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## MUSEUM PEDAGOGY IN THE CONTEXT OF ESTABLISHING CULTURAL CORRESPONDENCE OF EDUCATION

**Abstract.** The potential of museum pedagogy in the context of implementing the principle of cultural correspondence of educational processes in Ukraine is described. The need for special attention to be paid by educational and scientific institutions to popularizing museums and looking for new forms of museum pedagogy, which is aimed at forming a society with a respectful attitude to the values of museum culture and increasing its social status, developing positive motivation among citizens, especially youth is emphasized. The need of an active introduction of museum pedagogy into education in order to overcome the established negative practice of isolating the cultural environment from educational institutions is proven.

**Keywords:** museum pedagogy, cultural and educational processes, optimization of museum functioning, the mission of the museum, cultural correspondence, anesthetization.

## МУЗЕЙНА ПЕДАГОГІКА В КОНТЕКСТІ УТВЕРДЖЕННЯ КУЛЬТУРОВІДПОВІДНОСТІ ОСВІТИ

**Анотація.** Описано потенціал музейної педагогіки в контексті реалізації принципу культурної відповідності навчальних процесів в Україні. Необхідно особливу увагу приділяти освітнім та науковим установам для популяризації музеїв та пошуку нових форм музейної педагогіки, спрямованої на формування суспільства з поважним ставленням до цінностей музейної культури та підвищення її соціального статусу, розвиток позитивної мотивації громадян, особливо молоді. Доведено необхідність активного впровадження музейної педагогіки в освіту з метою подолання усталеної негативної практики ізоляції культурного середовища від навчальних закладів.

**Ключові слова:** музейна педагогіка, культурно-освітні процеси, оптимізація функціонування музею, місія музею, культурна кореспонденція, естетизація.



## INTRODUCTION

**Problem statement.** The modern world is characterized by extreme mobility, changing all aspects of the life of human society, natural environment, carrying out scientific and technological breakthroughs, and creating new challenges, risks and threats at the same time. Massive civilizational transformations determine their understanding not only in terms of their effects and impacts on the quality and progress of the human being, but also require objective assessment and definition of the prospects of sustainable development of nations and peoples in terms of their safety and survival. However, neither the best and the most accurate vision of the real situation, nor the established scientifically based approaches to the implementation of strategic objectives are able to provide the needed quality of life, healthy environment, safety and development of the human community.

Under these circumstances, changes should be made in the education system, which would affect all its parts and functional areas. The values of cultural tradition in its broadest manifestation are to serve as the basis of new theories and concepts. After all, the real and humanistic directions of educational development require ethical, aesthetic, civic ideals, as well as innovative, technological and natural knowledge to be implemented in education and upbringing under the conditions of a post-informational society. Humanity should rebuild existing models of social interactions in line with new demands. Therefore, the only preferred approach of state cultural, scientific, and educational policy should be the effective use of museums for the public good. Education requires active introduction of museum pedagogy to improve the educational process, overcoming the established negative practice of separation of cultural environment from educational institutions. The state, being the main subject of cultural policy, influences not only the quality of the artistic life of society, but primarily the optimal creation of the main components of life and mentality – world outlook, worldview and formation of a nationwide picture of the world and its dissemination among Ukrainian citizens – in the interests of an individual and a nation as a whole.

**Analysis of recent research and publications.** The study of cooperation of scientific circles representatives, museum scientists and educators of different directions, as well as relevance of the ideas of museum pedagogy in the European and domestic educational space are increasingly attracting the attention of educators, scientists, cultural workers, and the public, however, scientific research in the indicated branch is fragmentary. Although the problems of museology, ethnography, literary and lore studies, and protection of monuments (N. Hannusenko, O. Kushpetiuk, O. Sichkaruk, M. Stepanenko, V. Shevchenko, M. Yukhnievych); realization of the educational potential of museums (Yu. Kliuchko, M. Nahorskyi, I. Pantellichuk, etc.); functioning of museums in schools and universities (L. Haida, I. Laksii, Yu. Omelchenko, N. Makarova) were scientifically substantiated, museum pedagogy in scientific researches occupies an insignificant place.

## AIM AND TASKS RESEARCH

The objective of the article is to justify the potential of museum pedagogy in the context of the problem of cultural and educational processes optimization in Ukraine.

