

*consider the imperfections which have to be removed at the current stage of intensive pedagogical innovations.*

**Key words:** *Lypetsk experience, history of pedagogics, innovation, innovation movement, pedagogical innovations, innovation introduction, lesson.*

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**Катерина Кучина**

Мелітопольський державний педагогічний  
університет імені Богдана Хмельницького

ORCID ID 0000-0002-7945-2602

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## **КОНЦЕПТУАЛІЗАЦІЯ ІДЕЙ ВИХОВАННЯ МОРАЛЬНОЇ ОСОБИСТОСТІ В АСПЕКТІ МОДЕРНІЗАЦІЇ НАЦІОНАЛЬНОЇ СИСТЕМИ ОСВІТИ УКРАЇНИ КІНЦЯ ХХ – ПОЧАТКУ ХХІ СТОЛІТТЯ**

*Метою статті є здійснення теоретичного аналізу ідей виховання моральної особистості кінця ХХ – початку ХХІ століття. Методи дослідження – аналіз, синтез, систематизація та опис процесу розвитку ідеї морального виховання крізь призму освітніх парадигм. Результати дослідження полягають у виокремленні перспективних педагогічних ідей виховання моральної особистості для впровадження у вітчизняний освітній простір з урахуванням нового контексту й нових умов. Практичне значення результатів полягає в інтегруванні перспективних освітніх ідей для сучасної педагогіки. Перспективами наукових розвідок є з'ясування шляхів упровадження вітчизняних перспективних педагогічних ідей виховання моральної особистості.*

**Ключові слова:** *модернізація, реформація, концепції, моральне виховання, радянська школа, комуністична мораль, національне виховання, гуманістичне виховання, комунарське і комуністичне виховання.*

**Introduction.** In the beginning of the new century in the realia of transitional society, which are characterized by complicated, contradictory and even opposed tendencies, Ukrainian education experiences the period of formation and national consolidation of civilized values, modernization and post-modernization structuring. The significant factor of cultural progress in the sphere of education, guarantee of further improvement of education, is pedagogical heritage and cultural potential of nation.

Social-economic changes in society, strengthening of statehood of Ukraine, is entering to global community is impossible without modernization of national system of education. Despite enormous number of scientific publications on the topical issues of education, directions of education modernization require further analysis. The majority of educational problems that should be solved in our country have at the same time global character. Naturally that UNESCO announced XXI century a century of education, because it suggests crisis in education in the whole world and necessity of finding the way out of it.

Spheres of education and science are producers of new ideas; they propose new directions of further development of society. Polysemy of interpretations of the notions and ideas that concern development of

education show the position of different social groups that are interested in realization in practice of certain views on education. «Every social group, – emphasize American philosophers E. Harnett and M. Naish, – by their theorists proposes and demands to build its concept of education, in which reflects its understanding of good and evil, justice, freedom, modern social processes and moral and valuable citizen as a main aim of education» [4].

**Analysis of relevant research.** Questions of modernization of Ukrainian system of education attract attention of many national researchers: V. Andrushchenko, S. Dovhyi, H. Kalinicheva, L. Kramarenko, V. Kremen, V. Lytvyn, V. Luhovyi, V. Molodychenko, L. Novikova, V. Shynkaruk. Specialists use the notions “reformation” that means change of something with the help of reforms, transformation, reformation, and “modernization” that means change, improvement according to modern demands. Researcers propose the following main vectors of modernization of the system of education of Ukraine: change in the system of legislative and legal regulation of the system of education according to the demands of standards and certificating, implementation into the educational process the latest achievements of education and science, national system of qualifications and its correspondence with qualifications of European ones. One of the conditions of modernization is taking into account positive achievements of national experience. In the document “The main directions of scientific researchers from pedagogy and psychology of Ukraine” (1993) it is noted: “comprehension of progressive ideas of the past from the point of view of the present time is a necessary premise of detailed understanding by researches of new problems that appeared in front of pedagogical science and practice in connection with formation of a national system of education» [8, 5–34].

**The aim of the article** is theoretical analysis of conceptual ideas of the moral personality upbringing at the end of the XX – the beginning of the XXI century.

