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Pedagogical practice of organization of the spiritual-moral education in Ukrainian schools

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Abstract. In the article proved, that the main tasks of methodology of teaching of subjects of spiritual moral direction are the following:

a) establishing of cognitive value of subjects of the spiritual-moral direction that is concluded

in acquaintance of pupils with Bible – the Source of Christian moral, Christian moral values – truth, piety, good, love, beauty, dignity, duty, conscience and honesty and with canons of moral behavior in the light of Bible, common to all confessions;

b) elucidation of educational value of subjects of the spiritual-moral direction, which mastering provides the formation of pupil's person on the foundations of Christian spiritual, moral and cultural values; upbringing of the Christian moral virtues in pupils, creation of the moral-ethical conditions for self-cognition, self- development and self-realization of pupils, elaboration of the features of character of schoolchildren in accordance with Christian moral principles of attitude to God, themselves, their neighbors, state, nature;

c) determination of the place of subjects of spiritual-moral direction in the system of school education as elective activities (in the process of their teaching are used knowledge of natural and humanitarian subjects to prove the truth of Bible and realization of the spiritual-moral education);

e)exposure of the content of subject «Bases of Christian ethics» that comprehends the knowledge of New and Old Testament, knowledge about the moral- ethical behavior of human in the different social spheres in the light of Bible according to the requirements of learning program, mastering in pupils of the special skills of work with Bible, scientific literature and so on.

There was set the connection between the renewal of content of the spiritual- moral education, introduction of variation component of Base curriculum (the courses of spiritual-moral education) into educational process and needs of general educational institutions for elaboration, approbation and introduction of the learning programs of spiritual-moral content, preparation of the teacher as a conductor of spiritual-moral education of children and youth. The requirements to the personal-professional preparation of the teacher are conditioned by the state strategy of elaboration of the system general secondary education in Ukraine in general and by the specific factors of teaching of the learning programs of spiritual-moral content, especially, («Bases of Christian ethics», «Christian ethics in Ukrainian culture», «Biblical history and Christian ethics»). In the professional activity of the teacher are actualized the questions of cooperation between educational institutions and families of pupils, religious communities.

Keywords: spiritual-moral education, learning programs, educational institutions.

Introduction

The modern young generation is in the system of controversial informational influences that form its multivector moods, predilections, values. If family, school, communities, Church from their positions purposefully elaborate, cultivate the spiritual parameters, norms and reference points of child, by denying pseudo-ideals, creating immunity to them, in child is formed such kind of spirituality, such type of it, secular or opposite, such worldview model that mostly corresponds to its human essence.

The efforts of representatives of clergy and state structure to introduce into the learning-upbringing process of educational institutions the Church-religious, theological foundations of ideologized principles of learning and upbringing are dangerous, from our point of view, for independent choice by schoolchild of the direction of personal development. These negative tendencies obstruct the democratic elaboration of society and testify to the intention of power structures to make human the state-controlled one, to impose it the own variant of religion, confession, form of faith, in any case to limit its right to selfhood unconditionally.

Materials and Methods

The democratic societies propagate the main values – tolerance, pluralism, confidence, mutual respect, freedom. And also, paying attention to person, respect its
autonomy, independence, free choice, competence, responsibility, ability to solve questions that concern faith and likings. So, faith is subjectified, becomes the private affair of each human.

The theory and practice of the spiritual-moral education in the modern native school declare the refusal of scientist expansion into humanitarian knowledge and direct children on the other forms of spiritual experience of mankind. This process starts in pre-school educational institution and primary school. It continues at the secondary and upper school in the context of study of the foreign and native literature, history, educational branch «Human and world», arts studies. They include the rather wide spectrum of the different states of spiritual development of mankind and practice of the world spiritual-religious culture.

Recently, O.Sukhomlinska presented the theoretical research «Conceptual foundations of formation of personal spirituality on the base of Christian moral values» (2006), added with the general methodical recommendations. They are based on the statement, that Christian moral values are the rational sphere, components of humanitarian culture, humanistic postulates, which meaning and essence expose themselves due to the educational influence on the spiritual world of child through the feeling-emotional sphere. Paying attention to the multiconfessionalism of Ukraine, the scientist separated the moral values that are the main criteria of spirituality in general: normative understandings of good and evil, justice, beautiful and ugly, human ideals, principles of life activity and so on. They are the ground of human activity, have moral significance and influence the social life [1].

