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Theory and Experience of Spiritual and Moral Education Analysis in the Ukrainian Studies Evolution

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Abstract. The conducted analysis of the theory and experience of spiritual and moral education in the Ukrainian studies evolution made it possible to substantiate that modern pedagogical practice and the school educational program are characterised by a lack of stable organisational and content-methodical levers to ensure the spiritual and moral education of the individual.

In this regard, the study of the problems of spiritual and moral education is relevant and is aimed at solving several general contradictions, such as:

– between the need to transition from humanisation and humanitarianism of the educational process in an educational institution to creating an environment for spiritual and moral self-improvement and a deep understanding and clear interpretation of spiritual and moral concepts, target attitudes and pedagogical means of their implementation;

– between the importance of the category of spiritual and moral education in the structure of personally oriented pedagogy and the insufficient filling of the content of the educational process with spiritual and moral values; – between society's need for a scientific understanding of the process of formation and development of the idea of spiritual and moral education of the individual and the lack of domestic comprehensive research on this problem;

– between the requests and needs of Ukrainian society for high-quality professional training of pedagogical personnel and their insufficient preparation for teaching educational disciplines of spiritual and moral direction in an educational institution.

It was noted that in order to overcome these contradictions and implement the provisions of state concepts and programs for the education of the young generation, it is necessary to substantiate the historically determined ways of convergence of forms and methods of secular education and religious education, a systematic approach to solving the problem of spiritual and moral education in the structure of the educational process of a higher school, learn and work out the means of creative use of pedagogical experience in the organization of spiritual and moral education of the younger generation in modern conditions.

Keywords: modern pedagogical practice, needs of Ukrainian society, teaching of academic disciplines, younger generation.

Introduction

The modern scientific discourse considers the spiritual-moral education as the node mechanism of elimination of the negative tendencies in spiritual sphere. The future of person and viability of society as a whole depends on the level of formation of its moral features, internal self-resources, first of all, the spiritual values and moral principles. It is topical for today — to raise the responsibility of the social institutions for the effectiveness of educational influence on person, to form its humanistic ideals and to use the scientific innovative potential for positive spiritual-moral becoming and development of society.

Materials and Methods

The main strategy of education of the person is defined by the legislative acts and regulatory documents that state the priorities of the child centric conception in society. In Constitution of Ukraine (1996), laws of Ukraine “On education” (2006), “On general secondary education” (1999), “On protection of social moral” (2003), orders of President of Ukraine “On arrangements as to development of spirituality, protection of moral and formation of healthy lifestyle of citizens” (2001), “On immediate arrangements as to enrichment and development of culture and spirituality of Ukrainian society” (2002), National doctrine of the development of education of XXI century (2002), National program of education (2007), National strategy of development of education in Ukraine for 2012–2021(2012), program documents accepted in the context of Bolognese process the special attention was paid to the necessity of creative use of scientific-pedagogic experience of upbringing of the children and student youth in the modern educational practice.

Many scientific works deal with the problems of spiritual-moral education and elucidation of its content and forms of development. In the special literature are offered philosophical, cultural, theological aspects of the spiritual-moral education of growing generation. Historicism in the study of the problem of spiritual-moral education is elucidation of the essence of educational system at the certain model of pedagogical process and determination of historically conditioned tendencies and causal relationship, definition of aims, content and means of educational influence on person. The compliance with principle of historicism in the study of theory and practice of spiritual-moral education allowed ascertain that the important factor of appeal of the scientific-pedagogical community to theoretical foundations of given 11 problems were the essential changes in the structure

of society. First of all it is an appearance of new social classes that at the early state of their development were characterized with marginal features, destructed the stable generic values and formed the new value sets. Retrospective review of philosophical, theological, psychological-pedagogical works that represent the directions of spiritual-moral development of the young generation has the important value for the monograph research. Especially it concerns the formation of spiritual and moral experience, moral consciousness and feelings, attitude to the creation of good and resistance to evil and so on.

There is actualized the practice of the search for the means of individual orientation of person on the high morality that takes into account the level of its spiritual-moral education specificity and traditions of the native education.

The analysis of education in procedural aspect (main mechanism, influence on pupil, active methods) and in the content one (ideas, theories, main approaches to the spiritual-moral education) is also important. Analysis of the spiritual-moral education by the foreign scientists was aimed at coordination of the use of psychological laws of development of the Ukrainian youth and creation of psychological-pedagogical conditions of the use of means of spiritual moral education. In biographic notes of H. Vashchenko, I. Vlasovskyi, V. Zhinkivskyi, I. Ohiienko, S. Rusova, S. Siropolko are elucidated the element of the content filing of spiritual-moral education.