**Results.** In pedagogical science the notion “concept” is interpreted ambiguously. Generally recognized are the following definitions: concept is a system of views, ideas, principles that direct a pedagogical process towards achievement of certain global aims on the conceptual basis. Under pedagogical concept we understand a combination of general statements or system of views on understanding of the essence, content, methods and organization of educational process and also peculiarities of educational activity of subjects during its realization. S. Honcharenko in Ukrainian pedagogical dictionary points out that concept (from Latin Conceptio) means unity or system that is why the author interprets the pedagogical concept as a “system of views on this or that pedagogical phenomena, process, way of understanding, interpretation of same pedagogical phenomena, event; leading idea of pedagogical theory” [5].

The most famous in pedagogy are didactic concepts. First the most wide known was created more than 400 years ago by J. Komenskyi. In traditional system the main role plays teaching (activity of a teacher), in pedacentric – learning (activity of a pupil); modern didactic system consists of interconnected activity of a teacher and a student. According to Ukrainian researches a great amount of pedagogical theories, systems, concepts, each of which has its advantages, requires understanding of new constructions that should be modernized.

In the frames of our research valuable are the studies of conceptual questions of education in the Soviet Union of such famous theorists of didactics as Y. Babanskyi, M. Danylov, I. Lerner, V. Kraievskym, M. Skatkin, M. Sorokin; pedagogues and psychologists – O. Arseniev, B. Yesipov, L. Zankov; Ukrainian scientists – A. Aleksyuk, H. Kostyuk, V. Onyshchuk, V. Pomahaiba, I. Fedorenko, S. Chavdarov. From the early 60-ies began revival of the national pedagogical thought; traditional methods of education were criticized in journals, the ideas of education of a person, capable of creative activity, were highlighted. Intensification of pedagogical researches favored IV session of Council from coordination of scientific work in the sphere of pedagogical science (1971) that defined the main directions of scientific-pedagogical researches for the next 5 years.

In the middle of 60-s the problem pedagogical laboratories were created that gave preferences to didactic concept. According to works of H. Kostyuk, O. Leontiev, S. Rubinshtein, H. Shchukina, Ukrainian researches investigated cognitive activity as an aim of education, as a condition of effectiveness of educational process, as a technological tool. This work was continued by A. Zilbershtein, V. Lozova, I. Fedorenko in the 70–80-ies. The analysis of principle researches of the 60–70-ies of the XX century showed that didactic direction was the leading one, and it proves once more the priority of knowledge approaches.

Some time later the number of different notions in the titles of scientific researches increased. Works appeared that were dedicated to spiritual and creative development of pupils. It is very important that the titles pointed out a new situation in science: deviation from standard ways of solving educational tasks; spreading the idea of pedagogical collaboration, pedagogical creative work etc. Nevertheless the theory of education because of the tight connection with ideology was a more conservative and inertial branch comparing with other branches of pedagogy.

Before 80-ies on the stage of development of national methods the main tendency in target, content, procedural foundations of moral education was a social-oriented concept, that declared the idea of necessity of moral qualities upbringing, defined outer behavioral displays of the personality and didn't highlight inner architectonics of the task of moral education; very limited pointed out of system-structural bounds between the components of education; didn't provide with the possibilities for definition of criteria and levels of moral upbringing. Popular became the tendencies and directions of systemic approach

towards practical-oriented technologies, complex and optimization approaches, and concepts of social-pedagogical and educational systems.

Educational work was based on the concept of communist education that was based on the statements of the CPSU programme that was decreed on XXII congress of CPSU, in which for the first time in soviet history the necessity of communist moral of the universal content was declared. Political apparatus of CPSU through a system of education made an ideological influence on school, society: aim and context of education were formed according to the position of the state and industry but not a personality. Schools used mostly authoritarian methods and forms of education. Within class-party concept disseminated totalitarianism, so called “barrack-like education”, purposeful work on social selection with the aim of “growing” new kind of people – homo sovetikus, people without their own “I”, obedient doers, builders of communism [17].

Despite this, as emphasizes O. Sukhomlynska, in the middle of the 50-ies in school “began to sink unprogrammed values and guidelines that didn’t correspond to party, official ones but corresponded to the needs of a child and a teacher and pedagogical process in general”. It manifested itself in brightest way in 60-ies in activity of V. Sukhomlynskyi [12].

