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MORAL EDUCATION TECHNOLOGIES IN PEDAGOGICAL THEORY AND PRACTICE OF POLAND AND UKRAINE

ABSTRACT

The comparative analysis of theoretical bases and the practice of moral education technologies implementation in Polish and Ukrainian pedagogy has been made. There has been stated that moral education technology in Ukrainian pedagogical science can be interpreted as a moral education system, the constituent parts of which are the following: aims, the content of the technology, procedural components (forms, methods and means of interaction between a teacher and pupils), diagnostic tools, and the result that meets the defined aim. Moral education technology can also be interpreted as modern means of moral education; as a project (model) of moral education process; as a branch of scientific knowledge; as any educational innovation. Moral education technology is interpreted as a strategy of moral education in Polish educational science. Three strategies of moral education – forming, searching and open – have been described. There have been determined that in Polish and Ukrainian pedagogical sciences the technology of moral education is considered to be a wider concept than the method and methodology. The technology of moral education is interpreted as a branch of scientific knowledge about the process, bases, techniques, methods and means of moral education, as well as conditions of its effectiveness, which ensure educational skills. Criteria of moral education technologies have been determined. The importance of educational diagnostics to the development of moral education technologies has been shown. The causes of the weak development of moral education technologies such as the lack of the accordance to the diagnostics criterion, an intuitive approach to solving moral education problems, complication of their solution have been cleared up. Prospects of using positive ideas in modern educational and moral environment have been revealed.

Key words: moral education technology, strategy of moral education, moral education system, criteria of moral education technologies, educational diagnostics, educational technology, pedagogical science of Poland and Ukraine.

INTRODUCTION

Moral education of children and young people is one of the most difficult processes of human activities. Many social, political, economic, educational factors influence its development. They complicate the achievement of planned results of teacher's moral education work with pupils. In the Renaissance the classics of pedagogy discovered that moral education of a person is a more important quality than education itself, as an educated person without moral education is the same as a gold ring in a pig's nose (Коменский, 1982). Thus, the creation of educational and moral conception that would encourage the effectiveness of moral education processes' organization in educational institutions is the strategic task of every state.



The use of technologies and methods of moral education process implementation is one of the urgent problems of moral education. However, at the current stage the interpretation of these concepts in national and foreign educational theory and practice is somewhat different. Simultaneously, there is a significant difference in the types of moral education technologies that are implemented in educational institutions of Ukraine and foreign countries. Their comparative analysis can promote the detection of prospects of positive ideas use in modern educational and moral environment. It is reasonable to consider moral education technologies at educational institutions of Poland and Ukraine, as these countries have common historical roots, close geographical location, and moral education problems are very important for them. In each of these countries the number of children obsessed by psychoactive substances increases, there are threatening phenomena in youth environment, aggression, apathy and so on frequently occur. Thus, the choice of technologies for achieving moral education aims is the urgent task of educational institutions.

Terms “moral education technology” and “moral education methods” are interpreted in numerous researches of Polish (K. Konazhevskiy, M. Nowak, A. Pashkevich, A. de Thorzhevskiy), as well as national scientists (I. Bech, A. Makarenko, S. Sysoieva, etc.). Technologies of moral education process are described in several textbooks and manuals, authored by L. Katsynska, A. Kiktenko, M. Kryvko, A. Luibarska, A. Nisimchuk, O. Padalka, O. Piechota, L. Romanyshyna, I. Smoliuk, H. Soroka, O. Yankovych. Educational and especially moral education technologies are the subject of numerous researches of Russian scientists (V. Guzeev, M. Klarin, H. Selevko, etc.).

However, moral education technologies at educational institutions, especially at higher pedagogical educational institutions, haven't been cleared up enough by both Polish and national scientists. Theoretical bases of moral education technological processes also haven't been well grounded.

THE AIM OF THE STUDY

The aim of the article is to substantiate theoretical bases of moral education technologies in educational theory and practice of Poland and Ukraine and determine the prospects of positive ideas use in modern educational and moral environment.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Theoretical and methodological framework of the research includes cognition theory with its dialectical principles of interrelation and interdependence between regularities and phenomena of the objective reality; main principles of systemic, active, competence, praxeological and humanistic approaches; interiorisation theory, on the basis of which the algorithms of actions as necessary features of pedagogical and moral education technology are formed. Ideas of D. Alfimov, M. Novak, A. Pashkevich, H. Selevko, O. Yankovych about the essence of moral education technologies as moral education systems and moral education strategies are also the theoretical basis of the research.

In the process of the research a complex of complementary methods has been used:

– search and bibliographic method, by means of which the systematization of library catalogues, printed sources as to the problems of the conceptual framework, the structure of moral education technologies has been made;

– contrastive and comparative analysis of the literature, by means of which the study of the researched problem has been made; the comparison of interpretations, the structure and functions of educational (moral education) technologies in foreign and national pedagogy has been performed;

– interpretation and analytical method, which involved interpretation, comparison, systematization of facts from the scientific literature and their summing up.