Thus, in the monographs of S. Siropolko and O. Subtelnyi are deeply analysed the problems of creation of the conception of Ukrainian studies and spiritual-moral education of growing generation.

In the monograph «History of education in Ukraine» (1937) S. Siropolko briefly described the history of education from the ancient times to 1920 year, studied the features of studies in Naddneprianska Ukraine and separated the period of national liberation struggle of 1917–1920 years.

The scientists of Ukrainian diaspora decried antireligious policy of the soviet state, the system of faithless work with population, military-atheistic propaganda among pupils, convicted ideological foundations of the “scientific communism” and so called soviet studies the “atheistic irrational faith” school, considered socio-political factors of atheism spreading, problems of the soviet person philosophy, its moral values and life activity rules [1, p. 38–40].

The important place in the literature of this period is occupied by the researches devoted to school “ukrainisation”. Analysing the development of the native education in Odessa region, Y. Ryappo made a conclusion that school must not be limited with the one language. Scientist tried to analyse the achievements and fails of educational institution’s “ukrainisation”. M. Skrypnyk deeply considered the development of the native educational institution. On the large factual material scientist demonstrated the dynamics of creation of educational institutions for the national minorities, made a conclusion about the favourable influence of “ukrainisation” process on establishing of the national education and development of the spiritual-moral education in Ukraine.

Spiritual-moral education was considered within the traditional scheme of development of culture in general and its components: science and education, place and role of teachers, literature and art, publishing activity. Elucidation by the soviet science of socio-cultural questions was based on the statement about the moral political unity of soviet society, friendship between USSR nations, communistic party leading role, people mass heroism.

The high moral spirit, spiritual unity of soviet nation and continuousness of education was specially marked and was not doubted. So, the spiritual life of the soviet society was described simplistically. According to V. Borisov and I. Yakunin, ideological approach does not finally disappear in the works of scientists of this period but only transforms to the smoothing of rhetoric and style. Celebration of the 40th anniversary of October revolution caused the creation of works on the history of education development in Ukraine.

In 1957–1958 appeared works of I. Bilodid, M. Hrishchenko, O. Slutskyi, L. Cherkashyn. The works of these researchers are remarkable for the content and deepness of scientific analysis. Scientists demonstrated the complication and contradictoriness of the primary stage of Ukrainian

education establishing, touched the questions of objective periodisation of studies formation history, made an attempt to analyse impartially the causes of upbringing crisis in educational institutions after the Great Patriotic War. In the early 1960 in the literature devoted to the history of development of Ukrainian education appeared the positive tendencies to generalization of collected historical material and study of several topical problems. In 1970-x – early 1980 the number of works on the history of education in Ukraine slightly decreased. The soviet ideology required from scientist to present the successes of the national cultural building in the period of «construction of socialism bases». The process of formation of the native educational institution was described as the realization of CPSU statements in the field of education. Historical-pedagogical studies of the soviet period were remarkable for the two mean tendencies: firstly, the opposition between the soviet education and pre-Revolutionary one (the last one was considered as conservative, regressive, scholastic, church).

At mainly negative assessment of the system of spiritual-moral education of autocratic Russia and political direction of the royal government in the field of education the soviet science failed in the studies of organizational foundations of the spiritual moral upbringing in Ukrainian education. Secondly, in the soviet scientific thought was cultivated an apologetic statement about the necessity and relevancy of replacement of the religious foundations of education and upbringing of young generation with the materialistic that is atheistic ones. It is worth accenting, that the last direction had ideological-political foundations and was conditioned by the God-fighting policy of CPSU and state. Soviet researchers had not an opportunity to objective consideration of religious problems, especially in aspect of spiritual-moral education of growing generation. The unbiased works on this problematic belong mainly to the scientists of emigrant.

The significant studies of 1945–1980 in the field of the national pedagogical thought despite the rather rich factual material were ideologically biased in assessment of the worldview foundations of educational process, especially, spiritual moral education. Most of researches of this time were notable for descriptiveness and factualism. The work of V. Sukhomlynskyi “Spiritual world of schoolchild (of teen and adolescent age)” (1961) [2] is an exclusion. The scientist-teacher found out the role of the most diversity factors that determine the spiritual image of child, elucidated the notion of spiritual world, spiritual life of human as the process of development, formation and satisfaction of its moral, intellectual demands and interests in the process of activity [2, p. 5].