The main idea of the concept of education in soviet school was a statement that all mental qualities of the personality are gained that means that they were formed and developed during lifetime in a process of interaction of organism with environment. Soviet scientists relied on the Marxist statement about social nature of a human that didn’t connect with genetic programme, but they pointed out at the social heredity that was habitual only to people. These ideas united representatives of a socio-oriented concept of education. Utopianism and inefficiency of communist project of formation of a “new human” manifested itself in ignoring the genetic factors and a nature of a human, ideological and ultra-social trend and proclamation of managing of transformation, formation of the personality. Society didn’t share views about genetic determination of moral-ethical qualities of a human, proposed, for example, by V. Ephroimson [3].

The direction of researches was influenced by educational reforms of the 60–80-ies of the XX century that were extensive and caused percent-mania, formalities, decrease of the level of knowledge. Scientists didn’t create a general work about education of a moral personality in the context of programmes and concepts. More widespread were didactic researches.

So, in the second half of the XX century in soviet school formed and realized the concept of communist education that fully reflected the ideas of that time society; it was based on the theoretical works of creators (N. Krupska, A. Lunacharskyi, F. Dzerzhynskyi); announced authoritarianism, discipline, ideology (Marxist-leninist doctrine and principles of communist moral); proclaimed the task of education the communism builder, versatile harmonious

development; defined the priorities of social interests, rating of collective. The task of school and society was to develop a harmonious person of a new social type, loyal to CPSU that corresponded to the moral code of a builder of communism [17].

The following reforms after 80-s were directed to overcome drawbacks, refuse from “encyclopedic knowledge”, work out new programmes that focused on the development of thinking, abilities of a pupil. Soviet school couldn't solve these tasks because of the underestimation of past, rejection of world experience, ideology. The attempts to make a national system of education were considered as bourgeois-democratic, national-directed democratic projects of construction of school education were excluded from educational space; the positive pedagogical achievements of Ukrainian school of the 20-ies were graded; the educational contra-reform of the 30–50-ies was characterized as successful, its results were exaggerated, but some of them were real: increasing the number of schools, pupils, providing a basis for transition to the general 8 years system of education, etc. Rethinking the ideas of education of children and youth supposed glorifying the soviet system of education. The achievements of educational practice of schools in the context of glorification of CPSU were referred the following tendencies: centralization in management of the system of education, regulation of teachers' activity, unification, ideology, russification, sovietisation of educational process, formalization of the content of education, etc.

Due to researches of L. Borysova, I. Konnikova, F. Shapiro and other pedagogues appeared and spreaded concept of communard education [16] that from the activity, social-oriented, creative cooperation point of view announced the aim of education of a person, creator, humanist, member of collective that cared about others. Eventually theoretical approaches of I. Ivanov were supplemented with new elements, detailed and tested in the system of education. The main ideas of the concept are the following: variable-programmed approach towards work, dialectical unity of tasks of socialization, social autonomy, activity of the person combined with collectivism, social hardening.

The analysis of communard movement showed that its base was organization of life of children and youth that were united by romanticism, active work, group creative works. The elements of such cooperation are still positive, traditionally with some changes are used in children summer camps and centers, it should be mentioned, that they are very pointful during organization of summer rest.

It is interesting, that scientists before 90-ies intensified the research of problems of young people upbringing, it testified, perhaps, about searching new approaches. During this time the subject-master and context of research extended, the main tendencies became intensification of attention towards ecology, patriotic education. Happening decline of functional approach towards

education is very slow. Strengthening of new ideas even after significant social improvements was very slow, domination of communist concept of upbringing (ideological direction, believe in omnipotence of education, orientation at standard approaches, etc.), that for a long time didn't diverge to the past. One of the most important peculiarities of development of the ideas of education in the 90-ies was a proof of the system of national education.

Taking into consideration the fact that socio-oriented concept revealed social aspect and social mechanisms of moral relations and was restricted by formal-logical constructions about the unity of aim, content and processual basis without proof of integrity of educational process, during post-soviet period on the stage of reinterpretation of scientific approaches scientists focused on development of personal-oriented concepts of moral education.

