

учебных заведений. Особое внимание уделено базовым положениям социопедагогической концепции.

Ключевые слова: ценности, гуманистическая педагогика, духовность, мораль, нравственность.

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#### VALUE PRIORITIES OF HUMANISTIC PEDAGOGY

*This article analyzes the pedagogical approaches in the context of humanism. It is shown the dynamics of development of the main historical and pedagogical tendencies of humanistic pedagogy. It is presented the analysis of the progressive views of the pedagogical scientists in the context of humanization of the educational process. It is identified the innovative directions of reforming the modern school: a student-centered model of education, ensuring intellectual freedom, democratization and humanization of relations between teacher and student. The principles of spiritual and moral development of pupils are described. It is highlighted the essential characteristics of the value priorities of humanistic pedagogy. It is given the characteristics of the student's education criteria.*

*The experience, system, factors, tasks, sources of formation of spiritually-moral values in the process of educational work of secondary schools are also represented in the article. Special attention is paid to the basic provisions of the socio-pedagogical conception. It is pointed out that the nature of humanistic pedagogy helps to create the educational environment for the natural development of the child, providing freedom of activity according to the age abilities, inclinations and individual abilities.*

*The authors represent the characteristics of the concepts of basic spiritual values such as goodness, beauty, joy, work, desire, moral habit, conscience. It is emphasized the essence of socialization, socially useful work and social reality.*

*It is revealed the relationship of moral education and mental development. This article is provided the ideas of humanistic pedagogy in the integration of intellectual freedom, democratization and humanization.*

*It is focused attention on the strategic importance of the principle of anthropocentrism in humanistic pedagogy. The formation of spiritual values is seen as a movement from idea to belief.*

*Keywords: values, pedagogy of humanism, spirituality, morality.*

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#### KHERSON REGION TEACHERS' EXPERIENCE OF USING INFORMATIZATION IN TECHNICAL EDUCATION OF THE SOUTHERN UKRAINE (BASED ON THE EXPERIENCE OF KHERSON POLYTECHNIC COLLEGE OF THE ODESSA NATIONAL POLYTECHNIC UNIVERSITY)

*The history of Kherson region teachers' experience in using informatization in technical education of the Southern Ukraine is studied in the article. The importance of the information technologies in education is significant, and it is very useful to study the experience of informatization implementation. The history of the educational process informatization was studied through the educational establishment's stuff heritage in this field. The object of the study is Kherson Polytechnic College of Odessa National Polytechnic University. The article deals with the analysis of regional and national periodicals of the time frames from 1970 to 1995. The study covers the points of using the technical means of training in the educational process and their role in providing deep and strong knowledge.*

*Keywords: informatization of education, technical education, the Southern regions of Ukraine.*

*A comprehensive study of the best teaching experience and saving it for the further implementation is one of the most important factors in the development of Pedagogics. Though the personality is very, the investigation is to be held in the context of the entire teaching staff. As not only the outstanding personalities, but the associates, the head of the*

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institution, the strategy of the educational establishment, the historical events, etc. contribute a lot into the process of the education's development. The importance of the information technologies in education is also significant, and it is very useful to study the experience of informatization implementation. The study is to be done in the context of the entire teaching staff, its outstanding personalities, associates, the head of the institution, the strategy of the educational establishment, the historical events, and so on.

Such scientists as Hennadii Bondarenko, Halyna Bondarchuk, Oksana Adamenko, Nestor Hupan, Nataliia Demianenko, Nataliia Dichek, Tetiana Levchenko, Oleksandr Liubar, Alla Tymchenko, others, have recently devoted their works to the research of the history of the educational heritage problem.

Hanna Hlushchenko, Iryna Malytska, Halyna Berulava, Olena Volovyk, Volodymyr Dyvak, Olena Penkovets, Yuri Kolomiiets, Andrey D. Korol, Serhii Shuliak, others, devoted their recent studies to the informatization of the educational process.

