

Sub-section 1. Upbringing and education

ПОД-СЕКЦИЯ 1. Воспитание и образование

Bobrytska V. I.

Professor, Doctor of Pedagogy, National Pedagogical Dragomanov University

**EDUCATIONAL AND UPBRINGING VALUES AND IDEALS OF THE
CONTEMPORARY UKRAINIAN SCHOOL IN THE CONDITIONS OF THE
POSTINDUSTRIAL EDUCATION**

The contemporary school education system faces the processes which intelligibly impact the current concern as well as the prospective tasks and the key objectives of the pedagogical sciences in the conditions of postindustrial community. These processes are accompanied by globalization, internationalization, technologies changes, trends to revise "classical humanism" with its ideas of anthropocentrism and beliefs in overwhelming power of knowledge.

We undoubtedly share Novikov's [6] view, who states that "the intelligence in the postindustrial society is considered the ability to communicate, analyse, project, select and create".

The consolidated studies on the issues concerning determining the milestones of the contemporary education provided us with the opportunity to clarify the idea of the value aspect regarded as a subject of a particular sphere of investigating the pedagogical problem. In this respect, philosophical focus of the above mentioned problem is exemplified by Zyaziun's [13] groundwork who specifies among the humanity being and the culture the values which are as follows: Faith (God), Conscience, Welfare, Beauty, Truth, Creativity, Freedom.

Kaliuzhna [3] includes "faith, hope, love, conscience, truth, benignity, honesty, fairness, sincerity, compassion, forgiveness, excellence, freedom, evil non-acceptance, generosity, life protection, wisdom, generosity" to the code of values of the contemporary Ukrainian upbringing.

Savchenko's [10] research is the most informatively beneficial for our scientific investigation, as the scientist determines, among the other values which consociate school and pedagogical education systems, education humanization, the approaches to culture values adoption, a true citizen upbringing being a patriot of his country, who is tolerant, hard-working, responsible, ecologically conscious, able to self-improve longlife; having appropriate language and informational and technological culture; preserving and developing all the components of the person's health.

Society and pedagogical community efforts consolidation aimed at validation of social and personality values to be the drivers of Ukrainian school modernization will unflinchingly lead to a game-changing education.

Taking the above mentioned into consideration, the focus of our investigation interest put on realising educational and upbringing values and ideals of the contemporary Ukrainian school is completely justified.

This task realisation requires defining the approach to comprehending the key research definitions, in particular "the value" and "the idea".

In philosophic, psychological and pedagogical scientific literature the definition

of "the value" is interpreted as "any object (in particular, the ideal one), which is vitally important for the subject (an individual, a group, the ethnos)" as demonstrated [8].

According to Osipov [7] "the value" is "an attribute of society subject to satisfy the certain social subject (a person, group of people, society) needs".

We consider the essence characteristics the "the value" definition is based on are 1) those ones that satisfy the interests and needs of a person; 2) unique personal reality, whose essence is in its positive implication; 3) "the marker" of the special meaning things, processes, ideas for the life-sustaining activity of the subject; 4) those impacting on the motivation and choice of behaviour patterns of a person.

Since the term "*the ideal*" as demonstrated Averintsev [1], is used to define excellence, perfect example, the final aim of intentions, activity, we consider the line of conducting formation in accordance with the ideal is a specific person's form of life-sustaining activity, as the latter presupposes tailored activity goal pattern development before this aim is to be realised.

The above mentioned suggests the basics for substantiating the key values of education and upbringing and the ideals of the contemporary Ukrainian school in the context of forming the new society value system - democratic, open, diverse, tolerant, able to provide balanced interaction between the person and technologic world which is dynamically developing.

Humanistic values. In the first place in Ukraine the school education humanistic commitment the study process positions both *a child* regarded as the main pedagogical value and *a teacher* considered a personality, an educator and a subject teacher, the one who passes his knowledge and ideals down to his students.

We find this opinion restatement in V. Kremen's [4] comment: "...democracy is tolerance, lenience of one to another. This is the respect to a person (human) - personality. But who or what upbrings and educates that personality? School. And who is able to suggest the model of the tolerant relations? Again it is school and a teacher that can".