RESULTS

There is no unambiguous interpretation of the term “educational (moral education) technology” in Ukrainian pedagogical science. More than 300 definitions of the term are known. Moral education technology is considered as a part of pedagogical technology, and that, in its turn, is a narrower concept than an educational one. According to scientists L. Burkova, O. Piechota, L. Romanyshyna, O. Yankovych, etc., educational technology reflects the strategy of educational development, and pedagogical technology embodies the tactics of its implementation. The main criteria of educational (moral education) technologies are the following: diagnostics, algorithmic, reproduction, systemic, effectiveness, etc. (Сазоненко, 2000). According to the approaches to the definition of the term “educational technology”, moral education technology can be interpreted as a moral education system, the constituent parts of which are the following: aims, content of the technology, procedural components (forms, methods and means of interaction between a teacher and pupils), diagnostic tools, and the result that meets the defined aim. It is also interpreted as modern means of education, as a project (model) of moral education process, as a branch of scientific knowledge, as any educational innovation [6].

Thus, Ukrainian scientist D. Alfimov affirms that moral education technology is a strictly substantiated system of pedagogical means, forms, methods, their phasing, aiming at the solution of a specific moral education task. Each task has an adequate moral education technology. Changing the task leads to changing the technology (Алфімов, 2011).

Scientists write that moral education technology is optimally expedient sequence of approaches in work with pupils.

Personality-oriented moral education (I. Bekh), technologies of children’s team forming (A. Lutoshkin, A. Makarenko, Ye. Stepanov), their cooperative creative moral education (I. Ivanov) and others are the most famous moral education technologies of educational institutions.

Wider (at the state level, especially educational and moral conception of the state) and narrower (at the level of educational institutions or separate class teams) technologies are distinguished in Ukrainian pedagogical science. Russian scientist H. Selevko differentiates 4 levels (hierarchical classes) of pedagogical technologies: metatechnologies (social and political level); branch macrotechnologies (general pedagogical and general methodological level); module-local mesotechnologies (narrow methodological level); microtechnologies (contact and personal level) (Селевко, 2006).

Thus, moral education strategy of the state can be considered as a moral education metatechnology, and the moral education strategy of the educational institution – as a macrotechnology. Mesoeducational technologies (technologies of educational institutions), for example, the formation of the class team, moral education of spirituality, health keeping and health forming technologies, pupils’ self-education and others are developed at the current stage in pedagogical theory and practice of Ukraine.

It should be mentioned that “moral education technologies” (broader term) and “technologies of moral education” (narrower term) exist in Ukrainian pedagogy. There is no such differentiation in the pedagogy of foreign countries.

In Polish pedagogical theory and practice the term “technology of moral education” is less common than in Ukrainian. It is usually considered as moral education strategy. Polish scientist M. Novak, basing on K. Konazhevskiy’s approaches, interprets the term “technology of moral education” as a pedagogical projection – planning changes of a pupil in the process of moral education in accordance with the defined aims (Nowak, 2008). However, he writes that some theoreticians of moral education interpret this concept more



widely. In particular, A. de Thorzhevskiy determines this definition as the implementation of the main ideas, which arise from the theory of moral education (Tchorzewski, 1987). In this sense the technology of moral education is a wider concept than the method or methodology. Polish researcher A. Pashkevich concurs with this statement. She considers that technology of moral education determines the scientific bases of a personality's moral education art, thus it is a branch of scientific knowledge about the process, bases, techniques, methods and means of moral education, as well as those conditions of its effectiveness, which ensure moral education skills (Paszkievicz, 2001). In fact, this definition coincides with the interpretation of the term "technology of moral education" performed by Ukrainian scientists, who affirm that moral education technology is a strictly substantiated system of pedagogical tools, forms, methods, their phasing, direction on the achieving of the aim (Алфімов, 2011).

The technology as a strategy of moral education in Polish pedagogy is often interpreted and understood in two ways:

- as general bases of moral education process, substantiated on the basis of moral education conception;
- as the interaction between teachers and pupils, connected by the implementation of the leading idea of moral education process (Nowak, 2008).

Polish researchers consider that there are three strategies of moral education: forming, searching and open. The first strategy is based on the traditional conceptions of moral education, where attention is focused on the direct and indirect authority over pupils. Educators and parents take an active position in passing on the moral education traditions to children.

The second strategy is the "staying with the pupil". It is based on the conceptions that organize the moral educational influences and presupposes dialogues between pupils and a teacher. Pupils have an opportunity of choice and changes implementation. The aim of these influences is to achieve more thorough knowledge, better understanding of pupils by themselves and the surrounding world, more effective activities.