Representatives of personal-oriented concepts – scientists V. Korotov, B. Lykhachov, L. Ruvinskyi, G. Shchedrovytskyi, A. Kochetov, I. Kharlamov accentuated their attention on the research of psychological structure of the personality that made it possible to define the content and mechanisms of formation of morality, revealing the sense of moral education as integrative process of formation of the qualities of the personality, taking into account that personality is not only a social but also a psychological creation, a system of qualities, an integral structure that actively interacts with society. Personal-oriented education has ancient history and a couple of other names: humanistic pedagogy, existentialism, neopragmatism, neoprogressivism, free education (USA, Europe, 70-ies), pedagogy of cooperation (SU, 80-ies).

Personal-oriented concept stipulates: complex influence on the spheres of personality; interaction and continuity in educational process and work; unity of target, content and procedural foundations of moral upbringing. According to this, both social and personal approaches are proved enough and contextually revealed more than half a century ago they are complementary. If social approach has opposition between declared principle of personal-oriented education and inability of its realization within stereotypes of activity concept, personal approach allows elaborating theoretical basis of the concept of personality-oriented education and solving its practical problems.

Among significant number of theoretical concepts of personal-oriented education we can distinguish the following:

– psychological-didactic concept of I. Yakymanska that considers the process of education as individually significant activity of a particular pupil, in which he realizes his subjective experience and outlines possibilities of occurrence and work of inner mechanisms of development that are created by a pupil in the process of learning and independent cognitive work (for example, the way of learning, way of self-realization) [15];

– systemic-role concept of N. Talanchuk, who points out that education should be systemic-role as every person objectively belongs to that social group,

where it lives and has some social role. Education must help to prepare a person to perform a social role: in family – son, daughter, mother, father; in collective – working, economic, organizing, pedagogical, communicative; in society – patriotic, political, legal; in world – intersocial, geosocial; in «I»-sphere – learning, self-education, creativity, needs and etc. [11];

– personality-oriented concept of education of I. Bondarevska provides in pre-school and junior age to ensure a child's health, develop his/her natural abilities, moral strength, aesthetic feelings, needs in activity, mastering elementary experience of communication with people, nature, art; in teenager age creates ground to begin a process of cultural self-identification; entering into the world of national culture, its understanding, agreement with culture, gaining the position of a cultural person; in senior school age updates the process of spiritual-moral atomization of the personality, physical and moral self-perfection, entering into social life, life self-determination, social-psychological adaptation [11];

– concept of the personality-oriented education of V. Sierykov, which is based on the theory of personality, which points out there that the nature of the personality is revealed in the ability to choose certain position, to control own behavior and activity and the basis is creation of conditions for valuable display and development of personal functions of subjects of educational process [10];

– concept of developmental education of V. Davydov and D. Elkonin that proved the importance of junior school age for the development of a child and exposed that traditional elementary education didn't provide valuable development of majority of junior pupils because it is directed at training and fastening mental functions which appeared and began to develop in pre-school age [2]. Authors pointed out that upbringing function rised from content, forms and methods of education, it was realized through communication of a teacher with a pupil, realization of upbringing function supposed the analysis and selection of educational material from the point of view of its educational potential. We think that these approaches underestimate education.

First fundamental experimental researches of the new system that were based on hypothesis of L. Vyhotskyi about the connection of processes of education and development began in the 60-ies. Scientists F. Bodanskyi and V. Riepkina in Kharkiv in the beginning of the 60-ies opened experimental class on developmental education and the work of inculcation into pedagogical practice of this kind of education was made on the basis of Ukrainian school [9].

The tendency of the 80-ies became a creative initiative of pedagogues, reformation of school "from below". This method was used by the following teachers: S. Amonashvili, V. Shatalov, I. Ilin, S. Lysenkova, M. Shchetynin, I. Volkov, T. Honcharova, P. Yerdniiev and others. They were united by the ideas of humanization of educational process that later were used in "pedagogy of cooperation". In the new concepts of the personality-oriented education the

attention is accentuated on humanistic direction of education, subjectiveness of the qualities of the personality, interconnection of interiorization and personalization, development of individual-personal abilities, skills.

