principle, as earlier, was closely intertwined with the social activities of K. Malytska for the benefit of the Ukrainian woman. In Lviv Region, this work was primarily concerned with the creation of a women’s circle with the Ruthenian Pedagogical Society, which mainly consisted of the teachers of the RPS schools. The content of the work of this women’s hub is demonstrated by the articles in Lviv press. Thus, on December 6, 1910, in the “Dilo”, the board of directors issued two appeals to the conscious citizens: 1) donate excess winter clothes for poor school students and 2) for the purpose of opening in the premises of the girls’ school of a library for servants and burgesses to donate at least one book and send it directly to the address of the head of the circle K. Malytska.

In 1912 K. Malytska authored a post about the work of the RPS Women’s Circle, stating that it is a branch of the “Main Society in Lviv” and has the task of supplementing the pedagogical activities of the Ruthenian Pedagogical Society in their work for women. For this purpose, a questionnaire on the life and needs of women in rural areas was prepared. In addition, the members of the group organized pre-vacational preparatory courses for girls who wished to continue their studies at the Ukrainian private teacher’s seminary. In May and June 1911, K. Malytska herself taught at these courses free of charge. The author of the post shared with the readers her ideas about creating by organized women a cheap kitchen for the RPS students. The first step towards their implementation was the free milk distribution among the girls on December 18, 1911, which lasted during the winter months (Malytska, 1912, p. 5).

Thus, the work of the women’s hub was philanthropic and educational in nature and extended to the students of all Ukrainian educational institutions of the Ruthenian Pedagogical Society and to the female youth in general. In December 1912 the Hanna Barvinok Circle was founded at the girls’ school, which was entrusted with administrative and educational tasks and who for many years became the favorite public child of K. Malytska (Nahachevska, 2002). At the same time, in 1906 to 1909 K. Malytska made a lot of efforts to unite the disparate women’s societies of Lviv, first of all, the “Ruthenian Women’s Club” and the “Ukrainian Girls’ Circle” into a single organization whose name and structural structure coincided with Bukovyna – the “Women’s Association”. According to I. Pavlykovska, thanks to K. Malytska, an extremely hardworking, strong, committed, but at the same time modest person, the Women’s Association not only conducted the organizational work, but also gained dynamics and continued “the women’s seeking for political rights ...” (Pavlykovska, 1956, p. 29).

On October 12, 1910, the Women’s Community was one of the organizers of a joint rally of Ukrainian, Polish and Jewish women in the pursuit of an “equal secret, direct and universal suffrage for all strata” of Galicia. K. Malytska was among the members of the deputation who presented the women’s petition with these demands to the Marshal of the Regional Sejm. Her speech in Ukrainian, based on the abuse of the Polish administration against the Ukrainian population, became not only a

declaration of Ukrainian women, but also an accusation of the criminal authorities (Burachynska, 1965, p. 13). However, the social and educational activities of K. Malytska in Lviv were not limited to the participation in the Ruthenian Pedagogical Society and women's organizations. She worked closely with the Prosvita, the P. Mohyla Scientific Research Society, and was interested in the work of the preschool association "Ruthenian kindergarten", "Sokoly" and "Sich". All the above demonstrates that already on the eve of the First World War Kostiantyna Malytska became one of the leading figures in the cultural and educational life of Galicia.

During the First World War, Kostiantyna Malytska was repressed by the Russian invaders. She was arrested for "inclination to treason" – the only woman among 54 prominent people in the region. After serving her term from February 18 to May 25 in Lviv prisons, she and 13 other detainees were deported to the far Yenisei province. Lviv – Kyiv – Kursk – Orel – Bakhmat – Omsk – Krasnoyarsk – Yeniseysk – Pinchuga on the Angara – those were the "Stations of the Cross" of the 43-year-old Kostiantyna Malytska. From her memoirs and letters, from the memoirs of her friends, she emerges as a person who, either in dirty, poor, lice-ridden lock-ups or among the Siberian midge and in 50-degree frosts, did not despond but even supported others (Fedak, 1918, p. 203); she got on with the uneducated but innately intelligent and interesting Chaldon people of the Angara, participated in all their family joys and sorrows and felt as good as in our Ukrainian village (Malytska, 1937, p. 2).

The revolutionary events of 1917 made it possible to return the exiled Ukrainians back home, but the way back took three years because of the Siberian slush and endless upheavals of the civil war. Having settled first in Kazachynsk (200 miles from Krasnoyarsk), and since September 16, 1919 in Krasnoyarsk itself, she worked in the local "Ukrainian Society", became actively involved in the founding of the first Ukrainian national school in this city named after I. Kotlyarevsky, and became its first teacher. In June 1920, the educator "finished teaching ... the little Siberian Ukrainians" and, having obtained a pass, went west on July 17. The road home ran through Omsk to Petrograd, since the Bolsheviks did not give her permission to "ride through the Dnieper Ukraine", and from there via Estonia, Germany and Poland to Lviv.

After returning to Lviv in the autumn of 1920, K. Malytska resumed her work with the Ukrainian Pedagogical Society, "Prosvita" and "the Ukrainian Kindergarten"; was actively involved in the revival of the Shevchenko girls' school, where she worked up till her retirement. Under her leadership, the school has become the center of national awareness for hundreds of Ukrainian girls in the region. K. Malytska continued to be an active figure in the women's movement. She not only revived the activity of the Hanna Barvinok women's circle, but also became a member of the largest Ukrainian women's organization – the Union of Ukrainian Women. In addition, in 1937 K. Malytska became a member of the General Council of

the World Union of Ukrainian Women, in 1938 – of the board of the first Ukrainian political women’s organization – “Princess Olga’s Squad”, and in 1941 founded and headed a charity public organization “Women’s Service of Ukraine”.

The range of pedagogical preferences of K. Malytska during the interwar period is demonstrated by the articles in the contemporary press and in some popular scientific collections and almanacs. Their analysis makes it clear that, as in the pre-war era, she was interested in the organization and content of girls’ education and upbringing. In her article, “A Few Reflections on the New School Year”, she once again emphasizes the need to send Ukrainian girls to their high schools and teacher’s seminaries, and encourage them to pursue professional education. Seeking to change the prevailing views among the intellectual women of self-employed workers, typists, shop owners and fashionistas being unfit for their daughters, the teacher emphasized: “We must take care that our women do not go exclusively ... by purely formal, education, but gain proficiency in new terrains of practical knowledge – in order to learn to appreciate labor, not its form” (Malytska, 1922, p. 7).

An important area of K. Malytska’s pedagogical studies during the growing denationalization under the influence of the Polish authorities was the public preschool education of children, in particular the popularization of the ideas on different types of preschool institutions, substantiation of the need of Ukrainian private preschools, training specialists for work in them, the content of education of the small Ukrainians “On kindergartens” (1921), “The society of our youngest” (1926), “On the anniversary of the Ukrainian Kindergarten” (1927), etc. The difficult years of the post-war devastation, the poor economic situation of the population in the region attracted K. Malytska’s attention to the issues of social care of disadvantaged, poor, neglected children and orphans. In support of the idea of creating Ukrainian public associations that would be involved in guardianship, she participated in the work of the Ukrainian Society for the Protection of Children and Custody of Youth.

In the 1930s, Kostiantyna Malytska, who throughout her life avoided the showy championship, gradually was losing her leading position – both in pedagogical and educational activities and in the women’s movement – in favour of the younger generation of Ukrainian women. However, she remains committed to the Ukrainian children and the mainstream public vocation. In 1938–1939 her artistic and pedagogical collections “It is better in a group. Baby Reader” and “Even the animals work together. Collection of stories” were published in Lviv. In 1937, the educator completed her teaching career at the Taras Shevchenko Girl’s High School and retired. In the first years after the Soviet-German war, K. Malytska worked on the compilation of a bibliography of children’s literature at the Library of the Academy of Sciences in Lviv. Here, on March 17, 1947, the life of the most prominent female pedagogical figure of Western Ukraine in the first third of the 20th century was cut short.

Conclusions

As a result of the research it has been established that the determining factors of K. Malyska's development as a public and educational figure, teacher and writer were: the family environment (the social activity of her mother; the writing talent of her father) and socio-cultural conditions (formation of the world views under the conditions of intensification of sociopolitical life in all Ukrainian lands). K. Malyska's activities, conducted in three interconnected fields – pedagogical, public-educational and literary, are scrutinized in three separate stages. It has been stated that within the first (Halych) stage the pedagogical activity of K. Malyska was connected with the initial place of work in the public school in Jezupol, Halych District, and later in the sixth-grade school in Halych. The social and educational activities were aimed at establishing a Prosvita reading hall in Halych; participation in the branch of the first Ukrainian women's society founded in Stanislawow and the activity in the Stanislawow branch of the Ruthenian Pedagogical Society. During this period, her first poetry appeared in the Ukrainian children's magazine "The Bell" in Lviv, and a collection of stories "Little Heroes" was published.

It is emphasized that despite the short duration, the next stage of K. Malyska's activity (Bukovinian) was no less significant than the previous one. She continued her pedagogical activity in the public school in Luzhany near Chernivtsi, where she also launched social extracurricular activities, became one of the organizers and leaders of the Chernivtsi "Women's Association" and its first chronicler. It has been proved that the longest and most prolific period of Kostiantyna Malyska's life was the third (Lviv) period, which was interrupted by a six-year exile to the Yenisei province. During this time, she carried out her pedagogical activity at the first Shevchenko Ukrainian girls' school and the B. Grinchenko mixed Ukrainian private public school.

The social and educational activities of this period consisted of working on the unification of women's societies into a single public organization under the same name as in Chernivtsi – "Women's Association"; in the founding of the Hanna Barvinok Women's Circle of the Ruthenian Pedagogical Society; in close cooperation with the first Ukrainian preschool society "Ukrainian Kindergarten", with "Prosvita", with the P. Mohyla Scientific Research Society. During her exile K. Malyska worked with the local "Ukrainian community", became actively involved in the founding of the first Ukrainian national school in this city named after I. Kotlyarevsky, and became her first teacher. After the exile, she continued her public education activities at the Union of Ukrainian Women; in the Ukrainian political women's organization – "Princess Olga's Squad" and the charity public organization "Women's Service of Ukraine". The result of the literary activity of this period is the publication of such artistic and pedagogical collections as "It is better in a group. Baby Reader" and "Even the animals work together. Collection of stories" and numerous popular science articles featured in periodicals.

An analysis of the creative legacy of Kostiantyna Malyska shows that in numerous stories on educational topics, scientific research and popular science

articles, she not only showed the real state of Ukrainian schooling in the Austro-Hungarian and Polish states, but also theoretically substantiated the conceptual foundations of the national school, its purpose, tasks, the content of education and upbringing of children, requirements to the teacher.

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**DEVELOPMENT OF CHILD SCIENCES IN UKRAINE
IN THE EARLY 20th CENTURY**

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РОЗВИТОК НАУК ПРО ДИТИНУ В УКРАЇНІ НА ПОЧАТКУ ХХ ст.

У статті зосереджено увагу на історії становлення наук про дитину в Україні; висвітлюється послідовність виникнення педологічного руху, який був поширений на початку ХХ ст. у всьому світі; розглядаються наукові витоки знань про дитину і на цій основі характеризуються підходи, що визначали напрями досліджень у цій сфері. З'ясовано, що виокремлення педологічного напрямку спричинили два наукові фактори: з одного боку, вчені поглиблювали психолого-педагогічні експериментальні знання, шукаючи шляхи удосконалення педагогічного процесу, методик та технологій навчання; з іншого – досягнення природознавчих наук активізували дослідження людини, що також зумовило увагу до періоду дитинства. Початок ХХ ст. означений плюралізмом думок, підходів, напрямів вивчення дитини. Фахівці різних наукових галузей намагалися пояснити особливості її фізичного, психічного, духовного, соціального розвитку, особливу увагу надаючи виявленню патологій. Педологія синтезувала усі найважливіші наукові студії та здобутки, що стосувалися вивчення розвитку особистості дитини. Визначальним був вплив цієї науки на подальший розвиток педагогіки, психології, дефектології. Доведено, що найбільшого злету педологія досягла в 20-ті рр. ХХ ст. Її зміст характеризувався психологічними, анатоμο-фізіологічними, біологічними і соціологічними підходами до розвитку дитини. В Україні сутність наук про дитину розширювалася завдяки культурно-історичному підходу. Акцентовано на тому, що джерелом сучасних наук про дитину (дитячої психології, педагогічної психології, соціальної педагогіки, спеціальної педагогіки і психології, педевтології, шкільної гігієни, етнографії дитинства, генетичної психології, дитячої психіатрії, психології праці, біології поведінки людини та ін.) є педологія.

Ключові слова: науки про дитину; педологія; напрями вивчення дитини; дитинознавство; розвиток і виховання дитини.

DEVELOPMENT OF CHILD SCIENCES IN UKRAINE IN THE EARLY 20th CENTURY

The article focuses on the history of child sciences in Ukraine; the emergence of the paedological movement, which was spread worldwide in the early 20th century world, is demonstrated; the scientific origins of the knowledge about the child are examined and on this basis the approaches that determined the areas of research in this field are characterized. It has been found that the paedology being singled out was caused by two scientific factors: on the one hand, the scientists accumulated psychological and pedagogical experimental knowledge, looking for ways to improve the pedagogical process, methods and techniques of teaching; on the other, the achievements of the natural sciences intensified the study of man in general, which also caused the attention to the childhood period. The early twentieth century was marked by pluralism of opinions, approaches, and areas of study of the child.

Specialists in various scientific fields tried to explain the features of the child's physical, mental, spiritual, and social development, paying special attention to the detection of pathologies. The paedology synthesized all the major scientific studies and achievements related to the development of the child's personality. The influence of this science on the further development of pedagogy, psychology, and defectology was decisive. It has been proved that the greatest rise of paedology was in the 1920s. Its content was characterized by psychological, anatomical, physiological, biological and sociological approaches to the development of the child. In Ukraine, the essence of child sciences has been expanded thanks to a cultural and historical approach. It is emphasized that the source of modern child sciences (child psychology, pedagogical psychology, social pedagogy, special pedagogy and psychology, paedeutology, school hygiene, ethnography of childhood, genetic psychology, child psychiatry, psychology of labor and human behavioral biology) was paedology.

Key words: *child sciences; paedology; areas of child study; child studies; development and upbringing of the child.*

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Introduction

The modernization of the society, a constant progress in the scientific and technical sphere, and an increased interest in human capabilities require a comprehensive consideration of human internal organization. On the one hand, the processes of differentiation of the sciences are intensifying, and on the other – the knowledge is being integrated. Research methods become complex. The human sciences, which study the material-structural, functional, systemic features of the man at certain stages of life, are rapidly developing. The holistic approach to the study of a person, in particular, a special period in her life – childhood, is being implemented. The achievements of the special sciences single out the special functions and regularities of the child's development in order to outline the guidelines for improving the sphere of education, to form a general concept of childhood. The need for interdisciplinary research in this field is evidenced by historical experience. The early twentieth century was characterized by a specific attention to the problems of the child and childhood. The culture of that time had a peculiar interest in the child that originated simultaneously in different countries. The science of the child was also popular in Ukraine, acquiring a characteristic paedological orientation. Paedology, combining different concepts, trends, and views, tried to explain the peculiarities of the child's development. Therefore, it is important today to investigate its content, to identify the areas of scientific research that explained the essence and the nature of the child's body, infant behavior and activity.

The analysis of recent research. The attention to the problems of the child in the discourses of scholars is caused by the awareness of childhood as a global cultural phenomenon. The change of the status of the child and childhood in the

society requires new approaches to their interpretation. The child is seen as an integrity that must be studied in various ways to determine the specifics of self-oriented education, which would be directed to self-development, the formation of life competence (Luparenko, 2015). The idea of a systematic study of a child's development is not new, it has its history. Scholars analyze the philosophical, social, pedagogical, psychological, ethnological aspects of this problem; enhance the knowledge about the status of childhood, regulation of relations between the adult and children worlds, synthesizing the achievements of the past and present.

Recently, the study of pedagogical ideas and principles that developed in the early twentieth century has been intensified. The works of O. Sukhomlynska, who considers the peculiarities of the Ukrainian paedology, characterizing the activity of the Kyiv and Kharkov Pedagogical Schools, the relation of paedology to behaviorism, reflexology, and psychotechnics, are distinguished by their thoroughness. It is reflexology that the scholar considers the foundation of paedology. In her research she also argues that from a paedological viewpoint, the child was considered the center of the pedagogical process, was its driving force and the teacher played an auxiliary role (Sukhomlynska, 1996). The results of the historical reflection help solve the theoretical, methodological and practical problems of today. In particular, scholars establish the real driving forces for complex studies of the child's personality, analyze the factors of the existence of national pedagogy, and determine the socio-ideological, theoretical and philosophical determinants of the idea of a holistic study of the child's personality (Bolotnikova, 2004).

In addition, the experience and role of Soviet scientists of that period in the development of child sciences are summarized. The views of V. Bekhterev, who substantiated the ontology of psychological science based on empirical data and research practices, are analyzed (Byford, 2016). Much attention is paid to educators who worked in Ukraine. Thus, L. Smolinchuk focuses on the scientific and pedagogical activity of O. Zaluzhny, who developed his own methodology of experimental research, described the requirements for tests aimed at the study of the characteristics of the child's body, the development of the child's personality, its socialization, talent, success, knowledge control (Smolinchuk, 2008). Significant is the research of T. Yanchenko (2017), who highlights the logical and structural model of the scientific and practical development of paedology in Ukraine and determines the influence of paedological approaches on the system of scientific knowledge about the child. The author focused on the ideas of scholars of the time, which became the basis for the emergence and expansion of areas of child sciences.

The number of research on the influence of paedology on the formation of scientific branches is increasing, as the child sciences are developing now, which to some extent were components of paedology: the child psychology, psychodiagnosis, theory of education, didactics, pedagogical anthropology, social pedagogy, etc. However, its place in the system of pedagogical sciences is insufficiently studied.

The purpose of the article is to understand the main directions of research of the child's personality in the early twentieth century and to identify an area that

was influenced by advanced, at that time, paedology based on the understanding of the origins of the child sciences.

The scientific origins of the development of the child sciences

The late 19th and early 20th centuries were characterized by an increased attention of scientists to human problems, the study of its functional, systemic features. This was preceded by a scientific and technological revolution that led to significant transformations in production, understanding of social relations (changing women's status and child status), economy, attitudes to social institutions (in particular, the need for general education). Important discoveries in science, the improvement of technical devices have expanded the scope of scientific research methods (especially physical and biological), experiments, measurements, and statistical data processing and observation results. The evolutionary theory and discovery of the cell confirmed the idea of development, which gave birth to new sciences, increased the number of trends in philosophy, psychology, sociology, pedagogy, anthropology, physiology, biology, ethology, genetics, etc.

Scientists in various fields tried to study man, synthesizing the knowledge acquired by that time. The achievements of I. Sechenov and I. Pavlov in the field of physiology, psychoanalysis of Z. Freud, eugenics of F. Galton, the racial theory of Gobineau, the discoveries in medicine and psychiatry of J.-M. Charcot, the behaviorism of J. Watson, etc., exerted a great impact on the explanation of human life and behavior. The spirit of the time significantly influenced the study of the child and the desire to know the world of childhood. In particular, the study of the uterine (ontogeny) and extra-uterine (phylogeny) periods required explaining the peculiarities of these stages of development. It was thought that their justification would enable a generalization of the education rules. This in turn aroused the desire for a comprehensive study of the child (J. Baldwin (USA), W. Preyer, E. Meyman (Germany), A. Binet, G. Compeyre (France), E. Claparede (Switzerland), J. Desmaures and O. Decroly (Belgium) and others).

The first globally recognized work, which outlines the stages of the child's development (from the birth to the age of three years), was the book "The Soul of the Child" ("Die Seele des Kindes") by W. Preyer. It has become the basis of systematic child research in the whole world. It was also known in Ukraine. The translation of the book was published in the Russian Empire in 1891, edited by the Ukrainian scientist I. Sikorsky, who noted that the work is extremely significant in terms of thoroughness, wideness and novelty, and it should become a household book for parents and educators ([Preyer, 1891](#)).

Significant was the activity of the American S. Hall, who transformed the child study into a socially significant phenomenon, and his student O. Hrisman suggested in 1893 creating a new science – paedology (from the Greek παιδος – child and Greek λογος – science). A certain stage in the study of the child was marked by the book *Century of the Child* (1900) by E. Key, a Swedish ideologist of reformist pedagogy, a leader of the women's movement, and a teacher, which was translated into various European languages and has endured a large number of reprints. The

scholar emphasized the need to find an understanding with the child, comprehending its life, the inner world; called for the education of mothers, study of the children's hygiene, nutrition, care and upbringing.

At the same time, various ways of raising the child were introduced in different countries based on the study of the child. On the one hand, the scholars tried to relate the theoretical knowledge of the time and to explain the nature of the child, and on the other, they sought practical methods of personal development. The reformed experimental pedagogy, which was rapidly implemented through educational practice, became part of a "new education", a "new school". A hallmark of the pedagogical concepts of the time (A. Binet, O. Decroly, J. Dewey, G. Kerschensteiner, W. Kilpatrick, E. Meyman, M. Montessori, A. Ferrier, R. Steiner and others) have become an in-depth focus on the child's personality, free upbringing, individualization and differentiation of education. The postulate was proclaimed paedocentrism – pedagogy stemming from the child. The educational reform movement had various names: "reform pedagogy", "labor school" in Germany; "new pedagogy", "new school" in France; the "school of life" in Belgium, etc., and the sciences of the child had a different path of development. Let us dwell on the development of child sciences in Ukraine in the early twentieth century.

Development of paedological trends in Ukraine

It should be noted that in the early twentieth century the Ukrainian lands were part of the Russian Empire and the Austro-Hungarian Monarchy. Therefore, the development of the science and education was determined by various socio-political factors. Since the main part of the territory of Ukraine was under Russian hegemony, the views of national scholars were largely formed under the influence of the Russian pedagogical thought and could have monarchical and anti-Semitic views. In addition, it should be understood that the Ukrainian scholars could only realize themselves in the places where scientific school existed and developed. A considerable part of scholars remained to work in Moscow or St. Petersburg. Therefore, research in the field of child sciences was conducted by Ukrainian scientists all over the Russian Empire, which complicates the systematization of data about them.

The first Ukrainian scholar to use experiments in the study of child psychology was I. Sikorsky. He is considered the founder of experimental psychology in Ukraine. He initiated the opening of the Medical and Pedagogical Institute in Kyiv which was the world's first Institute of Child Psychology. He based his concept on a holistic study of the child, proving the idea of achieving harmony of physical, mental and spiritual development and the dependence of the adult character on the conditions of upbringing in the first years of life. Therefore, he believed that the subject of study should be the soul of the child with its norms and deviations (Sikorskiy, 1901).

At the same time, a systematic approach to the study of the man in its integrity was implemented by the world-famous Russian scientist V. Bekhterev in St. Petersburg. He is considered the founder of paedology in Russia. He argued that somatic,

physiological, and psychic phenomena are different sides of a complex human system, using a comparative method of studying the brain and the psyche. He saw the future of psychology in transforming it into a new scientific discipline – general psychobiology. He gradually proved the need to study the child in the following way: the use of reflexology methods for examination; investigation of the relationship of the autonomic nervous system, the CNS and the glands of the internal secretion; comparative study of the ontogeny of human and animal behavior; study of all brain sections; environmental research; the impact of the social environment on the development; the child defects; the child psychopathy; neuroses of childhood; reflexology of work; reflexological pedagogy; reflexological method in literacy teaching ([Bekhterev, 1927](#)).

Another famous St. Petersburg scientist was O. Nechaev, who founded the laboratory of experimental pedagogical psychology with the Pedagogical Museum (1901) and founded pedagogical courses (1904) to study the man as a subject of education. He noted that paedology was a broad field of knowledge about the child as a subject of education (K. Ushinski's disciple). It encompasses all knowledge about a person from his/her first day of birth until the end of school age, i.e., approximately 21 years ([Nechaev, 1907](#)). Under his initiative, the Russian Congresses on Educational Psychology and Experimental Pedagogy were organized. Simultaneously, a concept of subjective psychology was developed in St. Petersburg by a Ukrainian psychologist O. Lazursky, who wrote the Program for the Study of Personality, proving the need to use three methods of obtaining empirical data: experiment, observation, and self-observation. He worked at the V. Bekhterev Clinic for Mental and Nervous Diseases, where he then headed the psychological laboratory, and taught at O. Nechaev's courses ([Lazurskiy, 1904](#)).

It should also be noted that the paedological ideas were spread in Moscow by the neuropathologist and defectologist G. Rossolimo who was born in Ukraine. At his own expense, he opened the Clinic for Nervous Diseases of Childhood (1911), which was later reorganized into the Institute of Child Psychology and Neurology with the Moscow University. He developed the method of "psychological profiles" for the study of intelligence regardless of age. The test complex became a means of diagnosing a child's mental retardation, encompassing studies of attention and will, accuracy and strength of perception, as well as associations ([Rossolimo, 1911](#)).

As we can see, the areas of study of the child in Ukraine have evolved through research in the field of experimental psychology, pedagogical psychology, experimental pedagogy, which were carried out in newly created laboratories, institutes, departments. Scientific societies appeared, special journals were published to discuss child development issues. Scientists tried to solve the problems of primary education, in particular, to provide training for all, seeking appropriate methods. Tests were actively used to determine the level of intelligence. They also focused on the individual mental characteristics of children, psychology of learning, teaching techniques, studied the age potential of involving children in learning and education.

In the article “Paedology or the Science of Children” (published in 1911) Ya. Chepiha (a teacher and scholar from Kherson region) called paedology the experimental pedagogy, defining its tasks and basic methods of research: experiment, observation, self-observation and questioning. He considered the task of paedology as the study of the nature of the child and the organization of a new system of education aimed at the development of an individual. The author linked the development of children to their education, schooling, but provided that the programs and teaching methods were adapted to the needs of the children (Chepiha, 2003, p. 209).

