

THE CONTRIBUTION OF TEACHERS OF THE SECOND HALF OF XIX - EARLY XX CENTURY IN THE DEVELOPMENT OF ANTHROPOLOGICAL IDEAS

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Annotation. Identified and systematized group of leading anthropological ideas: the idea of self-worth of the human person, humanization of education, universal education; the idea of the holistic development of the child, educating and developing training; the idea of self-development and self-realization, the child's activity in the learning process; the idea of correspondence with nature of child development, and the nation, correspondence with culture and nationality in pedagogy; the idea of free education; the idea of the influence of the teacher's personality on the development of the child. The contribution of teachers of observable period in the development of anthropological ideas: anthropological study of universalism as the foundation of the theory and practice of pedagogy; identifying goals, objectives, principles, conditions of humanely and anthropological education; identify requirements for teacher as anthropologist; the development of psychological and pedagogical foundations of holistic development and self-identity, concepts of national schools, the content of anthropo-oriented primary education, organizational forms and methods of implementation; extension of terminological field of research problem. Justified the stages of development of anthropological ideas in domestic pedagogy of observable period.

Key words: person, teacher-anthropologist, anthropological ideas, development, stages.

Introduction

One of important tasks of modern education is formation of comprehensively developed personality that requires special organization of pupils' teaching, oriented on formation of flexible mind, initiative and independence, creative abilities, social-moral qualities, ability to work and study for all life.

In this aspect, anthropological approach acquires special importance, because it envisages systemic using of all sciences about human being and their consideration in organization and realization of pedagogical process.

Scientifically grounded implementation of anthropological approach in modern educational practice stimulates scientists for deep analysis and understanding of domestic anthropological ideas, directed on revelation new aspects of pedagogic ideas in inheritance of pedagogues-anthropologists.

In this aspect, educational-teaching experience of pedagogic of second half of 19th - beginning of 20th century, which was characterized by searching of reformation ways of educational system, by intensification of pedagogical-psychological researches, by creation and development of scientific foundation of "new pedagogic" – pedagogical anthropology (K. Ushynskiy and his followers), oriented on special studying of a person for harmonizing of pedagogic theory and practice with human nature is especially interesting.

Analysis of psychological-pedagogic literature permitted to relate the following main modern ways of understanding of anthropological approach and its implementation in educational practice:

- development of methodology of pedagogical anthropology, determination of its object-subject sphere, grounding of concept-category apparatus (V. Andruschenko, B. Bim-Bad, A. Vozniak, I. Derbolav, L. Zadorozhnia, Ye. Isayev, M. Kultauveva, V. Maksakova, B. Nikitiuk, M. Petrunina, L. Shtefan);
- historical-pedagogic researches of formation and development of pedagogic anthropology (K. Vorobyova, O. Gentukh, B. Yemelyanov, O. Ilyashenko, V. Kulikov, N. Matviychuk, M. Oksa, V. Pichugina, V. Prianykova, I. Smyrnova);
- Studying by scientists (B. Ananyev, L. Berezivska, L. Gerasymenko, N. Dichek, G. Kostiyuk, M. Solovey, O. Sukhomlinska, O. Shashkov) of inheritance of pedagogues-anthropologists (Kh. Alchevska, B. Grinchenko, P. Kapterev, M. Korf, T. Lubenets, S. Rusova, I. Sikirskiy, K. Ushinskiy, I. Franko, P. Yurkevych);
- introduction of anthropology in pedagogic education (I. Anosov, T. Belcheva, L. Dobrovolska, O. Yermak, L. Liuryna, O. Maksymov, V. Sokolova, L. Khomych).

Alongside with it, as on to day there is no holistic historic-pedagogical research, which would generalize theoretical and practical experience of anthropologists of second half of 19th – beginning of 20th century.

The work has been fulfilled as per plans of scientific & research works of Kharkiv national pedagogic university, named after G.S. Skovoroda.

Purpose, tasks of the work, material and methods

The purpose of the article is determination of contribution of pedagogues of the researched period in development of anthropological ideas.

Results of the researches

Scientific work proves that pedagogues, since antiquity to middle of 20th century had paid special attention to cognition of human nature as the most important factor for determination of educational-teaching measures. This had embedded pre-conditions of studying pedagogic from anthropological positions.

It has been determined that increasing of attention to a person, to personality's interests in the middle of 19th

century was natural after effect of historical development of Russia, which included, at that time, Ukrainian territories, videlicet: serfdom's downfall, bourgeois reforms, including seeking of effective forms of educational sphere's democratization and bringing it in compliance with social-economic and cultural demands of country. Surge of interest to educational problems conditioned appearance of strong social-pedagogic movement, within which targets, educational tasks, world-vision, philosophical and psychological principles of pedagogic were discussed; there was a creative re-understanding of western-European experience, outlining of ways to solution of urgent for school and pedagogic tasks.