## RESEARCH RESULTS

At present stage of education development, the main task is to expand and improve the socio-cultural environment, to "culturize" the content of education, to integrate cultural and educational institutions in order to strengthen the intellectual, moral, aesthetic, and spiritual potential of the educational process at all educational levels. This problem is particularly relevant for the national education system due to several reasons. Firstly, it is important to finally get rid of the consequences of the cultural colonization of the Ukrainian educational space, which was carried out during periods of prolonged statelessness, totally ideologizing and leveling out the cultural values of the Ukrainian people. Secondly, qualitative reformation of education should take into account the contemporary world tendencies aimed at the active introduction of basic cultural models in its content, which deepen intellectual traditions, making a significant impact on the development of beliefs, attitudes of the individual to the natural and socio-cultural environment, nature, and himself. That is why the main European competences for lifelong learning include: awareness and expression in the field of culture; social and civic skills. They are necessary for civil society, for personal realization and development, active social life and social solidarity. Thirdly, the crisis phenomena in the system of national education, caused by the socio-economic, organizational, pedagogical, and political factors, which have led to the decrease in the institutional, content-based influence of culture on the quality of the educational process in Ukraine, make one look for more optimal approaches to searching and implementing new, as well as established cultural models and concepts.

In the context of current events, the cultural paradigm is especially in demand, as the Strategy of National Patriotic Education of Children and Youth for 2016-2020 covers, first of all, the following areas: education; science; culture and art; history, commemorative dates and historical figures, regional studies; tourism [7].

When the processes of destruction of educational infrastructure started for various reasons, the well-known scientist and educator Ivan Ziaziun wrote about the causes of exacerbation of the modern crisis of childhood: "If there used to be up to 10-15 subjects who worked with children, adolescents and youth to certain extent, they practically do not exist now" [8].

For qualitative changes in Ukrainian education and culture, it is very important in the conditions of the financial-economic and political crisis to prevent the reduction of the network of institutions aimed at shaping human development, its spiritual and intellectual wealth. Therefore, museums comprise invaluable cultural sights.



Museum pedagogy is a branch of studies, which is primarily associated with cultural and educational activity, serves schools and educational institutions through contacts with students and educators. This area is traditional in the functioning of this form of communication, establishing contacts and dialogue between the museum institution and the individual. However, this established form of cultural and educational activities is not enough to describe museum pedagogy. An important component of museology is also the scientific and practical activities of a modern museum, focused on the study of cultural heritage, its historical, scientific, cognitive, educational, and practical character, the transfer of artistic experience through the pedagogical process.

The most significant mission of the museum is educating a citizen. In historical terms it is similar to the role of the ancient theater, in which the education of civicism was the pivotal objective of art. Undoubtedly, the essence of the museum environment has the potential for human development. Whatever the concepts were given to museum functions, the first contacts of the museum and the individual form a pedagogical action.

Museum pedagogy becomes a reality when a person acquires the status of a participant in museum communication, and an employee of the institution, having come into contact with a person, cannot, at the same time, be a culturologist, an educator and a psychologist, since he has started to act in a "person-to-person" communication, which is a complex social model of communication. Pedagogy will exist spontaneously in this environment, even if we avoid conceptual images relevant to it. However, the effectiveness in this area will be better when interested actors provide it with organized and meaningful actions.

Therefore, when considering the problem of optimizing the place of museum pedagogy in social education and in the educational, cognitive, and scientific processes, it is necessary to expand the scope of the vision of its essence, taking into account cultural and educational, scientific, ideological, practical, civilization and civil purposes. Another important notion is the conscious synergy of the efforts of educational and scientific and museum institutions, aimed at forming a society with a respectful attitude to the values of museum culture, raising its social status, developing a positive incentive for citizens, especially young people.

After all, in the conditions of informational oversaturation, on the one hand, and the narrowing of opportunities for use of cultural infrastructure by participants of the educational process in Ukraine, on the other hand, mass culture complicates effective communication with its negative influence. Traditional ways and efforts to motivate visitors often fail to achieve the desired results. In order to offer something meaningful, it is necessary to possess proper information and knowledge about the visitors of museums. Therefore, an important aspect for contemporary museum pedagogy is the study of a likely audience, its level of cultural development, interests, requests, desires and social motivations.

Systematic interaction with specific structures is required in order to have a proper understanding of those who use the cultural services of museums and who, for whatever reason, ignore them. The choice of museum institutions, the content of their expositions, programs, and methodologies will depend on this to a large extent. Successful implementation of cultural, educational, scientific and practical projects will depend not only on occasional contacts but on the creation of an effective infrastructure of cultural, educational, public, self-governing and government institutions, on their active interaction, based on social and individual interests. For this, first and foremost, education should possess a thorough knowledge of the history of museum and pedagogical thought, and museum workers should be aware of psychological and pedagogical culture and social problems.