In the early twentieth century the need for a common education for all children was asserted. In this context, paedology promoted a child-centered position, humanistic ideas, and guidelines for understanding children, creating conditions for the development of their abilities and interests. Special attention was given to the training of the educator, who was to know the psychophysical nature of children and the laws of their growth. In the Russian Empire, the views of the scientists of the world on the “new education” were positively accepted. This is evidenced by the publishing of books about the child: V. Lay “Experimental Didactics” (1905), W. Drummond “Introduction to the Study of the Child” (1910), J. Baldwin “Spiritual development of the child’s individual and the human race. Methods and Processes” (1911), A. Chamberlain “The Child. Essays on Human Evolution” (1911), E. Meyman “Lectures on Experimental Pedagogy” (1911), S. Hall “Paedology as the Basis of Exact Pedagogy” (1912), etc.

In addition to the European influence, the emphasis in the development of child sciences changed due to the achievements of the national scientists. The experimental educators and psychologists were aware that in addition to identifying the psychological characteristics, it was necessary to study the physical life of the child, in particular, the mutual influence of the body, external circumstances, and social conditions. An impetus for scientific exploration was the achievements of experimental science, medicine, and above all, the popularization of the evolutionary theory. Physiological and biological studies of the child intensified, especially of the prenatal and early stages of life. Gradually, the view of education as a process of biological and social development deeply entrenched. On this basis, the child psychology and the genetic psychology emerged. The initiators of the research were medics, physiologists, biologists, who paid special attention to the standardization of indicators of physical (sometimes mental) development, norms and pathologies, investigated the problems of growth, backwardness, impact of nutrition on children, etc. baby hygiene and health care developed. The areas of research were determined by specialization. Anyone who was somehow involved in the study of the child was called a “paedologist”. The content of paedology was characterized by psychological, anatomical, physiological, biological and sociological approaches to the development of the child.

It should be noted that in the Ukrainian science the cultural-historical (cultural-anthropological) trend in substantiation of the markers of the child’s formation and development was clearly traced. In particular, Ya. Chepiha, as a representative of the

biogenetic trend, associated the development of the child's psyche with the development of social forms and phenomena, and the educational process – with psychophysiological data and living conditions. He believed that the Ukrainian education system should be built taking into account the achievements of biology, physiology, genetics, necessarily supplementing cultural and historical data. The attention to culture is also evidenced by the works of Ukrainian historians and ethnologists of the time. In particular, significant is Mark Hrushevsky's "The Child in the Customs and Beliefs of the Ukrainian People" (published in 1906–1907), which reflects popular concepts of pregnancy and peculiarities of maternal behavior, heredity, physiology of parents, peculiarities of the child's life, daily activities, hygiene, ways of education.

The development of cultural and historical trend was influenced by political, social, economic, scientific factors. For example, the problem of Ukrainians' access to education has led to a fervent search for a committed public to help in the creating a national school on their own cultural basis, emphasizing the need for ethno-relevant reality for the child. This was especially the case in the western territories of Austria-Hungary, where Ukrainian education had no state status at all. It is here that the national education was the main focus. One of the centers of culture was the Church. The study of the child was based on the Christian outlook, compliance with the principles of nature and culture. The education was associated not only with the natural features of the child, but also with the importance of self-development and the moral improvement of the human nature.

That is, paedocentric ideas of education were also widespread in the western lands. Scholars and educators studied the child psychology, school-age psychology, modern-day psychology. Notable in this context is the work of S. Baley, who understood the personality as a psychophysical integrity. He published the first textbooks on psychology in the Ukrainian language. He deemed the personality of the teacher, the psychology of creativity as extremely important, and was one of the founders of paedeutology. He regarded the education from the standpoint of genetic (dynamic), age psychology, developmental psychology, social psychology, psychopedagogy. He initiated the activities of psycho-pedagogical consultations, mental hygiene centers, where the abilities of children, emotional and volitional sphere, character problems through psychometry and psychological testing were studied (Kvas, 2011).

In our opinion, the period of the Ukrainian People's Republic was a special stage in the development of child sciences in Ukraine. O. Muzychenko (1918–1919), I. Ohiyenko (1918), S. Rusova (1996), S. Siropolko (1919), Ya. Chepiha (2003) and others intensified their work on the implementation of the concept of the Ukrainian National School. For example, S. Rusova noted that "... we must look at the child, assessing his/her own psychological personality, which consists of intertwined personal physical and spiritual traits, and at the same time absorbs all the cultural and ethnographic features of her environment" (Rusova, 1996, p. 43). The researcher promoted "individualistic pedagogy" – a bioanthropological, humane social science

that needs a “philosophical ground for its conclusions”; she disseminated the ideas of scientific training of teachers, educators and the obligatory study of philosophy, sociology, ethics, psychology, anatomy, physiology, anthropology.

O. Muzychenko (1918–1919), a practicing teacher and the best expert in the European theory of school and teaching methods, promoted the paedocentrism and the principles of humanistic education. Having a thorough pedagogical education, he held a leading position among prominent figures in the psychological and pedagogical science. He developed a general didactics course with practical lessons in paedology. He introduced the “Tables on the study of individual characteristics of the child”, developed by O. Nechaev to his students (Trynus, 2012, pp. 18, 21). O. Muzychenko advocated the change of curricula, methods and the organization of learning at school in order to achieve individualization and to organize the education in accordance with the abilities and interests of students. In his opinion, the task of the school is “to explain, to liberate, and to organize the children’s consciousness” (Muzychenko, 1918–1919, p. 205).

The pedagogical trend of the child’s study reached its peak in the 1920s. It was then that various concepts and trends in the child sciences were consolidated. The need for a comprehensive systematic study of the child was proclaimed. The system of research departments, laboratories, educational and pedagogical stations, other institutions and institutions became extensive. The largest centers of research were Kharkiv, Kyiv, Odessa, Dnipropetrovsk. In different educational establishments, the departments of social pedagogy and medical pedagogy, centers of paedological service were created. The Commission of Pediatric Studies outlined the plans for the study of the child, instructions for anthropometric measurements; it developed psychosociological charts, used the biographical method, observation, experiment, testing, etc. Based on the results of empirical research, the connection of theory with practice was strengthened, the educational work with children was improved, and the corresponding posts of paedologists in educational institutions were introduced. Paedology became obligatory in the training of specialists; the first textbooks were published (P. Blonskiy (1934), O. Zalkind (1934), O. Zaluzhnyy (1933), G. Kostyuk (1933), S. Molozhavyy (1924), etc.).

Educators organized their work, taking into account the following aspects: a holistic approach to the study of the child; an analysis of genetic prerequisites of the child’s development (role of the prenatal period of development, heredity, etc.); study of the social conditions of the child’s life (the influence of the social environment on mental, morphological, anthropological parameters of the development); development of practical recommendations (consultations for children, parents, availability of appropriate diagnostics). During the research complex data were obtained on the properties of the child: physiological (illness, health), mental (memory, thinking, attention, imagination), social (family life, cultural level of parents), pedagogical (characteristic of success, attitude to learning) (Blonskiy, 1934, pp. 87–88).

A particular attention was given to handicapped children, the category also including the children with behavioral problems. They were studied within the

framework of the special paedology; scholars developed various classifications of such children. The most complete was the classification of L. Vygotsky (Vygotskiy, 1928), published in his report at the First Paedological Congress. It was the Ukrainian paedology that achieved a considerable success in the practical work with defective (difficult) children. Our paedologists believed that most of them could study and be educated in institutions for normal children, with an appropriate support (cooperation between the teacher, paedologist and physician) (Yanchenko, 2017). Therefore, medical pedagogical offices (dealing with defective children) and offices of social pedagogy (social education) (investigating normal childhood), as well as sections of preschools, orphanages, town schools, rural schools were organized at the paedological stations.

Since paedology synthesized the knowledge acquired by different child sciences, Professor S. Ananyin (the Head of the Kyiv Research Department of Pedology) suggested dividing the child sciences into theoretical ones (the child was the subject of the study itself), practical ones (considered the child as an object of education), and normative (studied the process of the child's education). He believed that the task of the descriptive sciences (physiology, physiological chemistry, anthropology, ethnology with ethnography, psychology, as well as everything else that was included in the theoretical) was to study the natural characteristic features of the child, while the normative sciences (hygiene and pedagogy) were to form a cultural individual who would meet the requirements of the society. The paedology, in his opinion, was to study the peculiarities of the child through the prism of the development of its natural features in combination with the social education (Ananin, 1923).

According to T. Yanchenko (2013), during the domination of the Soviet ideology and functioning of the Bolshevik state, there was a gradual Sovietization of the scientific principles of paedology in Ukraine. It acquired the traits that matched the political and cultural demands of the Soviet society. In particular, its subject changed: the attention of scholars was directed from studying the child itself to the study of the children's collective; the priority in the formation of personality was given to the influence of the social environment. The educational system in the conditions of communist society had to be aimed at the education of the "new" person needed by the state.

Most of the paedologists refuted the biogenetic views and took the position of sociogeneticism. The concept of "social education" appeared, which was implemented on the basis of collectivism. The paedological theory of the collective (collective paedology) intensively developed since 1924. A prominent representative of this trend was O. Zaluzhny (Kharkiv Pedagogical School), who led the development of methods of research of collectives in the Soviet Union, studied the influence of the environment on the general development of the child and its behavior and progress at school ("Methods of studying the children's collective. Introduction to the collective pedagogy" (Zaluzhnyy, 1926)). He used the term "collective-centrism" as a principle of social education of children.

The trends in the child research were influenced by the connection of paedology with psychotechnics (studied a person from the standpoint of the work process

organization), which was intensively developing in Ukraine. M. Syrkin, a member of the Ukrainian Research Institute of Labor, is considered a “child psychotechnician”. Based on the reflexological principles, he regarded the educational activity as a work, measured the technological side of the teaching process organization. The results of the research made it possible to develop the indicative pupils timetable (time of lessons, breaks, coordination of the lesson timetable) and the chronology of activity changes at the lesson, which were given in the teachers’ books. The integrated training and the formation of children’s work skills were given the leading role.

The synthesis of paedology and psychotechnics laid the foundations for career guidance. The students were introduced to the human body as a “working machine”. The career guidance was differentiated by age, sex, anatomical, physiological, mental, regional, environmental characteristics. On this basis, the mechanics of the human body emerged and evolved – biotechnology, which was engaged in measuring calories, studying the influence of the food on the body activity, studying the basic elements of the “human machine” (bone, muscles, nerve tissue), methods of combating fatigue. At the same time, scientists noted that the organisms of an adult and a child differ in a set of characteristic features (rhythm of life and work, stability of attention, the need for alternation of work and rest, fatigue, etc.).

Despite significant achievements in the study of the child, the 1930s became dramatic for paedology. At that time, the totalitarian Soviet state with a rigid hierarchical system of relations was established, and an ideological campaign was conducted “for the purity of the Marxist-Leninist methodology”. And after the Resolution “On paedological distortions in the system of People’s Commissars for Education” (1936) was adopted the word “paedology” was removed from the circulation. It was declared a bourgeois pseudoscience that ignored the needs of education. Having destroyed all the achievements in this field, there was a break of theory with practice. The “interest” in the personality of the child, the development of his personality faded for many years to come.

Conclusions

The early twentieth century is characterized by pluralism of thoughts, approaches, and areas of the child study. Specialists in various scientific fields tried to explain the features of the child’s physical, mental, spiritual, and social development, paying special attention to the detection of pathologies. On the one hand, through research in the field of experimental psychology, educational psychology, experimental pedagogy, scientists improved the learning process, developing various pedagogical methods and technologies. The ideas of free education and reform pedagogy were introduced, which required the study of the child. On the other hand, the development of natural science and the diversity of scientific methods intensified the study of the man as a whole, which also led to the attention to the childhood. These two factors, in our opinion, led to the rise of a separate paedological science. Paedology synthesized all the major scientific studies and achievements related to

the study of the development of the child's personality. Determinant was its influence on the further development of pedagogy, psychology, defectology.

The paedology reached its peak in the 1920s. Its content was characterized by psychological, anatomical, physiological, biological and sociological approaches to the development of the child. In Ukraine, the essence of child sciences was expanded thanks to the cultural and historical approach. In this context we can single out the child sciences, the source of which can be considered paedology: the child psychology, developmental psychology, pedagogy of creativity, pedagogical psychology, social pedagogy, special pedagogy, pedagogy, school hygiene, ethnography of childhood, child science, social psychology of childhood, genetic psychology, child psychiatry, psychology of work, biology of human behavior, etc.

The paedology explained and solved the problems of development and education of children that are still relevant today. First of all, it concerns the individualization of the educational process, the creation of psychological services in educational institutions, the education of children with special needs. Organizing education in the interests of childhood is impossible without taking into account the quality of mental, psychophysiological, and personal changes of the modern child. Therefore, the diagnostic techniques developed by pedagogues are a valuable source for comprehensive research of the child and childhood today, which defines the target of further scientific research in this field.

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**DEVELOPMENT HISTORY AND THE CURRENT STATE
OF PROFESSIONAL TRAINING IN HEALTH INFORMATICS
IN CANADA**

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ІСТОРІЯ ТА СУЧАСНИЙ СТАН РОЗВИТКУ ПРОФЕСІЙНОЇ ОСВІТИ ФАХІВЦІВ З МЕДИЧНОЇ ІНФОРМАТИКИ У КАНАДІ

Мета статті – висвітлити історію розвитку та сучасний стан підготовки фахівців з медичної інформатики у Канаді. Проаналізовано особливості інформатизації системи охорони здоров'я цієї країни як передумови її становлення. З'ясовано, що на початкових етапах комп'ютерна техніка повільно й нерівномірно проникала у заклади охорони здоров'я канадських провінцій та територій. Політика комп'ютеризації була децентралізованою, що не сприяло ефективному обміну медичною інформацією. Тому на початку 2000-х рр. у Канаді інформатизація системи охорони здоров'я набула централізованого характеру. Це вимагало якісного кадрового забезпечення і стало каталізатором підготовки фахівців з медичної інформатики.

Проведено ретроспективний аналіз означеної проблеми. Встановлено, що її історія сягає 60-х років ХХ ст. Виокремлено дві фази підготовки фахівців з медичної інформатики: доінституційну (1960–1980) як основа виникнення та становлення професійної освіти фахівців з даної галузі; інституційна (1981 – дотепер), яка сприяла підготовці фахівців з медичної інформатики у закладах вищої освіти Канади. Характерними ознаками інституційної фази є зародження медичної інформатики як спеціальності; формування освітніх концепцій розвитку й узгодження типової програми з медичної інформатики; стрімкий розвиток професійної освіти фахівців з медичної інформатики у середині 2000-х рр.; уніфікація її науково-методичного забезпечення.

Зроблено висновок, що вона побудована на принципах багаторівневості й неперервності. Освітній процес організований так, що майбутні фахівці з медичної інформатики можуть здобувати кваліфікацію на усіх рівнях вищої освіти, зокрема диплом чи сертифікат у закладах неступеневої освіти, а також ступені бакалавра, магістра та доктора філософії – в університетах. Аналіз змісту професійної підготовки фахівців з медичної інформатики у Канаді дає підстави стверджувати, що його формування залежить від рівня вищої освіти і характеризується різною комбінацією та кількістю навчальних дисциплін у межах трьох галузей знань – інформаційних наук, медицини та менеджменту.

Ключові слова: професійна освіта; медична інформатика; спеціальність; фахівець; інформатизація; Канада.

DEVELOPMENT HISTORY AND THE CURRENT STATE OF PROFESSIONAL TRAINING IN HEALTH INFORMATICS IN CANADA

The article studies the history and the current state of the professional training in health informatics in Canada. The specifics of healthcare informatization in Canada as a precondition for its formation are analyzed. At its initial stages, the

computer technology was implemented into the provincial and territorial healthcare institutions slowly and unevenly. The computerization policy was decentralized, and this did not promote an effective medical information exchange. Thus, at the beginning of the 2000s, Canada set course for the centralized healthcare informatization. It required a qualified workforce and became a catalyst for the development of professional training in health informatics in Canada.

A retrospective analysis of the professional training in health informatics development in Canada is conducted. The research reveals that in its development professional training in health informatics has gone through the pre-institutional phase (the 1960s – 1980), which laid the basis for the appearance and further development of professional training in health informatics, and the institutional phase (1981 – till present time), when it began to be implemented into the Canadian higher educational institutions. The characteristic features of the institutional phase include the rise of health informatics as an academic speciality; the conceptualization of professional training in health informatics; the rapid increase in the number of health informatics professional programs in the mid 2000s; the unification of methodological, scientific framework for training health informatics professionals.

The current state of the professional training in health informatics in Canada is studied. It is concluded that the Canadian system of the health informatics professional training is built on the principles of degree education and life-long learning. The educational process is organized in such a way that future health informatics professionals can receive a credential at different levels of the higher education, in particular a health informatics diploma or certificate in the non-degree granting institutions and Bachelor's, Master's and PhD degrees at universities. The analysis of the professional training content in health informatics enables to state that its development depends on the level of the higher education and is characterized by various combinations of academic disciplines in the health informatics curriculum within three knowledge domains – information sciences, health sciences, and management.

Key words: professional education; health informatics; speciality; professional; informatization; Canada.

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Introduction

The professional training in health informatics (hereafter – HI) is a modern pedagogical problem. Its topicality is induced by transformational changes in the healthcare – the rapid development of information and communication technologies (hereafter – ICT), their implementation in the health care, the creation of the common medical information space, and the informatization of the healthcare

sector. In our research, the professional education in HI is defined as a process and the result of formal education activities aimed at the professional training of specialists competent in creating and applying medical information technologies. Nowadays, HI as a speciality is gradually conquering the educational market. A large number of higher educational institutions worldwide provide programs to train HI professionals. For example, Canada's experience in the professional training in HI covers over 35 years. Besides, it is the first country in the world to introduce a Bachelor's degree program in HI. The authorities of those countries where HI as a speciality is absent in the higher education system stress the importance of its introduction into the educational process for the sake of successful employing ICT in the healthcare. Therefore, the research into preconditions, characteristic features of the development and the contemporary state of the professional training in HI in Canada is relevant, appropriate and of current interest.

The analysis of recent research demonstrates that the problem of the professional training in HI development in Canada is insufficiently studied. Only some aspects of the problem are discussed by modern researches. In particular, Buckeridge (1999) defines the notion of HI and gives insight into the specifics of HI education in Canada. Kushniruk, Lau, Borycki, & Protti (2006) study the experience of the School of Health Information Science at the University of Victoria (British Columbia) in providing the professional training in HI. Lau, & Bell (2003) describe the pan-Canadian strategy of HI education development. Covvey, Zitner, & Bernstein (2001) work on developing the professional training in HI content to train healthcare workers, HI practitioners, and scholars. Covvey, & Fenton (2013–2014, 2015–2016) study the HI curricula at the Canadian degree and non-degree granting institutions, etc. Nevertheless, a comprehensive study of the professional training in HI development in Canada has not been conducted.

In the context of our research, a special attention is paid to the documents published by professional organizations, more specifically *Canada's Health Informatics Association*. They contain information on the first attempts of computerizing the Canadian healthcare institutions, the development of the standard of the professional training in HI, certification of HI professionals, the analytical study of HI programs in the Canadian higher education system, etc. The information about the professional training in HI is also retrieved from the Canadian higher educational institutions' web-sites that provide up-to-date data on the the professional training in HI.

The purpose of the research is to study the history and current state of the professional training in HI development in Canada. The following objectives are defined: 1) to overview computerization initiatives in the Canadian healthcare setting; 2) to make a retrospective analysis of the professional training in HI, and 3) to outline the current state of the professional training in HI in Canada.

The overview of healthcare computerization initiatives in Canada

According to the *Canada Health Act* (1984), the responsibility for medical servicing in Canada is precisely distributed between the federal and provincial/

territorial governments. The local authorities are responsible for managing the healthcare sector in the provinces. The decentralization of the healthcare system in Canada is the reason why in their informatization policy the local governments, medical institution associations and hospitals made independent decisions on introducing computer technology.

The early computing machines began being introduced into the Canadian healthcare system in the 1960s – 1970s. In frequent cases, these were associations of healthcare institutions that initiated and coordinated the computerization process. In some Canadian provinces, computers were also first introduced by large hospitals that had sufficient financial resources to buy computer hardware. There were also rare occasions when provincial governments assisted in providing their hospitals with computers and software for medical purposes. Nevertheless, it is worth mentioning that local authorities joined the healthcare computerization process much later (Huesing, 2005). Data systematization on the hardware and software used in the Canadian healthcare setting enables us to see the following trends. Firstly, computers for Canada were mainly purchased in the USA. However, programs for information processing were developed by local engineers taking into account a healthcare institution's specific needs. Secondly, computers were initially used for automation of administration units in the Canadian hospitals, in particular for financial information management and accounting statements. Huesing (2005) also mentions other instances of computer usage in the healthcare system of Canada: claims processing, laboratory automation, clinical computing, creating systems for patient admission, discharge and transfer, central patient registry, order entry, and results reporting.

At first, the computerization of the Canadian healthcare institutions was a slow process. The provinces and territories did not cooperate or share their experience. However, there were exceptions, for example the cooperation between *Alberta Hospital Association* and *Manitoba Medical Organizations* at the end of the 1970's. They created a Remote Job Entry facility in Edmonton (Alberta) that was connected to *Manitoba Medical Organization's* data processing center in Winnipeg. Such cooperation provided a large number of Alberta hospitals with an opportunity for computerized information procession, thus creating the largest computer network of that time in Canada (Girard & Crewson, 2005).

In the 1980s – 1990s, Canada faced a significant breakthrough in the computerization of its healthcare institutions. It was caused by the creation of hospital information systems. Their architecture became patient-oriented and met hospitals' needs in providing medical services. Thus, the Canadian National Healthcare Computer Survey, conducted in 1988–1989, demonstrated that financial systems were automated in more that 90% of hospitals. The most computerized units in the Canadian healthcare institutions were also material management (73%), admitting (70%), and health records (64%) departments. The pharmacies were computerized in half of the hospitals in the country (Newsham & Clement, 2015).

In spite of a significant progress in the healthcare computerization in Canada at the end of 1980s, there were a number of challenges that required both local authorities' attention and the participation of *the Government of Canada* to respond. Romanow (2002) states that the major healthcare informatization problem was related to the absence of common standards for medical information system on both the provincial and pan-Canadian levels. It hindered from effective exchange of medical information and caused improper funding usage. Such a decentralized approach to healthcare informatization in Canada did not promote the functionality, efficiency and cost effectiveness of the created medical information systems. Thereby, the necessity to agree and develop a national strategy of the pan-Canadian healthcare informatization was highlighted. For this purpose, at the beginning of 1990s *the Government of Canada* started funding a project aimed at developing a telecommunication network that would facilitate the exchange of medical information at all levels of the Canadian healthcare system.

Finally, in 1997 *Health Canada*, a department of *the Government of Canada* being responsible for the national health, established *Advisory Council on Health Infostructure*. Its goal was to develop a national strategy on advancing the functionality of ICT for medical information procession and exchange in Canada. In 2000, the first strategic milestones to reach this goal were detailed in the document *Blueprint and Tactical Plan for a pan-Canadian Health Infostructure (Advisory Committee on Health Infostructure, 2000)*. The key task allocated to the federal and provincial governments consisted in developing and supporting projects aimed at digitalization of electronic health records and fostering ICT usage in the healthcare system. The governmental cooperation on both levels promoted the development of common standards of medical information exchange, thus ensuring compatibility of medical information systems within the Canadian healthcare sector. In the document a special attention was focused on providing medical information confidentiality and privacy (Bickenbach, 2003).

Blueprint and Tactical Plan for a pan-Canadian Health Infostructure (Advisory Committee on Health Infostructure, 2000) also acknowledged the need in developing the professional training in HI as a necessary precondition and a catalyst of the healthcare informatization in Canada. An increased focus was maintained on studying HI as an academic discipline and integrating its content into professional training programs of medical practitioners, nursing staff, and pharmacists. Moreover, it discussed opportunities of receiving the professional training in HI by medical and technical specialists. Therefore, at the beginning of the 2000s, the centralized informatization of the healthcare system in Canada was launched. The pan-Canadian medical information system was created. It integrated medical information systems that had been formally created by local governments. As a result of the centralized healthcare informatization, the Canadian society faced the demand for the HI workforce as the competent staff to develop, implement, and service the medical information infrastructure. It gave rise to a significant number of syllabi of the

professional training in HI and increased the community interest in studying HI as an academic discipline by medical students (Buckeridge, 1999).

The retrospective analysis of the development of professional training in health informatics in Canada

The development of the professional training in HI took place gradually but unevenly in the Canada. There was mainly no coordination among higher educational institutions in providing the professional training in HI. Generally speaking, the professional training in HI overcame two phases of development – the pre-institutional and institutional ones.

The pre-institutional phase of the development of the professional training in HI covers the period from the 1960s to the year 1980. This phase provided a basis for the appearance and further development of the professional training in HI. Although at that time there were no HI educational initiatives, the Canadian community started discussions about computer usage in medicine. The key event of the period occurred in 1975, when the *Canadian Organization for Advancement of Computers in Health* (later renamed into *Canada's Health Informatics Association*) was founded. At that time, Canada's health industry representatives officially started discussing the necessity to introduce computer technologies into medical theory and practice. Approximately at the same time, the issue of training the workforce competent in computer usage in medicine became urgent. In the late 1970s, it was foreseen that the Canadian labour market would face the demand for a new type of the professionals who would be able to computerize Canada's healthcare system ("Welcome to the School", 2012).

