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## **EXAMPLE METHOD IN EDUCATING PATRIOTISM OF YOUNG GENERATION**

*The article deals with the necessity of educating citizens-patriots of Ukraine who are capable to defend their Homeland. In this context, the author underlines the importance of literature lessons for formation of patriotic personal qualities. An example of using conversation method (narration with discussion elements) is presented, in particular during studying the biography and creative works of Hryhorii Skovoroda in high school. The author argues that studying of life, fate and experiences of famous people in Ukrainian history can be an efficient means for cultivating patriotic feelings of personality.*

**Keywords:** *patriotism, education of patriotism, literature lessons, example method, senior school students, Hryhorii Skovoroda.*

Ukrainian society faces an urgent need of quick and efficient reaction to challenges of today, among which – the armed conflict in the east of Ukraine. Tragical events in Donbas stipulate the necessity to develop a productive strategy in order to prevent escalation of conflict, to solve the critical situation, and to define possibilities of preventing such crises in future.

Education as an element of social life has to contribute to solving the abovementioned problem, applying the available potential and resources, pedagogical experience gained and accumulated for centuries. The tasks of comprehensive school in this aspect are as follows:

- foremost – education of a person as a subject of civic society;
- formation of high humanistic, moral, and patriotic qualities;
- formation of senior school students' readiness to defend the Homeland.

It is the last task that should be implemented by Physic Development and Healthy Lifestyle Laboratory within the frames of the scientific research work “Methods of formation of senior school students' readiness to defend the Homeland” (2017–2019) (one of the subthemes – “Formation of senior school students' readiness to defend the Homeland in the process of studying humanitarian subjects”).

According to the aim of the scientific research work, during the outlined period scientific search for most efficient methods, forms, and means of formation of youth's readiness to defend the Homeland (service in the Armed Forces of Ukraine) should be done; organization-pedagogical conditions of this process to make it the most resultative should be determined. The envisaged ultimate result of it will be an increase of the level of senior school students' readiness to defend the Homeland (to serve in the Armed Forces of Ukraine).

The mentioned topic and similar issues were the subjects of scientific research of scientists such as M. Zubalii [3], V. Farforovskiy, L. Alshevskaya [1], O. Peterych [5], O. Sukhomlynska, I. Bekh, B. Shapovalov, V. Ivashkovskiy, M. Sukhushyn [8], H. Temko [11], M. Tomchuk [10], V. Kusherets et al.

The issues of patriotic education of youth are the focuses of attention of many scientists: I. Bekh, K. Chorna (theoretic-methodological bases), M. Zubalii, V. Farforovskiy, M. Tymchyk [9], O. Ostapenko (peculiarities of patriotic education of

student youth in different social institutions), P. Shcherban, O. Vyshnevskiy, P. Ihnatenko, I. Pidlasyi, B. Stuparyk (patriotic education in conditions of state-building), K. Chorna, Yu. Rudenko, O. Sukhomlynska, L. Krytska, N. Kosareva, B. Popluzhnyi, Yu. Zavalevskiy, L. Pichurkina-Shumeiko (civic elements of national education).

M. Antonets, A. Boiko, M. Boryshevskiy, M. Yevtukh, I. Ziaziun, P. Ihnatenko, V. Kuz, H. Naumenko, M. Savchyn, D. Tkhorzhhevskiy and other researchers consider in their works pedagogical, psychological, and social-pedagogical peculiarities of patriotic education in different educational establishments.

Independent Ukraine faces now a historical task – to creatively revive Ukrainian national-patriotic education and at the same time to bring it in concordance with scientific and cultural development. At present, when youth directs its efforts generally on accumulating material values and well-being, it is most topical to creatively use the best achievements of former centuries, to substantiate the new paradigm of patriotic education as a process of formation of personality.