In "The Ukrainian Pedagogical Dictionary" [2] the notion of "education humanisation" is interpreted as a key component of the new pedagogical thinking which stipulates reconsideration, рййvaluation of all the pedagogical process components in terms of their human development-oriented functions".

Humanisation is manifested in realisation of the major education function which consists in transferring the activity norms to be knowledge, abilities, skills and habits as well as values, ideals, exhortation, regulations of social behaviour etc. to the new generation.

In our opinion, the major idea of school education humanisation is viewed as the recognition (acceptance) a student and a teacher to be carriers of the subjective experience regarded as the context to them to perceive and exercise any educational and pedagogic influences. This is the most overall objectification of the human essence specified in this manner through goals, object-matter, approaches, methods of training in tertiary school.

The school system humanisation suggests giving preference to personality-oriented fundamentals over the study and procedure system. This requires examining the process of studying and upbringing through the perspective of the needs, interests, desires of the personality.

Having considered the above mentioned, education humanisation in no way casts doubts on the importance of knowledge, abilities and skills, but it establishes their role as the

tools for the personality self-realisation in the study process.

Knowledge, ability and skills viewed as such tools are intensified by the personal experience of every study process participant along with their personally accepted creative activity strategies and volition abilities to be necessary for overcoming the difficulties arising while obtaining school education.

In addition, when implementing humanistic approaches in the educational tools system there increases the part of those which provide personality self-improvement.

Taking the above mentioned into consideration, it might be stated that the principles of the humanistic pedagogic are in a heavy demand and considered perspective in terms of being adopted in the contemporary Ukrainian school.

Gnostic values. Throughout the course of school existence, our native and foreign pedagogics have paid significant attention to searching approaches aimed at tackling the problem of improvement children's attitude to studies.

Interest to the "book learning", occurrence desire to perceive something new both have always been regarded as the basics of cognition the Truth to be an everlasting value.

In the contemporary globalised society, school is intended to prepare students to efficiently process and perceive the latest knowledge, to permanently correlate previously gained information.

Sukhomlynska's [12] opinion concerning latest knowledge characteristics is entirely noteworthy as "due to this there occurs a refusal from the inherited canons and regulations, that is as far as knowledge is concerned, this happens to the study outcome and its certain absolute value".

Comprehending above stated, there should be mentioned that at the contemporary civilisation development stage school education is dedicated to promote not only theoretically substantiated knowledge system about the scientific worldview to the young generation but also to teach (deliver) the youth efficient methods of self-actualising in the environment, prepare them for utilising their obtained knowledge in their own life course, protect life on the Earth as well as their own one in the conditions of the rapidly changing world.

This will provide opportunity for accomplishing the transition from knowledge viewed as a priority value to obtaining by the youth the key competencies. This process is expected to provide preconditions for a new system of political and economical activity whose distinguishing feature is expected to be a spirit-developing, creative and non-violent society.

In the settings of the scientific and technological progress school, regarded as an important social institution, is expected to purposefully upbringing and develop the person who is able to study lifelong.

Likewise, though preparing the young people for self-realisation in the information society, it is the essential goal for school education to avoid losing the value component in which scientific knowledge being a key culture part is impossible to be used against the person as well as serve a tool of destruction.

Contemporary school is expected to teach students to ponder the consequences of the crises caused by technical orientation of the mankind, who have chosen an invalid strategy of conquering nature which has lead, to discontinuity of a balanced unity between a human being and a bioenergetic environment which produces and supplies that unanimity.

Therefore, there are many urgent problems in the school education system requiring

awareness and searching approaches to solving them. One of them, in our opinion, is the development of the biological ethics issues in the school education content, which would provide a feedback link between education and other aspects of life, the link which would influence school education development.

Social relations values. Throughout the history of Ukrainian school development one of the principle directions of school activity has been aimed at the process of the youth socialisation, the increase of significance of the person in the socium, encouraging students to adopt values of mutual respect, collective relations, cooperativeness, support.

Contemporary society is characterised by the increase of the social stratification up to polarization.

The number of young people whose behaviour is asociality and anti-sociality is inescapably increasing.

Since school is in the centre of the public attention, it is traditionally expected to meet hopes concerning realization of the basic principles and social values, nation and social justice consolidation.