We think that mentioned concepts were suitable in pedagogical reality, because for soviet times social-oriented concept was logical and appropriate as it revealed social mechanisms, influences, pedagogical forms and methods, and in post-soviet time it became possible to make structural-genetic connection between components of the process of moral education that unites need-motivation, intellectual-feeling and behavioral spheres of the personality.

The basis for all following approaches was the concept of humanistic education of V. Sukomlynskyi [13]. In conditions of soviet school the author investigated the spiritual world of the personality, his/her moral values. The humanistic views of the pedagogue were not apprehended by some representatives of official pedagogy; works of O. Sukhomlynskyi were criticized (L. Hordin, V. Korotov, V. Kumarin, B. Lykhachev) and pedagogue-innovator was blamed for the sermon of “abstract humanism”.

Modern scientists M. Boryshevskyi, I. Ziaziun, M. Stelmakhovych, O. Sukhomlynska and others emphasize on the educational potential of the national idea, art, culture and propose to build educational process on national values. “From formation in 1991 Ukrainian state, – writes O. Sukhomlynska, – began the development of new education, one of the tasks of which was to form national valuable orientations, national consciousness and self-consciousness as a value ... New content of new Ukrainian school was aimed to form by children a sense of patriotism, citizenship, state ideology” [12].

According to the conclusions of O. Adamenko, who asserts about 2 stages of development of the theory of education of new humanistic and democratic-oriented national concept of education [1, 39–42], we can add that positive and promising tendency of the 90-ies is appearance of ground works on the problem of spiritual education that is connected with the rejection of functional approach in education and wrack of communist education.

We like the idea of O. Vyshnevskyi, who points out the definiteness of conceptual approaches towards education and gives variants of strategies of education: Christian-idealistic, antichristian-idealistic, pragmatic. The author proves that “the basis of morality can be only faith in God. It makes moral instructions imperative character”. At the same time a scientist raises a question about such notions as faith, Christianity, religion, church and their place in the concept of modern Ukrainian education [14, 3–5].

Promising is the idea of M. Yevtukh about the necessity of concentration of efforts of church and school on the basis of common to mankind values but because of imperfect laws and indetermination of correlation of religious and secular such concentration is not a mass phenomenon. Nevertheless it is possible to put such ideas in practice if there are laws. The example of

implementation of ideas that are aimed at self-realization of the personality and development of his/her moral-spiritual components, is school of M. Huzyk that is based on humanistic paradigm, where the leading conceptual basis is personality-oriented education [6, 2–5].

Modern concepts of moral personality upbringing combine the ideas of education as integral progress of the personality development, motivation-moral sphere, fundamental knowledge, spiritual culture and are based on the cultural-anthropological model of self-growing personality. The basis of education is correlation of possibilities of own “I” and society demands. Leading are the ideas of anthropological approach towards organization of education that outline new demands – a modern person should rely on humanistic basis of non-classical rationality and understanding of ambiguity of human existence.

In a search of the most efficient systems of education in interaction between countries and integration Ukrainian system of education should preserve national originality. But since 90-ies the crisis in education has deepened as there is no common national concept of education. Today the most famous concepts are: complete approach that supposes creation of a new educational model that ensures seizing competences; concept of problem education that ensures a possibility of creative participation of students in the process of learning new knowledge, formation of cognitive interests and creative thinking; synergetic concept that is based on the idea of formation of personal structure of human consciousness as a source and mechanisms of self-organized activity. The idea of primary role of personal structures of consciousness in formation of experience of self-organization arose in pedagogy from phenomenological and synergetic researches of complex systems (R. Barantsev, T. Kniazieva, I. Pryhozhyn, H. Khaken, S. Sheveliova and others) and now is based on synergetic interpretation of phenomenon of self-realization that is ability of a system for self-reformation into a new quality. Something similar is phenomenological concept of education. The main idea of such education is understanding, empathy, cooperation, pedagogical support of personality. Teacher is becoming a phenomenologist of new type of education. Especially relevant are views of Y. Bondarevska, M. Talanchuk and other pedagogues-scientists. They proved cultural concept of education and aim of education as a revival of human culture and morality.