The institutional phase of the development of the professional training in HI in Canada covers more than 35 years and is characterized by appearance of HI curricula in higher educational institutions. The rise of HI as a speciality in Canada is related to the emergence of the first HI department and undergraduate program in 1981. The University of Victoria initiated the introduction of the Bachelor's program in Health Information Science. Although the opening of the program at the university was announced in 1981, the training of HI professionals began only in 1983. Such a delay was caused by an international expert consultation on developing HI curriculum based on foreign positive achievements (Kushniruk et al., 2006).

For many years, the HI Bachelor's program at the University of Victoria was the only educational initiative to provide formal the professional training in HI in Canada. Thus, the number of graduates with the Bachelor's degree in HI was insufficient to meet the need of the Canada's labour market for HI professionals. In the 1980s – 1990s specialists who promoted the use of computers in the healthcare system did not have a formal education and developed their expertise by using computers to optimize their professional activities (Gaudet et al., 2013). In the mid 1990s, Canada started the centralized policy on ICT adoption into the healthcare sector. It became apparent that healthcare informatization required significant investments into human resources to ensure the proper development of HI infras-

structure. The afore-mentioned conditions demanded a professional training in HI, which necessitated the need to develop a conception of the professional training in HI.

In general, the conception of the professional training in HI in Canada was focused on the educational needs of its key receivers and their role in the healthcare system. The three roles were identified: 1) a physician as a competent user of medical information and HI tools; 2) a HI professional to implement healthcare informatization projects, and 3) a HI scholar that creates and tests new developments in HI. Thereon, main directions of the development of the professional training in HI were determined. The recommended levels of education for each of them were selected. For example, in order to train competent users of medical information technologies, the necessity to introduce HI as an academic discipline into future medical practitioners' training programs was recognized. In order to meet the labour market demand for HI professionals, the introduction of Bachelor's and Master's programs in HI became crucial. In its turn, the training of HI scholars required a formal education on the PhD level. As for the format of delivery, distance learning programs became of topical importance enabling working specialists to improve their qualifications or to choose HI as an additional specialization and a new profession (Buckeridge, 1999).

The Canadian conception of the professional training in HI also gave insight into the content of the professional training in HI. It took into account the afore-described professional roles in healthcare, as well as the current and future needs of the healthcare system being computerized. The main focus of the professional training in HI was on the allocation of the common learning content for training competent users of medical information, HI professionals and scholars. It was aimed at facilitating the medical information exchange and integrating different sectors of the healthcare system. On the other hand, meeting each group's specific needs required modifying the volume of learning material and specifying the depth of its study. Accordingly, the educational process organization for each of the afore-mentioned groups of professionals was based on a broad core content, the components of which were studied in depth depending on their needs and specific roles in the healthcare system (Buckeridge, 1999).

In 2001, a national health information research network *Health Evidence Application and Linkage Network* followed the proposed conception of the professional training in HI. With the support of professional organizations, faculty members of higher educational institutions and healthcare system staff, it completed the project of developing a HI curriculum having been launched in 1999. The curriculum was designed for educational programs to train HI professional and scholars, as well as to develop HI competency by health practitioners. The document described macro roles, functional professional duties, job tasks, and competencies necessary for professional activity related to the healthcare informatization (Covvey, Zitner, & Bernstein, 2001). The formulation of the first conception of the professional training in HI and discussion of the HI curriculum showed its results in the 2000s, when the number of HI programs in Canada's higher educational insti-

tutions began to increase rapidly. Another reason for such an increase was the pan-Canadian policy on informatization of the healthcare system. The ambitious plans of the federal government to digitize the healthcare sector, to use electronic health records, and to create a nation-wide health information network demanded highly qualified professionals being able to implement these tasks (Goel & Royce, 2003).

The rapid increase in the number of the professional training in HI syllabi in Canada also demanded unified approaches to training HI professionals. The initiative to unify the scientific and methodological framework for the professional training in HI was undertaken by *Canada's Health Informatics Association*. In 2007, it published and in 2012 issued an updated version of the document *Health Informatics Professional Core Competences* (2012). The document provided a general description of the HI professional profile and highlighted 'a common core or shared set of skills, knowledge, attitudes, and capabilities necessary for each of us to effectively perform as a Health Informatics Professional' ("Health Informatics", 2012, p. 4). It was the first time in Canada when the content of the professional training in HI was detailed from the perspective of the professional standard. Moreover, *Canada's Health Informatics Association* as a professional organization has developed the HI professional' career profile. The association presented *Health Informatics Professional Career Matrix* (2013) that gives a clear idea of HI as a profession in Canada, typical positions of HI professionals in the labour market and the basic requirements for their education level and work experience in order to move within the HI career ladder.

Finally, *Canada's Health Informatics Association* is now working out mechanisms for ensuring the quality of the professional training in HI in the system of the formal education in Canada. In 2013, the association initiated the certification of HI professionals. It encompasses procedures for assessing the relevance of HI professionals' competency to the established requirements. In particular, in cooperation with the *International Health Information and Management Systems Society*, it provides a proficiency exam for HI professionals to receive a certificate of a certified specialist in medical information systems and systems management of Canada. The certificate is recognized internationally and certifies the professional competency of a HI specialist in accordance with international and Canadian standards of professional training. Moreover, it confirms that a HI professional has developed professional skills and has received a qualification enabling him/her to work in many areas of practical application of medical information technologies ("CPHIMS-CA Canadian Supplemental", 2013).

The current state of health informatics professional training in Canada

Canada has a valuable experience of providing the professional training in HI that chronologically covers a relatively short period of time. This fact explains why at present there is no unified system to regulate the professional training in HI at the national level. Moreover, the study into the problem of providing the professional training in HI only began in 2010. It was the year when the *Curriculum Discussion Working Group* established by *Canada's Health Informatics Association* launched

an analytical research into HI programs in the Canadian higher educational institutions. The aim of the research was to characterize the professional training in HI by comparing options of its receiving, finding similarities and differences in approaches used for educational process organization and determining the influence of HI programs on HI professionals' development. In 2013, the research results were published on the basis of analysis of 15 HI programs (Gaudet et al., 2013).

However, the professional training in HI as a pedagogical phenomenon is constantly developing. Thus, new HI programs are occasionally introduced into the Canadian higher education institutions. According to a research conducted by Covvey & Fenton (2013–2014), the number of HI programs grew to 28 in the 2013–2014 academic year. The similar research conducted during the 2015–2016 academic year revealed a decrease in their number to 25 (Covvey & Fenton, 2015–2016). Therefore, we made an attempt to collect, analyze and update the previously obtained data. To achieve this goal, we additionally processed information retrieved from the site called *Canada's Higher Education and Career Guide* (2018) as it provides current and up-to-date information about HI programs in Canada.

The scientific enquiry showed that geographically the majority of higher educational institutions (73%) providing the professional training in HI is located in the province of Ontario. In particular, in Great Toronto Area there are three large universities (York University, University of Toronto and Ryerson University) that provided HI programs. Besides, Western University, University of Waterloo, University of Ontario Institute of Technology, McMaster University, and St. Jerome's University also provide the professional training in HI in Ontario. It is worth noting that Centennial College is the only non-degree granting institution with a HI program.

There are also options to receive the professional training in HI in the provinces of Alberta (University of Alberta), British Columbia (University of Victoria), Manitoba (University of Winnipeg), and Nova Scotia (Dalhousie University). For example, University of Alberta proposes the largest amount of HI programs to receive a Bachelor's, Master's and PhD degrees. Université de Sherbrooke is among several Canadian higher educational institutions where French is the language of instruction (Gaudet et al., 2013). The thorough analysis of HI programs in the Canadian higher education sector showed a variety of the programs' titles. Apart from *Health Informatics* as the most prevalent one, HI program titles may include: *Health Informatics Technology*, *Applied Health Information Science*, *eHealth*, *eHealth Research*, *Applied Health Services Research*, *Health Systems*, *Health Industry Specialization in Information Technology*, etc. (Covvey & Fenton, 2015–2016).

It is a notable fact that both technical and medical faculties of the Canadian higher educational institutions enroll students on HI programs. There are even cases when several faculties are engaged in the process of the professional training in HI. For example, in McMaster University the Faculty of Health Sciences, Faculty of Engineering, and DeGroote School of Business provide academic disciplines within *e-Health* Master's program ("*eHealth – MSc eHealth Program*", 2018). The *Health Information Science* Master's program in Western University is offered due to the

collaboration of the Faculty of Health Sciences and Faculty of Information and Media Studies (“[Health Information Science](#)”, 2018). It tends to confirm that HI as a speciality in the higher education system has a multidisciplinary nature.

In our research of the current state of the professional training in HI in Canada, a special focus is maintained on how the professional training in HI is organized. It is built on the principles of degree education and life-long learning that enable future HI professionals to receive various qualifications on all levels of the Canadian higher education system. Thus, it is possible to receive HI diplomas or certificates in non-degree granting institutions or Bachelor’s, Master’s and PhD degrees – at universities. Such a structure of the Canadian higher education provides the connection of its all levels in order to meet a HI professional’s needs in additional qualifications, skills upgrading, and career enhancement. The system of the professional training in HI in Canada is also built on the principle of connecting the theory and practice as well as using applied learning. It means that HI programs are aimed at providing students with practical experience and developing their professional competency by direct problem solving. Therefore, a number of HI programs are cooperative ones, i.e. oriented on combining the terms of study and paid internship in real working setting. Some HI programs also combine on-site and distance learning or provide exclusively distance-learning options ([Gaudet et al., 2013](#)).

The conducted research demonstrates that the most common reason of the professional training in HI declared by the majority of HI programs is economic expediency induced by the Canadian labour market’s demand on professionals competent in healthcare informatization. This goal is further specified depending on a program type. Broadly speaking, the goal of HI diploma, certificate and Bachelor’s programs consists in training HI practitioners that would practically implement Canada’s healthcare informatization policy. In their turn, HI Master’s and PhD programs are mainly aimed at broadening theoretical basis and developing new theories and knowledge in HI. These programs provide the training of HI scholars, academia, and managers in the sphere of healthcare informatization.

The study into the specifics of the HI program content development enables to relieve the following tendencies. Firstly, the content of HI diploma and certificate programs is focused on studying a particular aspect of the healthcare informatization and searching for effective ways of its implementation. It causes the narrow specification of these programs and their applied focus. Secondly, HI Bachelor’s programs provide the study of a wide range of HI problems ranging from theoretical design of medical information systems to their creation, installation, approbation, and assessment. These programs provide the basic training that enables HI professionals either to work in various spheres of HI products application or to continue their education for Master’s and PhD degrees. The variety of disciplines in HI Bachelor’s curriculum helps students to understand the depth of HI knowledge and exercise options of its application.

Thirdly, HI Master’s and PhD programs are oriented on the training with scientific focus. Their task is to provide the HI basis and specialized knowledge as

well as develop professional skills and analytical approaches necessary for further development of HI theoretical and practical knowledge. HI programs on these levels of the higher education provide the training of scholars that conduct HI researches and thereby promote the development of progressive ideas and search for innovative solutions to effectively use ICT in the healthcare system. In Canada, the professional training in HI content encompasses three cycles of professional training – information sciences, health sciences, and management. Within the mentioned cycles, academic disciplines in HI curriculums are generally organized into the following thematic groups – *Information technology, Information management, Clinical and health sciences, Canadian health system, Project management, Organizational and behavioural management, and Analysis and evaluation* (“[Health Informatics](#)”, 2012).

Canada’s experience of the professional training in HI shows that there are different combination of academic disciplines within the given cycles and thematic groups depending on a level of the higher education, type of a program and its specific focus. Nevertheless, the theoretical and practical acquisition of academic disciplines within the mentioned cycles by future HI specialists is aimed at developing HI core professional competencies as a launching pad for further professional development.

Conclusions

The overview of the healthcare informatization initiatives in Canada demonstrates that at its initial stages the computer technology penetrated into the provincial and territorial healthcare institutions slowly and unevenly. The computerization policy was decentralized, and this did not promote the effective medical information exchange. Thus, at the beginning of the 2000s, Canada set course for the centralized healthcare informatization, which required the qualified workforce. It became a catalyst for the development of professional training in health informatics in Canada.

A retrospective analysis of the the professional training in HI development in Canada led to differentiating the pre-institutional and institutional phases in its history. In the pre-institutional phase (the 1960s – 1980), there were no programs of the professional training in HI. This phase provided a basis for the development of HI as a science and speciality in Canada. The institutional phase (1981 – till present time) of the the professional training in HI development covers more than 35 years. It is characterized by the birth of HI as a speciality in the Canadian higher education system; the conceptualization of the professional training in HI; rapid increase in the number of HI professional programs in the mid 2000s; the unification of scientific and methodological framework for training HI professionals, and searching for mechanisms to ensure the quality of the professional training in HI in Canada.

The current state of the professional training in HI in Canada is outlined. The analysis of the organizational aspect of the studied problem demonstrates that the professional training in HI is built on the principles of life-long learning, practice-orientation, combination of terms for the study and paid work as well as on-site and

distance learning. The non-degree granting institutions provide HI diploma and certificate programs aimed at training HI practitioners in particular spheres of the healthcare informatization. The goal of HI Bachelor's programs is professional training of multi-skilled experts in theoretical and practical aspects of the ICT introduction into the healthcare system. Master's and PhD programs in HI provide training of scholars and academia that would boost further researches into medical information technologies and popularize the professional training in HI.

The content of the professional training in HI in Canada is generalized. Its development depends on a program type and aim of the professional training in HI. HI education content is mainly focused on the theoretical and practical learning of academic disciplines within three core knowledge domains – information sciences, health sciences, and management. They develop HI core professional competency for solving a wide range of healthcare informatization problems. We should conclude that HI is a young speciality in the system of higher education in Canada. Nowadays, it develops quickly. The existing syllabi of the professional training in HI provide a wide spectrum of possibilities for realization of the personal potential in a career related with healthcare informatization in Canada.

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**FOREIGN STUDENTS' ADAPTATION CHALLENGES
IN THE US UNIVERSITIES**

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ПРОБЛЕМИ АДАПТАЦІЇ ІНОЗЕМНИХ СТУДЕНТІВ В УНІВЕРСИТЕТАХ США

Незважаючи велику кількість авторських досліджень проблем іноземних студентів, з якими вони стикаються під час навчання за кордоном, ми стверджуємо, що проблеми адаптації особливо важливі для сучасної педагогіки та психології з метою забезпечення фасилітації процесу адаптації іноземців. У статті пропонується аналіз організаційно-педагогічного забезпечення адаптації іноземних студентів до університетського середовища США. У роботі стверджується, що чинники прямої дії (зміст навчального матеріалу; форми, методи та засоби навчання) та чинники непрямой дії (просторово-предметна організація освітнього середовища, міжособистісна взаємодія та особистісно-психологічні особливості) впливають на адаптацію іноземних студентів до американського університетського середовища. Досліджено основні аспекти адаптації іноземних студентів до університетів США.

Стаття також окреслює низку компетентностей та здібностей студентів, необхідних для адаптації до освітнього середовища під час навчання за кордоном. Виокремлено основні компетентності викладачів, необхідних у роботі з іноземними студентами для їхньої успішної адаптації та навчальних досягнень. Завдяки результатам опитування ми визначили основні проблеми іноземних студентів у процесі адаптації до нового університетського середовища з різних аспектів, головним чином: психологічних, соціальних, культурних і академічних. Обґрунтовано організаційно-педагогічні основи роботи університетського персоналу з іноземними студентами щодо полегшення адаптації іноземців до нового академічного середовища та важливого значення університетського кампусу в цьому процесі. Окреслено також можливість впровадження прогресивних ідей та досвіду США щодо адаптації іноземних студентів до університетської освіти України.

Ключові слова: іноземний студент; проблеми адаптації; аспекти адаптації; сприяння; академічне середовище; штат університету; США.

FOREIGN STUDENTS' ADAPTATION CHALLENGES IN THE US UNIVERSITIES

In spite of the existence of a lot of authors' researches on the issues of international students' problems, while studying abroad, we state that the adaptation challenges they face are the issue of vital importance to solve for today's pedagogy and psychology in order to facilitate the foreigners' adaptation process. The article offers an analysis of the organizational and pedagogical support of foreign students' adaptation to the US university environment. The paper argues that direct-acting factors that are means of training and indirect factors, among which there are the spatial-objective organization of the environment and interpersonal interaction, influence foreign students' adaptation to the American university environment.

The main aspects that cover foreign students' adaptation at the US universities have been studied, namely: learning the language the host country, adopting its culture and social support. The article also outlines a number of competencies and abilities of students needed to be adapted to the educational environment while studying abroad, as: foreign-language communicative competence, sociocultural, intercultural, and strategic competences; ability to overcome cultural shock and stress associated with it, abilities to adapt to a new cultural environment. The major teachers' competences necessary in the work with foreign students for their successful adaptation and the study process have been singled out. The results of the survey defined the key foreign student's challenges of the adaptation process to a new university environment from different aspects, namely: the psychological, social, cultural, and academic ones. The organizational and pedagogical basics of the university staff's work with foreign students on ensuring the facilitation of their adaptation to a new academic environment and an important role of the campus in this process have been substantiated. The possibility of implementing the US progressive ideas and experience concerning foreign students' adaptation to university education of Ukraine has been also outlined.

Key words: *a foreign student; adaptation challenges; aspects of adaptation; facilitation; academic environment; university staff; USA.*

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Introduction

Nowadays globalization process covers all vital functions of the society and an individual (political, social, cultural, economic, informational, professional, educational, and other ones) leading to the need to develop interpersonal communication skills, which is impossible to gain without adjusting to a foreign-language cultural environment (Smolikevych, 2018, p. 1). In this paper we provide an overview of the foreign students' adaptation to the American university environment, as the US universities are the leaders among the world's providers of educational services. Evidence suggests that the the US higher education is of quality, which is confirmed by the ratings of international studies by reputable publications and organizations, such as Higher Education Top 200 World University Rankings "Times" and Quality Standard Top University Rankings, which evaluate the higher educational institutions by the studying results, of training effectiveness, research (citation), international educational activity, reputation, etc. According to these data, the US universities are in the top five and make up the largest share of the best universities in the world. Almost all states and 128 different US cities are presented in the rankings.

This paper states the development of the US higher education in the context of international education which is influenced by scientific and technological progress, global student mobility, the process of internationalization (Altbach & Knight, 2007). Besides, the characteristics of higher education are humanism, democratization, diversification, integration, and internationalization, developed on popular philosophies in the US, as postmodernism, constructivism, and positivism (Knight, 2012, pp. 23–24).

The analysis of recent research. A lot of investigations into some aspects of international education were carried out by P. Altbach and J. Knight (2007). Academic mobility was the subject of study by the scientist J. Knight (2012).

The researched features of the university environment functioning have been highlighted in the work by C. Grant and C. Sleeter (2006). The researcher R. Tafarodia and A. Smith (2001) studied the problem of multidimensional adaptation and interpersonal communication. The key features of developing communicative culture skills were considered by B. MacWhinney (2002). The process of forming foreign language communicative, sociocultural, intercultural and strategic competences was highlighted in Y. Lin's work (Lin et al., 2012). J. Bennett investigated the problem of acculturation of the individual as a progressive acceptance of the elements of another culture (ideas, concepts, values, norms, behaviour, institutions) by individuals, groups or classes of another culture (Bennett & Bennett, 2004). The intercultural adaptation process was examined by Y. Kim (2016). N. Smolikevych (2018) described theoretical and methodological basics of the foreign student adaptation process.

The teacher's intercultural competence in a multicultural environment was considered by A. Villegas and T. Lucas (2002). N. Mukan studied teachers' continuous professional development (Mukan et al., 2019). The problems of teaching diversity groups were the subject of the researcher N. Smolikevych (2019). There is a large volume of published studies on the researched problem, but there is a relatively small body of literature that is concerned with analysis, generalization, and systematization of the data about the main foreign students' challenges they meet in their adaptation process to new educational environment. The academic literature on students' psychological, cultural, communication, social and educational adaptation barriers has revealed the emergence of the two contrasting themes: an insufficient representation of universities measures for students' overcoming them and the objective need for the improvement of organizing the foreign students' adaptation to university life and studies by implementing the best American practice in organizing the foreign students' adaptation to university studies and life.

The aim of the article is to give insight on the characteristics of foreign students' adaptation challenges and the US universities advanced practice in providing these students with a systemic organizational and pedagogical support on campuses in order to implement American progressive ideas and experience in this field by Ukrainian universities. The authors defined the following objectives: to highlight

the foreign students' adaptation problems in the US universities; to characterize the US university education in the context of the global education environment; to perform an analysis of organizational and pedagogical provision strategies for the foreign students' adaptation in the US universities; and to outline the possibilities of the American experience implementation in supporting of foreign students' adaptation to university practice in Ukraine.

According to the aim of our research, we opted for a set of theoretical methods, such as the comparative and historical ones, which allowed studying normative documents and laws on education and scientific literature; analysis and synthesis – to study pedagogical theories, concepts, and principles, induction and deduction methods were adopted for interpretation of the research material; analytical and logical methods were chosen to investigate the peculiarities and possibilities of improving the higher educational services; statistical methods, used for checking the obtained information by comparing data from scientific and other sources; empirical methods, among which we can mention questionnaires of foreign students of higher education institutions by using modern IT technologies to find out the most common challenges of international students in their new academic environment in the US universities and rate them.

Foreign students' adaptation to the US educational environment as a pedagogical problem

We have conducted an analysis of foreign students' adaptation difficulties in the US universities and organized this information into a logical sequence. Besides, we have outlined the major principles of the university staff's guidance for creating favorable conditions for their successful undergoing the process (Mukan et al., 2019; Smolikevych, 2019; Villegas & Lucas, 2002). The current study found that foreign students' adaptation in a the US university environment was influenced by factors that contribute to its implementation, namely: direct factors – didactic (content of educational material, choice of appropriate forms, methods and means of training for the formation and development of sociocultural, intercultural, communicative competencies), and indirect factors – social and psychological (spatial-objective organization of the academic environment, the effectiveness of interpersonal interaction taking into account the individual and psychological characteristics of foreign students). We have identified linguistic, social, psychological, organizational, academic obstacles to the adaptation (Mukan et al., 2017; Smolikevych, 2018, p. 6).

We have done the analysis of the key aspects of foreign students' adaptation process in the US universities, namely: learning the host language (English), adoption of the host country culture, and social support. Therefore, adaptation for the purpose of studying according to a foreign syllabus implies formation of several student competences such as foreign language communication, sociocultural, intercultural, and strategic competences, ability to overcome the cultural shock and the stress related to it, the ability to adjust to a new sociocultural environment. The teacher's main competences have been also determined, which include: educational and methodical,

scientific and research, sociocultural, multicultural, emotional, communicative, managerial, environmental, and IT ones, the competence in drawing up and implementing culturally appropriate curricula, the competence in lifelong learning, that are necessary for supporting an effective and rapid foreign students' adaptation to the study in the new academic environment of a US university and ensuring their successful learning process (MacWhinney, 2002; Tafarodia & Smith, 2001).

The most obvious finding to emerge from this study is that the pedagogical support for foreign students' adaptation to the American university environment are: conformity of the process of adaptation to its theoretical and methodological fundamentals; students' awareness and perception of cultural models; knowledge and correct usage of effective models of communication, following the norms of verbal and non-verbal behavior; sufficient level of student' communication culture and such relevant competences, as foreign language communication skills, socio-cultural, intercultural and strategic competences; an effective spatial and substantive organization of structural units of the university (offices of "orientation programs", language institutes, centers), which provide a justified usage of appropriate forms, methods, and teaching aids (Smolikevych, 2018, p. 7).

The present study has determined that international students' socio-psychological adaptation to the the US university environment involves academic and social student activity. Furthermore, it is regarded as a unity of accommodation and assimilation. The socio-psychological aspect of adaptation is characterized by such stages of adaptation, as "honeymoon", "culture shock", "recovery", "adaptation" and "reverse culture shock". Adaptation rates are a lack or low level of anxiety and a high level of self-esteem (Kim, 2016). The investigation of the subject matter has shown that there are psychological and sociocultural varieties of socio-psychological adaptation that depend on many factors. Firstly, personal traits, strategies for overcoming stress, social support impact on psychological adaptation. Secondly, the duration of living in a new culture, cultural knowledge, language skills, and four different strategies of acculturation: assimilation, integration, separation, and marginalization influence sociocultural adaptation (Yu & Wright, 2016).

We have performed an analysis of the use of outsourcing and insourcing capabilities of the US universities due to the organizational context. It shows that establishing cooperation between the US universities and the US recruitment companies has some advantages as the latter provide orientation programs of two types. These include programs that are implemented prior to arrival in the United States (the English language, pre-university course, academic, and financial consulting programs) and upon arrival in the United States (cultural orientation programs, academic programs, consulting programs on visa status, financial status, housing, employment opportunities, health status, etc.) (Smolikevych, 2018, pp. 13–14).

Overall, this study strengthens the idea that offices of foreign students, international programs, academic support; language, cultural and religious centers / schools, counseling services, leisure centers, student university organizations, hostel

association, and advisors / mentors that are present at the US university campuses provide foreign students with academic, financial, domestic, legislative counseling in the forms of seminars, individual assistance or group work. They organize social, cultural, sporting events, group work, student self-government activity, volunteering for the purpose of their socialization as well as help in studying process, job search, and solving of household problems. So, the organizational and pedagogical support for the adaptation of foreign students in the US universities includes such kinds of activity as organization of a system of recruiting foreign students; offering a wide range of counseling services oriented into psychological, sociocultural and pedagogical support before and after arrival in the the US; providing opportunities to master academic English at the required level together with the improvement of communication skills; teachers' training to work in a multicultural environment; the improvement of educational programs adding multicultural content, etc. (Yu & Wright, 2016).