Famous Ukrainian scientists of the past: H. Skovoroda (folk wisdom), K. Ushynskiy (folk school), S. Rusova (the role of native language), I. Ohiienko (native language, family education), H. Vashchenko (Christian moral as a basis of Ukrainian national educational system), V. Kindrat, B. Kobzar, R. Petronhovskiy, V. Kaiukov, V. Koval, M. Pavlenko, V. Hherasymchuk (the role of patriotism in national education), M. Stelmakhovych, H. Vasiakovych, P. Chernikov, N. Lysenko, V. Lappo, O. Budnik (a folk science approach) and many other scientists had founded the fundamentals of national education.

Scientists such as H. Vashchenko, I. Ohiienko, S. Rusova, H. Skovoroda, V. Sukhomlynskiy, K. Ushynskiy and others studied problems of patriotic education of youth. O. Vyshnevskiy, P. Ihnatenko, T. Zavhorodnia, P. Kononenko, N. Kosareva, V. Kuz, Yu. Rudenko, K. Chorna, P. Shcherban and others consider new approaches to patriotic education under modern conditions

*The aim* of this article is to update the scientific achievements of the abovementioned researchers in the context of the scientific research work of the laboratory; to reveal the significance of humanitarian disciplines study (in particular literature) for formation of senior school students' readiness to defend the

Homeland on a concrete example – while studying the creative works and the life of Hryhorii Savych Skovoroda – a famous Ukrainian scientists, philosopher, educator.

First, it is important to outline the main concept of the research – ‘readiness to defend the Homeland’. In particular, to distinguish physic and psychological readiness. We argue that formation of patriotic qualities is an element of psychological training of youth to defense the Homeland.

The author of this article has not once revealed the inexhaustible potential of fiction in educating patriotism [2; 12]. Now we shall consider a concrete example – the study of the biography of Hryhorii Skovoroda for education of a highly moral personality, a citizen-patriot (as an example method).

The author thinks it expedient to present the biography of the philosopher in the form of narration with discussion elements, with the peculiarities of senior adolescence (or youth) age taken into account. One should also consider the specifics of modern young generation, for example, the so-called clip thinking, when a person better perceives and learns material presented in fragments with some points underlined. Despite the ambiguity in defining and evaluating such a phenomenon as clip thinking, determining its causes, the educator cannot avoid this peculiarity. To use its positive sides is also advisable – for example, the briefness of narration will allow the student to keep information in memory longer.

Besides, the teacher should provide visual aids for the literature lessons: a portrait of Hryhorii Skovoroda, photos or paintings of Ukrainian villages where the philosopher had lived. In high school visual aids are still topical for color pictures are capable to engage visual memory of students in order to make the information last long in memory. Scientists-psychologists (I. Kon) note that search for truth, meditations about life sense, in general – thinking that is more abstract are peculiar to youth age [4]. That is why it is advisable to share with students knowledge on famous people of past and contemporaneity, who had lived their life honestly and obviously could give an answer to the ‘everlasting’ and sometimes hurtful questions that always attracted young people’s attention. No doubt, Hryhorii Savych Skovoroda was one of such persons; his life can become an example to follow when we speak about formation of civic and patriotic qualities of personality.

Scientific interest to the life and work of Hryhorii Skovoroda lasts until now, especially to the integrity of his character and civic principles.

Below the author provides some information on facts and events from the philosopher's life that should be presented to the students of senior school age during literature lessons, as well as several questions that the teacher should ask them.

“Hryhorii Skovoroda knew well what a human being lives for and what he (she) needs to feel happy. Once Bilhorod bishop suggested the philosopher take holy orders, wear the cloth. But Hryhorii wanted to keep his independence and freedom and said: “Whether do you want me to join the crowd of hypocrites? You may eat heartily, drink to your heart content, you can be happy with your God service! For me God service means a modest life, satisfaction with little. I would refuse all unnecessary things in order to get the really values; get rid of different vices in order to keep me integral; to overcome ambitions ... to search for fame in God, not by people” [7].

The author considers it expedient to discuss with students the fragment, for example after questions such as:

Could you be satisfied with little in life?

Who is richer – that one who has a lot of money and want to have more or that one who is satisfied with only the necessary things? How would you determine these necessary things?