However, the history of the educational process informatization through the study of the educational establishment's stuff heritage in this field still remains unknown.

The significance of the information technologies in all spheres of our life is already proved. It is also known, that the IT are widely used in educational activities. Any development is to be based on the previous study, so it is highly important to do a historical analysis of the issue.

The aim of the article is to study the history of Kherson region informatization in technical education through the analysis of the pedagogical heritage on the example of Kherson Polytechnic College of Odessa National Polytechnic University (KPTC ONPU).

Every educational establishment is, first of all, the teaching staff, which teaches, trains and educates the youth. Each pedagogical staff has its own traditions, its own memory, its leaders, so called «coryphaeus», who became tutors for the young teachers and help them in their work.

Kherson Polytechnic College of Odessa National Polytechnic University (hereinafter – College) is not an exception. College dates back to 1920, when it was founded as Kherson First Professional School of Agricultural Engineering, Hydraulic Engineering and Flour Grinding Business. In 1932 it was reorganized into Engineering Technical College, and in 1991 it became Kherson Polytechnic College. In 2004 College was reorganised into KPTC UNPU [4, p. 1]. Today, the college is the basic educational institution of the higher educational establishments of the I and II levels of accreditation (I.a.) of Kherson region, and its director, Ph.D., Oleksandr Yakovenko since 2006 holds the ppost of the Head of the Kherson region Board of Directors of the higher educational establishments of the I and II I.a.

The college's development largely owes to the teaching staff's continuity of generations. Nowadays 44 graduates of KPTC ONPU successfully follow the teaching traditions of College.

Kherson Polytechnic College is often mentioned in the mass media. There are articles in the newspapers, reports on radio and television.

The study did a review as for the articles in the periodicals of the regional («Naddniprianska pravda», «Khersonskyi mashynobudivnyk», «Leninskyi prapor», «Hryvnia», «Dzherela», «Novyi den») and Republican («Radianska osvita») levels of the time frames from 1970 to 1995.

Below there is the list of some articles published in «Naddniprianska pravda», where Kherson Polytechnic College and information technologies used in it are mentioned:

- the articles of 1970 year – «164 Experts» («164 Fakhivtsi»), «School of Factory Craftsmen» («Shkola Zavodskykh Umiltiv»), «The Scientific Organization of Labor in College» («NOP u Tekhnikumi»);
- the articles of 1971 year – «Technical College is half a century» («Tekhnikumu – pivstolittia»);
- the articles of 1972 year – «Kherson Machine Builder. Half-Century Anniversary» («Khersonskyi Mashynobudivnyk. Pivvikovyi Yuvilei»), «Teaching the Civil Professions»

(«Navchaiemo Hromadskykh Profesii»), «The High Recognition» («Vysoke vyznannia»), «University of the Millions» (Universytet milioniv»);

– the articles of 1973 year – «Will Keep Our Word!» («Slova Dotrymaiemo!»), «Plus 100 Diplomas» (Plius 100 Dypломiv»), «The Power of Personal Example» («Syla Osobystoho Prykladu»);

– the articles of 1975 year – «The Reward» («Nahoroda»);

– the articles of 1980 year – «The favourite occupation» («Liubyma sprava»);

– the articles of 1981 year – «The Joyful Summary» («Radisnyi pidsumok»);

– the articles of 1982 year – «Satisfied with Practical Training» («Praktykoiu zadovoleni»), «The Creative Anxiety» («Tvorchyi nespokii»), «To Become a Young Professional Tomorrow. From the Materials of the Secondary Special Educational Institutions' Teachers Regional Meeting» («Zavtra – Molodyi Spetsialist. Z Oblasnoi Narady Vykladachiv Serebnikh Spetsialnykh Navchalnykh Zakladiv»), «Work Efficiency and the Personnel Training Quality» («Efektyvnist Pratsi i Yakist Pidhotovky Kadriv»);

– the articles of 1983 year – «The Training Center» («Navchalnyi Tsentr»), «News from the Engineering Technical School» («Visti z Mashynobudivnoho Tekhnikumu»);

– the articles of 1991 year – «The Technical School Will Become the College» («Tekhnikum stane koledzhem»);

– the articles of 1995 year – «The Engineering Technical College Is 75» («Mashynobudivnomu – 75»), «The First 'Diamond' or Kherson Polytechnic College ('Mashynka') Is Seventy-Five» («Pershyi 'Diamant' abo Khersonskomu politekhnichnomu koledzhu ('Mashyntsi') – simdesiat p'iat»).