We have proved that it is of vital importance for universities to offer not only up-to-date high-quality educational services and use high-tech resources but also to provide favorable conditions for student learning and support (academic and social adaptation, acculturation in a divertive environment, linguistic, and financial support). Besides, the prestige of universities is influenced not only by the enrollment rate of foreign students but also by the number of foreign students who have gained a certificate or a diploma. Accordingly, this indicator provides a certain reputation of the institution, its financial position or budget allocations, which are essential factors for further development. It has been found out that the tasks of multicultural education include the development of an appropriate educational policy, a multicultural content of educational programs, inclusion of the international component in the curricula, preparation of the teachers for work with diversity groups, offering qualitative educational and consulting services on adjusting to a new environment and providing opportunities for improving the language and communication skills, gaining the intercultural competence, a support for ethnic, social, racial and linguistic differences, etc. (Bennett & Bennett, 2004; Grant & Sleeter, 2006).

It also highlights the priority tasks of the US higher education institutions which are: 1) to create the favorable conditions for effective adjustment to the academic and cultural environment of foreign students who have not been fully prepared for successful educational and cultural interaction and have not achieved a proper level of foreign language communication skills yet and 2) to help them overcome psychological, communicative and academic barriers in their adaptation process, which is a necessary prerequisite for the implementation of not only academic and educational tasks but also interpersonal and intercultural interactions in modern educational environment. The role of university campuses as an academic and educational environment in promoting the psychological, sociocultural and academic adaptation of higher education applicants from abroad, the activities of student offices, and other resources providing this process have also been investigated.

Foreign students' experience in adaptation to studying in the US universities

We have justified important prerequisites for successful overcoming the adaptation challenges, namely: a sufficient level of the English language and communication skills, the development of intercultural competence and education of a multicultural personality capable of cooperating in a global environment (Kim, 2016). In order to support our theoretical findings concerning foreign students' adaptation challenges in the US universities we conducted a survey to determine what best describes foreign students and their adaptation to academic and social life in the US universities. The findings helped better understand complex interaction on campuses, enable teachers to better motivate foreign students, and facilitate their learning. A total of 50 foreign students of the US universities took part in the survey using modern technologies (for instance, e-mail, social networks). The results of the study are presented in Table 1. The data were collected from respondents, the information was summarized and organized into a logical sequence, and conclusions have been drawn.

The major findings of the survey helped deeper understand foreign students' problems and enable teachers to better motivate international students and facilitate their learning. The most of their challenges are: passive behavior (48%), high level of anxiety (38%), removal from the university community (34%), difficulty in making friends (32%), a huge difference between cultural values at home and in the USA (48%), "cultural shock", (38%), inadequate level of foreign language command and communication skills (42%), difficulty in speaking in public (36%), problems with food (38%), and homeland nostalgia (44%).

Table 1. Foreign students' adaptation challenges in the US universities

№	Adaptation problems	50 interviewees (%)	the US teachers' comments
1	What problems of the psychological aspect of adaptation were the most difficult for you?		Psychological adaptation depends largely on the psychotype of the individual.
	- passive behavior	48	
	- high level of anxiety	38	
	- low self-esteem	14	
2	What problems of the social aspect of adaptation were the most difficult for you?		Social adaptation is determined by such main criteria, as acceptance of the person by society, well-being and sense of spiritual comfort.
	- removal from the university community	34	Passive adaptation
	- difficulty in making friends	32	Passive adaptation
	- non-acceptance of community rules and regulations	16	Disadaptation
	- no problem	18	Active adaptation

3	What problems of cultural adaptation were the most difficult for you?		Two factors, such as the level of English proficiency (in intercultural communication and knowledge) and the similarity of cultures (own and host), also have a significant impact on the perception of American culture and the unfamiliar environment by foreign students.
	- a huge difference between cultural values at home and in the USA	48	
	- “cultural shock”	38	
	- ignorance of the host country culture	14	
4	What problems of academic adaptation were the most difficult for you?		Academic adaptation is determined by the main criteria, such as to the requirements of the course, successful study, orientation to the future profession, the ability to work independently and in a group, establishing and developing formal (business) relationships with teachers and students, especially from their group, etc.
	- inadequate level of foreign language command and communication skills	42	
	- inadequacy of training in high school to the content of training programs at university	30	
	- mismatch between teaching and learning styles	28	
	- low level of professional orientation, motivation	18	
	- difficulty in speaking in public	36	
5	Other problems of the adaptation process:		Students’ motivation, mental and physical health is very important.
	- food	38	
	- financial problems	26	
	- longing for family and homeland	44	
	- weather conditions	28	

* Compiled by the authors

The survey has shown that adaptation for each of these areas can be progressive or regressive. A regressive adaptation manifests itself when a person formally keeps to the ideals of society and is also formally involved in the educational process, which creates new problematic situations for which it is extremely difficult to find adaptive mechanisms. A progressive adaptation is characterized by a meaningful acceptance of a person’s socially recognized values, which creates favorable con-

ditions for personal growth and creativity. So, orientation programs are very important for international students at the beginning of the studying process to facilitate their adaptation to the new American sociocultural and academic environment.

Conclusions

The following conclusions can be drawn from the present study that foreign students meet a lot of different adaptation challenges in the US universities. The research on social and psychological, cultural features of foreign students' adaptation to university studies and its theoretical and methodological fundamentals has been carried out. Some invariant components of foreign students' adaptation to a new university environment have been determined from the point of view of pedagogical science. The main student competences necessary for a successful adaptation process can be the subject of the following researches.

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**PERIODIZATION OF THE LITERARY PROCESS
IN WESTERN UKRAINE IN THE PERIOD
FROM THE LATE 18th CENTURY TO THE 1930s
IN HISTORICAL PEDAGOGICAL ASPECT**

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ПЕРІОДИЗАЦІЯ РОЗВИТКУ ЛІТЕРАТУРНОГО ПРОЦЕСУ В ЗАХІДНІЙ УКРАЇНІ НАПРИКІНЦІ XVIII – у 30-х рр. XX ст. В ІСТОРИКО-ПЕДАГОГІЧНОМУ КОНТЕКСТІ

Стаття присвячена висвітленню проблеми періодизації літературного процесу в Західній Україні наприкінці XVIII – у 30-х рр. XX ст. у вимірі історії педагогіки. Доведено, що розроблення періодизації літературного процесу досліджуваного періоду в історико-педагогічному вимірі вимагає випрацювання спеціальної методологічної програми міждисциплінарного характеру, що складається з трьох основних блоків: 1) літературознавчого; 2) освітньо-педагогічного; 3) конструювання періодизації у контексті досліджуваної проблеми. Кожен із цих компонентів докладно схарактеризований авторами. Зазначено, що результати аналізу репрезентативних студій не виявили продуктивного досвіду розробки цілісної регіональної періодизації літературного процесу в Західній Україні, але науковці досить глибоко дослідили його окремі етапи і тенденції, що створює підґрунтя для реконструкції динаміки розвитку цього феномену, який трансформувався, модифікувався під впливом ідеології панівних політичних режимів, європейського й українського письменства Наддніпрянщини.

У контексті досліджуваної проблеми представлені періодизації свідчать, що літературний процес у Західній Україні наприкінці XVIII – у 30-х рр. XIX ст. спирався на значну традицію розвитку національного письменства та загалом вписується у загальну схему його розвитку. У регіональній проекції він має свої, зумовлені відомими соціально-історичними і національно-культурними чинниками особливості, які стають ще виразнішими у вимірах Галичини, Буковини, Закарпаття, Волині. Констатовано, що детермінований різними чинниками суспільно-політичного і соціокультурного порядку літературний процес у Західній Україні наприкінці XVIII – у 30-х рр. XX ст. є складним, багатоаспектним, поліструктурним явищем, що становить окрему яскраву сторінку в історії української культури і літератури. Завдяки інтеграції потужного інтелектуального потенціалу письменників розглядаємо його як унікальний продуктивний складник розвитку національної педагогічної думки України.

В історико-педагогічному вимірі визначено п'ять основних періодів розвитку західноукраїнського літературного процесу: 1) церковно-освітній (середина 1870-х – 1820-ті рр.), що поділяється на два етапи: 1772–1805 рр. та 1806–1820 рр.; 2) будительсько-просвітницький – 1830-ті – перша половина 1870-х рр. – також має два етапи, які розмежовує 1848 р.; 3) піднесення літературного життя другої половини 1870-х рр. – 1914 рр.; 4) воєнно-революційних потрясінь 1914–1919/20 рр.; 5) міжвоєнний період XX ст., у якому відстежуються два етапи 1920-х та 1930-х рр. Кожен з цих періодів має свої риси й особливості ідейно-ціннісного та художньо-стильового характеру, виражені в художніх рефлексіях широкого комплексу проблем освіти, виховання і розвитку особистості.

Ключові слова: Західна Україна; літературний процес; міждисциплінарний підхід; освітні проблеми; періодизація; письменники.

PERIODIZATION OF THE LITERARY PROCESS IN WESTERN UKRAINE IN THE PERIOD FROM THE LATE 18th CENTURY TO THE 1930s IN HISTORICAL PEDAGOGICAL ASPECT

The article covers the problem of periodization of the literary process in Western Ukraine in the period from the late 18th century to the 1930s in the aspect of the history of pedagogy. It has been proved that the development of the literary process periodization of the studied period in the historical and pedagogical aspect requires a development of a special methodological program of interdisciplinary character, consisting of three main blocks: 1) literary studies; 2) educational and pedagogical; 3) constructing the periodization in the context of the problem under study. Each of these components is described in detail by the authors. It is noted that an analysis of representative research did not reveal a productive experience in the development of a holistic regional periodization of the literary process in Western Ukraine, but the scholars have deeply studied its individual stages and trends, which creates the basis for the reconstruction of the dynamics of this phenomenon, which was transformed and modified under the influence of political regimes and the European and the Dnieper Ukrainian writers. In the context of the problem under investigation, the presented periodisations indicate that the literary process in Western Ukraine in the period from the late 18th century to the 1930s was backed by a significant tradition of national writing and fits in with the overall scheme of its development. In the regional projection, it has its peculiarities caused by the well-known socio-historical and cultural factors, which become even more pronounced in Galicia, Bukovina, Transcarpathia, Volhynia. It is stated that the literary process in Western Ukraine in the period from the late 18th century to the 1930s, determined by various socio-political and cultural factors, was a complex, multidimensional, polystructural phenomenon that makes up a distinct vivid page in the history of Ukrainian culture and literature. Due to the integration of the writers' powerful intellectual potential, we consider it as a unique productive component of the development of the national pedagogical thought in Ukraine. In the historical pedagogical aspect five major periods of development of the Western Ukrainian literary process can be identified: 1) ecclesiastical educational (mid 1870s – 1820s), divided into two stages: 1772–1805 and 1806–1820s.); 2) enlightenment (1830s – first half of 1870's, divided into two stages, the turning point being 1848); 3) activation of the literary life in the second half of the 1870s – 1914; 4) the war and revolutionary upheavals of 1914–1919/20; 5) the interwar period of the twentieth century, divided into two stages – the 1920s and the 1930s. Each of these periods has its own features and peculiarities of ideological and artistic character, expressed in the artistic reflections of a wide range of problems of education, upbringing and personality development.

Key words: Western Ukraine; literary process; interdisciplinary approach; educational problems; periodization; writers.

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Introduction

During the last decades, the process of accumulation of historical and pedagogical knowledge has intensified, and the legacy of innovative educational and pedagogical processes of the past is being considered. Addressing these issues is both a tradition and an innovation and promotes the idea of the pedagogical process as a whole. In the modern history of pedagogy, the issue of appealing to the primary sources of Ukrainian pedagogical thought, to unknown or little-known (original) texts, a new reading of the legacy of individual thinkers and pedagogue writers is topical. In view of this, the formation of a personalist approach in scientific research has become extremely important. As the reputable scholar O. Sukhomlynska notes, “a pedagogical persona is more than a scientific, educational or creative biography; it is rather a personalized process of formation of values and culture within the humanitarian tradition, its certain concrete model” (Sukhomlynska, 2003, p. 26). Therefore, it is quite natural that in recent years, studies have been intensified, which provide a scientifically valid assessment of the activities of pedagogical figures who developed of the national pedagogical thought, education in the mother tongue, presented the Ukrainian pedagogy as an organic component of the national culture, worked on the national idea – the enlightenment of Ukrainians (Dibrova, 2017). It is no coincidence that a special pedagogical discourse was created in the Ukrainian literature, especially in Western Ukraine: many authors, during different periods of literary history, described systems of education, reflected the state of education, and expressed their pedagogical views. An analysis of the works and life career of educators, writers, and public figures who made a significant contribution to the development of the national education and were not properly evaluated in their time remains relevant. Of particular importance is the legacy of the national system of education in the period from the late 18th century to the 1930s – a period which is the beginning of the development of the modern national pedagogical thought and is considered as “the enlightenment, cultural period”.

The analysis of recent research. In Ukrainian science the problem raised is covered mainly in the context of the development of the literary or educational processes, and at their intersection only in separate subject matter perspectives (studies about pedagogical personalities of writers, for example, the works of H. Vasyanovych, O. Vyshnevsky, M. Chepil about I. Franko (Chepil, 2016) and usually in narrow chronological periods and in relation to certain regions – Galicia, Bukovina, Transcarpathia, Volhynia. We can distinguish a number of fundamental publications, which systematize and represent the achievements of famous representatives of the national pedagogical thought. One of them is a two-volume *Ukrainian Pedagogy in Personalities* edited by O. Sukhomlynska (2005), which presented a constellation of well-known figures who personify the development of pedagogy from the times

of Kievan Rus up to this day. Although it contains essays on nine personalities which are the subject of our study (Sukhomlynska, 2005), we do not see many prominent cultural figures, including Lesya Ukrainka, among others. Of considerable informative value are the regional publications: “15 not the last of the Mohicans. Teachers and scholars of Bukovina in the second half of the nineteenth and early twentieth centuries” (Babych, 2010), “Anthology of pedagogical thought in Eastern Galicia and Ukrainian Diaspora of the Twentieth Century” prepared by T. Zavhorodnya (2008), etc., where, along with information about educators and bibliographies of their works and studies, complete texts of works or fragments of works are provided, many of which being inaccessible for researchers.

The experience of a prosopographic analysis of the studies that synthesize the creative and social activities of individual groups and generations of pedagogical staff in particular problems, areas, etc. is useful. For example, the works T. Nadimyanova’s on the educational activities of Transcarpathian enlighteners in the 19th century (Nadimyanova, 2006); Z. Nahachevska on the history of pedagogical thought and enlightenment in the women’s movement of Western Ukraine in the second half of the 19th century – 1939 (Nahachevska, 2007); O. Yatsyna about the activity of educators, members of the “Prosvita” (Enlightenment) in Transcarpathia during the interwar period of the twentieth century (Yatsyna, 2009), and others that are important for reconstructing collective portraits of personalities and for solving other scientific problems. However, the problem under consideration has not been a subject of a holistic study by scholars.

The purpose of the research is to depict the periodization of the literary process in Western Ukraine in the period from the late 18th century to the 1930s in the history of pedagogy aspect.

Periodization of the literary process as a pedagogical problem

The development of the literary process periodization of the studied period in the historical and pedagogical aspect requires a development of a special methodological program of interdisciplinary character, consisting of three main blocks: 1) literary studies; 2) educational and pedagogical; 3) constructing the periodization in the context of the problem under study. Let us dwell on them in more detail. An analysis of representative research did not reveal a productive experience in the development of a holistic regional periodization of the literary process in Western Ukraine, but the scholars have deeply studied its individual stages and trends, which creates the basis for the reconstruction of the dynamics of this phenomenon, which was transformed and modified under the influence of political regimes and the European and the Dnieper Ukrainian writers (Dibrova, 2017). In the context of the problem under investigation, the presented periodizations indicate that the literary process in Western Ukraine in the period from the late 18th century to the 1930s was backed by a significant tradition of national writing and fits in with the overall scheme of its development. In the regional projection, it has its peculiarities caused by the well-known socio-historical and cultural factors, which become even more pronounced in Galicia, Bukovina, Transcarpathia, Volhynia.

One such example is the periodization of the literary process in Transcarpathia by the famous Canadian Ukrainian R.P. Magocsi, which is based on peculiarities of the linguistic and literary situation and changes in ideological trends. The following periods of its development are distinguished according to these features: 1) the 17th to the early 18th centuries (dominance of Church Slavonic and vernacular); 2) the mid-nineteenth century to 1918 (coexistence of different language forms: Church Slavonic diluted with the vernacular, Ukrainian and Russian); 3) 1919–1945 (existence of Carpatho-Ruthenian, Russian and Ukrainian literary languages) (Magocsi, 1996). Despite the incompleteness of this periodization, Ukrainian scholars often take it as the basis for their research. Concurrently, it is complemented by an emphasis on the role of the Hungarian language in the literary process as such, which significantly strengthened its influence in the mid-19th to the early 20th centuries and influenced the vocabulary of the vernacular and the creation of the Carpatho-Ruthenian language, used for compiling grammars of the Ruthenian language and publishing literary works (Savchuk & Bilavych, 2019b). This example shows how historical, cultural, linguistic, ideological, and other factors predetermined the peculiarities of the development of literary processes in individual regions. This complicates the development of their periodization, which are a priori conventional. Despite all the diversity of the character and manifestations of the literary and educational processes in the four Western Ukrainian regions, they have much in common in the progress timeline. This creates an important theoretical and methodological basis for the development of the periodization of the literary process in Western Ukraine in the period from the late 18th century to the 1930s in a historical pedagogical context that finds expression in the following aspects.

First, its primary criterion is the activity of literary pedagogical personalities of writers who reflected similar dominant ideas and views on the problems of education, upbringing and personal development. Second, this process fits into the overall outline of the social development of the Western Ukrainian region over the said period, which involves taking into account the inherent traits and trends. Third, an understanding of the structure of such periodization has been formed, which implies that separate stages and phases of development are separated within the main periods. Fourth, it was taken into account that every periodization of the development of a social phenomenon is to some extent provisional, since the intervals defined by any approach cannot indicate the completion of certain creative ideas, views, concepts that either arose in the past or continued to exist in subsequent periods. In all cases, the most important common traits, characteristic for the educational and literary processes of the Western Ukrainian regions were taken into account, and emphasis was placed on Galicia as the cultural and artistic hub.

Periodization of the literary process in Western in the period from the late 18th century to the 1930s in historical pedagogical context

Based on the above provisions, we determine the five major periods of development of the literary process in Western in the period from the late 18th century to the 1930s in historical and pedagogical context: the first – ecclesiastical educational

period (mid 1870s – 1820s), can be divided into two stages: 1772–1805 and 1806–1820s); the second – the enlightenment period covers the 1830s to first half of 1870s. It also has two stages, the division point between them being 1848; the third period – the most productive in the educational and pedagogical aspect – was the period of activation of the literary life in the second half of the 1870s to 1914; the fourth was the period of the war and revolutionary upheavals of 1914–1919/20; the fifth – the interwar period of the twentieth century – was an era of ideological diversity in the literary process and can be divided into two stages – the 1920s and the 1930s.

Let us outline some of the main features and trends of the said periods. Although representatives of the clergy were the main social and intellectual basis for the development of the literary process in the first two periods, the targets of their educational and pedagogical and educational activity were different. In the first ecclesiastical educational period (mid-1870s – 1820s), they were characterized by two basic targets: the internal one focused on the development of education and cultural life of the clergy itself, and the external one aimed at “moralization” of the lay people.

An important feature and trend of this period was the preemptive development of the educational process, which stimulated the development of pedagogical thought and literary process. The basis for its division into two stages was the framework law, the so-called “Political School Charter” adopted by the Vienna Government on August 11, 1805, which was formally in force until 1873, and actually defined the educational outlines of the next century. Prior to its adoption, access to education was rather limited, and it remained mainly a privilege for the representatives of the clerical estate (Nahachevska, 2007, p. 29). This created the basis for the formation of a public schooling system. The adoption of the law encouraged writers to write works on moral and religious topics and grammar books not only for adults, mostly peasants, but also for students of public schools. The Society of Greek Catholic Priests in Przemysl established in 1816 by a renowned priest and writer I. Mohylnytsky had a symbolic significance. According to I. Franko, it was the first conscious attempt to “organize intelligent forces” for the implementation of “the popular education”, which gave impetus to the intensification of work in this direction (Franko, 1902, p. 266).

The basis of the name of the second, enlightenment period of the 1830s to 1848, the term “enlighteners” denotes a constellation of cultural and public figures who came up with the ideas of education and enlightenment of the Ruthenians, and reflects a close connection of the enlightenment movement with the national and cultural revival of the Slavic peoples under the Habsburg monarchy of the late 18th to the first half of the 19th century.

Maintaining the idea of the Slavic unity and proceeding under the slogans of the struggle for the preservation and development of national languages, literatures, cultures and traditions, the literary movement in Western Ukraine had its own peculiarities. Here it began later than in other Slavic provinces of the monarchy, so

it was influenced by their spiritual leaders, including the figures of the Czech Renaissance J. Kollar, P. Safaryk, V. Hanka, F. Palacky, J. Kopitar and others. Its motive force were the representatives of the clergy, which led to a certain conservatism of ideas, loyalty to official factors, inconsistency in the matters of language, culture, self-identity of the Ruthenians, etc. The internal regional specificity of the Western Ukrainian enlightenment movement was also clearly noticeable. The most powerful constellation of its activists formed in Transcarpathia (M. Luchkay, I. Silvai, A. Dobriansky, O. Dukhnovych, I. Bazylovich, etc.) (Yatsyna, 2009), who “awakened” regional (“Carpatho-Ruthenian”) consciousness among the indigenous population with their literary and educational work by popularizing their history and culture, publishing books, magazines, school textbooks, introducing the vernacular into the educational process, etc.

In the ideological sense, the movement in Transcarpathia largely developed in the fairway of the cultural relations with Russia and was influenced by Russophiles, while in Galicia, where it became embodied first and foremost in the figures of the Ruthenian Trinity and was based on the ideas of romanticism; due to their works it acquired a national, unionist character. We agree with the opinion of the scholars who include in its ranks the writers and linguists I. Mohylnytsky, Y. Lozynsky, Y. Levytsky, because they proved with their grammars and artistic works the singularity and self-sufficiency of the Ruthenian (Ukrainian) language as one of the “Slavic ancient languages” and contributed to its introduction into the educational process of public schools (Savchuk & Bilavych, 2019a). The main significance of this period is that, imbued with the ideas of Romanticism, its representatives, famous writers and priests, actualized the idea of ethno-cultural identity of Ruthenians (Ukrainians), though had not yet come to the idea of the mass enlightenment, and caused the opening of national schools, writing textbooks for them, but (with the exception of O. Dukhnovych) did not yet begin substantive development of the theory and practice of teaching and upbringing, etc.

Features of the development of the literary process in Western Ukraine in the early twentieth century through the prism of educational problems

The fourth period of the war and revolutionary upheavals of 1914–1920 was the period of the First World War and the existence of the Western Ukrainian People’s Republic (ZUNR) in Galicia, Bukovina and Volhynia, and of the Ukrainian People’s Republic (UNR) in most of Volhynia. There was another radical change in the political map of Europe, where instead of empires new states and new national literatures emerged. However, the defeat in Ukraine’s national liberation struggle seemed more complicated, more dramatic. Due to the division between neighboring countries, its literary process was separated not only in the ideological and artistic, but also in the national, political, territorial and regional dimensions. This phenomenon caused its basic features and became the subject of a literary discourse.

The approach that the Western Ukrainian literary process in the interwar period should be considered and studied in a nationwide artistic and literary context, taking into account all the national manifestations and regional specificities, has

some sense and arguments (Illytsky, 1995). The concept of the “parallel” development of the cultural, including literary, processes on both sides of Zbruch is not identical but consistent with this approach. This “two-track phenomenon” does not, in the end, signify their antagonism, but clearly articulates their difference (Kosyuk, 1968, p. 7). The development of the Ukrainian literary and educational processes during the interwar period of the twentieth century looks complicated and contradictory. Divided by state borders, the Ukrainians had different conditions for self-expression, but each of their parts in the Soviet Eastern Ukraine, Western Ukrainian subregions and in the emigration remained a priori incomplete, “inferior”. Thus, when, according to N. Maftyn, the “gap of the thirties” dominated in Soviet Ukraine, it was the Western Ukrainian and emigrant literature that assumed the vital for the whole nation function of spiritual preservation (Maftyn, 2009, p. 4). Such conditional “ambivalence” was reflected in the educational aspect of their artistic work, in particular, the choice of their themes, styles and content. The development of the literary process in Western Ukraine, having avoided the tragedy of physical extermination, looks rather complex and diverse in ideological and organizational terms. Back in the 1920s the attempts to separate it on ideological grounds were condemned. Instead, it was argued that all the Western Ukrainian writers “form one group of this part of the national literature”, so they can be distinguished not on the basis of their “own writings”, but by the ideology of the journals with which they collaborate (Rudnytsky, 1928).

The Western Ukrainian literary process of the interwar period was characterized by an objective pattern, when the ideological orientations of writers largely determined their artistic pursuits (Illytsky, 1995). We consider this feature decisive for understanding the peculiarities and tendencies of the literary process in Galicia, Transcarpathia, Bukovyna, Volhynia, which accordingly affected the nature and content of the writers’ reflection of education and upbringing in their works.

In the literary life of Galicia we distinguish four major literary orientations (the scientific tradition permits the use of the terms “trend” or “current” in their use, but this should not confuse their division into purely artistic categories). We identify them on the basis of the grouping of artists around certain ideologically oriented publications, which were mostly press organs of relevant formal (statutory) and informal literary and artistic associations.