How do you understand the phrase “to search for fame in God, not by people”? Thus, the narration about Hryhorii Skovoroda should not be reduced to moralization or instruction; the teacher is advised to underline that the life of one of the famous Ukrainians is being described and to motivate high school students to independent thinking.

“The philosopher had not once been seduced by offering high positions in society. Kharkiv governor Shcherbynin once proposed: “Honored man! Why not to take a suitable post?” In answer – “Dear sir! The world is like a theatre. In order to play in the theatre with success and praise, one must choose the role according to one's talents. People praise the actor not for the nobility of the personage, but for his skills of performing. I have long been thinking about it and concluded that I can play the most better only the role of a simple, light-hearted, sole person. I have chosen this role – and I am satisfied with it”. In such a way, Skovoroda escaped the alluring nets of “great nobility”, of “unhappy sweet” life”.

The aspects mentioned below can be useful for discussion with senior schoolchildren:

Is Hryhorii Skovoroda's answer to the governor's offer worth respect? What role would you choose in your life?

Obviously, the best evidence of a person is his (her) thoughts and words, not a chronological description. Besides, there prevails interest to the inner world of the personality in youth age, so we deem it advisable to concentrate the students' attention on the worldview ideas of the famous scientist.

However, senior school students should know the main events of life, work, and creativity of Hryhorii Skovoroda. We suggest an orientative narration (information) for the adolescents:

Archive documents testify that the Skovoroda family belonged to poor Kozaks, had little arable land. Hryhorii was born on December 3 in 1722 in Chornukhy village. Among his childish impressions were inspiring Kozak songs of blind 'kobzars' and 'lirnyks'. Hryhorii himself had a beautiful voice and a great musical talent. Soon, he nicely played sopilka, flute, violin, bandura. At Chornukha school he was a solo singer in the church choir, which coupled with his exceptional capabilities in studying had opened the door for him to the preparatory grade of Kyiv Academy.

Kyiv Academy was attractive for many young people, they dreamed to study at that institution. 12 years old, Hryhorii Skovoroda was successfully enrolled in it in 1734. He became a solo singer of the academic choir, began to compose music, manifested unusual gift for sciences and advanced progressively. Nevertheless, according to the tsar's decree, 19 years old student from the philosophy form had to become a solo singer of the tsarytsia Yelyzaveta court choir. The tsarytsia had chosen singers and musicians from Ukraine; the most talented could become wealthy. However, Skovoroda's interests were different, he longed for his homeland, the life of tsarytsia court triggered in him despise, later he recollected it with condemnation. That was the reason of his dismissal from the court chapel; the student returned to Kyiv Academy to study at the philosophy faculty. Nevertheless, he had not finished the study, because he made an agreement with colonel-major F. Vyshnevskiyi to work as a choirman. F. Vyshnevskiyi, a favorite of tsarytsia Yelyzaveta, was grateful to Skovoroda, which allowed the philosopher to travel in Europe. Hryhorii visited Germany, Slovakia, and Poland. He listened lectures of famous German professors, studied different

philosophical systems, observed life, and on completing the agreement in five years returned to his native village. Hryhori was then 28. He had become a person with constant persuasions and solid knowledge, though without means of existence. His father and mother had died long ago, and his only brother had left the homeland in search for a better future. The only wealth Skovoroda had taken with himself was knowledge. He was spoken of as one of the most erudite person not only in Ukraine but also all over the Russian Empire.

But Hryhorii had not become a passive consumer of foreign ideas, a follower of the existing theories. He himself defined the most valuable benchmarks of philosophy and life.