Educational process in Pavlivska secondary school differed from the existing pedagogical approaches. Instead of socio-centric educational paradigm based on external, environmental things, V. Sukhomlynskyi offered the internal mechanism of the value regulation of child, its creative development, formation of child personality that has right to the respect to its dignity, development, happiness, manifestation of abilities [3, p. 18]. In our opinion, the V. Sukhomlyskyi’s conception of strategy of formation of spirituality with respect to the age features of child and also putting forward the personal, internal development of moral qualities, esthetical feeling as the main factors instead of environmental ones of socio-centric paradigm of the human development is a value one. “The richness of spiritual life, — accented the teacher, — starts when the noble thought and moral feeling merged together live in the high moral action” [4, p. 59–200].

The changes in social life that began in 1990 favoured the further studying of the problem of establishing of educational institution in Ukraine. In this period researchers tried to elucidate the poorly known aspects of spiritual-moral education from the de-ideologies, objective positions. Thus, in the work of V. Kremen, V. Tkachenko “Ukraine: alternatives of development. Critics of historical experience” (1996) the special attention is paid to the formation of totalitarian system in Ukraine in 1920–1980 and as the result appearance of idolatry, adoration of political leaders in the social life by the means of propaganda that led to the “spiritual strengthening” of the person. The significant number of works indicates that the authors touched on only the separate questions that directly or indirectly concerned the spiritual-moral education. The essence, worldview foundations, stage development of organizational, content and methodical aspects of the given problem still unstudied.

V. Kremen explains the problems of spiritual-moral education of person from the cultural positions. Scientist states the integrative unity of consideration of the problems of spiritual-moral education through the prism of spiritual culture and concrete scientific analysis of pedagogical process. He indicates the significant value of the spiritual-moral components in educational process. According to him, these components are formed independently from the cultural-historical conditions of social development, dynamics of relations between the state and Church and give the additional (sometimes programmed) ways of personal self-realization in the cultural educational space [5].

Conclusion

So, in the scientific, documental, teaching and methodological resources is presented the concrete material that reflects the content of spiritual-moral education, forms and methods of educational influence. But at the same time conceptualization of the spiritual-moral education were considered by the teachers as a clear one and therefore as one that did not need the additional scientific elucidation. As a result, the question of spiritual-moral education was seldom noted as a separate one and was not fully elucidated by the researchers of the history of the native pedagogy. Today we do not have enough historical-pedagogical works that fully elucidate the problem of spiritual-moral education of children and youth in the native educational institutions.

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Аналіз теорії та досвіду духовно-морального виховання в еволюції української освіти

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Анотація. Проведений аналіз теорії та досвіду духовно-морального виховання в еволюції української освіти дав змогу обґрунтувати, що сучасна педагогічна практика та шкільна освітня програма характеризуються відсутністю стійких організаційних і змістовно-методичних важелів забезпечення духовно-морального виховання особистості.

У зв’язку з цим дослідження проблем духовно-морального виховання є актуальним і спрямоване на вирішення кількох загальних суперечностей, таких як:

– між необхідністю переходу від гуманізації та гуманітаризації виховного процесу в навчальному закладі до створення середовище для духовно-морального самовдосконалення та глибокого розуміння і чіткого тлумачення духовно-моральних понять, цільових установок і педагогічних засобів їх впровадження;

– між значенням категорії духовно-морального виховання в структурі особистісно зорієнтованої педагогіки та недостатнім наповненням змісту освітнього процесу духовно-моральними цінностями; – між потребою суспільства в науковому осмисленні процесу становлення та розвитку ідеї духовно-морального виховання особистості та відсутністю вітчизняних комплексних досліджень цієї проблеми;

– між запитами та потребами українського суспільства у якісній професійній підготовці педагогічних кадрів та його недостатньою підготовленістю до викладання навчальних дисциплін духовно-морального спрямування у навчальному закладі.

Відзначено, що для подолання цих протиріч і практичної реалізації положень державних концепцій і програм виховання молодого покоління необхідно обґрунтувати історично зумовлені шляхи зближення форм і методів світської освіти та релігійного виховання, системний підхід до вирішення проблеми духовно-морального виховання в структурі навчально-виховного процесу вищої школи, засвоїти та опрацювати засоби творчого використання педагогічного досвіду організації духовно-морального виховання підростаючого покоління в сучасних умовах.

Ключові слова: сучасна педагогічна практика, потреби українського суспільства, викладання навчальних дисциплін, підростаюче покоління.