The first – the liberal or liberal-modernist trend – is the most indistinct in the ideological sense, so its leading representatives are related to other orientations. Its first grouping (R. Kupchynsky, O. Babiy, V. Bobinsky, Y. Shkrumelyak, M. Matviyiv-Melnyk, L. Lepky, etc.) rallied around the magazine “Mytusa” (1922), the organ of the eponymous circle of symbolists. The flavor of heroic patriotic works of the “Mytusans” are expressed by the songs of L. Lepky “Behold There’s a Village”, R. Kupchinsky “For the native land” and others. They were actively used as marches in the activities of youth organizations “Sich”, “Luh”, “Plast”, “Sokil” and in mass cultural and educational events.

In the 1930s the leading adherents of the crystallized liberal orientation Y. Shkrumeliak, B.-I. Antonych, O. Turiansky, Iryna Wilde, B. Lepky, N. Koroleva, A. Chaikovsky and others grouped around the magazine “Zustrich” (1934–1938), co-edited by M. Rudnytsky, S. Hordynsky, V. Simovich and O. Bodnarovich. The writers sought to free themselves from ideological commitment, among them writers who wrote for children and about children (I. Wilde, Y. Shkrumeliak, A. Chaikovsky, etc.). The representatives of the liberal orientation were distinguished by a wide range of understanding the educational processes and phenomena. Most typically and expressively it was manifested in the infused humanistic pathos and imagery of the innovative poetry of B.-I. Antonych, who already in his first collections “Greetings of Life”, “Three Rings” and others became a true idol of the high school and student youth. Promoting the principle “Through the family to the might of the nation”, Iryna Wilde, in her modernist stories “Butterflies on stilts”, “It Strikes Eight”, the novel of education “Adult Children” affirms the idea of raising a strong free personality and high spiritual and civic mission of the woman. The historical stories of A. Tchaikovsky (“The Cossack’s Revenge”, “The Little Bohdan”, “Before the Uprising”, etc.), who was called “Cossack father” by the contemporaries, impressed the children, teenagers and adults, because on the basis of fascinating adventure stories they forced the hero to seek a way out of difficult situations in which the will and character crystallized.

The representatives of the Christian Catholic line (H. Luzhnytsky, O.-M. Mokh, S. Semchuk, V. Melnyk, O. Nazaruk) consolidated in the Logos group (1927–1931), which published the magazines “Postup” and “Dzvony”. Based on the aesthetic principles of symbolism and impressionism, they reflected the high-spirited synergy of the Lord’s Word and promoted the humanistic ideals of love for man. Their works, characterized by distinct moral, ethical and national-patriotic pattern, inspired the youth and the public to sacrificial cultural work in order to uplift the culture and spirituality of the Ukrainians.

The most striking trend of the literary life was the fourth, nationalist, trend, represented by the iconic figures of U. Samchuk, O. Babi, Y. Klen, E. Malaniuk, O. Olzhych, O. Teliha, L. Mosendz and others. They grouped around successively changing magazines, the Literary and Scientific Bulletin (1922–1932), its successor, the Bulletin (1932–1939), and also around the magazines Dazhboh (1932–1935), Obrii (1936–1937), and Naperedodni (1938). Thanks to the editorial talent and ascetic work of B. Kravtsiv and D. Dontsov, who promoted “literary imperialism in belles-lettres” in these journals, and the vivid patriotic works of the above writers, the nationalist orientation acquired the top place in the Western Ukrainian literary process of the interwar period and exerted great influence on the rise national self-awareness, patriotic feelings, civic position and desire for sacrificial service for the sake of the people for a whole generation of the Ukrainian youth. The passionate poetic, prose, dramatic works by representatives of this trend (referred to in the literary process as “the Bulletin people”) radiate a sincere love for Ukraine, the ideas of unity and freedom as the primordial ideals of the Ukrainian nation.

The literary process of the 1920–30s in Volhynia reflected the contemporary cultural and educational problems. First, only this period, actually, can be referred to as a separate relatively holistic national cultural phenomenon, since in the pre-war time it was represented by individual phenomena, such as the Kosach family and its adherents, and figures with indistinct national orientation. Second, the Volhynian literary movement developed in line with that of Galicia, its figures gravitated to the same literary associations and were published in their literary publications, in particular the Soviet-oriented (M. Kalynchuk, G. Zhezhko, etc.), nationalist (U. Samchuk, G. Orlivna, O. Stanchuk) and others. Third, the literary critics speak of the rise of a “new wave” of Volhynian writers in the 1920s (M. Kalynchuk, V. Myzynets, I. Stepaniuk, K. Polishchuk, etc.), who, despite their different ideological convictions and artistic aspirations, shared a genuine love for Volhynia. However, the focus on eulogizing the beauty of the Volhynia region estranged the writers from the national issues. This ambiguously affected the ideological and educational aspect of their works, because the crystallization of patriotic feelings and national consciousness a priori implies the cultivation of love not only for one’s land but for the whole Ukraine and its people. This feature was even more pronounced in the fourth peculiarity of the literary process in Volhynia, which is related to the influences of the regionalization policy. Its manifestation was the overemphasizing in the artistic and journalistic reflections of the ethnocultural “originality” of Volhynia, which focused the upbringing of its Ukrainian population, first of all, as loyal citizens of the state who “peacefully co-exist” with Poles and other ethnic groups.

The same as in Galicia and Volhynia, but also specific features and tendencies were characteristic of the literary process in Transcarpathia. Its leading figures of the interwar period claimed that in the past Ruthenian (Ukrainian) literature of the region exposed “little creativity”, and now it is time of “general shaking off the snare of the past and opening of our eyes”. This “brought about a national revival of literature” (*Almanakh pismennykiv*, 1926, p. 3). Its growth in the 1920s was compared by a well-known critic O. Hrytsay with the similar process that Galicia experienced during the Ruthenian Trinity era. He called the publication of the Writers’ Almanac of Subcarpathian Ruthenia “Trembita” (1926) “a peculiar epoch-making phenomenon”, because it was “a book written in pure vernacular” (Hrytsay, 1928, p. 2).

Two main goals are obvious in the social and artistic discourse on the development of the Transcarpathian literary movement during the interwar period of the twentieth century: increase of the national self-awareness of the children and adolescents of the land and raising the artistic level of the literature. To achieve this, the writers should not complain about the circumstances, but constantly work on themselves, learn from Shevchenko and Franko, who did not have “any better circumstances”, to follow the example of Galicia and Eastern Ukraine figures who “with their will power only became poets on the world scale” (Harasevych, 1938). Considering the renewal of the literary process of the 1920–30s in Transcarpathia

in the educational aspect, we can identify two of its important features. After the Muscophilic trend had been forced out, it was finally superseded by the Ukrainian trend, which was based on folk poetry and the best national traditions. Comparing these two orientations, the contemporary scientist V. Byrchak states: “The Russian [literature] is passive, suppressed” and the Ukrainian one is “full of faith, progressive...”, so it became “the only expression of Ukrainian folk life in Subcarpathian Ruthenia” (Byrchak, 1993, p. 186). An important reason for its development on a national basis was the adoption of the phonetic spelling, which is close to the vernacular, in which a considerable proportion of dialecticisms remained. The Transcarpathian literature became more open to European external influences due to its close links with the Prague Center of Ukrainian Emigration, since their representatives were located within a single state (Nadimyanova, 2006, p. 14).

In Bukovina the Ukrainian literary life of the interwar period of the twentieth century was developing under unfavorable socio-political conditions. In the first decade, its only real manifestation was the literary monthly “Promin” (1921–1923), which united such active figures of the national liberation struggle as I. Bordeiny, Ostap Vilshyna, Dmytro Herodot, K. Lastivka, I. Pihuliak, and others (Babych, 2010). Appealing to the youth of the region, they eulogized the heroics of the struggle and urged to continue the cause of the fallen heroes, therefore because of their irreconcilable national patriotic position, the magazine ceased to exist under the press of powerful oppression. After a decade of decline, the literary movement in the region began to revive only in the mid-1930s due to the advent of the second literary journal “Samostiyna Dumka” (Independent Thought) (1934–1936). Due to the support of the prominent figures of Galicia and the emigration it had a distinct nationalist orientation, so its existence was short-lived. In such gloomy circumstances, Bukovina’s literary process remained fragmented and underdeveloped in a genre-specific sense. It was dominated by poetry, with a few instances of short stories and artistic newspaper articles, while novelistics and dramaturgy was only embryonic. According to literary critics, the overall artistic level of the literary heritage of Bukovina was much lower than that of the writers of Galicia and Transcarpathia (Hlakovych, 2003). This is also reflected in its contribution to the development of the national pedagogical thought.

Conclusions

Determined by various factors, the literary process in Western Ukraine in the late 18th century to 1930s is a complex, multidimensional, polystructural phenomenon that makes up a distinct vivid page in the history of Ukrainian culture and literature. Due to the integration of the writers’ powerful intellectual potential, we consider it as a unique productive component of the development of national pedagogical thought in Ukraine. In the historical pedagogical aspect five major periods of development of the Western Ukrainian literary process can be identified: 1) ecclesiastical educational (mid 1870s – 1820s), divided into two stages: 1772–1805 and 1806–1820s.; 2) enlightenment (1830s – first half of 1870’s, divided into two stages, the turning point being 1848); 3) activation of the literary life in the second

half of the 1870s – 1914; 4) the war and revolutionary upheavals of 1914–1919/20; 5) the interwar period of the twentieth century, divided into two stages – the 1920s and the 1930s. Each of these periods has its own features and peculiarities of ideological and artistic character, expressed in the artistic reflections of a wide range of problems of education, upbringing and personality development.

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**SOCIO-CULTURAL EDUCATIONAL ENVIRONMENT
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СОЦІОКУЛЬТУРНИЙ ОСВІТНІЙ ПРОСТІР РЕГІОНУ УКРАЇНСЬКИХ КАРПАТ ЯК ПРЕДМЕТ МІЖДИСЦИПЛІНАРНОГО ДИСКУРСУ

У статті на основі аналізу наукових джерел, результатів опрацювання емпіричного матеріалу та вивчення досвіду освітньої діяльності закладів освіти, методологічно обґрунтовано та визначено освітній потенціал соціокультурного простору регіону Українських Карпат у процесі міждисциплінарного дискурсу, що є актуальним у контексті освітологічних та соціокультурних досліджень. Охарактеризовано сутність соціокультурного простору закладів освіти як одного зі складників формування простору певного регіону. Метою дослідження є розкриття сутності соціокультурного простору регіону Українських Карпат як предмета міждисциплінарного дискурсу в контексті забезпечення сталого розвитку регіонів України шляхом виокремлення соціально-економічних, соціокультурних, освітніх та екологічних проблем. У дослідженні використано соціологічні методи, контент-аналіз наукових публікацій, методи системного аналізу, синтезу, наукової абстракції. Автори подають трактування характеристик регіону як складової соціокультурного простору, що детермінує науково-філософські знання та сучасну інтерпретацію цього багатоаспектного явища, розкривають сутність міждисциплінарного дискурсу щодо формування соціокультурного простору регіону Українських Карпат, вказують на особливості регіонів України як відносно самостійних одиниць, які склалися на основі та внаслідок взаємодії територіальних і природних умов, спільності історії, культури і мови, демографічних, соціальних та економічних показників. Визначено, що в сучасній гуманітарній науці категорія простору набуває характеру метафори, за допомогою якої описуються різноманітні простори та середовища як у фізичній протяжності, так і в її ментальній або ж віртуальній сутності. Установлено, що певні територіальні та різноманітні освітньо-культурні відмінності надають особливої значимості поняттю “регіон”. Відповідно його тлумачення набуває різних змістових акцентів та розширює свою сутність, згідно з обраним ракурсом дослідження. Автори наголошують, що дефініція “простір” є найбільш придатною до опису феноменів, які мають якісні характеристики протяжності, осмисленості та представництва. Визначаються ключові проблеми і перспективи збереження самобутності й розкриття освітнього потенціалу регіону Українських Карпат.

Ключові слова: соціокультурний простір; міждисциплінарний дискурс; синергетика; Карпатський регіон; заклади освіти; освітній потенціал.

SOCIO-CULTURAL EDUCATIONAL ENVIRONMENT OF THE UKRAINIAN CARPATHIAN REGION AS A SUBJECT OF INTERDISCIPLINARY DISCOURSE

The article methodologically justifies and determines the educational potential of the socio-cultural environment of the Ukrainian Carpathian region in the process of interdisciplinary discourse that is relevant in the context of educational and socio-cultural research. The essence of sociocultural environment as one of the environment formation components of a certain region is described. The purpose of the study is to reveal the essence of socio-cultural environment of the educational institutions in the Ukrainian Carpathians region as a subject of interdisciplinary discourse in the context of ensuring Ukrainian regions sustainable development. The socio-economic, socio-cultural, educational and environmental problems of educational establishments and the psycho-pedagogical and socio-cultural conditions of their formation are distinguished. Sociological methods, content analysis of scientific publications, methods of system analysis, synthesis, and scientific abstraction were used in the research. The scientific reflection of the research is aimed at understanding how the authentic heritage of regional culture determine the real state and dynamics of culture and education environment development of this unique in all features and characteristics area. The authors present the interpretation of the region characteristics as a component of the socio-cultural environment, which determines the scientific and philosophical knowledge and modern interpretation of this multifaceted phenomenon. They reveal the essence of interdisciplinary discourse on the formation of Ukrainian Carpathian region socio-cultural environment, point to the peculiarities of the Ukraine regions as relatively independent units, formed on the basis and due to the interaction of territorial and natural conditions, common history, culture and language, demographic, social and economic indicators. A successful solution of the problems facing the society requires the analysis of the basic components of a long-term process formation of a certain region socio-cultural environment in order to determine the promising directions of its further sustainable development. The subject of the interdisciplinary scientific discourse is the Ukrainian Carpathians region. The formation of its cultural and educational environment is based on historically accumulated rich ethno-cultural experience, a unique originality of the cultural heritage and ancient traditions, the achievements of the national pedagogy. It has been determined that in modern humanities the category of environment acquires the character of a metaphor, by means of which various spaces and environments are described, both in physical extent and in its mental or virtual essence. For successful solution of mentioned problems, the strategic goal of these territories development must be creation of effective educational and socio-cultural life support systems that will be able to contribute to their sustainable development. The authors emphasize that the definition of “environment” is the most suitable for describing phenomena that have qualitative characteristics of extent, meaningfulness and representation. The main problems and prospects of preserving the identity of the region are revealed.

Key words: socio-cultural environment; interdisciplinary discourse; synergetics; Carpathian region; educational potential.

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Introduction

Despite the gradual emergence of the Ukrainian culture into the world information environment in the late 20th to early 21st century, a considerable risk for the formation and development of the socio-cultural environment of individual regions remains. This necessitates the development of new approaches to the formation of regional education policy, the basis of which should be the synergy of the regional identities in the cultural continuum of Ukraine. The attempts of many European countries to build a single global socio-cultural environment face some resistance and a number of obstacles to the implementation of this multicultural project. Since the beginning of the 21st century, the reverse process related to the study of regional and local features characteristics of certain areas has been gaining in popularity and distribution.

The category of environment in the modern science acquires the character of a metaphor by which various “spaces” and “environments” are described, both in physical extent and in its mental or virtual essence (Bachynska, 2007). However, there is some methodological danger here, because an analysis of the content component of the specified category usually does not describe the socio-cultural phenomenon in a comprehensive and holistic way, to clearly define its limits, to give detailed characteristics. At the same time, the definition “environment” is the most appropriate to describe phenomena that have qualitative characteristics of extent, meaningfulness and representation.

These contradictions have led to the choice of our scientific exploration subject. It is advisable to analyze the socio-cultural environment of the educational institutions of a particular region using a systematic approach. After all, the regional socio-cultural environment, which is treated by B. Mosalev (1998) as a complex organized integrity, the key components of which are the spheres of culture and education, which, concentrating and transmitting certain meanings of being and thoughts, are created as a result of various processes of human activity in the region and define the identity and way of life of the “locals”, is increasingly attracting the attention of the scientific community.

An analysis of the recent research. Accordingly, the research into the processes of regionalization by L. Mosolova (2000) intensified, that was conditioned by the need to take into account the indicators of the national identity in combination with the identification of each region and solving the problems in the socio-cultural sphere related to search of the answers to the time challenges.

In particular, the need to study regional aspects of socio-cultural environment was emphasized by M. Dolishniy (2004), T. Franchuk (2009), V. Khymynets (2004). The aforementioned challenges are caused by certain transformations that modern society is undergoing and which are exacerbated by the impact of the globalization processes. In this context, it is worth noting that there has been no thorough research into the problem of formation of the socio-cultural environment of a particular region as a subject of interdisciplinary discourse. After all, a successful solution of the problems facing the society requires basic components analysis of a long-term process of a socio-cultural environment formation of a certain region in order to determine the promising directions of its further “Sustainable development” (*Our Common Future*, 1987), including:

- study of certain facts and phenomena, identification of semiotic codes implemented in the educational environment by B. Mosalev (1998);
- sociological interpretation of the most significant events with a certain historical dimension by N. Shmatko (2005);
- description of pedagogical conditions of forming the identity of a young resident of the region and citizen of the country by K. Zhurba (2018);
- a description of the psychological and pedagogical foundations of the educational potential of the inhabitants of mountain areas by I. Chervinska (2018).

The interdisciplinary discourse on the study of the socio-cultural educational environment of the Ukrainian Carpathian region has led to the appeal to the scientific achievements of scientists from different fields, including psychological-pedagogical, political, geographical, cultural, and sociological and many other sciences. Such an analysis is based on an interdisciplinary approach, taking into account the achievements of the sciences in the social and humanitarian cycle. The scientific reflection of the research is aimed at understanding how the authentic values of regional culture determine the real state and dynamics of the development of the culture and education environment of this unique area, which was studied in the last centuries and reveal the phenomenon of its uniqueness by scientists Stanislav Vincenz “On the High Mountains” (1936), Raimund Friedrich Kaindl “Hutsuls: Their Life, Customs and Folk Traditions” (1894, 2003), Maria Lavruk “Hutsuls of the Ukrainian Carpathians (ethnographic research)” (2005), Myhailo Lomatskyi “Enchanted World” (2014), Martin Pollak “To Galicia” (1984) and others.

The purpose and objectives of the study. The main aim of the research is to study the features of the socio-cultural environment of the educational institutions in the Ukrainian Carpathian region as a subject of interdisciplinary discourse in the context of ensuring the sustainable development of mountainous regions of Ukraine, by highlighting educational, cultural, social and environmental problems, formation of geoplanetary consciousness and critical thinking population.

The objectives of the research are as follows:

- to reveal the features of the socio-cultural environment of the Ukrainian Carpathians region;
- to identify current problems of regional education policy;

- to identify the main advantages and disadvantages of formation of the regional socio-cultural environment in educational institutions;
- to outline the ways of the World Bank’s project implementation “Equal Access to Quality Education” (2006) for residents of remote and inaccessible regions, with the aim of improving the quality of education, living standards and leisure.
- promotion of the geoplanetary consciousness and critical thinking of the population as conditions for successful development of educational institutions system of mountain areas.

Sociological methods, content analysis of scientific publications, methods of system analysis and synthesis, scientific abstraction were used in the research.

Outline of the main research material. The subject of interdisciplinary scientific discourse is the region of the Ukrainian Carpathians, which cultural and educational environment formation is based on historically accumulated and formed in the process of life, rich ethno-cultural experience, unique originality of cultural heritage and ancient traditions, achievements of folk pedagogy.

The research is realized by interpreting specific indicators of the mountain environment, ethno-cultural heritage, specifics of local residents’ mentality using the method of analysis region socio-cultural portrait. This approach to the study of this problem is dictated by the desire to identify and capture the characteristics of the regional socio-cultural environment, which characterize it as a holistic educational formation in a certain region. In the current scientific discourse, the study of regions is carried out in various aspects – geopolitical, sociological, cultural-historical, historical, demographic, environmental, educational and others. Recently, another important component of this diverse research process has been identified – socio-cultural, that captures the preservation of a particular region as an independent, self-contained phenomenon on the verge of integrating national cultures and authentic territories.

One of the ways of actualization of interdisciplinary studies of the socio-cultural potential of the areas, as noted in the monograph “Carpathian region: current problems and prospects for development”, according to V. Kravtsiv, is “the formation of a single socio-cultural educational environment of the region, integrating diverse social environments and systems that function in the environment differentiated by branch: systems of education, culture, social security, planning regional infrastructure development” (Kravtsiv, 2013). In accordance with the given characteristics, and according to the State Statistics Service of Ukraine (“*Derzhavna prohrama*”, 2019), the topic of regionalism was most often discussed in the context of: international relations (28.9%); humanities and arts studies (18.8%); internal policy and economy (14.3%); social sciences and education (8.3%); sociology and social psychology (3.2%); medicine and health care (6.1%); social anthropology, cultural studies, ethnography, ethnology, linguistics (6.2%); historical research (5.9%); architecture, arts, music, journalism and literature (4.6%); urban planning and development, community management and development (3.7%).

Therefore, we are facing a problem that must be properly solved though we lack a clear theoretical and methodological socio-cultural substantiation of the concepts region and regionalization, and the cognitive approach to the problems of regional science, which are applied in the scientific literature through interdisciplinary discourse.

Components and characteristics of the region from the standpoint of an interdisciplinary approach

The study of the regionalism components using interdisciplinary approach, understanding of the content of education and the essence of socio-cultural phenomena and processes at the macro-social level, was carried out taking into account its key, interrelated dimensions and coordinates. They include:

- measurement and determination of geographical coordinates and physical features (*longitude, latitude, plains, hills, altitude, etc.*);
- dimensions of culture (*level of general and basic culture of the population, number of institutions for organizing socio-cultural and leisure activities*);
- historical dimensions (*historical monuments, museums, historical and cultural riches*);
- genetic measurements (*genetic similarity / disparity, genetic code, common genetic memory, etc.*);
- social dimensions (*social indicators, social protection of the population, social guarantees*);
- economic dimensions (*level of economic support of the population*);
- political dimensions (*political literacy, political processes, political parties, political elites and leaders*).

Due to the emergence of a new direction in humanitarian geography, the combination of diverse approaches in the study of regions is becoming increasingly widespread in modern scientific knowledge, and is known as geocultural (Bachynska, 2007).

An analysis of the works of researchers E. Bachynska (2007), F. Zastavnyy (2010), R. Kabo (1987) and others give grounds to assert about productivity of a holistic analysis of the natural and geographical conditions of life and forms of education and culture that arise in a particular socio-cultural environment and determine the identity of its inhabitants. In this context, we emphasize the application of such methodological approaches as the “cultural focus theory” proposed by Allen Noble and the “cultural core” of Donald Meiningen, an in-depth analysis of which facilitates the uncovering of significant possibilities of the heuristic potential of the interdisciplinary research (Shmatko, 2005).

According to M. Stepyko (2011), the following characteristics should be considered as mandatory conditions for the existence of a region: common territory; the social cohesion of ethnic and linguistic groups living in the same area; common values related to culture, religion, historical traditions; joint economy.

Confirmation of the demand for theoretical and regional investigation is the allocation in the system scientific disciplines of a particular branch – the regional.

In this context, it should be noted that in the scientific literature, in parallel with the term “regional”, the terms “regional science”, “regionalistics”, “regionalism” are used, reflecting the search intensity of comprehending regional issues and the process of forming the categorical apparatus of this scientific doctrine.

In the national scientific environment, the growing interest to the problems of the region is caused by both internal and external incentives related to the new socio-cultural realities of Ukraine and the general trends of world humanities. The development of Ukrainian society of the independence period is influenced by two factors: local (internal) and global, according to Yu. Bohutskyy (2013). Accordingly, the educational institutions socio-cultural environment of the Ukrainian Carpathians region is transformed in these areas. And they, in its turn, have both tangible and contradictory characteristics, which do not coincide in time-environment features. These differences are manifested at the level of educational and cultural phenomena, norms, values and ideals that the inhabitants of the mountain territories are oriented to, engaging in socio-cultural interaction with the environment.

In the context of educational studies, the structure of the cultural and educational components of the socio-cultural environment becomes more important. That is why, as F. Zastavnyy (2010) points out, there is a need to integrate the knowledge about peculiarities of mentality, social existence and consciousness of nations, ethnic groups, sub-ethnic groups and cultural regions of Ukraine into a system of specific concepts, categories and notions, to determine the methodological basis and categorical apparatus of the “spiritual metaphysics” of the Ukrainian culture as a cross-regional unity of its ethnological characteristics, geocultural and regional chronotopes.

However, according to interpretations by J. Rosenau, one of the key features of the globalization process is “the loss of connection of the social processes to the physical environment”, because, according to the scientist, the geographical landscape is replaced or expanded by inclusion of ethnoscapes, identscapes, financescapes, ideoscapes, mediascapes, technoscapes. The scholar believes that nowadays the boundaries of geographically restricted spaces are being lost and “deterioration” is a consequence of the dominance of new spatial flows that leads to the approval of the new socio-cultural architectonics of the society (Rosenau, 2000). Building a new type of socio-cultural architectonics, scientists resort to thorough cultural studies related to certain interest in the educational, socio-artistic, spiritual and ethnic heritage of certain regions of Ukraine: Transcarpathia – L. Mykulynets, I. Rozlutska, V. Khymynets; Slobozhanshchyna – J. Loshkov, V. Osadcha, etc.; Bukovina – F. Zastavnyi, V. Kiyak; Carpathian region – B. Savchuk & H. Bilavych (2019), G. Karas, O. Kilichenko, M. Lavruk and others.