Optimization of activity, especially cultural and educational one, is impossible without these axiomatic rules. All this means that museum pedagogy at such a level requires interdisciplinary approaches, a system of knowledge, relying on different branches. This tendency began to emerge from the time of the Enlightenment, when rarities, collections of various curiosities, palaces and castles became public, gradually becoming more accessible to the people. Culture in the broad value context became more accessible to people. Each subsequent progress of humanity on the path to the establishment of rights and freedoms contributed to the public motivation to seek, preserve, study and honor the monuments of material, spiritual, and intellectual culture. Aesthetic, ethical, cultural and historical interests of people began to determine the essence of its existence. Satisfaction of these interests also took place in the field of museum culture, which was formed as a qualitatively new branch of public communication.

The functioning of museums of different directions took place in times and epochs characterized by a variety of forms of state and political rule, ideologies, civilizations and cultures. Each time museology was also used in geopolitical, ideological, class interests, and interstate relations. The more democratic was the social order, the more humane was the content of museum activity. However, despite all the decorations and declarations, museums (even private ones) have never ceased to play an important political and ideological role for a particular state, nation, and ruling caste. Often artistic values, historical truth, aesthetic ideals were forced to go back to the background, satisfying the dubious values of the ideologues that prevailed for those times and regimes. Although the educational, cultural, and cognitive functions did not cease to fulfill their purpose for a moment, every epoch and a certain degree of civilization dictated their own philosophical, rational and sensory norms of perception of the things of the museum world, the essential explanations of their role and purpose.

Obviously, it would be wrong to overestimate the influence of ideological and political influences on the nature of the museum activity, including museum pedagogy. However, the presence of these phenomena is continuous and can have either a positive or a negative influence depending on the humanity of political and social orders that are posed



by the state and society. Although most of the countries in the epoch of the Enlightenment period of the development of museum affairs mainly implemented the German school of museum studies, which was based on the idea of a museum as a new institution of education, which had to have a meaningful impact on social progress together with universities, academies, schools, gymnasias, lyceums, each state built a peculiar system in accordance with its own interests, features and capabilities.

At the same time, certain universal goals were formed in the work of these new culture phenomena. Educational, cultural, historical, aesthetic, and cognitive functions became practically the dominant priorities for countries and peoples of the world. In a number of states, they awakened the national spirit and played a role of national consolidators, institutions of national memory, protectors and creators of the national soul. Museums turned into social institutions, which were not only a place of preservation, accounting and study of cultural monuments. They were assigned important functions of the scientific, educational, ideological, state-building nature, performing both specific professional tasks and broad educational, ethical, aesthetic and civic ones. Museums acted as unique centers of spiritual and intellectual culture, as well as patriotic education of the people. The nature of the existence of mankind, the interests of national states, the desire of modern generations to preserve the memory of ancestors for a better understanding of their future led to the need to introduce museum pedagogy as a new branch in museum science and education.

Working with a person through dialogue, subject-subjectivity of the learning process is actualized especially in present times, which are characterized by the tendencies of growing crises in all areas of human activity, which continuously struggles not only for progress but also for survival. It is for these reasons that the humanization of the individual, nations and states by culture should be regarded as a primary social task. Despite natural and historical diversity of the world, we must recognize the universality of duty that "all cultures and civilizations can contribute to sustainable development" for living in harmony with Man and Nature.

For this, peoples and states should recognize the humane ideological concept that is based on the value of being "responsible for everything alive". The salvation of one's soul, culture and history, traditions and ideals of every nation is an axiom and a civilization rule for the modern world. This cultural cultivation of the individual should be mastered by museum pedagogy. In Ukraine, which today is experiencing difficult struggles for its freedom, independence, statehood, unity and dignity, access of the people to national culture, national memory and true history becomes a factor of national security, since the level of patriotic and civil upbringing, growth of national consciousness, personal and state dignity of the nation will largely depend on this. The state and museums have to speak one language with their people in order to consolidate society.