Notwithstanding, Lavrychenko [5] reveals that "aims, which school adjusts its study curriculum to, seem to be rather contradictory: on the one hand, it is necessary to prepare students to competition in the economic environment regarding them as nonordinary personalities, and on the other hand, to develop the capabilities to work cooperatively in a team, to be solidary and mind the interests of the group".

The logical chain of suppositions concerning solution the above mentioned educational and upbringing dilemma might be constructed as follows: to consolidate community which is characterised by losses of values and ideals of the socially just society; economic and political instability are preconditioned by unjust distribution of collective goods, social vulnerability and lack of social adoption ability of the majority of the population, in particular, the youth. It is necessary to incorporate *the socially-oriented model of Ukrainian school*.

It should be emphasised that in the conditions of the current transformational changes, being occurred in the education system, the values of the social relations tend to be multidimensional.

Currently international community draws considerable attention to the issues of developing the feelings of duty and responsibility regarded as basics of new social relations. Thus, it is urgent to prepare the young people for integrating into the renovated and transformed society, into the new contexts in which there are closely interrelated Ukraine's cultural traditions and the ones of the international community, which are the norms and values of native and world social relations.

Civil upbringing values. Since the teacher is a key figure in Ukrainian school, the one is supposed to be the mouthpiece and devotee of the idea of the law-based democratic state development, possesses the qualities of the social intermediary, who helps the student choose the independent optimal self-realisation pathway addressing the requirements of the community.

Sukhomlyns'ka's [12] view is worth considering that she states that "...every teacher, pedagogue, scientist should find their own pathway, which leads a citizen to the open (available) society. Since it is impossible to build society but to breed or grow it inside you, in your children...".

Current realities in educational and upbringing process of Ukrainian school existence actualise promoting values of upbringing a free citizen who accepts and is conscious of his rights and duties in a society as well as the ideas of equality, common welfare, freedom of choice and national amity.

In the upbringing activity a contemporary teacher follows the ideas and principles declared in the Constitution of Ukraine, Civil Personality Upbringing Concept, "Education" (Ukraine of the XXIst century) State National Project, The National Education Development Doctrine, "The Teacher" State Project. In particular, in The National Education Development Doctrine it is declared that the contemporary education should contribute to the civil upbringing of a personality who is conscious of their belongness to the Ukrainian nation, respectfully treats native traditions, history and language, feels pride to and responsibility for their Motherland, is tolerant to culture of the other nations, adheres the norms of interethnic and interpersonal relations.

Since the civil society development is based on an interaction of the society subjects, the most essential component of consciousness is a personality morality. The latter includes such features as benignity, consideration, advertency, compassion, tolerance, conscience, honesty, respect, justice, patience to people, dignity, respect and love to one's parents and relations.

When forming the youth civil values, the teacher should consider the fact that the significant driver of this process is a collective children's life activity, their interaction (junior organisations, the youth movement etc.), interaction of groups, unions, bodies of student civil self-governance.

Values and ideals in the conditions of available school. The processes of modernization being characteristic of contemporaneity of our Ukrainian school have caused changes in the goals and content of education, in particular, those changes which determine value essence of the upbringing process as an available and transparent system. It should be emphasised that there currently are and are successfully functioning different models of open schools in Great Britain (civil school), the USA ("school without walls"), Germany (town as school) etc [8].

The principle of "openness" development in theory and practice of school education depicts the global trend which mirrors the search of the new study and upbringing forms, the process of transformation of the traditional self-contained schools (with high rate of centralisation in managing) into open educational establishments to be integrated by different partnership connections with different spheres of the human activity as well as the components of the environments. School as an open system is characterised by expending social contacts with the family, interacting with official and informal educational establishments, culture organisations, social institutions, directing teachers' affords to integration with the broad circles of general public and cooperation of teacher and student school community with the different youth groups etc.

Values and ideals of upbringing in the conditions of the open school are possible to be generalised using the following criteria:

1. self-realisation, self-development of the person occurs in the micro socium accompanied by social experience involvement in the society desired direction;
2. establishment pedagogically managed conditions for a child upbringing in the family as well as the closest surrounding;

3. formation in micro environment socially appraised groups and unions orienting them at the values which determine optimal interaction, preserving referential significance of the mentioned surrounding for the person;
4. delinquency preventive maintenance providing social assistance and protection to overcome social disadoption children and teenagers;
5. activation of intellectual, cultural, spiritual, ethical commitments of the personality development in the, informal communication situations aimed at involving the person into the civil society activity.