Thus, the need to take into account the ethno-cultural specificity of individual regions determines the conditions for searching the ways of productive interaction of regions in the formation of a single socio-cultural educational environment of the country, which in the future may become “an environment, extremely favorable for the development of ethno-cultural, social, educational, economic potential of

each region” (Franchuk, 2009). In such circumstances, the region must simultaneously be the subject of various life activities, and in their context, the subject of the educational policy implementation, that ensures a balanced sustainable development and mutual enrichment of the general and specific in the process of activity of the corresponding educational and cultural system. The educational sector that reflects the problems of interaction between “the general and partial, central and regional” can be a confirmation of the successful implementation of the outlined ways of interdisciplinary discourse. That is, according to T. Franchuk (2009), “there is every reason to believe that it is the education industry that can perform the function of system formation through the development and modernization of the socio-cultural environment of the region”, since:

- it actually serves all the branches of economic, social, educational, cultural development of the region, providing training of specialists necessary for the region, promptly responding to public requests and needs;
- a powerful scientific school with significant educational and scientific potential is concentrated in the institutions of higher education of the Ukrainian Carpathians region that will contribute to the sustainable development of the region;
- the high-quality education and upbringing form the basis for a comprehensive development of a young person, a major creator of civil society, through the integration of world, national and regional values.

Characteristic features of different types of environment

During the twentieth century the educators, psychologists, philosophers, sociologists and cultural scientists offered various models related to the characteristics and definitions of the environment:

- terrestrial or geographical environment, that was considered as a manifestation of the consciousness archetypes (P. Brounov, A. Grigor’v, M. Eliade, etc.);
- a close, man-made geographical environment (G. Bashlyar, E. Marunyak, J. Yakovleva);
- physical and social environment, their interaction and mechanisms of “appropriation” (P. Burdie);
- the environment as a philosophical reflection began to “geographize”, that is, be characterized in terms of geography (F. Gvattari, J. Deleuze, M. Foucault);
- the environment as a semantic image (analysis of the semantics of spatial images “topos and logos” of a semiotic school) (E. Bilchenko, Y. Vyshnitska);
- the environment as an interaction between the world of culture and the world of nature, the world of man and the world of education (M. Berdyaev, A. Toynbee, P. Sorokin);
- the combined environment as a combination of the geographical environment and the cultural environment, which arises in the coordinates of its distribution (L. Gumiliov, O. Kilichenko & Ya. Vovchok (2019), A. Topchiyiv, A. Toynbee, Mosolova, (2000)).

The complexity of the regional socio-cultural situation analysis consists in the fact that the subject of the study is insufficiently defined.

Educational, philosophical and cultural aspects of the description of the Ukrainian Carpathians region consist not only of spatial-territorial, but also of spatial-cultural and spatial-educational analysis through studying the structure of the socio-cultural environment, defining the boundaries and values of this environment, describing its components (“*Derzhavna prohrama rozvytku*”, 2019). After all, the socio-anthropological issues of the socio-cultural environment are manifested through the identity of the individual who belongs to this environment. The research conducted in the mountain schools of the Ukrainian Carpathian region (Bukovina, Transcarpathia, and the Carpathians) provided an opportunity to understand how the education level of a mountain village can respond to changes in the society. On the one hand, the education must take into account the ethno-cultural traditions of the region, and on the other – the social changes that allow building a coherent system of organization of the socio-cultural environment of a mountain school. At the same time, all the subjects of the environment (adult villagers, teachers, children, schoolchildren, parents, students and other categories) have their own variant of joining it by means of an active participation in its organization; enlisting; ignoring; destruction of classical principles; cooperation; interactions.

Conclusions

Thereby, the socio-cultural environment of the educational institutions in the Ukrainian Carpathian region is formed as a result of the synergy of the Ukrainian history and culture, and is developed taking into account the dialectics of regional chronotopes and general patterns of emergence, development and transformation of particular ethno-national communities of regions and their political integration into a coherent educational and cultural continuum. Using the results obtained in practice and further exploring the potential of the Ukrainian Carpathian region will allow us to trace the impact of certain factors (both internal and external ones) on the formation of regional socio-cultural environment in order to extrapolate the results of the research to the study of other mountainous regions of Europe and the world. Certain results of the study were obtained within the framework of the implementation of the fundamental scientific and practical project “Development of the younger student’s personality in the mountain environment” (state registration number № 0113U005200) of the Department of Pedagogy of Primary Education and Creative Educational and Scientific Laboratory of the International Project “Mountain School of the Ukrainian Carpathians”, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine).

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**THE FORMATION OF THE CHRISTIAN OUTLOOK
OF THE STUDENT YOUTH IN VOLHYNIA PROVINCE
(19th – early 20th century)**

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**ФОРМУВАННЯ ХРИСТІЯНСЬКОГО СВІТОГЛЯДУ
УЧНІВСЬКОЇ МОЛОДІ НА ВОЛИНІ (XIX – початок XX ст.)**

У статті розглядаються основні аспекти виховання дітей та молоді у християнському дусі у Волинській губернії. Проаналізовані автором архівні документи засвідчують, що в школах цього регіону школярі вивчали Закон Божий, дітей залучали до церковних богослужінь, вони займалися християнською освітою. Обґрунтовано, що представники громадських об'єднань і релігійних братств були залучені до виховання дітей та молоді. Досліджено роль представників волинського духовенства у формуванні християнського світогляду молодого покоління. Пояснюється, що багато вчених вивчали проблему релігійної освіти. Автор детально проаналізував наукові праці Г. Єрмака, Г. Кот-

ломанітової, І. Мицишина. Було з'ясовано, що основною метою духовних установ минулого було формування особливого типу мислення – сакрального. Виховання дітей християнської моралі в Україні сягає часів Київської Русі, коли в 988 р. князь Володимир проголосив християнство головною релігією держави. Це дало великий поштовх розвитку освіти, науки та мистецтва. У ХІХ – на початку ХХ ст. Волинська губернія входила до російської державної релігійної освіти, а отже, виховання у душі християнства продовжувало розвиватися, і православ'я на цих теренах було основною релігією. Релігійна освіта забезпечувалася під час шкільних та позаурочних годин. Молоде покоління читало Біблію та книги на морально-етичні теми. Студентські книги вміщували матеріали про співчуття, милосердя, любов та терпимість. Діти співали у церковному хорі. Представники церковного братства відкривали початкові та недільні школи, вели моральні бесіди. Найбільші церковні організації були у Луцьку, Кременці, Острозі. Основні напрями впровадження учнів православної педагогіки та закладів освіти сьогодення визначені у статті.

Ключові слова: студентська молодь; християнська освіта; християнський світогляд; Волинь; громадські об'єднання; релігійні братства.

THE FORMATION OF THE CHRISTIAN OUTLOOK OF THE STUDENT YOUTH IN VOLHYNIA PROVINCE (19th – early 20th century)

The article examines the main aspects of children and young people upbringing in the Christian spirit in the Volhynia province. The author analyzed a lot of archival documents. It is explained that in the schools of that region schoolchildren studied the Scripture, children were involved in church worship, pursued Christian education activities. It is substantiated that representatives of public associations and religious fraternities were involved in the education of children and young people. The role of the representatives of the Volhynian clergy in the formation of the Christian outlook of the young generation was investigated. It is explained that many scientists have studied the problem of religious education. The author analyzed in detail the works of G. Yermak, G. Kotlomanitova, I. Myshchysyn. It has been found that the primary purpose of the spiritual institutions of the past was to form a special type of thinking – the sacred one. The upbringing of children in Christian morality in Ukraine goes back to the times of Kievan Rus when in 988 Prince Vladimir proclaimed Christianity the main religion of the state. It gave a great impetus to the development of education, sciences and arts. In the nineteenth and early twentieth centuries when the Volhynia province became a part of the Russian state the religious education, and therefore up-bringing in the spirit of Christianity, continued to develop. Orthodoxy was the main religion in the Volhynia province. The religious education was provided in class and after school. The younger generation read the Bible and books on moral and ethical topics. Students' books had texts about compassion, charity, love and tolerance. The children sang in the church choir. The church fraternity representatives opened elementary schools and Sunday schools, held moral conversations. The largest church organizations were in Lutsk, Kremenets, and Ostroh. The Christian education is in

tune with the modern humanistic orientation of the education. So the principal ways of introducing the Orthodox pedagogy into the modern educational institutions are determined in the article.

Key words: *student youth; Christian education; Christian outlook; Volhynia province; public associations; religious brotherhoods.*

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Introduction

In the years of Ukraine's independence, we observe the process of actively introducing the best 19th – early 20th century's achievements into the practice of schools. The need to educate children and young people in the Christian spirit, based on the models of national education, is outlined in the Law of Ukraine "On Education", which identifies "the upbringing of patriotism, respect for the cultural values of the Ukrainian people, its historical and cultural achievements and traditions" as one of the priority principles of state policy in the field of education ("[Zakon Ukrayiny](#)", 2019). The topicality of studying the problem of forming a child's Christian outlook in Ukrainian pedagogy is also conditioned by the opening of Sunday schools, an increase in the number of Christian camps, the introduction of the "Christian Ethics" course at school, the development of basic principles of gender education.

The peculiarities of the process of Christian education of the younger generation have been the subject of research by many domestic scholars. Thus, H. Yermak explored the interaction of educational institutions of the Orthodox Church and the public in the moral upbringing of the student youth in the South of Ukraine in the late 19th – early 20th century. The researcher explained that "the unity of spiritual and moral education of student youth based on the principles of the Christian doctrine was inherent in the pedagogy of the 19th – early 20th centuries" (Yermak, 2015, p. 7). The research of H. Kotlomanitova "Religious education in the history of school education of Ukraine (1860s – 1930s)" clarified the prerequisites of the religious education in the system of school education of Ukraine in 1860s to 1930s and determined the content and procedural components of the religious education in educational institutions of the studied period. The author identified three periods of religious education: 1) religious education in the schools of Ukraine in the autocratic Russian Empire (1860–1917); 2) religious education on a national basis in the educational establishments of Ukraine during the national liberation struggle (1917–1920); 3) alternative approaches to religious education in the Soviet-era Ukrainian schools (1920s to late 1930s) (Kotlomanitova, 2007).

I. Myshchyshyn analyzed the peculiarities of the moral education of Ukrainian youth in the process of cooperation between the school, the Greek Catholic Church

and the public in Galicia in the late 19th century to 1930s. The author explained that “the clergy’s analysis of various approaches showed that the only acceptable worldview foundation of educational theories is the Christian teaching. Such a choice is justified by the historical tradition and is in accordance with the mentality of the Ukrainian people” (Myshchyshyn, 1999, p. 14). The specifics of education and upbringing of children and young people in the Volhynia province were studied by N. Bovsunivska, O. Brychok, L. Yershova, O. Kostyuk, M. Kruk, N. Seiko, S. Sytniakivska. As noted by the researchers, the period of the 19th – early 20th centuries is characterized by the development of religious education in Volhynia. The main purpose of the spiritual educational institutions “was to form a special type of thinking – the sacred one” (Levkivskyy, 2011, p. 153).

The purpose of the article is to analyze the peculiarities of the formation of the Christian worldview with the young students of Volhynia province during the 19th to early 20th centuries.

The upbringing of children on the lines of Christian morality in Ukraine goes back to the times of Kievan Rus, when in 988 Prince Volodymyr the Great proclaimed Christianity the official religion of the state. This gave a great impetus to the development of education, science and art. Studying the basic tenets of the church, reading theological books required competent people, whose training began to be provided by newly opened educational institutions. In addition to the Bible study, the specifics of worship, the tenets of the church, religious schools formed a Christian character, the basis of which was faith in God, the fulfilment of His commandments, education in obedience, love for one’s neighbour, respect for the elders, compassion, charity and other moral and ethical virtues. In addition to the idea of salvation and faith in the Son of God, the core of Christian philosophy and morality is the commandment to love “one’s neighbour and one’s enemies”. The Teaching to Children (1109) by Vladimir Monomakh, in which the author called for helping the poor and orphans, respecting the elders, showing love and mercy, constantly learning can be considered as the moral and ethical code of youth education.

The moral and spiritual tendencies are observed in the educational process of all religious educational institutions, including those that operated in the area of Volhynia. Note that in the 16th – 17th centuries there was a significant surge in religious and cultural life in this region, as the Ostroh Academy was established, a printing house, the Ostroh College, Catholic and Protestant schools in Hoscha, Dombrovytsia, Liakhivtsi, Berestechko were opened, and polemists conducted their religious disputes. In the nineteenth and early twentieth centuries, when the Volhynia province was part of the Russian state, the religious education, and therefore the education in the spirit of Christianity, continued to develop actively. This was due, first of all, to the educational policy: the government saw an ally in the church to promote big-power politics. In addition, the majority of the population professed Orthodoxy: in 1897 their number was 70.46%, the same number was in 1912 – 70.73%.

In the early nineteenth century a new type of schools emerged in Volhynia, i. e. church-parish schools and theological schools, their purpose was “to strengthen the foundations of Christianity in the newly annexed territory, to improve the educational level of the Orthodox Volhynia” (Levkivskyy, 2011, p. 128). According to archival data, in 1819 Primary theological Schools were opened in Kovel, Zayets, Klynets and Berdychiv (“*Istoriya pochatkovoho oblashtuvannya*”, 1896, p. 316). The second half of the nineteenth century was characterized by an active emergence of parish schools, men’s and women’s religious schools, the functioning of Volhynian and Kholm theological seminary. An analysis of archival materials, periodicals, scientific and pedagogical press made it possible to establish the fact that the teaching of Christian virtues was carried out in the following directions: a) promotion of Christian values during schooling; b) formation of a Christian worldview during extracurricular activities; c) education of moral and ethical foundations of behaviour while reading textbooks and fiction; d) involvement of the clergy and the public in the upbringing of children and young people in the Christian tradition.

The upbringing of children and youth in religious institutions was aimed at forming the qualities of true Christians, so the educational process was subordinated to this purpose. One of the main subjects taught to children in parish schools was the Divine law and church singing. During the classes, teachers and priests read scripture texts, stories on moral and ethical topics, proverbs and sayings like “God loves the truth”, “Don’t build a church, but console an orphan”, and explained the notion of the Christian charity, demonstrating the fact that the teachers tried to bring true Christian and moral virtues to the students. The Volhynia church primary school teachers’ increased attention to music and singing lessons is commendable and deserves a highest appreciation. Despite the fact that the students mainly studied church songs (troparions and kontakions), the singing lessons contributed to the development of aesthetic taste, an ear for music, vocal abilities, ability to work in a team, observation, attentiveness in children. At the lessons, the children revealed their creative potential, which promoted good mood, combated solitude, imparted feelings of confidence. Especially useful were the lessons for those students who were endowed with musical abilities since they were able to sing during worship services.

There are many facts about the increased attention to teaching church singing in Volhynia schools. In particular, in 1909, the Zhytomyr county superintendent of church-parish schools, priest V. Mykhalevych issued instructions for a variety of religious singing classes in primary schools. According to this instruction, teachers were required to use different exercises, teach students to perform certain musical works, use special musical terminology, and correctly answer questions related to the interpretation of musical works. V. Mykhalevych’s document was meant to involve children in worship in the church: “I ask to make sure that children of all schools sing in church, and if they cannot sing everything, then they should do at least hymns” (“*Rozporyadzhennya yeparkhialnoho nachalstva*”, 1909, p. 55).

An analysis of archival materials shows that the upper ecclesiastical leadership worked closely with teachers and priests who taught in rural elementary schools in Volhynia. For example, superintendent V. Mykhalevych asked teachers to submit their suggestions on teaching church singing: “Let me know what is to be done to introduce church singing in schools where the teacher does not have the necessary knowledge and skills and cannot teach children to sing” (“[Rozporyadzhennya yeparkhialnoho nachalstva](#)”, 1909, p. 55). The upbringing of children and young people in the Christian spirit was carried out through extracurricular educational activities. An example of this is the organization of education and upbringing of students at the Tesiv elementary school in Ostroh district. Teacher L. Kozytska came to church every Sunday with the children to sing in the church choir. For the rehearsal of the choir, the children gathered at school in the afternoons, even when the weather was very unfavourable: “I will tell them to come to the rehearsal (whatever the weather is outside), and they are sure to come” (“[Ekspozytsiia na vserosyiskomu tserkovno-shkilnu vystavku](#)”, 1909, p. 378).

The Christian-oriented educational activities were conducted with students of theological schools. For example, girls of women’s schools systematically performed Christmas and Easter plays, read religious literature, attended worship services in urban and rural churches. It should be noted that a great emphasis was placed on the educational process: “The management paid special attention to the education of girls, the development of their religiosity, patriotism, diligence, accuracy, obedience” (“[Akt u Volynskomu zhynochomu uchylshchi](#)”, 1907, p. 598). In the Orthodox seminaries of the Volhynia province, education was aimed at “the correct formation of the character of the students, which would correspond to their future profession, affirm them in good Christian skills, cultivate love and respect” (“[Statut pravoslavnykh dukhovnykh seminariv](#)”, 1867, p. 96). Teachers tried to cultivate a high-moral personality and eradicated negative habits in their pupils. Section 156 of the statute states that “students’ violations of the rules of decency and courtesy, mischievous, rude and offensive jokes and similar offenses, especially lies, must be strictly prosecuted” (“[Statut pravoslavnykh dukhovnykh seminariv](#)”, 1867, p. 99).

One of the means of forming the Christian outlook of children and youth in the Volhynia province was reading texts of educational textbooks and fiction. The texts of the readers of that time recounted the need to sympathize with others, to be restrained and patient, to respect parents and elders, and individual stories told about famous Christians, religious figures, devout monks. Such were the readers, for example, compiled by M. Lebedev and M. Putsyl, used by the teachers of the Volhynia region.

Representatives of the clergy were actively involved in the process of educating young people along the Christian lines. For example, the Bishop of Volhynia and Zhytomyr Modest participated in the educational process. During his meetings with the pupils of the schools, he called upon them to be God-fearing Christians, and set an example not only of the holy martyrs, but also of people who lead a pious lifestyle and work with children. In one of his conversations with students in 1890, he told

of a well-known educator, Professor S. Rachinsky, who left service at a high school and began working in the field of public education: “In front of sixth-graders Modest enthusiastically depicted the simple life of Rachinsky in the circle of students of his rural school, interestingly recounting his journey with students to the Nile desert” (“[Vidvidyny Pervosvyashchennym Modestom](#)”, 1890, p. 1011). Bishop Agathangel and Archbishops Anthony and Thaddeus were also involved in the preaching of religious and moral virtues. Their sermons and educational activities were widely reflected in the Volhynian Eparchial Gazette (“[Vidkryttya nedilnoyi shkoly](#)”, 1868; “[Oholoshennya podyaky](#)”, 1869).

Particularly important in the formation of Christian values with the younger generation was the work of the Orthodox Church fraternities of Volhynia province. The largest religious societies of the time were the fraternities of St. Cyril and Methodius in Ostroh (1865), Alexander Nevsky in Radyvyliv (1867), Holy Cross in Lutsk (1871), Holy Virgin in Kholm (1876), Pochaiv (1884), St. Volodymyr in Volodymyr (1887), St Michael in Kremenets and St. Volodymyr-Basil in Zhytomyr (1888). Some of them organized elementary and Sunday schools. Activists of these associations widely involved children and young people in Bible education and divine worship. The members of the spiritual societies tried to attract the younger generation to the readings, which is why the periodical press at that time advertised religious and moral ethical readings. For example, a following advertisement was published by the leadership of the Epiphany St Michael Fraternity in Kremenets: “Extra-service readings and conversations will be held at the Kremenets Epiphany Monastery. They will be led by the Epiphany St Michael Fraternity in Kremenets, which is located at the monastery. The truths of the Orthodox faith and the rules of Christian morality will be the subject of readings (“[Oholoshennya vid Rady](#)”, 1891, p. 143). The members of religious associations, while talking to young people, emphasized the need for daily prayer, church attendance, observance of Christian morality and rules.

An analysis of the religious education of children and youth of the Volhynia province shows an active participation of the clergy and the public in this process. Teachers and activists used individual and group forms of work, held conversations, explained the Scriptures, told biblical stories, apocrypha, the lives of the saints, during which they invoked sympathy, love for their neighbour, tolerance, respect for the elders, humility, restraint and patience in children.

Conclusions

The educational ideals of the 19th to early 20th century, which were propagated among the young generation of Volhynia, are consistent with the modern humanistic paradigm, therefore, the basic postulates and legacy of the Orthodox pedagogy should be applied in the current school in the following directions: a) conducting Christian Ethics and Morality courses in comprehensive schools; b) developing curricula for Sunday school classes; c) involvement of the clergy and the public in the education of the young generation in the Christian spirit and the formation of their outlook on the moral and ethical principles of Christianity; d) fostering com-

passion and charity in an inclusive educational environment to ensure the full development of the child. The preservation of the Ukrainian identity and culture, the formation of a national outlook based on Christianity are important in the time of European integration and globalization of education.

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**LINGUISTIC AND HUMANITARIAN COMPETENCE
OF FUTURE ENGINEERS: THE PHILOSOPHICAL
AND ANTHROPOLOGICAL ASPECT**

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ЛІНГВОГУМАНІТАРНА КОМПЕТЕНТНІСТЬ МАЙБУТНІХ ІНЖЕНЕРІВ: ФІЛОСОФСЬКО-АНТРОПОЛОГІЧНИЙ ВИМІР

У статті на основі аналізу наукових джерел та емпіричного матеріалу розкрито теоретичні засади формування лінгвогуманітарної компетентності студентів технічних закладів вищої освіти як вагомого чинника особистісного розвитку. Лінгвогуманітарну компетентність фахівця з вищою технічною освітою визначено як інтегративну динамічну структурно-рівневу якість особистості, що поєднує сукупність лінгвістичних, гуманітарно-комунікативних і соціокультурних компетенцій, комунікативних і пізнавальних здібностей. Показано, що процес особистісного розвитку полягає передусім у якісних змінах психічної діяльності, формуванні нових якостей особистості. Досліджено роль компетентнісного підходу в організації освітнього процесу вищої школи. На перше місце поставлено вміння розв'язувати проблеми, що виникають у пізнавальній, технологічній і психічній діяльності, у сферах етичних, соціальних, правових, професійних, особистих взаємовідносин. Констатовано, що лінгвогуманітарні практики є надзвичайно важливими у філософсько-антропологічному контексті як одні з ключових чинників особистісного розвитку. Надано узагальнювальну характеристику різних форм інтелекту. Вказано, що лінгвогуманітарні практики розвивають не лише вербально-лінгвістичний інтелект, але й креативність, тобто здатність користуватися результатами роботи різних видів інтелекту. Висвітлено вплив лінгвогуманітарних наук на соціальну комунікативність майбутніх фахівців, що є важливою для втілення моральних норм як умови соціальної адаптації особистості. Це вимагає удосконалення змісту та процедури освітнього процесу, розвитку пізнавальної самостійності й цілеспрямованості студентів, формування навичок самоосвіти та самокритики, комунікативних умінь.

Ключові слова: лінгвогуманітарна компетентність; вербальний інтелект; креативний інтелект; професійний розвиток; філософсько-антропологічний аналіз.

LINGUISTIC AND HUMANITARIAN COMPETENCE OF FUTURE ENGINEERS: THE PHILOSOPHICAL AND ANTHROPOLOGICAL ASPECT

In the article the theoretical foundations of forming the linguistic and humanitarian competence of technical university students as an important factor of personal development are discussed, based on the analysis of scientific sources and empirical material. The linguistic humanitarian competence of a specialist with higher technical education is defined as an integrative dynamic structural quality of a personal that combines a set of linguistic, humanitarian, communicative and socio-cultural competences, communicative and cognitive skills. It has been demonstrated that the process of personal development consists primarily in qualitative changes in mental activity, in the formation of new personality traits. The role of competence

approach in the organization of the educational process in universities has been studied. The ability to solve problems that arise during the cognitive, technological and mental activities, in the spheres of ethical, social, legal, professional, personal relationships is given the priority. It has been established that the linguistic humanitarian practices are extremely important in the philosophical and anthropological context as one of the key factors of the personal development. Generalized characteristic features of different forms of intelligence are provided. It is stated that the linguistic humanitarian practices develop not only the verbal linguistic intelligence, but also the creativity, that is, the ability to use the results of different types of intelligence. The influence of the linguistic humanities on the social communicativeness of future specialists is highlighted, which is important for the implementation of moral norms as a condition for the social adaptation of an individual. It requires improvement of the content and procedure of the educational process, the development of cognitive independence and commitment of students, the formation of self-education and self-criticism skills, as well as communication skills.

Key words: *linguistic humanitarian competence; verbal intelligence; creative intelligence; professional development; philosophical and anthropological analysis.*

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Introduction

The functions of the philosophical anthropology as a science are determined by the importance of the study of human problems, the discovery of the laws of the formation of personal integrity within the social and humanitarian disciplines (Voropayeva, 2008, p. 170). In the context of this philosophical approach, consideration of pedagogical issues seems fruitful. In the formation of the personality of a student of a technical institution of higher education (university), a future engineer, a significant role nowadays is played by the humanitarian education. Humanities are not only a set of specific knowledge, but also the basis of a particular state of mind, a tendency to analyze and criticize. The humanitarian education determines not only the scientific vision of the world picture, but also the value orientations and life opinions of the student youth.

Education is an integral part of the formation of a student's personality, and most organically its elements are interwoven into the teaching of the humanities in the vocational training. Based on the study of philosophy, history, psychology, culturology, foreign languages, the higher education system creates an approach to the correction of the moral and ethical traits of the modern student. The linguistic and humanitarian component of the educational process plays a special role in the formation of an integral personality. As the research results show, graduates of technical engineering universities are usually not adequately prepared for the linguistic and humanitarian activities in order to integrate with the social subsystem

of the professional environment, which is manifested in the lack of development of important qualities that would allow them to adapt to multidimensional situations of professional interaction. At the same time, the theory and practice of professional training of specialists with higher technical education are prerequisites for the formation of linguistic and humanitarian competence, creation of scientific and methodological support, models, mechanisms and algorithms for its development.