The analysis of the mentioned publications showed that the teaching staff of the College has always maintained high professionalism, creativity, a thirst for the new and never stood aside new processes in education and industry.

Thus, by the order of the Ministry of Higher Education of the USSR (№ 344, 1963) the Experimental Design Bureau (hereinafter – EDB) appeared in the College. It involved teaching staff and students of the College into its work. The staff of the EDB made their contribution to the development of the educational establishment - improved physical infrastructure, equipped laboratories and, of course, met the requirements of the city.

Mykhailo Aharkov, the director of the Kherson Machine-Building College from 1944 to 1979, the Honored Teacher of the USSR, in his articles of that period wrote: «The technical school has the experienced, well-trained staff of teachers who have become true masters of their craft, skilled mentors and tutors for the younger generation. ... The teachers Hryhorii Stetskyi, Zinaida Kyryienko, Ivan Slukvin, Rostyslav Davydkevych, Mariia Slukvina, Oleksandra Cherniavska, Mykhailo Shraiber, Oleksandr Sazonenko, Pavlo Moroz, Valentyna Rozova, Tamara Dontsova and others have made and still are making an invaluable contribution to the creating the educational material base and teaching the young professionals of the educational establishment. The younger generation of teachers has grown and strengthened in the college during previous years. Those include teachers who have previously graduated from college, and are now the supporters of new, advanced things, set the tone in the technical work and set an example of public obligation implementation. They are Mark Bitman, Tamara Koliadko, Heorhii Miachenko, and Eduard Hruzberh» [1, p. 3].

In his articles, Mykhailo Aharkov noted that college teachers were in constant search of the new and more effective forms and methods of training students. Thus, among the teaching staff there were A. Husel, I. Protasov, V. Nepomniashchyi, M. Ovrutskyi, E. Hruzberh who actively worked on the issues of work organization and programmed learning.

Mykhailo Ovrutskyi, in particular, the Excellent Worker in the Sphere of the USSR Secondary Education, the holder of the silver medal on the Exhibition of the National Economy Achievements, equipped classrooms with the technical means of training (TMT) set, used television in the educational purposes. He has developed methodological aids for teaching with the help of TMT. M. Ovrutskyi was regularly invited to conduct seminars for the regional teachers to spread the advanced experience in the field of the educational process of informatization. So, Mykhailo Ovrutskyi, as the author of a comprehensive system

of highly qualified specialists technical training, and Viktor Chebukin, the Deputy Director of the College, were invited to give several lectures in the Rostov-on-Don Institute of Advanced Training. The software teaching classroom of Kirovograd Engineering College was made under the leadership of M. Ovrutskyi [7, p. 152].

In 1973, «Naddnyprianska pravda» published an article, which showed the professionalism of the College's staff and their willingness to share own teaching experience. The article refers to the All-Union Conference of Educational Establishments' Directors, which [establishments] were subordinated to the Ministry of Tractor and Agricultural Machinery, held in 1973 at the College. «During the All-Union conference, its participants were seriously interested in the organization of programmed learning. And I must say that the majority of our [the College's] teachers mastered technical means of such training. In some disciplines (Physics, Electronics and the Strength of Materials) hundred per cent of lessons are conducted with the use of the technical means of training, which has the positive effect on the learning progress improvement» [2, p. 8].

