

**Ministry of Education and Science of Ukraine
H. S. Skovoroda Kharkiv National Pedagogical University**

**Educational Studios:
Theory and Practice**
Monograph

Prague-Vienna – 2018

9. Tsirlina, T.V. (1999). *Humanistic author's school as a sociocultural phenomenon of the twentieth century*. D. Sc. Thesis. Moskva, Russia: Pedagogicheskoe obshchestvo Rossii.

2.4. FORMATION OF ECOLOGICAL CULTURE OF PRIMARY SCHOOL STUDENTS: HISTORICAL ASPECTS (THE SECOND HALF OF THE 20-TH CENTURY)

UDK 378:37.033

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Abstract. *In this article the essence of the concepts of «competence», «key competence» and «ecological culture» are disclosed; the content of ecological competence in modern educational documents is determined (Concept of the New Ukrainian School and State Standard of Elementary Education, 2018); the purpose of the modern natural education in the elementary school is determined; the most recent age of the formation of ecological culture is substantiated.*

The forms, methods and means of realization of natural education in the second half of the twentieth century are generalized, prerequisites have been clarified, that led to the strengthening and deepening of the process of formation of ecological culture in educational institutions were outlined; the prospect of using the experience of the studied period in a modern school was considered.

Keywords: *ecological culture, competence, primary schoolchildren, lessons of natural science, forms, methods, means.*

Today, Ukraine has become one of the states where the issues of solving global ecological problems of humanity are acute. In particular, this concerns the issue of waste, which was noticed only after the landfill tragedy in the Lviv region. This is not the only ecological problem in Ukraine, therefore, there is a need to deepen the level of ecological culture and consciousness of Ukrainian citizens, and it is necessary to do this from kindergarten.

We can't argue that the elementary school curriculum presented to the public at the end of 2017 will address the issue of forming a high school student's ecological culture, which would further contribute to raising the level of environmental consciousness, as they will start to work only in September 2018. Therefore, we consider it necessary to turn to the advanced pedagogical experience of the formation of ecological culture.

Worthy of note is the scientific work of such scientists and researchers as: O. Barlit, A.Voytovich, N. Borisenko, A.Vargo, V.Verbitsky, G. Voloshina, M.Voronyuk, V.Guz, T.Evdokimova, I.Jarkova, Z.Johfchak, N.Zhuk, S. Zhupanin, L.Ilychuk, M.Kolesnik, I.Pavlenko, L.Stasiuk, I. Trubnik and others, which revealed some aspects of natural education and ecological culture of schoolchildren, in particular, highlighted the stages of their development, identified the ways of their implementation. In spite of the value of these scientific studies, none of the above-mentioned works does not sufficiently reveal the potential of lessons and extra-curric-

ular work in the natural sciences of primary pupils in the second half of the twentieth century as a platform for the formation of ecological culture.

The purpose of the article: To reveal the essence of the concept «ecological culture», to generalize the forms, methods and means of realization of natural education in the second half of the twentieth century and to outline the prospect of using the experience of the researched period in the modern school.

A person is closely interrelated with the natural environment and is part of the global ecosystem. A number of natural disasters during the twentieth and twenty first centuries have prompted human society to reflect on the relationships that have developed between nature and a person. In today's conditions, there are real signs of an ecological catastrophe, which concern not only a single country, but all of humanity. It is in this context that there is a need to address ecology in order to find ways to harmonize relations between human society and the natural environment.

Science, logic and consistency in the resolution of issues of ecological culture implies laying it from an early age with the competent involvement of the family, preschool institutions and schools, in which the primary school acts as the first mandatory and systematic institution, and the outlined issues are resolved by specialist teachers, taking into consideration scientific, methodological and technological achievements [1; p. 4-5].

In the current content of primary education, key competences of primary pupils are clearly defined. One of them is ecological competence.

As stated in the Concept of the New Ukrainian School, "competence" should be understood as a dynamic combination of knowledge, ways of thinking, views, values, skills, abilities, other personal qualities, which determines the person's ability to successfully carry out professional and / or further training activities [4; c12].

"Key competencies" are those that everyone needs for personal implementation, development, active citizenship, social inclusion and employment, and who are capable of providing life's success to young people in a knowledge society "[4, s12].

The Concept of the New Ukrainian School of Environmental Competence is called "Environmental Literacy and Healthy Life" and is listed as one of the 10 key. It implies:

- "the ability to use natural resources intelligently and rationally within the framework of sustainable development;
- awareness of the role of the environment for human life and health;
- the ability and desire to adhere to a healthy lifestyle "[4, p. 14].

The new Govstandard of Elementary Education 2018 says that ecological competence implies the following:

- "awareness of the basis of environmental nature;
- observance of the rules of environmental behavior;
- saving the use of natural resources, understanding the importance of preserving nature for sustainable development of society "[2, p.2].