Despite negative tendencies of education development in Ukraine, in the first half of the 90-ies there were positive results that gave push for further development of education. That is first of all: humanization of educational process; orientation of conceptual principles on common to mankind values; gradual consolidation of Ukrainian language in the sphere of education, expansion of learning national culture; giving freedom to pedagogical creativity; making the range of education institutions more various in order to

take into account interests of children and real needs of society; coming of pedagogical science on the level of systemic development.

The beginning of a stage of reformation of Ukrainian education is 1991 that is characterized by innovative approaches towards educational process in education institutions and development of modern technologies of education, reformation of economics and management. The concept of national education has the main aim of formation of young people on the basis of national idea and to adopt achievements of culture of different nations, entrancing to social-cultural space, preserving Ukrainian national identity, to pay attention not only to education of children but also to their health [7].

The main tasks of national concepts of national education, taking into account cultural-historical experience of own and others nations, are not only to overcome the crisis of educational system but also to reform substantially, to make it corresponding to the highest world standards. Conceptual rethinking of the main tasks of national education convinced us that democratization, humanization is impossible without revival of national cultural-historical, folk pedagogical education tradition.

Scientists began in a new way to understand pedagogical phenomena, events, personels, and discoveries in the end of the previous period, to reveal problems of national education. Among the tendencies of development of pedagogical thought dominated the following ones: idea of formation of a creative, hard-working personality, development of his/her individual abilities and talents, proving conditions of its self-realization, creating ground for development of abilities, formation an ability for self-education, using new pedagogical information technologies, appearance of searching-investigation approach that was considered as necessary condition for development of the personality.

A well-known among scientists and experts is a concept of education of national originality, national directed education, and concept of education of practical socialized personality (I. Bondarevska); concepts of education of independent personality, independent choose of vital activity, created in the beginning of the XX century by S. Shatskyi, which has found its extension today (O. Leontieva, M. Balaban). Widespread is a concept of education as a process of formation relations of the person and world (I. Zymnia); concept of physical and valeological education (L. Tatarnikova). From the end of the XX century well-known is a concept of civil education (A. Reznik). In post-soviet space was successful in the practice a concept of education of children in social organization (I. Chekurnykh, M. Rozhkov, V. Volkov, S. Teterskyi). We cannot but mention a well-known concept of systemic building of educational process (V. Karakovskyi, L. Novikova, N. Selivanova). And a successful concept that proved itself with a time is a concept of cooperation (S. Soloveichyk).

So, the main tendencies of development of education since 90-s were: to develop an idea of national education; argumentation of conceptual

approaches towards education that can solve problems of self-realization and self-determination; appearance of innovative tendencies and scientific supply of different kind of education institutions. Innovative process in development of pedagogy, creativity of pedagogues is connected with humanistic philosophical ideology, on which the theory of education is based. The priority of national policy of education is a personality-oriented approach, conceptual basis of which is similar to ideas of free education.

**Conclusions.** New educational strategies reflect new views on education: tendency of ideological-political influence that was popular in the end of the the XX century is in the past; education became first of all cultural-historical value; gradually knowledge approaches are changed by educational; the main became subject-subject relations; the main principal orientations instead of classical formal general “harmonious development of the personality” became cultural growth and development of the personality; priorities are common to mankind values with orientation on national culture. The main characteristics that differ old educational models from present ones are: deideologization of education – independence from political doctrine, ideology and political pressure, personal orientation of education – dependence of goals, content and methods from needs and interest of pupils, democracy and humanism in relations between a teacher and a pupil.

Modern concepts of education are based on the new scientific grounds, reflect new views on education as a cultural-historical value, priority in social education. That certifies the strengthening of philosophical-anthropological approaches, new understanding of guidelines of education that correspond to traditions of Ukrainian spiritual culture.

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### РЕЗЮМЕ

**Кучина Катерина.** Концептуалізація ідей виховання моральної особистості в аспекті модернізації національної системи освіти України кінця ХХ – початку ХХІ століття.