It has been proved that just in the researched period there happened significant changes in understanding of pedagogic from anthropological point of view. It was connected, first of all, with K. Ushinskiy's *idea of anthropological universalism – idea of building of all-embracing, holistic (integrated) knowledge about human being*, which he published in his famous book "Person as an object of education. Experience of practical anthropology" [16]. In this book he also grounded need in special studying of human being as an important factor of education and development of a personality: "If pedagogic wants to educate a person in all respects, it must, first, know him (her) also in all respects".

This work was the first in the world attempt of building of systemically synthesized scientific knowledge about man, to which K. Ushinskiy related human anatomy, physiology and pathology, logic, philology, geography, statistics, political economy, history of religions, civilization, philosophical systems, art and education itself.

So, existing for long time trend to comprehensive studying of man as the base of educational theory has reached qualitatively new level and been implemented in strive for creation of new branch of scientific knowledge.

Analysis of wide circle of literature sources (I. Anosov, B. Bib-Bad, O. Gentukh, O. Ilyashenko, V. Pichugina, I. Smyrnova) [1; 2; 3; 4; 11; 14], scientific inheritance of pedagogues-anthropologists of the researched period witness that above mentioned work by K. Ushinskiy, general cultural-educational conditions of that time stimulated many of scientists for understanding and re-understanding of educational problems on anthropological; basis, while development of anthropological ideas was determined by theoretical-practical assimilation of their content, organizational and methodic principles.

There was determined a group of main anthropological ideas and contribution of pedagogues of the researched period in their development, that was generalized in table.

Considering peculiarities of educational-cultural development of the country, factors of repeated reformations of educational system, specificity of views, practical activity of advanced domestic scientists, pedagogues-anthropologists, development of pedagogic science, in particular didactics of primary school, considering changes of targets, content, forms and methods of primary education's realization we grounded stages and main trends of anthropological ideas' development in domestic pedagogic of second half of 19th – beginning of 20th century, videlicet:

- **first stage** (1856 – 1880 pp.) – stage of formation of scientific basis of anthropology's introducing in pedagogic knowledge, which is connected with such main aspects as:

- a) M. Pyrogov's propaganda of idea about education, first of all human being ("all, who are going to be useful citizens shall learn, first, to be human beings"; article "Problems of life", 1856) [10] as the first bid and peculiar program of pedagogic anthropology's development in domestic science;

- б) understanding of first priority character of human nature's studying, as the base of pedagogic (P. Redkin "Education, what is it?" 1857) [12], of anthropology as universal science about man (M. Chernyshevskiy "Anthropological principle in philosophy", 1860) [17];

- в) foundation by K. Ushinskiy (work "Man as an object of education. Experience of pedagogic anthropology"; 1868–1869) of demand in cognition of human being as basis for building of educational system; introduction of term "pedagogic anthropology" and its filling with certain sense; scientifically purposeful building of holistic knowledge about human being as an object of education.

On this stage, there appeared active support of K. Ushinskiy's anthropological ideas by his followers (M. Bunakov, M. Korf, V. Stoyunin).

In the aspect of understanding and comprehension of anthropological universalism's idea the most prominent were articles of I. Mechnikov ("Education from anthropological point of view. 1884) [9], P. Kapterev ("Ushinskiy about social and anthropological principles of education" 1885) [6], P. Lesgaft ("Anthropology and pedagogic" 1889) [8], in which authors underline demand in scientific foundation in the form of studying of human nature for pedagogic: "educational activity – is activity, which bases on science,... requires serious profound knowledge" (P. Kapterev); anthropology is single and main "basis of pedagogic activity" (P. Lesgaft); the task of pedagogic is "searching of conditions, suitable for different stages of child's development,... formation of full harmony between developing creature and environment" (I. Mechnikov).

It has been proved that main disadvantage of this stage was limited propaganda of anthropological ideas; experience of K. Ushinskiy's development of pedagogic anthropology did not find understanding and was not continued owing to insufficient level of pedagogic consciousness.

- **second stage** (90-s of 19th century – 1919) – stage of anthropological ideas' development in context of appearance of different pedagogic conceptions, which based, on the one hand, on own interpretations of human essence as an object of education and, on the other hand, on similar methodological ground, i.e. on ideas of K. Ushinskiy about cognition of a human being as a basis of pedagogic process's construction.

The carried out scientific research witnesses that in this stage the following main conceptions (approaches) formed and developed in domestic pedagogic anthropology (by B. Bim-Bad) [2]: synthetic, natural-scientific, sociological, experimentally-based, philosophical, theological.

For example, supporters of *synthetic conception* (V. Bekhterev, P. Blonskiy, M. Demkov, O. Lazurskiy, P. Lesgaft, M. Rubinstein) like K. Ushinskiy were sure that educational theory shall be built on the base of systemic ideas about human being, that require synthesis of all anthropological sciences.