Using the potential of cultural and historical heritage of Ukraine in the educational process actualizes the ideas of museum pedagogy in the educational space. This is evidenced by the organization of scientific and methodological work in various regions on the problems of the place and role of Ukrainian museums in the national patriotic upbringing of youth, in improving the content and quality of education, and in the formation of civil society. Departments of pedagogy, methodology of extracurricular work of pedagogical universities, cooperation with state museums of the region, institutes of postgraduate pedagogical education of museums at educational institutions, and a network of regional ethnographic circles of Ukraine contribute to both the improvement of the professional level of educators, thus playing a significant role in strengthening the social educational potential. A true scientific, organizational and educational center for museum educators, scholars, students, and public is the Pedagogical Museum of Ukraine of the National Academy of Sciences of Ukraine, where the first steps were taken to create the Association of Museum Managers at educational institutions of Ukraine. Positive activity in the implementation of the principles of museum pedagogy of such specialized newspapers and publications as "Out of the Field", "Regional Studies. Geography. Tourism", "School world", "Basis", "Family affairs" should be noted. It is especially worthy to note the All-Ukrainian Cultural Weekly "Word of Enlightenment", which presents unique materials about the outstanding figures of Ukrainian culture, education, science, methodical recommendations, scripts, museum lesson plans, correspondence trips to museums of various cities and villages of our country to teachers, the public, and parents. Often this is the source of exclusive materials for the wider Ukrainian community.

At the level of the academic dictionaries of the Ukrainian language, which act as handbooks on vocabulary and phraseology of the modern Ukrainian language, an updated description of the meaning of the word "museum" is given. It is to be interpreted as "a cultural, educational and research institution that collects, preserves, exhibits and studies the monuments of material and spiritual culture, various collections, etc" [1]. In the same publication, the definition of "museology" as a science about the organization and activities of museums is given. Also definitions of the following are included: a museum exhibit, a museum room, a museum item, a museum rarity, however, there are no definitions of museum pedagogy. The same definitions are given in a similar edition of 2016 (165 thousand words).

Nor was a definition of "museum pedagogy" a part of Ukrainian pedagogical terminology in the series of editions of Ukrainian Pedagogical Dictionaries that were compiled after the establishment of the Academy of Pedagogical Sciences (1992). Ukrainian Pedagogical Dictionary compiled by S. Honcharenko (1997) includes definitions of the following terms: "museums", "school museum", "Kyiv Pedagogical Museum", "Pedagogical Museum of Ukraine", and 42 terms connected with "pedagogy", however, the notion of "museum pedagogy" is nowhere to be seen [3]. Such term is included neither in the Encyclopedia of Ukrainian studies edited by V. Kubiyovych and published by T.



Shevchenko Scientific Society, nor in its re-publications in Ukraine, since 1993. It is possible to continue enumerating encyclopedic editions, but it is obvious that there are no essential definitions of museum pedagogy as a synergetic phenomenon in the cultural and educational space in later editions. Thus, in the "Pedagogical Dictionary" of 2001 (edited by N. D. Yarmachenko) [5], this area is also not mentioned anywhere in the pedagogical section. It can be argued that in the system of national education, due to the established concept, which was implemented in Russia, after the USSR, this problem was not updated.