At the end of 1750 – beginning of 1751 Skovoroda taught a course of poetry in Perayaslav kolehium. Nevertheless, the bishop of that institution did not approve his innovational teaching manner, and he had to leave the college. There was another try to renew the study at the academy, now at theological department. In this period, Hryhorii studied the German, Greek, Old-Jewish languages. But out of four years at theological class, Skovoroda had finished only two. In spring of 1753, Kyiv Metropolitan Tymofii Shcherbatskyi delegated H. Skovoroda as the best student to work as a home teacher in Kavrai village, to his friend landowner Stepan Tomara. Skovoroda taught his student Vasyl Tomara to think independently, make own conclusions, not to repeat nonsenses of other people or books. He conducted his lessons in the form of conversations, motivating his pupil to express one's own thoughts. However, once his employers suspected him of non-respectful attitude to them, and he was forced to dismiss his job. A certain time he lived at his friend's apartment in Moscow, and then he visited Troitsko-Serhiivska Lavra (not far from Moscow). The cleverness and education of Hryhorii Skovoroda amazed the Vicar of the Lavra, and he asked the philosopher to stay at the monastery as a teacher of the monastery college. Skovoroda was offered a good place, money, fame, but he wanted to return to his Homeland, its fields and gardens. At the end of January of 1755, he was in Pereyaslav. Stepan Tomara was sorry that had dismissed such a good teacher and suggested him to teach his son Vasyl again. Skovoroda devoted other three years to his student, until Vasyl had to go to official school.

1753-1758 was a peculiar period in the philosopher's life. He liked to spend all his spare time in fields and forests. He slept not

more than four hours, and with first rays of the sun he put on his simple dress, took a pipe (sopilka), a bag with books, stick and went where he liked. He was a vegetarian: ate only vegetables, milk, cheese, and only once in a day, at sunsets. However, he had never lost a good spirit, joy and benevolence, which attracted many people to him as his friends; everybody liked him. In this very period, the philosopher wrote his famous “The Garden of God’s Songs”. In this collection of poetical meditations, satire and lyrics, Skovoroda considers moral ethic problems. “Non-disturbed peace”, “quietness and health”, “strong heart”, “harmonious spirit”, “wise mind”, “joy” – these accompaniments of human life are praised by the poet. There are different genres presented in Skovoroda’s poetic works, in particular epigrams as a kind of satiric poems, fables etc.

A new period in the life and creativity of Hryhorii Skovoroda had began since August of 1759 when the Bilhorod bishop ordered “the student of theological science Hryhorii Skovoroda to be a poetics teacher in Kharkiv collegium”. A year passed happily, but on vacations, the bishop tried to persuade the philosopher to become a priest, which could open the door to “high rank”. Nevertheless, Skovoroda, having perceived pressure, at once asked for a benediction and left the town. He lived in Starytsia – a picturesque village on the outskirts of Bilhorod – and had lived there until spring 1762.

A certain period H. Skovoroda taught at Kharkiv kolehium a course of syntexis, the Greek language, and singing under musical score with accompaniment of the organ. Later, he took the offer to be a lecturer of a newly introduced course – catechesis (fundamentals of virtue), and he agreed. However, an inconvenience happened after the very first lecture. Hryhorii Savych was bad-mouthed, somebody wrongly interpreted his words, and soon he had to leave the institution.

The last 25 years of his life Hryhorii Skovoroda was a travelling teacher, having become a true folk wise person. In this time he created the collection “Baiky Kharkivski” (“Kharkiv fables”), wrote his philosophical works: “Narkis. A Narration about You: You should Know Yourself”, “A Conversation of Five Travelers about True Happiness in Life”, “A Conversation Called Alphabet, or ABC-book of the World”, “Dialogue. Its Name – Snake Flood” [7] etc.

Philosophers-educators of XVIII century did not recognize any authority: they strongly criticized religion, worldviews, state



system, society – everything. Thinking mind was recognized as a measure of all things. This can be attributed to Hryhorii Skovoroda. In his view, a person is able to contribute to society most when he (she) reveals fully his (her) capabilities, gifts after his (her) calling in his (her) natural post and position.