An analysis of recent research. A number of Ukrainian and foreign scholars have studied the problem of the students' linguistic and humanitarian competence as a factor of the intellectual and, more broadly, personal development of students. In particular, the role of this competence in shaping the overall competence of the engineer is revealed (Chernova, 2007). Scholars studied the role of linguistic humanities in the formation of the personality of the specialist, noting such moments as their influence: on the development of different forms of intelligence, on social communication, on humanistic, moral and ethical personal qualities. Representatives of various fields of science, philosophers, educators, and psychologists, have fully clarified this problem. Thus, V. Voropayeva's works provide a theoretical and methodological analysis of the anthropological foundations of human research as a whole subject (Voropayeva, 2008); Y. Boychuk contributed to clarifying the general philosophical and pedagogical content of the competence approach. Particularly relevant are his theoretical achievements about the formation of students' socio-communicative skills and the role of verbal-linguistic competences in their formation (Boychuk, 2011).

The competency approach in the context of the organization of the educational process as the basis of the philosophy of education was covered in her writings by O. Krasilnikova (2018). At the same time, I. Seleznev raised the issue of an urgent need for specialists in broad professional training as opposed to a narrow professional training approach in the context of the latest socio-cultural trends in the current market (Seleznev, 2012). A particular attention should be paid to the achievements of psychologists, in particular the works of A. Polozov and N. Polozova (2009). They analyzed the classical Gardner classification of intelligence forms and proposed a concept of modules of the psychological structure necessary to understand the prerequisite for the formation of the spectrum of competencies of an engineer. In particular, the authors focused on various aspects of the verbal intelligence, which is particularly important for our study.

The concept of synthesizing the creative technical intelligence, connected with the functioning of different forms of intelligence, is complemented by their works of T. Tyavlovskaya and, T. Maramygina. They also explored the correlation of verbal thinking components with spatial representations and practical skills of professional engineers (Tyavlovskaya & Maramygina, 2015). The contribution of the Ukrainian philosopher and educator V. Khmil to the development of the methodology of philosophical and anthropological foundations of the process of human

personality formation, as well as his and I. Popovich's analysis of the role of socio-integrative functions of intelligence is worth mentioning (Khmil, 2013; Khmil & Popovych, 2019).

The purpose and objectives of the study. The purpose of the article is a philosophical and anthropological analysis of the didactic methods of forming linguistic and humanitarian competence as a prerequisite for the professional development, which is a factor of personal development, as well as substantiation of the importance of the verbal intelligence as an integral part of the overall competence of an engineer.

The tasks of the research are: 1) to analyze the specifics of the formation of engineer's competencies and their relation with such cognitive and functional qualities, as the ability to make categorical conceptual definitions, the ability to distinguish the essential features of the subject, which are developed on the basis of linguistic humanitarian practices; 2) to study the influence of the humanities on the social communication of specialists, to understand their connection with the leading modern ethical tendencies, necessary for the implementation of moral norms as a condition for the social adaptation of the individual; 3) to comprehend, in the philosophical and anthropological aspect, the linguistic and humanitarian competences as an integral part of the complex development of the human personality, which is the spiritual essence.

Interdisciplinary essence of the professional development of a person

The philosophical anthropology reveals the laws and patterns of formation of an integral individual, regarding the person as the unity of four components: 1) man as a biological species; 2) man as an individual in the ontogeny of the life path; 3) man as a personality; 4) man as a part of mankind. Therefore, an important and urgent task is "to identify the mechanisms of human formation as a whole being and to substantiate the concept of human development" (Voropayeva, 2008, pp. 170–176).

The professional development of a person is an interdisciplinary phenomenon. The notion of professional development as a particularly important content of the personal formation and self-realization is the interface of such scientific fields as psychology, pedagogy, sociology, philosophy, etc. The ability to make independent decisions on the basis of the acquired knowledge and skills is a prerequisite for a person's active life position.

Philosophy has a leading integrative role in this process, since human development cannot be reduced to the absorption and a simple accumulation of knowledge, skills and competences in various fields of science and practical activity. It should not be considered only in quantitative terms. The development is first and foremost a qualitative change in mental activity, transition from its lower stages to higher ones, emergence of new features of memory, perception, imagination, thinking, will, character, etc., the formation of new personal traits. Such a transformative function is an essential feature of philosophy (Shcherba, Shchedrin, & Zahlada, 2004, p. 3).

It is only after understanding the philosophy that the individual's personality, his convictions and his life position are formed. The philosophical thought is a theoretical and practical thought of the eternal. However, the philosophical thought constantly reflects the requirements of time, affects the mind and heart of the contemporaries. The philosophy as a form of worldview is a way of interpreting the phenomenon of being, and at the same time a form of its spiritual assimilation and understanding, and therefore it really entails the knowledge and perception of the world, as well as his own individual and social existence by the man (Boyko, 2010, p. 10).

Reflecting the technocratic tendencies, the higher technical school is focused mainly on the personality of the professional, on the level of knowledge and skills indoctrinated in the state standard of education. At the same time, the tasks of the professional and personal development of students, formation of specialists with high professional competence, humanitarian thinking and creative potential remain unimportant. In the light of the above, the training of students in the higher technical school should combine not only the acquisition of skills for the realization of the professional tasks, but also for the formation of professional and personal qualities. Such a comprehensive personality is particularly in demand in today's market. As I. Seleznev correctly remarks, "... in these difficult conditions, when dividends from the special ("narrow-minded") education become scarce, people with broader training adapt to the market demands more easily and fill vacancies more successfully than narrow-profile specialists" (Seleznev, 2012, p. 301).

Diversity of intelligence forms in the context of the philosophical and pedagogical content of the competence approach

First of all, let us consider the aspect of a complex intellectual personality development. Attempts to classify various forms of intelligence were made in the middle of the 20th century. There are many classifications, but the most popular in psychology is Howard Gardner's theory, which identifies eight types of intelligence: linguistic, logical-mathematical, spatial, bodily/kinesthetic, musical, interpersonal, intrapersonal, and naturalistic. Traditionally, when assessing the abilities of students of technical specialities the attention is focused on logical-mathematical intelligence. It is related to the logical thinking and mathematical abilities. Those with a high level of logical-mathematical intelligence succeed in the exact sciences and engineering, where abstract and logical thinking are needed (A. Polozov & N. Polozova, 2009, p. 132).

Of particular interest to us are the works of T. Tyavlovskaya and T. Maramygina (2015), who distinguish technical intellect as a separate category. In their opinion, the technical intelligence, as a system of mental skills that enable one to successfully master technical disciplines, has proven to be a more complex phenomenon than mere logical-mathematical intelligence. The results of the study of students of technical and humanitarian universities showed that the basis on which the technical intelligence is formed is the ability to operate spatial images, the ability to construct spatial diagrams, the ability to translate a three-dimensional

image into a two-dimensional one. The command of logic and language, the ability to make judgments is thus not just an additional prerequisite but a necessary condition for the formation of technical intelligence. The nature of intelligence is such that, by their professional affiliation, the mental skills are determined by a certain common factor and develop and form only in combination, like, for example, mastering the fine motor skills and mathematical operations. Therefore, the narrow development of only one type of intelligence can be detrimental.

According to the results of psychological research, we can distinguish those qualities that are most closely related to a successful formation of the technical intelligence and form the technical intelligence block. These are the spatial-image functions and already mentioned logical operations, the command of the abstract, mathematical logic, the ability to imagine an object in an unusual perspective, to distinguish a plane from a three-dimensional image. But, in addition, for the development of the technical intelligence, no less important are such qualitative features of thinking as the poetic and imaginative thinking, the desire for the new and the unknown (Tyavlovskaya & Maramygina, 2015). The researchers have identified the role of verbal components of thinking – the word as a linguistic sign and the word as a concept – in the formation of the students’ spatial imagination and practical skills. The linguistic intelligence determines the ability to operate the emotional and volitional component of the psyche, in particular the sphere of the ethical emotions. T. Pavlov and V. Bobyl rightly remarked about it: “The ethical emotions are closely related to the social existence of an individual, the interaction within the society, the behavior, as well as the correlation of the common and individual in social action. A person’s adherence to social rules and standards implies his mental and psychological inclusion in the social life, which invokes in him many different emotions, and he is an active actor in the social activity in which they are manifested” (Pavlova & Bobyl, 2018, p. 84).

The modern philosophy of education must develop new educational methods and approaches, as well as a technology of the knowledge acquisition process. Therefore, it is becoming increasingly important to take a competent approach, considering it as a link between the educational process and the real demands of society. It should be borne in mind that the labor market does not need knowledge in itself, but the ability of a specialist to perform appropriate professional functions, to solve different types of production problems. For the optimum introduction of the future specialist into the social world and his productive adaptation, it is necessary to ensure a more complete, personally and socially integrated educational result. Such an integrated socio-personal phenomenon in the set of motivational, cognitive components in the modern pedagogy of vocational education is the competency approach (Boychuk, 2011).

Today, there is a wide variety of views of researchers on the nature and structure of the concepts of “competence” and “competency”, with the competency approach mainly considered as the basis of the professional education, a link between

the educational process and the interests of specific employers, an integral part of the quality management education. Meanwhile, the new higher education professional standards define competence as “the ability to apply knowledge, skills and personal qualities for a successful activity in a particular field” (Abdullina, 2011, p. 725). It follows that the process of competence formation is inevitably accompanied by the development of certain intellectual skills that serve as a basis for the manifestation of competences and an internal resource for their successful development.

When regarding the competency approach in organizing the educational process in higher schools, scholars give the priority not so much to the student’s knowledge as to his ability to solve problems that arise when performing cognitive, technological and mental operations, in the fields of ethical, social, legal, professional, personal relationships. Therefore, the linguistic humanitarian practices are extremely important in the philosophical and anthropological context as one of the key factors of the personal development (Krasilnikova, 2018, pp. 147–155). The researcher N. Chernova interprets the linguistic and humanitarian competence of a specialist with higher technical education “as an integrative dynamic structural quality of a person that combines a set of linguistic, humanitarian, communicative and sociocultural competences, communicative and cognitive skills, and readiness for linguistic humanitarian activity in the process of professional interaction” (Chernova, 2007).

At the same time, the linguistic and humanitarian competences are first and foremost related to the linguistic intelligence. The linguistic intelligence implies the following qualities: the ability to perceive and analyze meaningful speech sounds and their combinations; the ability to compose speech messages in accordance with the rules and requirements of the language; fluency in writing, the ability to write coherent, logical texts, including non-fiction and science; the ability to properly structure one’s speech according to a specific situation: follow the rules of linguistic etiquette, engage in conversations, dialogue, monologue, discussion (A. Polozov & N. Polozova, 2009, pp. 133–137). The creative intelligence is also directly related to the linguistic humanitarian practices. Creativity is the ability to use the generalized results of different types of intelligence which is necessary in real life to solve professional problems. Therefore, it can be concluded that the linguistic intelligence together with the logical-mathematical must become the basis for the competence of the engineer, a prerequisite for an effective professional interaction and productive collaboration. The linguistic competence helps the specialists to analyze their personal experience in intercultural communication, to improve linguistic, communicative and sociocultural competences, to adjust their own practice of language interaction.

Linguistic humanitarian training as a fundamental factor in personal development

In order to understand the didactic role of the linguistic science in becoming a future specialist, it is important to pay attention to three aspects: 1) their influence

on the development of different forms of intelligence; 2) their impact on the social communication; 3) their influence on humanistic, moral and ethical qualities.

The efficiency of the process of forming the linguistic and humanitarian competence of specialists in the higher technical education system can be enhanced if:

1. It is considered as a complete subjective dynamic system, which includes a set of basic competences in the sphere of professional communication, activity and professional and personal development; it is based on system-activity, cultural and communication-competence approaches that allow specialists to set and solve personally and professionally important cognitive and communicative tasks in the process of interpersonal dialogic interaction.

2. Implement personal-developmental and communicative educational technologies aimed at updating the main components of students' linguistic and humanitarian competence, which are included in the socio-cultural and everyday context (Chernova, 2007, pp. 2–4).

Therefore, we see that the development of linguistic and humanitarian functionality also radically influences the development of personal qualities, which is an extremely important process in the philosophical and anthropological sense. After all, the linguistic and humanitarian competences of the specialist with higher technical education are systemic qualities of the individual, reflecting the unity of its motivational-cognitive, analytical-technological, integrative-personal and socio-cultural components (Akhtamyanova, 2011, p. 159). The researchers V. Viktorov and V. Prykhodko state: "All educational and pedagogical efforts should serve as a beacon for the formation of moral and committed personality of the university graduate, not only filled with knowledge and skills, but also able to further develop" (Viktorov & Prikhodko, 2012, p. 285).

The moral and ethical component of the student personality development is especially important because, as the Ukrainian philosopher and educator V. Khmil rightly points out, "it has long been recognized in the democratic societies that not only school children but also university students need to be given a better understanding of the science of the Spirit, which should permeate the educational process. Such a task will help to strengthen the connection with the world humanistic tradition, which is important for the implementation of moral norms as a condition for the social adaptation of the individual" (Khmil, 2013).

Also important is the influence of the humanities and the social communication of professionals, because "the interaction between people is an indispensable factor in a successful personal development, since in the area of learning, the development is determined by communication with those who have more experience, knowledge and skills; the development of the higher mental functions of a person is the inward transfer, that is, the internalization of the social relations between people; the sign system is a determining factor in the development of consciousness and the world awareness" (Khmil & Popovych, 2019, p. 56).

That is why the key task of the higher education is the formation of a well-developed personality, which harmoniously combines the diversity of cognitive and

emotional-volitional aspects of intelligence, which is a prerequisite for humanistic intellectual-spiritual growth. The realization of this task requires the university to develop and implement the modern technologies that provide a person-centered approach in teaching both the special and humanitarian disciplines.

The main purpose of teaching foreign languages in technical universities is to develop the communicative competence during professional activities (Evdoksina, 2007, p. 276). During studies, problems such as low motivation and intellectual passivity of the students in mastering a foreign language may arise. This may be due, on the one hand, to the students' personal characteristics such as technical thinking, low language culture, low basic foreign language proficiency at the time of their admission to university. On the other hand, the students' attention is focused on the core subjects, with foreign language being considered a "minor", "irrelevant" discipline, not related to future professional activity. Moreover, "the limitation of humanistic values is often manifested in the weakening of the intellectual and spiritual development, in the spread of technocratic snobbery" (Evdoksina, 2007, p. 273).

This is confirmed by the results of a survey we conducted in the framework of actions to improve the quality of learning and teaching foreign languages at the university among students of four courses of the Lviv Branch of the of the Dnipro National University of Railway Transport. 158 students were surveyed, representing 67.2% of the total number of full-time students. The questions covered the following aspects of the study of the discipline "Foreign language": motivation for learning, organization of the educational process, assessment of students' level and the use of the acquired knowledge, etc.

When asked, "Is the level of English proficiency obtained at high school sufficient to continue my technical education?" – 58% of students gave a positive answer. The results of the preliminary input control showed 43% of sufficient knowledge. This indicates that the students are underestimating the importance of learning a foreign language in a technical university.

The majority of the surveyed students consider their personal motivation to learn a foreign language as its necessity for their further work (47.5%); the need for every educated person to know a foreign language (36%).

The students use the professional information obtained from foreign language sources mostly at the lessons of English (33.5%) and for writing abstracts, coursework and diploma papers (5.7%). Less than a third of the students use it to expand their professional knowledge (30.4%). Although 85% of the students recognized that their English proficiency had improved significantly during their studies at the university, they did not use their foreign language competence to deepen their professional knowledge, focusing mostly on meeting the requirements of the foreign language curriculum.

The findings indicate some trends that are important for assessing the status of the foreign language learning. A positive factor is that the majority of the students are aware of the need to know a foreign language for their future work, and this is important for the organization of further learning.

The task of the teacher in this situation is to form a positive attitude to the discipline, to help realize the prospects of using the languages in their work. It is important to emphasize not only the use of languages as a tool for obtaining specific professional information, but also the importance of interlingual, interpersonal and intercultural communication for competitiveness in today's labor market (Ivanova, 2017, p. 80).

In order to humanize the educational process, to develop the cognitive independence and commitment of students, to develop the skills of self-education, self-criticism and communication the following is necessary: 1) introduce students to different educational strategies, the choice of individual strategies should be made on the basis of previous experience and available knowledge; 2) teach them to work with both professionally oriented and humanitarian foreign language texts, develop different types of reading; 3) use exercises to develop problem-seeking thinking; 4) apply technologies of team, pair and independent work, the method of projects; 5) implement interactive learning and control platforms in the educational process. The priority is not to increase the amount of information, but to formulate individual educational strategies that will enable them to independently acquire new knowledge and apply it in the educational, and in the future, in the professional activity (Ivanova, 2017, p. 83).

Thus, the process of forming the linguistic and humanitarian competence of the students of technical specialties requires a careful selection of the content of the curriculum, which should ensure interdisciplinary integration; the involvement of each student; focus on the development of problem-seeking, productive, creative thinking of the students.

Conclusions. As a result of the theoretical and methodological analysis of the latest interdisciplinary research, we can draw conclusions about the importance of linguistic and humanitarian competence in the aspect of the students' personal development, through the lens of the philosophical anthropology:

1. The linguistic humanitarian skills and knowledge develop not only the linguistic intelligence, but also the creativity, that is, the ability to use the results of different types of intelligence. The formation of the technical intelligence is closely linked to such cognitive-functional qualities as the ability to make categorical and conceptual definitions, the ability to identify the essential features of the subject, which develops on the basis of linguistic and humanitarian practices.

2. The influence of the humanities on the social communication of the future specialists is important, which helps to strengthen the connection with the present basic ethical tendencies and is necessary for the implementation of the moral norms as a condition for the social adaptation of an individual, which is especially relevant in the context of training specialists in a competitive market economy and European integration processes that are taking place in our country.

3. The linguistic and humanitarian competences should be seen as an integral part of a complex, all-round development of a human personality as a spiritual entity.

We see the prospects for further research in several directions: study the connection of verbal components of thinking with the spatial ideas and practical skills of the students in order to form a coherent system of knowledge; study the synthetic development and interaction of different types of intelligence in the process of forming the personality of a future engineer.

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IMAGE AS A PRESENTATION OF A UNIVERSITY TEACHER

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ІМІДЖ ЯК ПРЕЗЕНТАЦІЯ ВИКЛАДАЧА ВИЩОЇ ШКОЛИ

Стаття присвячена проблемі іміджу як презентації викладача вищої школи. Проаналізовано категоріальний апарат дослідження та наукові праці, в яких порушується проблема іміджу спеціаліста. Визначено роль особистісних якостей людини у процесі формування професійного іміджу. Акцентовано увагу на вимогах суспільства до сучасних педагогів. Обґрунтовано важливість створювати імідж, постійно самовдосконалюватися для того, щоб відповідати вимогам суспільства та педагогічній професії. Акцентована увага на появі таких нових наукових напрямів, як професійна іміджологія, педагогічна іміджологія і т. ін., які вивчають проблему іміджу фахівців, її основні аспекти та знайшли відображення у наукових працях. У статті наголошено на тому, що імідж і самопрезентація спеціалістів відіграють важливу роль не тільки у професійній діяльності, становленні професійної культури, але й у досягненні успіху в професійному житті. Охарактеризовано елементи створення педагогічного іміджу викладача як головного критерію професійного успіху у викладацькій діяльності. Наголошено на тому, що сприйняття образу педагога упродовж останніх десятиліть змінилося, і те, що раніше вважалося неприпустимим, сьогодні є звичним явищем. Відтак як і особистий імідж, так і педагогічний імідж та вимоги до нього суттєво змінилися. Підкреслюється, що саме від рівня професійного іміджу викладачів – професійна компетентність, володіння науковими інноваціями, новітніми методиками, інформаційно-комунікативними технологіями, елементами зовнішньої та внутрішньої техніки – буде залежати імідж усього закладу вищої освіти. Висвітлено значення психології одягу, яка розглядає оформлення зовнішності як багатовимірну інформацію про особу, що є суттєвим чинником для створення педагогічного іміджу. Проаналізовано особливості та складові іміджу, вивчено фактори й закономірності формування іміджу як презентації викладача вищої школи.

Ключові слова: імідж; педагогічний імідж; професійний імідж; презентація викладача закладу вищої освіти; професійні компетенції педагога.

IMAGE AS A PRESENTATION OF A UNIVERSITY TEACHER

The article studies the problem of the image as a presentation of university teacher. The categorical apparatus of the research and scientific works, where the problem of the teacher's image is discussed, are analyzed. The role of personal qualities in forming the professional image is determined. Emphasis is placed on the requirements for educators put forward by the modern society. The importance of creating an image, constantly improving oneself in order to meet the requirements of the society is substantiated. Emphasis is placed on the emergence of such new scientific trends as the professional imageology, pedagogical imageology, etc., which study the problem of a professional's image, which makes it possible to study the main aspects of this problem, reflected in scientific works. The article states that the image and self-presentation of a teacher play an important role not only in the

professional activity and the formation of professional culture, but also in achieving success in the professional career. The elements of formation of the teacher's pedagogical image as the main criterion of professional success in teaching are characterized. It is emphasized that the perception of the teacher's image has changed over the last decades, and what was previously considered inadmissible is commonplace now. Therefore, both the personal image and pedagogical image and requirements for them have changed significantly. It is accentuated that the image of the whole higher education institution will depend on the level of professional image of teachers – professional competence, scientific innovations knowledge, the newest methods, information and communication technologies, elements of external and internal techniques. The importance of the psychology of clothing, which considers the appearance as multidimensional information about the person, is a significant factor for creating pedagogical image. The peculiarities and components of the image are analyzed, the factors and regularities of the image formation as a presentation of the university teacher are studied.

Key words: *image; pedagogical image; professional image; professional competences of teacher.*

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Introduction

The ongoing educational reform in Ukraine requires high-level professional competence from university professors. In accordance with the requirements of the state and society, most higher education institutions are reorienting their activities. The competitiveness of the institution, its presentation and the main concept of the development depends on the pedagogical image of the teaching staff. Every institution of higher education forms its own image, one of the most important factors being the level of specialists professionalism. That is why the problem of creating image as a way of university teacher presentation becomes an urgent and important need. Special studies on the problem of the image of the teacher began to appear only in the XX century. Only when the society realized the importance of the teacher's profession, much attention began to be paid to the image of the teacher, his professional competence and personal qualities.

The tempo of the modern life, where the vast majority of things are produced for mass consumption to certain patterns in accordance with the standards, the issue of individuality and uniqueness for the person trying to form a personality, acquire of particular importance. Therefore, an important and pressing issue today is the individual style, which is directly related to the issues of the stylistic characteristic

of the teacher as a person, that is, his image, his self-presentation. Only a skillful combination of a high-level scientific, professional, specialized knowledge with a visually created image will be able to form a positive professional image as a presentation of a university teacher.

An analysis of recent research. Today, the professional pedagogical image, which is the most important component of professional competence, is becoming a major problem of scientific study. Much attention is paid to the study of the categorical apparatus of the research. In particular, the scholars I. Bilous (2016), N. Tarasenko, V. Cherepanov, and other researchers developed the key terms related to the notion of “image”. In addition, thanks to thorough research, scholars have succeeded in identifying such a new branch of pedagogical science as pedagogical imageology. New scientific trends have emerged, such as the professional imageology, pedagogical imageology, and others that study the problem of the professional image. It gives an opportunity to study the main aspects of the problem, which were presented in the works of O. Horovenko (2013), G. Pocheptsov, V. Shepel (1997) and others. The problem of creating the professional image of a university teacher is analyzed by such well-known scholars as N. Butenko, T. Demchuk, O. Karpenko (2017), O. Torubara (2017) and others. Such scholars as I. Aliohina, V. Bebik study the problem of creation of pedagogical image and peculiarities of its effective self-presentation. Ukrainian (R. Kravets (2019), M. Mazorenko (2011)) and foreign scholars (P. Bird, L. Brown) are studying the conceptual foundations and practical techniques of imageology. Such philosophers and psychologists as A. Furnham, G. Hyde and G. Tritskey (2013) are engaged in the scientific research of the problem of image in the context of the socio-philosophical study. For a long time, the European scholars T. Greenberg, S. Lauren, E. Sampson, M. Spillane and others have outlined the importance of image creating in professional activity of specialist.

The purpose of the article is to reveal the importance of image as a presentation of a university teacher in the development of his professional career. The objectives of the article are to define the basic concepts of the problem: “image”, “professional image”, “pedagogical image”, “visual image”; to characterize the main components of pedagogical image; to reveal the role of the visual image in professional activity of the teacher.

A theoretical analysis of the basic concepts “image” and “pedagogical image”

An analysis of scientific psychological and pedagogical sources on imageology shows that there are different approaches to the definition of the concept “image”. Thus, the modern researcher of problems of imageology V. Shepel understands the concept of “image” as an individual appearance or aura created by media, social group or personal efforts in order to attract attention, focusing on the visual attractiveness of the personality (Shepel, 1997, p. 8). According to another scholar O. Hreylikh, the image is an emotionally colored stereotype of the perception of teacher’s image in the minds of students, colleagues, social environment, in the mass consciousness (Hreylikh, 2010, p. 294–299). The scholars N. Butenko, N. Huziy, T. Demchuk, Y. Dziadevych, I. Ziaziun, L. Kaidalova, A. Kaliuzhny, Z. Kurland,

L. Mitina, O. Penkova, I. Tabachek, L. Horuzha and others, while researching the concept of “image” within pedagogy, define the image as a multicomponent emotional style, which determines the conformity role of the personality to the standards and requirements of his profession in the eyes of his colleagues, subordinates, and the society; as a combination of external and internal components of the personality, an emotionally colored stereotype of perception of the subject’s image in the consciousness of a certain group, as well as in the mass consciousness (Kravets, 2019, p. 53).