By comparing the content of environmental competence mentioned in the

above-mentioned documents, a wider understanding of the Concept of the New Ukrainian School is clearly understood.

In the encyclopedia of modern Ukraine, "ecological culture" is interpreted as a direction of human activity and thinking, from which the natural existence of modern civilization, its sustainable development depends on the essential [3].

In our opinion, based on the definition of the formation of the ecological culture of the primary schoolchildren, it is one aspect of environmental competence.

The concept of ecological culture researcher Pavlenko I. V. characterizes the following criteria: environmental awareness, aesthetic interest in living and inanimate, emotional culture, an idea of the ideal image of nature, perception of the image of native nature, activity aimed at the creative realization of the ideal image of nature [5; p.8].

It is indisputable that the ecological culture must be formed at all levels of education, primarily through the implementation of natural education.

We believe that the primary school in the given context is the foundation and the most important stage in the formation of the ecological culture of the individual. This stage is characterized by a special intensity of development of the cognitive, emotional and active spheres of the personality of the child, which leads to the formation in the minds of the child of a visual-shaped picture of the world, largely defining the process of development of its ecological culture, which manifests itself in the relationship of the child with the surrounding natural and social environment and with himself.

Today, the goal of primary education is the comprehensive development of the child's personality in accordance with her age and individual psycho-physiological features and cognitive needs, the formation of common cultural and moral and ethical values, mastering key and substantive competencies and cross-cutting skills with the necessary life and social skills to ensure their readiness for life in a democratic and informational society and continuing education at primary school.

We studied the purpose and content of the natural education mentioned in the new elementary school curriculum, the projects of which were proposed for discussion at the end of 2017. Authors of which were two authors' collectives: the Academy of Pedagogical Sciences and the author's team under the direction of Roman Shiyani. In the curricula of primary school, the goal of natural education is clearly defined at the present stage of education development.

The authors of the first program (the author's team of the Academy of Pedagogical Sciences) believe that the purpose of natural education is the personal development of junior schoolchildren on the basis of the formation of a holistic image of the world in the process of assimilating various types of social experience, which covers the system of integrated knowledge about nature and society, value orientations in various spheres of life and social practice, ways of research behavior, which characterize the ability of students to solve practical problems.

In the second educational program (the author's team under the direction of Roman Shiyani) provides that the purpose of natural education is the formation of

scientific thinking and research culture; the development of systemic ideas about the integrity and diversity of nature, the adoption of the principles of sustainable development, effective, safe and environment-friendly behavior in the environment [6].

Proceeding from the above goal and the content of natural education analyzed in both programs, we came to the conclusion that the second primary school curriculum envisages a deeper awareness of the students of environmental protection activities and the formation of an ecological culture, respectively.

In our opinion, in the context of the formation of the ecological culture of junior pupils, the second half of the twentieth century deserves special attention.

For the 50's - 80's of the twentieth century characterized by a pragmatic attitude towards nature, an understanding of its inexhaustible riches in the literal sense, this gave rise to a consumer attitude to nature. The embodiment of the ideas of radical transformation of the nature of the 50's and 60's of the XX century led to catastrophic consequences of anthropogenic impact on nature and further exacerbated environmental problems.

The end of the twentieth century is marked by a change in the paradigm of environmental education, the departure from pragmatism and return to ideological values. Significant influence on the formation of this approach had philosophical provisions on the unity of nature and society (V. Vernadsky, K. Tsiolkovsky), the theory of value orientations of the individuality (S. Anisimov, S. Rubinstein), modern concepts of ecological education and upbringing (Sh. Amonashvili, V. Alekseev, M. Gomova, I. Zverev, etc.), concepts of development of culture and environment (V. Krysachenko, B. Likhachev, etc.). The methodological foundations of these research areas formed the basis for understanding the ecological education in which the sociocultural dynamics are emphasized in the system "Nature - Man - Society", which involves the spiritual formation of the student's personality in the process of knowledge of nature and the formation of its ecological culture as the most important feature of the individuality [1, pp. 42-43].

Formation of the ecological culture of junior schoolchildren during this period took place in the process of natural education, which in turn was characterized by peculiar forms, methods and means of study. Let's examine them in more detail.

The main forms of classroom work with students in the implementation of natural education were the lessons and their varieties - subject lessons, explanatory reading lessons, general lessons, and non-traditional lessons (integrated lessons, travel lessons by native land, lessons-press conferences, lessons-competitions, dramatized lessons, and lessons-concerts). For forms of extracurricular work included: excursions, optional classes, extra-curricular reading of artistic and popular science literature, organization of work of "living corners", school local lore museums, various natural science circles and clubs, holding of evenings, meetings, competitions, holidays, etc.

Methods of assimilation by students of natural education were: stories, conversations; methods of problem learning, in particular observing the nature, life and work of people, keeping a calendar of nature and labor, a diary of observa-

tions, a problematic presentation of natural sciences, a heuristic method for acquaintance with new educational material, elementary natural experiments, classes in agriculture; independent work and games.

