

освіти на вирішення проблеми виховання толерантності у підростаючого покоління залежить від педагогіки з теорії даного питання, але і спеціальної підготовки педагогічних кадрів до організації виховної роботи з формування толерантності у дітей і молоді як особистісно значущої цінності, моральної якості особистості.

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STUDYING OF THE CHILD AND CHILDREN'S COLLECTIVE, AS A BASIS OF THE SOCIAL EDUCATION IN UKRAINE IN THE 20-30 YEARS OF THE 20TH CENTURY

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Social education, which is interpreted as creating an environment and measures directed at augmentation and assimilation of universal and special knowledge, social experience to form the social, the positive, the value

emphases orientations by younger generation, passes within socializing process.

There are arguments to state that today we face social and pedagogical problems and difficulties which were successfully solved in the past (children's homelessness, crime, unemployment, etc.)

There's such situation and today, that refreshes a subject of our research, as all over the world the problem of social education of orphans and children, who remained without parental care due to unemployment, an economic crisis and etc, remain so sharp.

The first third of the 20th century was very profitable for development of the theory and practice of social and pedagogical work. Exactly in the same time there was an effective system of social education, active scientific

investigations in this direction were conducted. As it is known from the history that the social and pedagogical aspect of the relations "society and child" has drew attention of many outstanding teachers.

The social education development in Ukraine in the 20-30th years of the 20th century has become a subject of historical pedagogical researches (G. Grinko, O. Dzeverina, Y. Ryappo, M. Skripnik and etc.).

While the studied period different aspects of the social education development was found out in the historical and pedagogical works of A.D. Berezivska, V.S. Kurilo, O.O. Lyubara, A.A. Medvid, L. Tsibulko, N.S. Pobirchenko, M.G. Stelmakhovich, B.M. Stuparik, O.V. Sukhomlinska, L.A. Stefan.

The goal of our work is research a basis of the social education in Ukraine in 20-30 years of the 20th century.

By the way, the social education formed as scientific category at the end of the 19th - the beginning of the 20th century. About in the same time the social education's idea became the primary in the Ukrainian pedagogical thought.

Most Soviet teachers bonded this fact with family's crisis. Its role as the factor of socialization was underestimated, and often it was restrained. There was view that the those times family was powerless to bring up the complete citizen in forces. Now reviewed the past, we can see that it was time of the social and the economic "exhaustion" of the country. Based on this a family was powerless to fully execute an economic and a social function. "The school has to be engaged in education" - such categorical conclusions were done by the country leaders. It was supposed that only at school the child gets an education and necessary for the main thing - the educational institution provide such necessary for the power - communistic education.

But implementation of such idea was impossible due to the social and the economic situation in which a country was in 20th years of the 20th century. Insufficient amount of schools, neediness of the educational literature and

materials, and main it is a catastrophic lack of qualified personnel – teachers. All of it called to search another way of the social education.

Note that L. Tsibulko identified the main approaches to understanding of the social education in the period under study:

1. A term «social education» was characterized as all system of education with all its sides and its purposes, and it was saw in the general organization of collective life of child's population (G. Grinko, O. Popov).

2. The social education as an education which is widened on the public forms of life in the organizational relation, is unlike the private forms of an education in a family (more narrow approach) (I. Durdukivskiy, I. Sokolyanskiy). This approach foresaw a fight for the public school in contrast to a public state school and to an individual and private education.

3. Essence definition of the social education towards its aims to the education of public, the education of social instincts and skills, the social life organization (I. Zenkovskiy, I. Petrus).

4. The social education is understanding as using of the educate possibilities of the collective (O. Zaluzhniy, S. Lozinskiy) [9, s. 15].

Teachers of the probed period O. Zaluzhniy, O. Popov, I. Sokolyanskiy considered that during the study of child and child's collective marxist, and consequently – scientific pedagogics should go out from the analysis of the social environment role, the sociobiologizm should be into place of the biologizm and the biosociologizm [3].

In the declaration "About social education" of children was done attempt to give a scientific mean of drew up conception of children's social education based on results of pedagogue's scientific and newest researches, which were developed the theory of social education. In a document was underlined, that exactly pedagogues proved so argued, that even child „should be to consider as the special creature which requires the special attitude toward itself – and respectively with those psychophysiologicals features of child's organism, which are sharply distinguish a child from the grown man” [3, s.306]. Marked also, that paedology examines every step of child's life as a stage of its education and insists on unity of an educate process from birth of child to youth.

On the other, in opinion of a scientist - only social education can in full to develop the forces and capabilities that are fed into child's nature. Not school, but child's house, should become the main and unique form of the social education, „where a child lives with the junior and senior friends, with the educators, where child grows with similar to itself in a friendly communist union creatures, develops and studies to live...” [3, s. 307 – 308].

O. Popov thought it was impossible to share a child between a family and school, between a school and life, between a family and a street and others. He opened the new overall factor of the education – a society. In that way a

scientist underlined, that the system of the social education was a necessity both socially - economic and pedagogical. For the last decades the pedagogical science, leaning on the supervision of sociology about disintegration of family in the centure of the capitalism, steadily pulled out the new problem of the education – the education outside the family and the school, but the social public education.

O.Zaluzhniy also leaned on the sociogenetic method of the child's behavior study, where the child's behavior was viewed by him as an exposure of the permanent co-operation of an organism with an environment. He underlined that in the base of the biosocial method of child's behavior study are the theory about a flexibility of the child's nature, and that the activity of child is not only predetermined by natural instincts but also formed in the social environment. O.Zaluzhniy asserted that exactly this direction enabled to study a child as a social creature. A scientist thought that exactly social forces formed the psychical activity of child, and the rules of conduct should not search "in the biology or the physiology, but in the biosociology" [3, s.16].