Today, the image of the teacher is considered as a factor of success in professional activity. Therefore, image formation technologies, in particular the image of a specialist, are beginning to develop. After all, the professional image and self-presentation of specialists play an important role not only in the professional activity, in the formation of professional culture, but also help to succeed in professional life. The understanding of the pedagogical image as a university teacher’s presentation will allow him to perform relevant activities in the areas of his own professional competence. After all, the high result of educational activity is largely provided by the professionalism of the teacher – his high professional competence, high mastery of professional abilities and skills. The problem of a person’s professional development is related to how he/she will master his/her activity at different stages of the career path. The formation of a person’s own style of behavior and a certain image, which scholars understand as not only the perceived appearance, but also as the image of thinking, actions and activities of man will depend on it (Torubara, 2017, p. 406).

In imageology, an image of a person, determined by the professional characteristics, is defined as a **professional image**. Thus, according to the scholars Y. Paleha, D. Vergun, I. Muratov and others the professional image is considered as a set of professional, moral, aesthetic and ethical norms, produced by the society and the attitude of the subject to his professional responsibilities. By definition of S. Bolsun, professional image is a synthesis of professional qualities and competences, personal qualities and appearance of a personality (Bolsun, 2009, p. 51). In scientific research, the main components of a professional’s image include external components of the image, professional orientation, professional competence, professionally important psychophysiological features and professionally important personality characteristics (Mazorenko, 2011, p. 179). As we can see, the concept of the professional image has a sufficient number of interconnected components, a skillful combination of which will depend on each person individually, which will further create his image, his presentation.

In our opinion, the further success and career of a specialist depends on his professional image, an important element of which is the professional competence. In fact, the need, as a motivation for successful activity, is today one of the most important in professional activity. A specialist, who has a high level of understanding of the profession specifics, is able to create a professional image, can build a successful career. Therefore, it is important that the main principles of the professional image are the personal and professional qualities, their realization and success in pedagogical activity of the university teacher will depend on their successful

combination. As we consider the problem of image in pedagogical aspect, it should be noted that in numerous studies, the concept of “image” is considered in terms of pedagogical interpretation. It is realized in the understanding of a conscious interpretation of the essence of a certain pedagogical quality, which the teacher wants to present as the basis of his professional personality (Kovalova, 2006, pp. 84–86).

Modern approaches to creating an image as a presentation of university teacher

One of the topical problems of the pedagogical science and practice is defining the modern approaches to image creation as a presentation of a university teacher. It makes the teacher select his own style of work and master technologies of effective self-presentation (Kononenko, 2003, p. 25). In pedagogical imageology, the verbal and non-verbal means of communication are important components of the pedagogical image. However, it should be emphasized, that the modern teacher’s appearance also plays an important role in professional activity. Moreover, another component of teacher’s image is his inner conformance with the image of the profession – the inner “I”. The internal component of the image determines the state of the person, which influences his appearance, determining his mimic and behavioral reactions. As we can see, the image of the teacher is an integral characteristic that combines a set of external, internal, personal and professional qualities that ensures the effectiveness of his pedagogical activity.

The pedagogical image should be formed taking into account the specific nature of the activity, because every teacher is a live presentation of any educational institution. Because of his image, other people get an idea and impression of the state of education in general. In order to work with the audience, one must not only be able to submit the educational material correctly, logically, meaningfully and interestingly, but also possess the elements of external and internal self-control techniques. In our opinion, it creates a positive pedagogical image of a teacher of higher education institution. The psychological and pedagogical science defines the requirements for psychological and pedagogical activity, with which the professional qualities of the teacher must comply. They are: respect of the student’s personality; constant self-development and self-improvement; transfer of knowledge in such way, that student wants and can perceive it, is ready to use it in different situations. V. Tymoshenko (2016, p. 200) states that the teacher is obliged to be a personality, because only a personality educates a personality, only a character forms a character.

In the studies of the above problem, the formation of pedagogical image is a system of social behavior formation by means of mental stereotypes and symbols. Thus, according to the famous scholar N. Huziy (2015), the aesthetic qualities of the teacher’s personality can be considered a system-forming factor, as well as one of the rules of forming the pedagogical image. The aesthetic potential of pedagogical culture allows the teacher to avoid unitarity in solving the professional problems, helps to solve them according to the laws of beauty and perfection. The aesthetic culture harmonizes the pedagogical intelligence, emotional, volitional and motivational spheres of the teacher’s professional self-consciousness. The aesthetic

development of the teacher stimulates the work of pedagogical imagination and fantasy, enriches the imagery and associativeness of the professional thinking, refines the culture of feelings, emotional expressiveness of the professional behavior and appearance, cultivates perseverance, patience and ability to control himself (Smirnova, 2001, p. 245). The idea of the unity of beauty, truth and the good, is of particular interest in understanding the systemic role of aesthetic component in professional culture of the teacher which creates inexhaustible heuristic, searchable forms of pedagogical activity. The feeling and understanding of beauty by the teacher increases the ability for cooperation, for spiritual and intellectual richness of pedagogical activity (Smirnova, 2001, p. 245).

It is important that the external image complies with the public interest, since the image of the teacher is an important factor in the success of his professional activity. Therefore, a university teacher should clearly obtain self-presentation technology as a key to further collaboration with the student audience. In modern educational establishments, where students with different levels of sense of taste, culture, education, and upbringing are studying, it will depend on the university teacher whether he will be able to create the desired professional image as a presentation. In imageology, the image created by its appearance, clothing, color, is defined as a **visual image**. Clothing psychology views the appearance as multidimensional information about the individual. From the scholars' point of view, when forming the first impression of a person, clothing is the most important component, because it can be perceived by other people as attractive or unattractive. Therefore, well-selected clothing will not only make a favorable impression, but also emphasize the professional and personal qualities.

The modern education is developing quite rapidly. The perception of the teacher's image has also changed over the last decades. What used to be unacceptable before (cosmetics, clothing, hairstyles) is commonplace now. Therefore, both the personal image and pedagogical image and requirements for them have changed significantly. However, the only thing that is unchanged is the sense of culture and aesthetics, which is the key to creating a positive image of the university teacher. Self-restraint, sense of proportion, taste and aesthetics can add perfection to the image of the teacher, to his appearance and can demonstrate his authority. Failure in following these basic rules will result in the fact, that the students will not accept the teacher. In order to meet the requirements of the society and the teaching profession, the teacher must constantly improve himself, that is, create an image that must be holistic in nature, where some elements should not contradict others. Therefore, along with a high level of scientific teaching, speech, knowledge of the psycho-pedagogical disciplines, methods, information and communication technologies, the appearance and cultural level are the most important elements in creating the pedagogical image in the modern labor market.

The research has proved that the student audience seems to “scan” the teacher for the first few seconds and only then begins to perceive the information he gives. The vast majority of listeners continue to perceive the information only because

their imagination has been attracted to certain elements. Teachers, naturally, may have different attitude to these situations and may even dismiss them. However, it should be noted that if the teacher does not pay sufficient attention to the pedagogical image, others will do it for him, but then the image can become either positive or negative. Therefore, nowadays, on the one hand, you can succeed in creating a professional image if you meet the expectations of others in the profession, and on the other, success is possible if you rely on your own individual style of activity taking into account personal traits.

Conclusions

Therefore, based on the research in the field of imageology, it can be stated that the basis of forming the image of the teacher is motivation, that acts as a vector of image activity. The aesthetic and personal qualities of the teacher are the main levers of creating the pedagogical image, that form a moral core in the professional culture, with the unity of such qualities as beauty, goodness, truth which contribute to the search for different forms of creativity, richness of the teacher's activity is present. The pedagogical image cannot be defined once and for all times, it must be created, and its creation is based on painstaking work on oneself. It begins with a motive, continues with the search and use of knowledge, activity and correction of one's image, evaluation of the work results. A scientific analysis of the problem of image creation as a presentation of a university teacher gives the opportunity to state that pedagogical image is an image of a teacher, which he creates in accordance with his understanding of the ideal style of professional activity, appearance and manner of communication, which influences on the formation of his pedagogical culture. Image is the result of purposeful and long-lasting work of the university teacher at himself in order to create professional presentation. The problem covered does not observe all aspects of the problem. Further studies require the development of modern technologies to create a visual image and professional image as a self-presentation of a teacher of higher education institutions.

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**PECULIARITIES OF THE TUTORING
AND MENTORING REALIZATION AT HIGHER EDUCATIONAL
ESTABLISHMENTS OF SWITZERLAND**

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**ОСОБЛИВОСТІ РЕАЛІЗАЦІЇ ТЬЮТОРСТВА ТА МЕНТОРСТВА
У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ ШВЕЙЦАРІЇ**

Стаття надає нам інформацію про швейцарську вищу освіту, а також особливості функціонування тьюторства та менторства. Представлено порівняльний аналіз різних ЗВО. Дослідження містить детальну інформацію про допомогу студентів, вплив на їхній майбутній успіх та працевлаштування. Зазначається, що розвиток політики інтернаціоналізації, підвищення академічної мобільності, необхідність забезпечення якості вимагають швидкої реакції сектора вищої освіти для подолання викликів у вищій освіті. У статті також міститься інформація про інноваційний потенціал швейцарських університетів. Обговорюються етапи розвитку електронного навчання у Швейцарії, які плывають на надання послуг з вищої освіти. Згадується проект GARCIA “Гендерність в університеті та дослідженні: боротьба з кар’єрними нестабільностями та асиметріями”, де були побудовані ключові ідеї, а також уза-

гальнена модель гендерних менторських програм за різними інституційними кейсами в шести європейських країнах (Італії, Словенії, Швейцарії, Бельгії, Ісландії та Нідерландах). У статті також представлені досвід Швейцарського університету Франкліна, Женевського університету, Університету Санкт-Галлена, Університету Лозанни, Невшательського Університету та Цюрихського університету.

У статті детально описано структуру системи функціонування тьюторів та менторів у Швейцарському університеті Франкліна, де студенти можуть розробляти власний академічний план роботи з академічним наставником, а також планувати кар'єрні перспективи. Зазначається, що в Центрі письма та навчання працюють різні типи тьюторів і менторів. Це – мовні тьютори, академічні ментори та тьютори для міжнародних студентів. Представлений приклад Швейцарського університету Франкліна відображає спектр студентського наставництва у ЗВО Швейцарії.

Ключові слова: тьюторство; менторство; заклади вищої освіти; інтернаціоналізація; студентоцентроване навчання.

PECULIARITIES OF THE TUTORING AND MENTORING REALIZATION AT HIGHER EDUCATIONAL ESTABLISHMENTS OF SWITZERLAND

The article provides information on Swiss higher education as well as the peculiarities of tutoring and mentoring. A comparative analysis of different universities is provided. The paper includes details of assistance to students, its influence on their future success and employment. It is mentioned that the development of internationalization policy, the increase of academic mobility, the need for quality assurance require a prompt reaction of the higher education sector in order to meet the challenges in higher education. The article also includes the information on the innovative potential of the Swiss universities. The development stages of e-learning in Switzerland which influence the higher education services are discussed. The case of GARCIA “Gendering the Academy and Research: combating Career Instabilities and Asymmetries” project is mentioned, where the key ideas were defined, as well as definitions and a model of gender sensitive mentoring programs is generalized based on the different institutional case-studies across six European countries (Italy, Slovenia, Switzerland, Belgium, Iceland and The Netherlands). The article also presents the cases of Franklin University Switzerland, the University of Geneva, the University of St. Gallen, the University of Lausanne, Université de Neuchâtel and the University of Zurich.

The article outlines in detail the well structured system of tutoring and mentoring at Franklin University Switzerland where students may design their own academic plan together with an academic advisor as well as plan the career they want to pursue. It is demonstrated that different types of tutors and mentors work at the Writing and Learning Center. These are language tutors, academic mentors and international student mentors. The provided in the article example of Franklin University Switzerland shows us the spectrum of students assistance at the Swiss universities.

Key words: tutoring, mentoring; Higher Educational Establishments; internationalization; student-centered learning.

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Introduction

The changes in modern higher education sector in Europe are caused by the internationalization policy, the academic mobility increase, the need for quality assurance etc. Therefore, the universities should promptly react in order to meet the challenges in the higher education area. A successfully implemented system of tutoring and mentoring in many European countries proved itself as an efficient instrument in creating a friendly environment for students and teaching staff. The experience of famous Swiss universities may be applied at other European universities as it is supported by fruitful results of the tutoring and mentoring system.

Tutoring and mentoring is mostly researched by foreign scholars and the number of written research papers largely depends on the country and the intensity of the tutoring and mentoring implementation. With the growth of tutoring and mentoring implementation at the European universities, the study of these issues also increases. Foreign scholars study theoretical foundations of tutoring and mentoring, socio-economic aspects of tutoring and mentoring in the higher education, the development of a modern university by means of tutoring and mentoring, tutoring and its impact on students' progress, forms and methods of tutoring, specifics of subject tutoring, tutoring projects, programs, online platforms for the implementation of tutoring and mentoring, training of tutors and evaluation of their knowledge and skills etc.

While comparing different European countries, we may say that mostly tutoring and mentoring is researched by the British and German scholars as there is a structured system and monitoring of its quality. Concerning the Swiss experience, there is no scientific approach to the study of tutoring and mentoring. Therefore, the practical cases of universities have been taken into consideration (Franklin University Switzerland, Université de Neuchâtel, University of Geneva, University of St. Gallen). In addition to the individual university studies there is a general outline of the higher education issues described in reports of the State Secretariat for Education and Research (SER) and Federal Office for Professional Education and Technology (OPET) as well as the State Secretariat for Education, Research and Innovation (SERI) ("[Higher Education](#)", 2018). In terms of mentoring, the research is provided on gender mentoring issues and the importance of additional assistance to women when talking about different religious aspects, study of engineering subjects etc. ([Adam, Vincke, & Dubois-Shai, 2016](#)). Foreign researchers also study the quality assurance issues and the quality requirements ([Weder, 2007](#)). The academic mobility directly influences the changes in higher education, therefore the Swiss case is studied as well ([Oggenfuss & Wolter, 2018](#)).

The scientific findings of the Ukrainian researchers of the Swiss education should be also taken into consideration. The Ukrainian scholars studied the system of education in Switzerland (Dushenok, 2015), the influence of ICT on the quality of the higher education (Radchenko, 2016), the peculiarities of e-learning (Sekret, 2009), the technology of innovative educational environment (Bobrytska, 2014). The findings of both Ukrainian and foreign scholars contribute to understanding of the functioning of the Swiss higher education system as well as the peculiarities of tutoring and mentoring implementation.

The purpose of the article is to analyse the tutoring and mentoring functioning at the Swiss universities.

Presentation of the main research material. The Swiss universities are popular in terms of their innovative environment and openness in implementing new ideas in their everyday activity. “Switzerland is actively adapting its education system to meet the current challenges of globalization and is focused on building capacity in shaping the innovative educational environment at its universities” (Bobrytska, 2014, p. 9). The system of higher education originates from the University of Basel (founded in 1460).

Nowadays, the Swiss higher education landscape (tertiary level) is comprised of a comprehensive and diverse range of high-quality federal institutes of technology, cantonal universities (both are traditional institutions), universities of teacher education and universities of applied sciences. The traditional institutions focus on fundamental research, while the others are based on applied research (Dushenok, 2015). Speaking about the types of the Swiss universities, we should mention that there are two types of universities in Switzerland: the traditional universities (including district universities and federal institutes of technologies), at which education is based on fundamental research and the universities of applied sciences, at which education is based on applied research. The former are governed by the Federal department of home affairs (FDHA), and latter by the federal department of finances (FDF) (Bobrytska, 2014).

Switzerland is the leader in the Global Innovation Index (GII). For example, the theme of GII 2014 was “Human Factor in the Innovation Area”, where the results of the research into the role of individuals and groups in the innovation process were presented. A statistical definition of this effect is quite a challenge. However, GII 2014 highlights different requirements to human capital for the sake of innovations stimulation, including the need to develop the necessary skills of the specialist in particular, and the quality of higher education in general, the development of the talent and mobility of highly educated professionals in knowledge-intensive activities. Universities have been improving for many years their computer technology platform as an integral part of their innovative environment (Bobrytska, 2014).

Using IT technologies and the e-learning opportunities also led to the improvement of educational services and satisfied the needs of students and the teaching staff. In 1987, all universities were connected to the high-speed SWITCH network.

The activities of federal polytechnic schools and some universities led to the emergence of a number of projects within and between universities. An important tendency of e-learning development in Switzerland is the distance education, one of the newest and most promising forms of which is the Massive Open Online Courses (MOOC). For the purpose of MOOC technologies and methods development, the Federal Polytechnic School of Lausanne opened the EPFL Center for Digital Education in 2013, the main mission of which is to create online courses for Lausanne FPFL and its partners, management of educational programs based on online courses, and conducting scientific research using digital technologies in education and professional training (Radchenko, 2016).

Several periods define the peculiarities of e-learning at Swiss universities. “There are the following stages of e-learning development in Switzerland: 1) first attempts at electronic study and organization of competent centers at universities without the participation of the Confederation; 2) appearance of competent e-learning centers at the same time, but regardless of the Impulse Program of the Swiss Federal Virtual Campus Funding Program (SVC); 3) organization of e-learning competencies centers under the influence or the pressure of the Swiss Federal Virtual Campus Funding Program (SVC); creation of competent e-learning centers as a prerequisite for universities to participate in the programme of Consolidation from the SVC program” (Sekret, 2009, p. 210).

The innovation policy and e-learning practices at the Swiss universities created the need for the additional assistance for students in order to meet the challenges caused by the increased demands to the universities rating, competition among different universities, providing the comfortable conditions for students and their preparation for future employment. At Franklin University Switzerland which provides a large set of specialities from political sciences to international economics, banking, finance and management, students may design their own academic plan together with an academic advisor as well as plan the career they want to pursue. Besides, there are different types of tutors and mentors to support them in the education process who work at the Writing and Learning Center. These are language tutors, academic mentors and international student mentors. The tutors at the Writing and Learning Center provide one-to-one tutoring assistance to students in order to help them understand and meet academic expectations. The tutors work in a team to foster an environment that enhances the academic progress.

The Language Tutors work to provide supplementary language-learning assistance to incoming students enrolled in French, German, or Italian classes. Their duties also include watching movies, reviewing homework, going on excursions downtown for real-life practice, and answering students’ questions. The Academic Mentors assists a professor in teaching the First Year Seminar (FYS). They offer support for incoming students to help them adapt to the college-level academic work. Their duties are as follows: “helping the professor get ready for the semester, assisting students in choosing their courses, offering office hours to answer student questions, facilitating discussions between students and the professor, and clari-

fyng assignments for incoming students” (“[Tutors and Mentors](#)”, 2019). Academic mentors must attend summer training and work during the fall semester. At the end of the semester, they must complete a final report on their work. The International Student Mentors work with professors in the English for Academic Purposes (EAP) Program and in the Academic Year at Franklin Program. Their primary task is to assist students in the completion of academic assignments and in learning academic skills necessary to succeed at a US-style university (“[Tutors and Mentors](#)”, 2019).

Nowadays, the universities in Switzerland pay more attention to the preparation of tutors to the tutoring activity. For example, at the University of Geneva at the Faculty of Medicine there are workshops for tutors in the Bachelor and Master programs. The training period consists of three phases. Phase A consists of two sessions: one session common to all tutors in the Bachelor and the Master program and one which addresses tutors of the two programs separately. It includes introduction to the role of the tutor and familiarizing the participants with overall curriculum content and design and the curriculum organization and management infrastructures of the faculty, the role of the tutor etc. Phase B consists of observation and participation in a tutorial session with an experienced tutor. Phase C includes debriefing with reports. A round table discussion and debriefing of participants’ experiences as well as observations are gathered during phase B. Tutors are taught how they evaluate students work and how they are evaluated by students (“[Small group teaching](#)”, 2019).

An interesting approach has been applied at the University of St. Gallen. The project initiated by Prof. Enrico De Giorgi was launched to develop an e-learning platform for mathematics to be used by assessment students and prospective master students as an auxiliary learning instrument. The goals of this new learning instrument are: to give access to learning opportunities in a flexible way; to support the learning process through constant feedback; to detect students’ individual strengths and weaknesses; to generate learning content which best addresses students’ specific needs; to provide an auxiliary link between theory and corresponding exercises; to facilitate and improve the interaction between students and between students and lecturers (“[Intelligent tutoring system](#)”, 2019).

As the University experience shows the students especially needed additional assistance during the first year of mathematics study at economics, business, law specialities. Other universities initiatives include the freshmen interculturality week for the first-semester students. The aim of this week is to make students sensitive to other cultures and promote openness and tolerance. There is also a tradition of information day conducting at the Department of Law. School leavers from Switzerland and from other countries can learn about the peculiarities of study at this department. The participants are informed about the law courses at the University, discuss details with the students and obtain an insight into everyday life. It is also typical when prospective students work in small groups with a tutor in order to discuss the facts of the case and work out the relevant legal issues (“[Intelligent tutoring system](#)”, 2019).

Concerning the details of the Freshers' Week organization, it is worth mentioning that there are 60 groups which consist of approximately 25 students who work with two tutors – senior students. The programme of the week is very informative. Two modules which are called “InfoTools” introduce the students to the IT systems, they receive access and passwords to necessary documents and data. During the week there is a documentation team which consists of new students, tutors and experienced professionals. This team focuses on different types of coverage and captures the week on film, features on the radio or in print, as well as digitally. The new students have the opportunity to participate in any of the three media teams and gain an insight into journalism and journalistic work methods under the guidance of the documentation tutors and media experts (“[Intelligent tutoring system](#)”, 2019).

As we may see, there is a need for tutors in the specific area and each case is justified and organized on a professional level. Mainly, introduction or freshers' weeks are needed for new students including international ones in order to make them aware of the university structure, its possibilities and give an insight into the education process in general. One more interesting Swiss example is that of the Université de Neuchâtel. There is the two-year Swiss Graduate Programme in Anthropology which is designed to provide specialized training and tutoring, writing and presentation workshops, peer contact and support. The working languages are English, French and German; special attention is paid to training students in presentation and academic language skills in English (“[Université de Neuchâtel](#)”, 2019). One of the issues which require the students' additional assistance is the situation with further career. Tutors or mentors often consult the students on the possibilities they have after graduation. The graduates are attracted to the regions that offer more job opportunities and higher wages. Therefore, high regional unemployment rates can be a factor that makes graduates leave a place of study. High average unemployment rates are not a very good predictor of graduate mobility, as the university graduates tend to find jobs more easily also in places with high levels of unemployment. Economic factors should be taken into consideration as well ([Oggenfuss & Wolter, 2018](#)).

The University of Lausanne case should be taken into consideration as a model for mentoring. The following two different types of mentors are very important: 1) the mentors who directly support the mentees' career progression (within or outside academia). This kind of mentor is supportive by providing relevant information on the availability of positions. Mentors play a role in circulating information about job vacancies and in motivating their mentees to apply for positions within their department/institution or in other universities. In certain cases, they may even have an influence on the creation of new positions for which the mentee would be a suitable candidate. This kind of mentor can also be helpful in adapting working conditions to suit the parallel commitments of the interviewees; 2) the mentors who motivate the interviewees to be independent and autonomous. This kind of mentor shows respect for the research of the mentee and helps the mentee to define his/her own academic identity as a basis for his/her future academic career. It is worth mentioning that the necessary information was collected as part of the

GARCIA “Gendering the Academy and Research: combating Career Instabilities and Asymmetries” project, where the key ideas were defined, definitions and generalized model of gender sensitive mentoring programs upon the different institutional case-studies across six European countries (Italy, Slovenia, Switzerland, Belgium, Iceland and The Netherlands), were provided (Adam, Vincke, & Dubois-Shai, 2016).

The increase of internationalization policies at universities, the academic mobility realization, the implementation of the Bologna principles in the system of the higher education caused the changes concerning the additional assistance for students in order to provide student-centered educational environment (Kleiber & Renold, 2006). Therefore, tutors and mentors took the role of senior advisors for younger students which led to their successful results during and after universities graduation. One of the successful universities example is the University of Zurich (UZH) “with over 25.000 students, covering more than 100 subject areas. The university places great emphasis on developing junior academics as well as on fostering an interdisciplinary and international approach. The University of Zurich has academic exchange programmes with more than 500 institutions in Switzerland and abroad. Student-centered approach and assistance for students made it a comfortable for international students and researchers and as a result it is ranked among the world’s top universities. Numerous distinctions – including twelve Nobel Prizes – made it famous in the fields of medicine, immunology, neuroscience, life sciences, social sciences, and business and economics” (“Higher Education”, 2018, p. 48). For Swiss universities it is very important to deliver qualities not only talk about its existence. Students’ surveys are taken into consideration including new standardised survey on the quality of courses and teaching performances of academics (Weder, 2007).

Conclusions

The example of Swiss universities shows us that the well-structured system of higher education resulted in Nobel Prize winners and one of the best universities of the world. The Swiss universities implement the student-centered education process using the assistance of tutors and mentors. Tutors and mentors help with subject learning, gender equality, foreign students and first-semester students with the help of introductory courses. However, there is no unified system or network which coordinates tutoring and mentoring activity. Therefore, it is difficult to analyze tutoring and mentoring on the national level as well as to define all the advantages and disadvantages of the assistance to students. As a result, the examples of different universities let us conclude that tutoring and mentoring at the Swiss universities positively influence the students’ progress, quality assurance, academic mobility increase and future employment.

Nowadays, the Ukrainian universities try to implement some forms of assistance to students in order to enhance the students’ progress and their comfort. Thus, there are curators of groups who help students with their subjects in the form of recommendations, provide consultations etc. At some universities representatives of international relations offices provide mentorship for foreign students, making them aware of the university structure and the peculiarities of the educational

process. Unfortunately, there is no structured system of tutoring and mentoring at the Ukrainian universities. Therefore, the experience of the Swiss universities may be taken into consideration while developing the tutoring and mentoring system for the Ukrainian universities.

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