During that period of time students also wrote articles that pointed out the following: «... the friendship of our college students with the students of Most Industrial School (Czechoslovakia) and Magdeburg electrotechnical school (GDR), which is lasting for several years already, also contributes to the improving of the learning progress. We systematically exchange delegations, write letters, share experience in mastering the professions. At the end of the school year we meet guests from fraternal countries again. They will come to learn from us, learn something new, advanced and apply it at their's. Thus, the forms and methods of struggle for deep and strong knowledge are diversified at the College. Much attention is given to technical means of training, production of visual aids.» [6, p. 8].

In 1982, during the regional meetings of specialized secondary schools teachers, the Deputy Director of the College, the Excellent Worker in the Sphere of the USSR Secondary Education, Viktor Chebukin (had been working as Deputy Director of the College for 30 years) shared the experience in implementing the comprehensive system of the educational process management at the educational establishment. The report noted that the mentioned system helped: to outline precisely the responsibilities of employees, to reduce traffic flows of students in classrooms and laboratories, to make the schedule and to trace the occupation of the classrooms, to prepare materials in the quality assessment of teachers for the Commission, to monitor the attendance of the classes [5, p. 14].

College continued the further implementation of the comprehensive system of the educational process management. It is mentioned in some of the publications in 1983: «The creation of a single Center for the educational process control of every organizers group course of a students' comprehensive education at the College and the reconstruction of its material base is to be included to the innovations of recent times. Now, the further strengthening of the discipline and neatness is on the agenda. The speeches during the party meetings of the College director V. Kydanov, teachers Zh. Saraieva, R. Orlata, A. Symonova, V. Pavliuchenko, V. Shchekhlova and others were dedicated mainly to this problem. This is understandable, because at the level of student groups, when there is a proper procedure, positive results are notable. The results have become the part of the whole College's stuff heritage...» [3, p. 15].

Certainly, teaching experience of the College teachers was studied and generalized by the educational-methodological office and was widely spread and implemented into the practice of the colleges, which were subordinated to the USSR Ministry of Tractor and Agricultural Machinery.

In the 1983, the director of the College V. Kydanov in his article «The Training Center» said that the college was constantly developing its material-technical base and improving the scientific and technical work. 37 classrooms and laboratories of the college were equipped with modern technical facilities and technical means of knowledge control (VCRs, TVs, overhead projectors and various projection equipment). The projects of the classrooms' modern equipment were designed and implemented by the Experimental Design Bureau.

Continuity of generations can clearly be seen in the pedagogical staff of KPTC ONPU. Thus, in 2006, the newspaper «Dzherela» mentioned the seminar on the module-rating system of the students' academic achievements evaluation, which was held in the college. Director of the college O. Yakovenko in his interview said: «We are thoroughly studying the training advanced technologies and if they are really worth of our attention, we will impement them. ... At the end of the 2004-2005 school year, we introduced a test version of tasks for state qualifying examinations. We analyzed the methodology and were satisfied with the results. This academic year we started with the distribution of the test control in all departments of the college. ... The efficient program-methodological and didactic electronic database is established by our teachers in colleges. It is concentrated in a special multimedia laboratory of our educational establishment» [8, p. 21].

So, the given article has followed the continuity of the teaching staffs' generations on an example of Kherson Polytechnic College of Odessa National Polytechnic University contribution to the development of technical education informatization in Kherson. Thus, it was found out that one of the important conditions for the development of education is a comprehensive study of the creative heritage of not only individuals but also educational groups, and implementation of their heritage into life.

Suggestions for further studies. Unfortunately, the article studied just one educational establishment related to the informatization. The following-up study will be devoted to the other educational establishments of Kherson regions.