Probably, this approach was dictated by the influence of the rudiments of previous times on the structure and content of the theory of education, didactics, and school education. For example, the definition of the term "pedagogy" is essentially consonant with the one published in 1982 in the "Soviet Encyclopedic Dictionary" [6], which was transferred into the Ukrainian Pedagogical Dictionary (2001) almost unchanged (with the following names not being mentioned: Radishchev, Hertsen, Chernyshevskiy, Krupska, Lunacharskiy, Kalinin). Eventually, in 2011 in the Ukrainian Pedagogical Encyclopedic Dictionary (2nd edition, edited by S. U. Honcharenko), which contains about 4 thousand articles, the term "museum pedagogy" was finally defined. It was noted that this is "a branch of science that studies history, peculiarities of cultural and educational activities of museums, methods of influence of museums on different categories of visitors, the interaction of museums with educational institutions, and so on. The main purpose of museum pedagogy is participation of younger generation in the activity of museums, the creative development of the individual" [2]. Although such an interpretation (as well as others) did not fully define this concept, it became apparent that museum pedagogy started to occupy its proper place in the scientific and educational environment of Ukraine. In fact, certain rudiments and conservatism manifested not only in the system of the relationship of pedagogy with other branches of science and disciplines, but also in the ideological perception of the ideals of education, the essence of learning. They undoubtedly also touched upon understanding (vice versa, to say the least) of the necessity and importance of introducing such an essential scientific and educational direction as museum pedagogy. Being not new to European or North American educational systems, however, it has, in rather difficult conditions, penetrated the national space. In the USA, starting from the 30s of the XIX century, the educational process, self-discovery and discovery of the environment started to rely on museum expositions. Immersing a child through the establishment of a culture-related game space, introduction of various forms and methods of games does not only create a comfortable element of the game, but also actively stimulates. In the world's oldest museums for children in New York, Boston, Indianapolis, generations of young Americans walked through bright pages of their own history, learning the fascinating plots of resettlement and survival of their ancestors, their struggle, work, and development on a new land. There, civic education of children is influenced by various aspects of social life: everyday life of grandparents, first shopping malls, city streets, construction works, experiments, modeling of life situations. Today Boston Children's Museum (1913) has 18 expositions, as well as a unique Grand Gallery exhibition, which allows visitors to travel to the best children's museums in the world. It is important that the presence of more than 50 thousand exhibits and objects in this museum does not mean that it serves only for the preservation and display, recording and study of cultural monuments. The museum is primarily considered to be an educational institution, contributing to the development of broad competences, forming civic, ethical, aesthetic, and patriotic qualities in children. Since the purpose of such museums was primarily to develop a sensory attitude to objects, exhibits and expositions, thus creating the preconditions for the formation of ideological values, influencing the motivational development of creative abilities, such an activity characteristic essentially created the foundations of museum pedagogy. Although this term was introduced by German scientists in 1934, that is in a few decades, the direction of museum activity focused on student youth was outlined at the beginning of the XX century. In the second half of the same century, it was established as a branch of knowledge and scientific research. However, the very idea of serving man, humanizing the person was the basis of the creation of museum pedagogy. According to its concept, museums should significantly expand their traditional functions as well as traditional activities, which meant intensifying their participation in the life of society, integrating into a specific socio-cultural environment.

Russian aggression in the Crimea and the Donbass has led to the need for a deeper and nation-state-oriented approach from the state and civil society, first of all, to the problems of education of the nation, involvement of various public and state institutions to this strategic task. That is why "in order to educate a citizen as a patriot of Ukraine, to establish love for the Motherland, spirituality, morality, respect for the national heritage of the Ukrainian people, to imitate the best examples of courage and victory of the fighters for freedom and independence of Ukraine, both from the historical past and defenders, who today defend the sovereignty and territorial integrity of the state..." the Decree of the President of Ukraine No. 580/2015 "On the Strategy of National Patriotic Education of Children and Youth for 2016-2020" was issued [4].

It is worth recognizing that the specified regulatory document, in preparation of which civil institutions were involved, greatly expanded the vision of state bodies, local authorities, educational, scientific and cultural institutions, civil society organizations on the patriotic education of youth, which is the most important current problem. Taking into account that the document specifies the main areas of national patriotic education: education; science; culture and art; history, commemorative dates and historical figures; regional studies; tourism; environment protection; physical education, sports; defense of Ukraine, etc., museum politics, museum science, museum pedagogy will occupy a more prominent role in the



system of education of the nation and strengthening the state. Undoubtedly, young people (just like the whole nation) need not only the truth about the history (partly a tragic one) of Ukraine. It is very important to have a positive emotion, the need to understand the achievements of the Ukrainian people, its cultural, historical, intellectual, and spiritual accomplishments. The Decree emphasizes that indicators of the effectiveness of the implementation of measures for national patriotic education should be the following ones: "increasing the attendance of institutions that promote cultural and artistic traditions of the Ukrainian people, as well as exhibitions of museums devoted to the national liberation struggle for independence and territorial integrity of Ukraine by children and youth; raising the level of knowledge among children and young people about prominent personalities of Ukrainian statehood, outstanding domestic scientists, educators, athletes, leading figures of culture and art, spiritual leaders of the Ukrainian people", increasing the number of children and young people traveling to other regions of Ukraine and the countries of the European Union" [4].

#### CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH.

Museum pedagogy needs to improve the educational activities of departments and research laboratories, museum pedagogical and scientific centers that would stimulate the use of innovative pedagogical technologies with the involvement of museum collections, substantiate the national and foreign experience of using the cultural museum heritage for the education of the nation and strengthening of the state. However, today effective use of the potential of museum pedagogy should be of interest not only for scholars, educators, museum workers and individual representatives of the public. It is necessary to obtain synergy and systemic interaction of all institutions of power, local self-government, and civil society in order to educate a patriotic citizen of Ukraine, his spirituality, morality, and intellectualness on the basis of national cultural heritage of the Ukrainian people. Museum pedagogy in this sense can play a prominent role of an effective public instrument.

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