Being aware of the fact that the value aspects of upbringing in the conditions of the open school require further investigation considering world experience and native practice. Since the social and value role of the different centres, civil organisations and unions, public movements is strengthening and becoming significant nationwide, Ukrainian school, regarded as a principal educational and upbringing institution, is expected to realise its role in achieving the unity of views, establishing the priorities of civic consciousness, humanistic ideals in socially and culturally common area of development and formation of a young person as the greatest value of the society.

Family upbringing values. Throughout all the historic stages of Ukrainian state development, family upbringing function was in making children obtain such qualities as industriousness, responsibility for younger and older ones, and in transferring folk customs.

Gained throughout thousands years family upbringing experience is a spiritual legacy of mankind. This experience has still been functioning as traditions, beliefs, likes those ones reflecting spiritual word uniqueness of the Ukrainian people, lays basics of the national mentality of a personality.

It is entirely true that transformational changes occur in the families which are regarded as the most important institute of socialisation.

We completely share the Sukhomlyns'ka's [12] opinion who emphasises the change of the contemporary family status, its composition and functions, the way it is highlighted in mass media. In the current social and economic conditions Ukrainian families have become substantially dependent on financial issues, general societal contexts.

In the information circulation and daily use there has appeared a new notion, in particular "social orphans", which indicates crisis phenomena appearance in family foundations, disregard for the upbringing ideals in the families. Postovy [9] states that traditional Ukrainian values which are: child-centeredness, frankness, cordiality, sincerity, compassion to somebody's misfortune - are all changing into selfishness, indifference, aggressiveness to their own and another person's children. In lots of the families there have appeared the signs of their degradation and desocialisation, soullessness and cruelty, ethnic forgetfulness etc.

We are convinced that the values of the family upbringing are promoted through the pedagogical culture of the parents, their satisfaction by their existence, perception the implication of the generations succession, love to people as the greatest degree of spirituality.

Taking into consideration the extensive circle of the mentioned problems it is possible to conclude that the family as complicated, integrated phenomenon is not only the subject of the actual current pedagogical researches but the one requiring patronage and care of the state.

Life saving values. The results of the scientific assessment (evaluation) of the global

civilisation processes occurring at the beginning of the current millennium are more than worrying and make everybody concern about not only his life and health, but the future of the descendants.

The experts are unanimous in considering humanity to be in crises in which it is not only environment that is affected but the very human who lost his naturally-ontological orientation and by his own activity caused his own unhealthiness as well as unhealthiness of the environment.

Unfortunately, for the recent decades school has aimed the young generation at accepting the humanly existing sense which was not deduced from the basics of being but came from the idea that a human has the right and duty to consider his interests satisfaction to be the highest form of life.

The changes in the biological fundamentals of the Homo Sapiens species have become the consequences of the above mentioned. In particular, those transformations occurred in a decrease of the organs functioning reserves, organism systems in general, misbalance in reactivity and resistance, self-regulation and reproduction processes and as an effect - an increase of the vulnerability to causative agents of different diseases, appearing new ones ("the diseases of the civilisation"), bearing the weak descendants etc. What is the way out?

The experts assume that the certain axes which serve the basics to build the model of person's life activity in, to develop his attitude to his own health and the health to the others, there considered life saving values which direct, correlate the person's behaviour in social, spiritual, professional, personal space and dimension.

The young person views the life saving values system as the ideal examples which are the basis for establishing long-term goals, thinking process, determining the individual being style and life-style of the individual (person), and the state of his health. Among the target population groups requiring caring attitude in terms of forming, preserving and improving health the schoolchildren occupy the primary position. Due to the striking changes of methodological paradigms in school education, development trends of Ukrainian school the solution of the problem of the youngsters' health preserving is being put in practice under the motto "Cognition for the sake of surviving on the Earth" within the framework of the concept "Gaining health through education."

The teacher is regarded as the primary person to be responsible for forming life saving values, students' world outlook and behaviour which are expected to ensure active and conscious involvement of every individual into the process of creating his own health.