Hryhorii Skovoroda argued that a personality is not a coward slave, but an architect of one's own fortune. Being himself of a solid integral disposition, he was ready to sacrifice his own life for the idea and thought that the road to happiness runs through "following one's benedicted self": - Do You want to be happy?.. For that, one should not go over the seas, bow to powers-that-be, happiness is always and everywhere with You, it should only be perceived. "When You study Yourself – You study the whole world", – these were the words of the philosopher. Skovoroda did not believe in the possibility to serve people not in his own country, this principle was a basis of his patriotism. Hryhorii Skovoroda was himself a convinced patriot and he cultivated this feeling in his students.

72 years old philosopher died in Ivanivka village (now Skovorodynivka) in 1794. There is still his tomb with the inscription on the stone: "The world tried to catch me, but failed" [7].

We suggest to finish the lesson with reading of Hryhorii Skovoroda's works at the teacher's discretion.

So, making conclusions, one can argue that it is advisable to use in school practice, in order to educate highly moral patriots of the Ukrainian state, the method of narration with discussion elements about famous personalities in the history of the country who by their ideas and works, their own lives had proved the truth and the significance of human values for a person's happiness; among such values are love to Homeland, respect towards its people.

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## **І. П. Білоцерківець**

### **Метод прикладу у вихованні патріотизму підростаючого покоління**

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*У статті актуалізовано необхідність виховання громадян-патріотів Української держави, здатних стати на її захист у разі потреби. В цьому контексті розкрито значення уроків літератури для виховання патріотичних якостей особистості; представлено приклад застосування методу бесіди (розповідь з елементами дискусії) при розгляді біографії і творчості Григорія Савича Сковороди у старших класах загальноосвітнього навчального закладу. Доведено, що вивчення життєпису видатних постатей української історії як взірця для наслідування може бути дієвим засобом формування патріотичних якостей особистості.*

**Ключові слова:** патріотизм, виховання патріотизму, уроки літератури, метод прикладу, старшокласники, Григорій Сковорода.

## **И. П. Белоцерковец**

### **Метод примера в воспитании патриотизма подрастающей личности**

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*В статье актуализирована необходимость воспитания граждан-патриотов Украинского государства, способных стать на его защиту в случае необходимости. В этом контексте раскрыто значение уроков литературы для воспитания патриотических качеств личности; представлен пример применения метода беседы (рассказ с элементами дискуссии) при рассмотрении биографии и творчества Григория Савича Сковороды в старших классах общеобразовательного учебного заведения. Доказано, что изучения жизнеописания известных личностей украинской истории как образца для подражания может быть действенным средством формирования патриотических качеств личности.*

**Ключевые слова:** патриотизм, воспитание патриотизма, уроки литературы, метод примера, старшеклассники, Григорий Сковорода.

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## **CREATIVE SELF-EXPRESSION OF PRIMARY SCHOOLCHILDREN: PRACTICE-ORIENTED APPROACHES IN THE SYSTEM OF OUT-OF-SCHOOL EDUCATION**

*The author has concluded that the problem of personal expression is urgent in contemporary social and cultural situation based on the theoretical analysis of scientific studies. Nowadays, person-oriented paradigm of education is introduced in educational process. So, the article is devoted to the creative self-expression of primary schoolchildren through the author's practice-oriented approaches in the system of out-of-school education. The results of experimental studies have shown that the process of creative self-expression requires more teachers and parents' attention. The author offers a program of pedagogical support of pupils, parents and teachers of out-of-school educational institutions in order to disclose primary schoolchildren's identity in the process of creative activity.*

**Keywords:** *creativity, self-expression, creative self-expression, primary schoolchildren, out-of-school education.*

In recent years, new socio-cultural changes have determined the directions of modernization of Ukrainian educational system. The necessity for development of person's creative abilities in order to find effective solutions to everyday problems has increased. In fact, the level of intelligence and creativity is a casual factor that affects efficiently on each individual. However, current education system is not fully focused on personal creativity focusing its attention mainly on knowledge approach in children's development and teaching.

These contradictions have updated the problem of creative self-expression of children, especially in primary school years, which is a period of intensive personal development. The personality's ability to be flexible in a changing world, in our opinion, is the manifestation of creative expression, namely person's originality, uniqueness. According to the latest studies, creativity is a central element of