Open strategy involves not leaving the pupil by himself, making mutual efforts to avoid defeats, achieve cooperation in order to reach a compromise, leave aside punishments and encouragements, gradually accompany pupils to the achievement of success in the kind of activity that he chose by himself, involve both partners into the summarizing of the moral education process as much as possible (Nowak, 2008).

Thus, in Polish pedagogical theory and practice moral education technology is the strategy of moral education (in Ukrainian pedagogical science moral education strategy is also meta- and macrotechnologies), which includes forms, methods and means of interaction between teachers and pupils. Cooperation of parents, teachers and pupils is presupposed even in the definition of the technology as the strategy, and the attention is focused on the necessity of a child to achieve success. However, the models of forming pupils' specific moral education skills (mesotechnologies) are interpreted as methodologies by Polish scientists. Besides that, the attention is focused on the techniques (methods) of brainstorming, group work, etc., which may be parts of the technology.

Diagnostics is considered to be one of the main criteria of pedagogical (moral education) technology by Ukrainian scientists (O. Piechota, H. Sazonenko, S. Sysoieva, and others). Teachers determine whether the result meets the defined aim of the technology by means of educational diagnostics methods (observation, questionnaire, testing, expert evaluation, etc.). However, educational diagnostics is well developed in educational activities (knowledge checking) at the current stage. Concerning moral education, the diagnostics of obtaining specific personality's qualities or a team's unity is developed not enough. This is one of the



reasons that the very existence of moral education technologies is questioned in Ukrainian pedagogical science from time to time.

But in Polish and Ukrainian pedagogy considerable attention is given to the development of educational diagnostics. A variety of techniques with the use of which it is possible to determine the state of moral education work at the educational institution is described in educational literature. Analysis of normative documents concerning form masters in both countries gives reasons to affirm that more attention is given to diagnostics and therapy of educators' work in the comprehensive schools of Poland. Form master is an educator, advisor, and tutor.

Moral education mesotechnologies, especially cooperative creative affairs, class team forming, etc., are more developed in Ukrainian pedagogical science (Янкович, Романишина & Бойко, 2013). However, despite the lack of such technologies in Poland pedagogy, pupils together with parents and teachers implement socially significant projects in the community of children and adults.

Analysis of Ukrainian scientific literature gives reasons to affirm that the tempos of moral education technologies development at the current stage are much slower than educational or ICT (Янкович, Романишина & Бойко, 2013). The same problem exists in Poland.

Among the reasons of moral education technologies' weak development Ukrainian scientists identify the lack of the accordance to the diagnostics criterion, an intuitive approach to solving the problems of moral education, the complication of their solution. In particular, scientist D. Alfimov focuses the attention on it. He mentioned: "The current pedagogical theory "is ripe enough" for technological approach in moral education, recognizes its rationality and appropriateness, but it is still far away from the development of moral education technology, on the basis of which every teacher would be able to form an ideal personality. The problem is not that the majority of teachers have not diverged from the intuitive solution of moral education tasks, but the complication of the moral education process (Pankowska, 2008). In contrast to the industrial processes, which have consecutive operations, the personality's qualities are formed not one after another, but as a complex in the moral education process. It is not possible to form a personality by the efforts of different educators who possess some "technological operations". Personality can be created only by a personality. Therefore, teachers on the basis of general technology should carry out the moral education process from the beginning to the end. Certainly, in this case the educator will always show his/her individual skills" (Алфімов, 2011).

Thus, we can define the prospects of further development of education technologization, namely: substantiation of new moral education technologies as moral education systems or as the interaction between teachers and pupils, connected with the implementation of the leading idea of moral education process; development of educational diagnostics that enables to measure the accordance of the results to the defined aim.

CONCLUSIONS

The implementation of moral education technologies is one of the effective ways of crucial improvement of moral education work in educational institutions. There is a significant difference in the interpretation of this term in pedagogy of Poland and Ukraine. The main approaches to the interpretation of the term "moral education technology" in Ukrainian pedagogical science presuppose that moral education technology is:

- a moral education system, which consists of the aim, content of the technology, procedural components, the result;
- a project (model) of moral educational process, in which the accordance of the result to the defined aim is determined;
- any innovation in moral education.



In Polish pedagogy the technology of moral education is first of all an educational strategy that is understood in two ways: as the basis of moral education process substantiated on the basis of moral education conception; and as the interaction between teachers and pupils, associated with the implementation of the leading idea of moral education process.

Development of diagnostic tools for the verification of the accordance of the result to the defined aims of the technologies; substantiation of new moral education technologies for the development of pupils' teams and formation of pupils' moral education qualities are the prospects of genesis of moral education technology in Ukraine and Poland.

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