When examining the textbooks, learning aids recommended to be learned in Ukrainian school, we concluded that the natural science course subjects impact considerably on educational and upbringing potential in health saving problem solution.

The above mentioned suggests the basics for several theoretical generalisations, which are as follows:

1. In the conditions of establishing the new society value system which is democratic, available, variative, tolerant, able to ensure balanced interaction of a personality with technological world, there is occurring universalisation of basic educational and upbringing values, ideals and principles of Ukrainian school functioning. The suggested approach to comprehending the essence of the contemporary school education requires somewhat correlation of goals, content and basics of the educational process in the

conditions of the postindustrial society. To support this, the previously gained experience is transformed by the educational system into the individual's capability to searching and creating new value commitments, knowledge and experience, producing methods of thinking and behaviour strategy in the conditions of the constant changes.

2. The state and qualitative growth of the intellectual potential of the society, its moral recovery and spiritual revival are straightforwardly connected with Ukrainian school development to be the basics for gaining educational and upbringing values by the youth, adoption the socially appraised ideals, choosing the ways of life and professional self-identification for self-realisation in the civil society.

3. The educational and upbringing values and ideals of the Ukrainian contemporary school are certain indicators for measurement of the young generation culture as well as private freedom of the personality and their ability to forecast, control and project their life. The cognitive orientation here becomes an indispensable part of personal value orientation, and cognitive experience converts into the part of personality experience. In this context and in accordance with his profession call, the teacher is expected to deliver (communicate) to the educatees the norms and regulations of the socially accepted behaviour, traditions, history of his nation and mankind, life examples which promote society values, as well as new activity measurements in the conditions of Ukrainian democratic state development.

There is no doubt that within one article it is impossible to highlight and analyse the educational and upbringing multidimensionality as well as the Ukrainian school ideals. The further perspective of the author's investigation is to perceive axiological aspects of a teacher ideal; general, informational and communicative culture of a personality; language, national idea in the context of the current trans-cultural issues; national and European requirements to education and upbringing of the young generation in the conditions of the postindustrial education.

References:

1. Averintsev S. Philosophic Encyclopedic Dictionary, second ed. – Moscow : Soviet Encyclopedia, 1989.
2. Honcharenko S. Ukrainian Pedagogics Dictionary. – Kyiv : Lybid', 1987.
3. Kaliuzhna T. Forming panhuman values of the teacher to be when learning the course "The basics of pedagogical creativity and proficiency" // Pedagogics and Psychology. – Nr. 3-4(60-61). – 2008. – P.100-106.
4. Kremen' V. Education System in Ukraine: Contemporary Trends and Perspectives // Levovytsky, T., et al. (Eds.). – Professional Education: Pedagogics and Psychology. – Kyiv-Chenstohova, 2000. – P. 11-31.
5. Lavrychenko N. Prognostic School Models: The future anticipation or "the upcoming development zone" // The Education Path 4, 2008. – P. 13-19.
6. Novikov A. Postindustrial Education. – Moscow: Egves, 2008.
7. Osipov H. Encyclopedic Sociological Dictionary. – Moscow, 1995.
8. Petrovsky A., Yaroshevsky M. Compendious Psychological Dictionary. – Rostov-na-Donu, 1998.
9. Postovy V. The philosophy of the contemporary family // Pedagogics and Psychology. – Nr.3-4(60-61). – 2008. – P. 71-77.

10. Savchenko O. Values consolidating school and pedagogic science // The Education Problems in Poland and in Ukraine in the Context of the Globalisation and Eurointegration Processes. International and Scientific Conference Information Package Nr. 24, 2009. – P. 94-108.
11. Stoliarenko O. Designing the Upbringing Model of Value Attitude to a Person Considering the Ideas of the Open School // *Ridna Shkola*. – Nr. 3-4(939-940). – 2008. – P. 30-33.
12. Sukhomlyns'ka O. Upbringing as a Social Process: The Peculiarities of the Current Transformational Changes // *Education Path*. – Nr. 2. – 2004. – P. 2-6.
13. Zyaziun I. Axiological Basics of the Contemporary Culture // The Education Problems in Poland and in Ukraine in the Context of the Globalisation and Eurointegration Processes. International and Scientific Conference Information Package Nr. 24. – 2009. – P. 37-48.