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**ОПЫТ ПЕДАГОГОВ ХЕРСОНЩИНЫ ПО ИНФОРМАТИЗАЦИИ ТЕХНИЧЕСКОГО ОБРАЗОВАНИЯ ЮГА УКРАИНЫ (НА ПРИМЕРЕ ХЕРСОНСКОГО ПОЛИТЕХНИЧЕСКОГО КОЛЛЕДЖА ОДЕССКОГО НАЦИОНАЛЬНОГО ПОЛИТЕХНИЧЕСКОГО УНИВЕРСИТЕТА)**

В статье проведено исследование истории развития информатизации образования на Херсонщине на примере педагогического наследия коллектива Херсонского машиностроительного техникума (Херсонского политехнического колледжа Одесского национального политехнического университета).

Проблема освещена по средствам анализа периодических изданий регионального и республиканского уровней второй половины XX века. Исследование ограничивается временными рамками с 1970 по 1995 годы. Рассмотрены основные достижения колледжа в повышении качества образования путем информатизации учебно-воспитательного процесса.

Ключевые слова: информатизация образования, техническое образование, Южный регион Украины

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**ДОСВІД ПЕДАГОГІВ ХЕРСОНЩИНИ З ІНФОРМАТИЗАЦІЇ ТЕХНІЧНОЇ ОСВІТИ ПІВДНЯ УКРАЇНИ (НА ПРИКЛАДІ ХЕРСОНСЬКОГО ПОЛІТЕХНІЧНОГО КОЛЕДЖУ ОДЕСЬКОГО НАЦІОНАЛЬНОГО ПОЛІТЕХНІЧНОГО УНІВЕРСИТЕТУ)**

Важливим чинником розвитку педагогіки є всебічне вивчення передового педагогічного досвіду, збереження його для подальшого впровадження. Таке всебічне вивчення відбувається в розрізі роботи всього педагогічного колективу, підтримки одностудентів, історичних подій, тощо.

Питання розвитку інформатизації освіти шляхом дослідження педагогічної спадщини колективів навчальних закладів є недостатньо дослідженим. У статті розглядається історія розвитку інформатизації освіти на Херсонщині на прикладі педагогічного доробку колективу Херсонського машинобудівного технікуму (Херсонського політехнічного коледжу Одеського національного політехнічного університету). Проблема висвітлено через аналіз періодичних видань регіонального та республіканського рівнів другої половини XX століття.

У дослідженні проаналізовано статті періодичних видань регіонального («Надніпрянська правда», «Херсонський машинобудівник», «Ленінський прапор», «Гривня», «Джерела», «Новий день») та республіканського («Радянська освіта») рівнів. Дослідження обмежується часовими рамками з 1970 по 1995 роки. Розглянуто основні досягнення коледжу в підвищенні якості освіти шляхом інформатизації навчально-виховного процесу.

Ключові слова: інформатизація освіти, технічна освіта, Південний регіон України.

Рецензент: Жорова І. Я.

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**ФОРМУВАННЯ ПОЧУТТЯ ПАТРІОТИЗМУ У ДІТЕЙ  
В ДОШКІЛЬНИХ НАВЧАЛЬНИХ ЗАКЛАДАХ УКРАЇНИ:  
ІСТОРИКО-ПЕДАГОГІЧНИЙ КОНТЕКСТ (1930-1980 РР.)**

У роботі порушується проблема формування почуття патріотизму в дітей в дошкільних навчальних закладах України у 1930-1980 рр. Автором проаналізовано нормативно-правову базу та історико-педагогічні доробки сучасних дослідників з означеної проблеми. На основі аналізу вітчизняної теоретичної літератури визначено поняття «патріотизм», «патріотичне виховання». Зазначено, що одним із пріоритетних завдань дошкільного виховання у період 1930-1980 рр. в Україні було громадянсько-політичне виховання. Зміст навчально-виховної роботи в цей період визначався під впливом комуністичної ідеології. Проведений аналіз засвідчив, що в цей період відбулися зміни в змісті дошкільної освіти, що мало вплив на проблему формування почуття патріотизму в дітей в дошкільних навчальних закладах.

Ключові слова: патріотизм, виховання, дошкільні навчальні заклади.

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