*Целью статьи является осуществление теоретического анализа идей воспитания нравственной личности конца ХХ – начала ХХІ века. Методы исследования – анализ, синтез, систематизация и описание процесса развития идеи нравственного воспитания через призму образовательных парадигм. Результаты исследования заключаются в выделении перспективных педагогических идей воспитания нравственной личности для внедрения в отечественное образовательное пространство с учетом нового контекста и новых условий. Практическое значение заключается в интегрировании перспективных образовательных идей для современной педагогики. Перспективами научных исследований является выяснение путей внедрения отечественных перспективных педагогических идей воспитания нравственной личности.*

**Ключевые слова:** модернізація, реформація, концепції, моральне виховання, радянська школа, коммуністическа мораль, національне виховання, гуманістическе виховання, коммунарське і коммуністическе виховання.

### SUMMARY

**Kuchina Katerina.** Conceptualization of ideas of moral personality upbringing in the aspect of modernization of Ukrainian national system of education at the end of the XX – beginning of the XXI centuries.

*On the basis of the analytical review of sources base socio-pedagogical determinants of scientific clearance of the ideas of the moral personality upbringing in the native educational and training concepts and programs of the end of the XX – the beginning of the XXI century are theoretically grounded and actualized for modern education. For the aim of generalization of theoretical ideas and practical experience of the national pedagogical heritage the main approaches to the conceptualization of the idea of moral personality upbringing are identified and realized. The trends and stages of development of the national idea of the moral personality upbringing in the framework of the general theory of education with its description in the format of division into periods in chronological limits survey are described. With the purpose of arrangement and systematizing conceptual ideas about education of the moral person, determination, specialization of perspective educational*

*ideas was conducted, the logic of their focus was outlined and educational and upbringing concepts of the end of the XX – the beginning of the XXI century are classified according to their public, ideological and pedagogical orientation.*

*New educational strategies reflect new views on education: tendency of ideological-political influence that was popular in the end of the XX century is in the past; education became first of all cultural-historical value; gradually knowledge approaches are changed by educational; the main became subject-subject relations; the main principal orientations instead of classical formal general “harmonious development of the personality” became cultural growth and development of the personality; priorities are common to mankind values with orientation on national culture. The main characteristics that differ old educational models from present ones are: deideologization of education – independence from political doctrine, ideology and political pressure, personal orientation of education – dependence of goals, content and methods from needs and interest of pupils, democracy and humanism in relations between teacher and pupil. Modern concepts of education are based on the new scientific grounds, reflect new views on education as a cultural-historical value, priority in social education. Perspective pedagogical ideas of the moral personality upbringing, enabling its implementation into the native education under the new conditions are concretized.*

**Key words:** *idea, education, moral, morality, moral personality, moral education, concept, program, socially and personally oriented approaches, communist system of education, national system of education.*

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**Сергій Лазоренко**

ORCID ID 0000-0001-6493-8514

**Микола Чхайло**

ORCID ID 0000-0002-4553-2364

Сумський державний педагогічний  
університет імені А. С. Макаренка

**Вікторія Романова**

ORCID ID 0000-0002-5717-1826

Сумський державний університет  
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## **ДАВНЬОГРЕЦЬКА АГОНІСТИКА В МИСТЕЦТВІ**

*Матеріал статті надає інформацію про змагання й конкурентну боротьбу між античними представниками культури і мистецтва. Одними з головних принципів існування давньогрецької культури були агони. Уся система спортивних змагань, і не тільки, давньої Греції носила назву агоністика – (грец. agonisticos) здатність до боротьби. Стародавні елліни виокремлювали три види суперництва: у спортивних змаганнях, у перегонах квадриг (колісниць) і скачках та в мистецьких конкурсах. Агоністика для греків була головним елементом буття і культури, який надавав можливість реалізувати життєвий потенціал кожного вільного мешканця ойкумени, і в такий спосіб гучно заявити про себе на всю країну, трохи наблизитися до отецьких божеств, на честь яких елліни демонстрували свою майстерність у різних видах атлетики та творчих конкурсах.*

**Ключові слова:** *агоністика, агон, антична Греція, культура, мистецтво, панегерії.*

**Постановка проблеми.** Уперше на змагальний феномен у мистецтві звернув увагу швейцарський професор, історик європейської культури й