In the process of factors study which were influenced on growth of child, at first necessity O.Zaluzhniy considered to find out the sequence of the stages of the social behavior growth, in second order – to learn the mechanism of child's growth. Will mark that a heredity, a constitution and other biological moments of child's life were considered by O.Zaluzhniy as especially social factors of children's growth, which were not influenced on them directly, but through their parents. O.Zaluzhniy gave classification of child's conduct during the personality socialization where selected antisocial that included protective, negavistic and aggressive; and social which is divided on an initially-social and a collectively -social. With age, the antisocial conduct of child diminished, and the social acquired a value, it was marked by O.Zaluzhniy. But the process of socialization passed with a different rate which is closely related to age-old changes of children. In particular, a scientist marked that educating process of children should based not only on the basis of biogenetic law but also with attention to psychical and physiological data of child. In opinion of S.Ananiina, the necessity of careful problems-solving of childhood, search of new approaches to his study were predetermined by the dependence of development of the social conditions of development and environment.

I. Sokolyanskiy interpreted the social education as a process which provided the public relation of personality of child and directed on development of social child activity [8, s. 12]. He thought, that the most effectively the tasks of the social education could be realized in child's motion. He examined child's motion widely as such as were presented not only by child's communist groups but also by other organizations of children. I. Sokolyanskiy underlined that the social education overtook all groups of

children, and so those groups the conduct of which was directed not in our side. Those other groups he recommended to send in the side of child's communist groups by able pedagogical facilities. [8, s. 16].

I.Sokolyanskiy specified that personality was a synthesis of the inherited and purchased experience. We renounced to determine personality from side of natural sciences and marxism. We were interested by the conduct of personality, its displays: so it was needed to talk about activity of personality. Necessary to agree about the different forms of personality conduct: forms of conduct that stipulated the biological character, forms of conduct of social character.

During the studying child's collective together with O.Zaluzhnm, I.Sokolyanskiy marked that exactly through child's collective a child collected the organized forms of conduct and only after this a teacher could organize the child's conduct. He asserted that a child's conduct was formed under environment in which child was, marked that the importance of the integral study of child was exactly all forms study of child's motion, that learning of child's activity in different environment, and also methods due to which this activity could be used. [8,s.14 – 15].

In opinion of S.Rusova, the collective education also had a large influence on the personality socialization. First of all it examined everybody as member of human society and that is why it was very important to introduce her to the “co-operative relationships with the social environment”.

School, in opinion of teacher, should become a such cell, where all mental and moral impressions should be redone in child's consciousness not only in accordance with its individual composition, and largely determined such comradely atmosphere, which was folded with contemporaries and trustful relations between teachers and students, student's self-government, general organization, general organization of the educational process. The socialization of child in new school consisted in the creation of the followings terms: a comradely atmosphere in the school, a trustful relations between teachers and students; student's self-government; a replacement of class not numerous mobile groups; methods reform of studies (a transition from passive to active) [7, s 9].

Together with the school the state, the church, clubs, movie theaters and other social organizations also should have a social influence on child education.

In the work “New school of the social education” (1924 year) an author outlined own understanding of forms and methods which would provide the “effective forming of man in accordance with social tasks”. The process of personality development should necessarily take into account influence of wide social environment, to be related to purposeful education in different social institutes. Coming from these positions, S.Rusova formulated a purpose

and task of the education as “making of human with the wide understanding of the public debts, with an independent, highly advanced mind, with brotherly senses to all people.” In the solving of social-pedagogical tasks a school, a family, a public, in opinion of a teacher, should “help the free evolution of mental and physical forces of child”, to “train to life, teach to understand it”, “to enter individual (student) in co-operative relations with social environment so that these relations were always truthful, noble and fruitful both for an individual and for the nation.” [2, s 123].

These problems should be solved by Ukrainian national school, which was well carefully thought out and organized system of the national education, which foresees, out of S.Rusova, the account of individual and national features of child, her “nature”, providing of harmonious unity of personality development with physical, moral and mental development of nation.

G. Grinko thought the system of the collective social education only correct: «The social education in the developed type is a general organization of a childhood, creating of collective life of all child's population. This is not an initial point, but eventual purpose of development of the social education. It foresees the complete removal of the children dispersion between individualistic families, that is obviously impossible without the organization of the socialistic economy and change of all life way» [1, s. 19].

With regard to the difficult socio-political terms in Ukraine G. Grinko defended the system of education, which had the professional direction. «School in its traditional sense as a cell of studies is not necessary for homeless childhood, because it would not be able to use its gifts» [1, s. 19].

That is why we can make conclusion that researched problem of child and child's collective learning have became a basis for the social education of pedagogical opinion in Ukraine in the 20-30th years of the XX century, assisted a development of the modern social pedagogic, as results and a positive efficiency of the education in the conditions of the social update of the society are determined how it provides mastering and recreation by human cultural values and social experience, readiness and preparedness of society's members to a conscious activity and an independent creative activity, which allows them put and decide tasks that don't have analogues in experience of past generations.

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Scientific interests: a learning of child's problem in creations of reformatory pedagogics representatives.

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САМООСВІТНЯ ДІЯЛЬНІСТЬ УЧНІВ У ПЕДАГОГІЧНІЙ СПАДЩИНІ А.Б.РЕЗНІКА

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В умовах реформування сучасної системи освіти і виховання в ХХІ столітті актуальною є проблема дослідження науково-педагогічної спадщини педагогів-новаторів минулого століття. Реалізація ідей національної освіти й виховання в контексті загальнолюдських цінностей спонукає до вивчення генези вітчизняної науки, що дасть змогу оцінити