It was found that in the studied period, visual means of natural education of junior pupils played an important role, namely: natural or substantive (living objects - animals, insects, plants, inanimate objects - herbarium, stuffed animals, skeletons, collections, preparations, samples of rocks, soils and minerals, etc.); artificial, or figurative (models, appliques, dummies, various educational aids - compass, magnet, meteorological, etc.), educational films, cinema fragments, diaphilmes, slides, slides, kodotransparanti; tables, pictures, illustrations, charts, maps, atlases; printed basis) [7; p.13].

So, after analyzing and summarizing the forms, methods and means of teaching natural science in primary school in the second half of the twentieth century, we came to the conclusion that in the lessons of natural history (and later, the familiarization with the surrounding world) the ecological culture of students was formed, which expanded and deepened with the requirements of time. After all, the study period (second half of the twentieth century) is the period of its dissemination and popularization.

In our opinion, the experience of forming an ecological culture at the lessons of natural science in the elementary school of the second half of the twentieth century may be partially realized on the lessons of the New Ukrainian School "I Investigate the World".

In spite of the huge progress made in scientific and technological progress, this has expanded the possibilities of using technical means of training, the urgency of the use of natural and substantive means, which were of primary importance, is lost because they give the child a living imagery of plants and animals. We consider it expedient to use them at the lessons of natural science. Conducting different types of lessons in natural content is also a prerequisite for the successful education of children of primary school age and the formation of their ecological culture, but, unfortunately, to date, in accordance with new curricula, most of the lessons of natural content are reduced to integrated, limiting the possibilities of natural science lessons.

Methods of research: search-bibliographic, theoretical - analysis, comparison, systematization of different views of scientists (educators, psychologists, historians).

Conclusions and results: In this article we have defined the essence of a number of interrelated concepts such as "competence", "key competence" and "ecological culture"; compared the content of environmental competence in key documents of elementary education; have proved that it is the age of junior schoolchildren to be most favorable for the formation of ecological culture.

Highlighted the goal of natural education, which is foreseen at the New Ukrainian School, and concluded that one of the approved primary school curricula partly envisages the development of ecological culture among younger students in the process of natural science education; found that the increase of

anthropogenic influence and predatory consumption of natural resources by a person led to the urgency of ecological culture; discovered and generalized forms, methods and means of teaching natural science in the second half of the twentieth century; outlined the prospect of using the experience of the researched period.

Prospects for further research: regarding the further prospect of our scientific research, we see it in developing ways of forming an ecological culture, taking into consideration the experience of previous years in the conditions of the New Ukrainian School. Particular consideration is given to the forms and methods of the implementation of natural education, which contributed to the formation of ecological culture in the researched period.

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2.5. PEDAGOGICAL ACTIVITY OF G. KOTKEVICH IN KHARKIV

UDK 37.078.2

N. Roman

Abstract. *The article deals with the main directions of pedagogical activity of the shining teacher, musician, cultural and public figure G. Khotkevych. The attention focused of his practice and teaching activities in Kharkiv, in particular theoretical and methodological aspects of teaching and education of Kharkiv Music and Drama Institute students, where he professionally trained bandura performers, teachers and heads of creative groups. Highlighted features of musical and pedagogical education organization in conditions of national revival of Ukraine. Attention is paid to the development of professional education in Kharkiv in 20-30 s years of 20 th century, and also to the importance of educational materials, classbooks and manuals creating. G. Khotkevych effectively solved such tasks, and as the result, he left to us a well-balanced system of theoretical and practical student's training, high-quality methodological teaching publications, articles in magazines of this sphere, musical teaching literature.*

Key words: *G. Khotkevych, pedagogical activity, bandura, bandura players ensemble, folk instruments orchestra, musical instruments of the Ukrainian people, classbook of the bandura playing, musical and pedagogical education.*

Gnat Martynovich Khotkevych (1877-1938) stayed in memory of posterity not only as an active social and cultural figure, enlightener, writer and musician, but also as an shining pedagogue. Extra valuable in terms of the theory and methodology of teaching and educating student youth was his pedagogical activity at the Kharkiv Music and Drama Institute, where he was engaged in professional training of bandura-performers, skilled instructors and leaders of creative collectives.

Mastering the technique of playing the bandura by oneself led to dilettantism and low level of creative skill of folk art amateurs. In the classbook "Musical Instruments of the Ukrainian People", pedagogue emphasized that the studying of professional bandura players "can finally give the staff of bandura instructors and performers" [1, 134].

Higher and secondary musical education in Slobozhanshchyna at that time was divided into three types of professional music schools, which included professional music schools, musical or music and drama colleges and music and drama institutes. Education in schools of the first type (professional music schools) pro-