The long-term, supra-institutional, integrative character of Christian moral values gives them a peculiar importance in the spiritual-moral education of children. O.Sukhomlinska separates the components of moral: moral feelings, moral convictions, moral activity and moral relations. The cornerstone of morality is values that are moral norms, principles, ideals, commandments, canons and so on. The moral values are unchangeable due to the continuity of the moral requirements. It concerns, first of all, the norms of regulation of connections between people – not to steal, not to kill, to help each other, to fulfill promises, to say truth and so on. In the modern psychological-pedagogical science the system and hierarchy of internal values is considered as the source of motivation of actions of human, its behavior. In psychically healthy human this system has three levels: at the lowest one – personal and material values (own needs and means of satisfying them); at the middle one – cultural values (art, science, national achievements and social order); at the highest one – spiritual values (ideals, value directives, duty to society). The social conditions, that product mercenariness and cynicism of human relations, deform the system of values. The eternal – love, family, cultural values are devaluated; the living world is hypertrophied, personal needs and their satisfaction are cultivated. The lowering of the level of social and personal moral, hedonistic directives, early sexual life form the person not able to create the strong Ukrainian family, to bear children and to bring them up [540].

In the work «Spiritual-moral education of children and youth: general tendencies and individual search» (2006) O. Sukhomlinska notes, that spirituality and morality of human are not only psychological and pedagogical problems, but to the great extent social ones. In their solution the important place belongs to psychological-pedagogical science, system of education. There is a need, thinks scientist, for elaboration of the moral reference points and spiritual foundations of education of children and youth. One of the main means and stimuli of the spiritual development of child is its creative activity. The necessity to separate the creative- active component of the process of spiritual-moral education is obvious [1].

The process of spiritual-moral education in the modern educational institution includes emotional-sensual, cognitive-rational and creative-active components. The establishing of child's person is equally influenced by society, family, educational process, environment. These factors are combined due to educative mutual influences and unite idea of the spiritual-moral education of each person. At the beginning child joins such type of spirituality – religious or secular one that is cultivated in family, is inherent to microsociety that surrounds it for a long time. At the native school the scientific worldview is formed on the foundations of logics, rationality. The universal human values

are acquired through the mastering of humanitarian cycle of school disciplines and in upbringing process.

The new anthropologism is based on understanding of immanent logics of development of spirituality as a main quality of human that determines other features and forms their integral unity. In the context of humanistic anthropological understanding spirituality is determined by ideality, subjectivity, activity, comparable stability of the moral reference points of human worldview and behavior. That is why anthopologism becomes methodological grounding of the strategy of strengthening of priorities of personal formation (comprehensive development of pupils in the aspect of communistic education), of development of spiritual and moral spheres of person through the self-development in the process of spiritual-moral education.

In the searches for methodologies and technologies of the spiritual-moral education adequate to the requirements of time pedagogy uses the potential of human studies of many sciences. But it lacks the theoretical grounding of aims, tasks, content, forms and methods of application of integrated anthropological knowledge in educational process and methodological principles of scientific-pedagogical research of problems of spiritual-moral education of children at the native school.

Imperatives and priorities of the spiritual-moral education need conceptual determination of aim, tasks, principles, main approaches in realization of the program propositions of the National strategy of development of education for 2012–2021 (2011) and introduction of innovative technologies of the spiritual-moral education of children on humanistic foundations of personal development.

Transformational processes in education condition the transfer from pedagogy with the signs of authoritarianism to the one of humanocentrism, tactfulness, tolerance, that takes into account congenital abilities, spiritual state, psychological features of every child. With introduction of the model of personally oriented learning-upbringing activity – renovated paradigm of education – pupil acts as a subject of spiritual development, spiritual-moral education, as a carrier of two groups of qualities – ability to learn and desire to study. From the one side, it is possible through the mastering by pupil of productive general learning abilities and skills and due to the wide reflection and from the other one, as a result of formation of positive emotional-value, moral ethical attitude of pupil to activity, self-realization, self- education and self-development.

Creation of spiritual principles in educational space as a result of harmonization of the social-religious relations will favor the steadiness and safety of the world order according to the principles of spirituality of XXI century (in the context of offered Conception of the spiritual development of Ukraine (2010) by the stable moral examples, canons of Ten commandments) and hierarchy of the moral- ethical values (good and evil, justice, beautiful and ugly, human ideals, norm as a base of human actions) and also paying attention to the components of morality (moral feelings, convictions, activity, relations).