The most significant contribution in development of anthropological ideas in the aspect of synthetic approach was made by P. Kapterev, who, for the first time in science, introduced conception “pedagogic process” as unity of biological-natural and social-cultural in the process of child’s development (“Pedagogical process” 1905) [5]. He also insisted on solution of “difficult anthropological task” – studying of a disciple; he was sure that good pedagogues “can be only people with wide, profound education on the base of anthropology” (Pedagogic psychology” 1914).

Important role was played by number of articles by K. Saint-Ille “Guidance for reading of pedagogic works by people’s teachers” (1891) [13], in which he tried to approach anthropological ideas of K. Ushynskiy to practical education.

Representatives of other branches restricted to some extent approach to a man and concentrated attention at studying of certain scientific branches.

For example, supporters of *natural-scientific conception* (V. Vakhterev, O. Nechayev, G. Rossolimo, M. Rumiantsev) oriented on physiology, psychology and medicine as a basis of pedagogic (they did not consider social factor of personality’s formation and social sciences); *sociological conception* (P. Kropotkin, M. Rubakin, V. Chornoloskiy, M. Chekhov) accentuated social sciences, regarding development of an individual as a process of socialization (transformation of human being from biological creature into social); *experience-based conception* (O. Zelenko, O. Fortunatov, S. Shatskiy) underlined comprehensive development of a human being as generalization of facts from practical experience (empirical observations over child’s mental processes, consideration of influence of child life’s factors); supporters of *philosophical conception* (K. Ventsel, S. Gessen, O. Selikhanovych) considered pedagogic to be applied philosophy (in particular K. Ventsel regarded human being as a creature, included in social environment and Cosmos and directed on harmonizing of natural and moral essence of a personality); *theological conception* (M. Berdiayev, V. Zenkovskiy, V. Solovyov, Ye. Trubetskiy) developed anthropological ideas, connected with Christian-religious relations of a person with surrounding world, with education of personality and seeing own higher (divine) “Self”.

Development of anthropological ideas on the researched stage was closely connected with originating of new scientific branch “*pedology*” (V. Bekhterev, V. Kaschenko, O. Lazurskiy, O. Nechayev, G. Rossolimo, M. Rumiantsev, I. Sokorskiy, G. Troshyn) – “science about children”, the purpose of which was combination of different data about a child (psychology, pedagogic, physiology, medicine, sociology and so on) and to give complete picture of a child’s development.

For the researched period it was also characteristic “formation of national system of education and teaching, introduction of national components in structure of pedagogic science” (O. Sukhomlinska) [15], assimilation of Ukrainian traditions, sociability, accessibility, principle of labor, free development of a child. Ukrainian pedagogues and figures of education (F. Vovk, V. Durdukivskiy, S. Yefremov, T. Lubenets, O. Muzychenko, O. Rusov, S. Rusova, Ya. Chepiga, S. Cherkasenko) developed anthropological ideas, working at creation of Ukrainian school, on scientific-methodic provisioning of primary education on principles ethnic culture, national mentality, spirituality of Ukrainian people, self-consciousness and dignity of this nation’s representative, self-appraised free creature, who is single with nature and God.

At the same time it should be stressed that in spite of understanding of anthropologic ideas’ importance by pedagogic society, their implementation in mass primary school was rather slow, though primary school had a number of disadvantages (inattentiveness to child’s qualities, undesirable specializing from junior classes, excessive every day mental work and so on).

Conclusions

Generalizing of scientific-pedagogic research’s results permitted to make the following conclusions:

We determined and systemized groups of main anthropological ideas: ideas of self-appraisal of human personality, humanization of education of general human education; ideas of holistic child’s development, educational and developing teaching; ideas of self-development and self-realization of personality; ideas of correspondence to nature, cultural correspondence and folk character in pedagogic; ideas of free education, ideas of child’s health protection in the process of teaching; ideas of influence of teacher’s personality on development of child’s personality.

We determined contribution of pedagogues of the researched period in development of anthropological ideas: foundation of anthropological universalism as foundation of theory and practice of pedagogic; determination of purpose, tasks, principles, conditions of humanistic- anthropological education; determination of requirements to teacher as anthropologist; development of psychological-pedagogic principles of holistic development and self development of personality, of national school conceptions, of content of anthropologically-oriented primary education, organizational forms and methods of its realization; expansion of terminology of the researched problem.

We grounded stages of development of anthropological ideas in domestic pedagogic in 1856-1919; first stage – 1856-1880); second stage – 90-s of 19th century – 1919 – the stage of development of anthropological ideas in context

of appearance of different pedagogic conceptions (synthetic, natural-scientific, sociological, experience-based, philosophical, theological).

The prospects of further researches (in our opinion) stipulate generalization and determination of specificity of anthropological ideas' influence on primary school activity in different regions of Ukraine; studying of problems dealing with training of primary school teaches for realization of anthropological ideas.

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