

UDC 37(091)(100+477)-051:930.2:(076.6)

**CHRESTOMATHIE AS A MEANS OF ACTUALIZING THE WORKS OF
OUTSTANDING UKRAINIAN AND FOREIGN EDUCATORS**

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Abstract: Chrestomathies are analyzed as a collection of works of Ukrainian and foreign educators, as a means of actualizing their ideas in the educational and scientific space of Ukraine, disclosing a new Ukrainian history of education, introducing little-known or unknown pedagogical works into scientific circulation.

Key words: chrestomathy, collection of pedagogical works, pedagogical biographics, pedagogical source study, Ukrainian and foreign educators.

During the years of Ukraine's independence, scientific and scientific-pedagogical workers have created a number of chrestomathies which are a collection of works by little-known, unknown or well-known educators and educational figures in order to comprehend and actualize their work in the educational and scientific space in the context of the development of the national education system.

Short biographies, little-known or unknown texts of teachers and educators of the second half of the XIX-XX centuries (M. Drahomanov, M. Kostomarov, P. Kulish, O. Konyskyi, P. Yurkevych, B. Grinchenko, V. Naumenko, I. Franko, I.

Ogiyenko, S. Rusova, S. Siropolko, T. Lubenets, S. Yefremov, Ya. Chepiga (Zelenkevych), S. Ananyin, O. Popov, Ya. Mamontov, G. Hryngo, Ya. Ryappo, V. Durdukivskyi, M. Skrypnyk, O. Zaluzhnyi, A. Makarenko, G. Vashchenko, V. Sukhomlynskyi) are presented in the chrestomathy "Little-known primary sources of the Ukrainian pedagogy (second half of the XIX-XX centuries)" (compilers: L. Berezivska, N. Dichek, L. Pyrozhenko, N. Pobirchenko, T. Samoplavska, O. Sukhomlynska (scientific editor), 2003) [5]. It is noteworthy that the publication was created within the framework of the German-Ukrainian project in cooperation with the Working Forum "Ukrayina" (Ukraine) (Forum Chairman – Peter Gilkes) with the support of the Bavarian State Chancellery. It contains official reviews of the book "I am giving my heart to children" by the outstanding Ukrainian educator V. Sukhomlynskyi. The book was not first published in the USSR, but in the German Democratic Republic in 1968, and only then it was published in mass circulation in many countries of the world [5, p. 7].

Analyzing educational publications, it is worth mentioning thematic chrestomathies. Thus, the chrestomathy "Family Pedagogy" (compiled by V. Fedyaeva, 2007) is devoted to the problems of raising children in a family. The first volume of this edition contains brief biographical information about famous Ukrainian educators (K. Ushynskyi, S. Rusova, A. Makarenko, V. Sukhomlynskyi, M. Stelmakhovych), in the second volume – about foreign teachers (Ya. A. Komensky, P. Lesgaft, P. Kapteryev, E. Erickson, M. Mead, F. Aries, I. Kon) and their works on the indicated problem [6].

The works or excerpts from them of foreign (Plato, Aristotle, F. Rabelais, M. Montaigne, T. More, J. A. Comenius, D. Locke, Rousseau, I. G. Pestalozzi, G. Kershenshteiner, D. Dewey, V. A. Lay, M. Montessori, etc.) and Ukrainian (G. Skovoroda, K. Ushynskyi, O. Zaluzhnyi, A. Makarenko, I. Sokolyanskyi, G. Gryngo, O. Popov, etc.) educators, philosophers about social education are presented in the chrestomathy "History of social education (from ancient times to the middle of the XX century)" (compiled by O. Radul, 2010) [4]. The texts are accompanied by brief information about their authors.

The second part of the textbook "History of Pedagogy: lectures and a chrestomathy" (authors: Ye. Fedorchuk, V. Fedorchuk, 2007) presents works of outstanding foreign (Ya. A. Komensky, J.-J. Russo, J. G. Pestalozzi, A. V. Disterverg, A. Ferries, M. Montessori, E. Kei) and Ukrainian (G. Skovoroda, N. Pyrogov, K. Ushynskiy, A. Makarenko, V. Sukhomlynskyi) educators to familiarize students with them, develop their critical thinking, form pedagogical culture among future teachers [3].

The study guide and chrestomathy by L. Berezivska "Reforms of school education in Ukraine in the XX century: documents, materials and comments" (2011) contains works by S. Rusova, Ya. Chepiga, V. Sukhomlynskyi on the reform of general secondary education [2]. In particular, the publication contains a letter from V. Sukhomlynskyi to M. Khrushchov in 1958, where he highlighted his views on reforming education. For the first time this letter was published by the teacher's daughter, academician O. Sukhomlynska, in the journal "Sovetskaya Pedagogika" (Soviet Pedagogy) in 1988. Before that, it had been kept in the family's archives for 30 years.

The ideas of the creators of conceptual documents, modern Ukrainian teachers (I. Bekh, N. Bibik, P. Kononenko, V. Kremen, A. Savchenko, O. Sukhomlynska, etc.) in independent Ukraine, in 1991-2017, were presented in the chrestomathy of texts on educational reform in Ukraine: concept programs, projects (1991-2017) (scientific editors: O. Sukhomlynska, L. Berezivska, 2019) [1]. It should be noted that in the author's concepts of the 90s of the twentieth century there is an appeal to the humanistic ideas of the prominent Ukrainian educators of the past, in particular of K. Ushynskiy, S. Rusova, V. Sukhomlynskyi and others. This shows the relevance of their views in the context of the development of the national education system.

So, a chrestomathy as a collection of works or excerpts from them is a means of actualizing the ideas of teachers in the conditions of the Ukrainian statehood, disclosing a new Ukrainian history of education, introducing into scientific circulation little-known or unknown pedagogical works prohibited in the Soviet times. The materials of the chrestomathy can serve in the development of the contents

of academic disciplines: "Pedagogy", "Theory and methods of education", "History of pedagogy", "History of education", "History of educational systems", "State educational policy", writing scientific research in pedagogy and history of education. The analysis of the educational publications, different in contents and volume, showed the absence in the Ukrainian historiography of the chrestomathy "Pedagogical discourse on the reform of general secondary education in Ukraine in the XX – early XXI centuries." The information synthesized in it will contribute to the understanding of the views of the Ukrainian teachers about changes in general secondary education in a certain chronological framework, tendencies in the development of the Ukrainian pedagogical thought. The approaches to ordering the chrestomathy will be covered in subsequent publications.

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