Pedagogical science produces the new directions of solving problems of educative process under the conditions of globalized world. International and national legislation acknowledged the development of human as a main aim and criterion of social progress. Analysis of European experience (Lithuania, Germany, Sweden, Finland) demonstrated that the study of subjects that contain the elements of religious worldview, especially, Christian ones, can be found exceptionally on the base of partner relations between the different confessions, state and Church, though the dialogue between school, parents and pupil [2].

The study of foreign experience motivated the native scientists to elaboration of extra-confessional programs of courses of spiritual-moral direction. According to the thought of V. Zhukovsky, L. Moskaliova, the feature of historical moment of independent Ukraine is the fact that «...at the crisis of modern family, insufficient upbringing activity of Church and passivity of community it is a state school that must take responsibility for the important function of the spiritual-moral education of young generation. It is its historical mission at the modern stage. And

the teacher of subjects of spiritual-moral education is intended to compensate by his pedagogical activity the upbringing functions of family, Church and community». Thus, the collective of scientists, teachers, representatives of different confessions of Christian doctrine under the guidance of professor of the National university «Ostroh academy» V. Zhukovsky elaborated the Conception of teaching of the subjects of spiritual-moral direction in the general educational institutions of Ukraine (2007). The especially important task, noted in Conception, is the spiritual-moral education of young generation.

Conclusion

So, the system of teaching of the learning subjects of spiritual-moral direction at the schools of Ukraine includes the main components:

1) the topicality and importance of education of schoolchildren on the Christian moral values for the formation of worldview of young generation;

2) the aim and tasks of the learning-upbringing activity in the process of teaching of subjects of the spiritual-moral direction;

3) the general didactic and special principles and approaches to the process of mastering of subjects of the spiritual-moral direction;

4) the methodological principles of teaching of the learning subject «Bases of Christian ethics»;

5) the content, forms and methods of teaching of subjects of the spiritual-moral direction;

6) the management and functions of activity of the guiding staff of education on introduction of the learning-upbringing subjects of the spiritual-moral direction into the school practice;

7) the specificity of preparation of pedagogical staff to the realization of process of the spiritual-moral education and introduction of methodology of teaching of subjects of the spiritual-moral direction;

8) the means, conditions and expected results of realization of conception of the teaching of subjects of spiritual-moral direction in educational institutions.

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Педагогічна практика організації духовно-морального виховання в школах України

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Анотація. У статті доведено, що основними завданнями методики навчання предметів духовно-морального спрямування є такі:

а) встановлення пізнавальної цінності предметів духовно-морального спрямування, що полягає в ознайомленні учнів із Біблією – Джерелом християнської моралі, християнськими моральними цінностями – правдою, благочестям, добром, любов'ю, красою, гідністю, обов'язком, совістю та чесність і спільними для всіх конфесій канонами моральної поведінки у світлі Біблії;

б) з'ясування виховного значення предметів духовно-морального спрямування, засвоєння яких забезпечує формування особистості учня на засадах християнських духовно-моральних і культурних цінностей; виховання в учнів християнських моральних чеснот, створення морально-етичних умов для самопізнання, саморозвитку та самореалізації учнів, вироблення рис характеру школярів відповідно до християнських моральних засад ставлення до Бога, себе, своїх сусідів, державу, природу;

в) визначення місця предметів духовно-морального спрямування в системі шкільної освіти як факультативних видів діяльності (у процесі їх викладання використовуються знання з природничих і гуманітарних предметів для доведення істинності Біблії та реалізації духовно-морального змісту). освіта);

д) розкриття змісту предмета «Основи християнської етики», що охоплює знання Нового та Старого Заповіту, знання про морально-етичну поведінку людини в різних

соціальних сферах у світлі Біблії відповідно до вимог навчальної програми, оволодіння учнями спеціальними навичками роботи з Біблією, науковою літературою тощо.

Встановлено зв’язок між оновленням змісту духовно-морального виховання, впровадженням у навчальний процес варіативної складової Базового навчального плану (курсів духовно-морального виховання) з потребами загальноосвітніх навчальних закладів у розробці, апробації та запровадженні навчальні програми духовно-морального змісту, підготовка вчителя як провідника духовно-морального виховання дітей та молоді. Вимоги до особистісно-професійної підготовки вчителя зумовлені як державною стратегією розбудови системи загальної середньої освіти в Україні загалом, так і специфікою викладання навчальних програм духовно-морального змісту, зокрема, (« Основи християнської етики», «Християнська етика в українській культурі», «Біблійна історія та християнська етика»). У професійній діяльності вчителя актуалізуються питання співпраці навчальних закладів із родинами вихованців, релігійними громадами.

Ключові слова: духовно-моральне виховання, навчальні програми, навчальні заклади.