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KARTASHOVA Lyubov,

Dr. hab (Education), Prof,
the Central Institute of Postgraduate Education of
UEM NAPS of Ukraine (Ukraine)
ORCID 0000-0002-1270-4158

BAKHMAT Nataliia,

Dr.hab (Education), Prof, the Kamianets-Podilskyi
National Ivan Ohienko University (Ukraine)
ORCID 0000-0001-6248-8468

ROZMAN Iryna,

Ph D. (Education), Assoc. Prof.,
the Mukachevo State University (Ukraine)
ORCID 0000-0002-4951-0074

ORGANIZATIONAL FUNDAMENTALS OF THE SOCIETY DIGITALIZATION INFLUENCE ON UPDATING THE APPROACHES TO PERSONIFICATION OF THE HISTORY OF EDUCATION AND PEDAGOGICAL THOUGHT IN UKRAINE

The article considers the preconditions, dynamics, trends, institutional basis for the development of modern pedagogical biography in Ukraine. Emphasis is made on the accumulated historiography of significant volumes of various source materials (late 80's of XX – early XXI century.). It was found that according to the results of the analytical review, they are divided into three categories, covering the work on the development of Ukrainian pedagogical thought and the study of the pedagogical galaxy of Ukraine and abroad. It is established that the bibliography, as a relevant industry resource, is a search infrastructure. The authors emphasize that in specific pedagogical research the scientists are usually limited to a brief interpretation of the biography in accordance with the subject of their study. It is noted that in the process of accumulation of an array of scientific, educational, popular science, reference literature on the life of teachers in the Ukrainian historical and pedagogical science formed a separate interdisciplinary research and personalized direction – the pedagogical biography. The need to use a digital bibliography has been identified. Research has pointed to the need to transform the personification of the history of education and pedagogical thought in Ukraine into a digital infrastructure of the state and world level in accordance with the digitalization of society.

Key words: *pedagogical biography, pedagogical thought; web resource; identification; informatization; digitalization.*

Introduction. Consideration of preconditions, dynamics, tendencies, institutional base, other aspects of the development of modern pedagogical biography in Ukraine in the late 80's of the XX – early XXI century is the basis for a substantive understanding of its historiography. Taking into account the accumulated by historiography significant amounts of various source materials, according to the analytical review they are divided into three categories, covering the works actualizing the personification of the development of Ukrainian pedagogical thought and studies of pedagogical personalities in Ukraine and abroad. Based on the fact that the bibliography, as a relevant industry resource, is a search infrastructure, there is a need to consider the use of digital bibliography. That is, the transformation of the bibliography of persons in the history of education and pedagogical thought in Ukraine into a digital infrastructure of the state and world level, according to the digitalization of the society, is predicted.

The essence of the basic terms of the biography was defined by scientists-teachers: N. Dichek, O. Sukhomlinska, V. Chishko, N. Popyk; scientists-philosophers: O. Valevsky, I. Golubovich, V. Menzhulinta, etc.; psychologists: B. Ananiev, N. Loginova, S. Rubinstein, etc. ; historians: I. Belenka, L. Repina, P. Popyk, V. Chyshko, O. Yas and others. An analytical review of the scientific works of the scientists revealed that the widely used basic concept of historical and pedagogical science as "pedagogical thought" has not yet become the subject of a special comprehensive terminological analysis. This is also evidenced by its absence in academic reference books (Honcharenko S., 2008; Honcharenko S., 1997). In the scientific and educational literature this phenomenon is often used quite arbitrarily, often with reference to a certain period (era), country, research topic, and so on. In specific pedagogical studies, scientists are usually limited to its concise interpretation in accordance with the subject of their study.

The purpose of the article: to outline the ways of historical and pedagogical science development in Ukraine in this area in the context of digitalization of society.

Results. Turning to clarifying the problem of personification of the history of education and pedagogical thought in Ukraine, we note an important trend that characterizes the process of accumulation of studies dedicated to it. In particular, it was found that since the mid-90s of the twentieth century their flow has grown rapidly –as a consequence of the influence of the rise of pedagogical biographies. That is, the return from oblivion of Ukrainian teachers and the introduction into the scientific circulation and educational process of figures of foreign pedagogy contributed to the expansion of the range of personalities included in various publications. Despite the objectively conditioned subjectivity of this process, the general picture of the pantheon of figures representing the development of Ukrainian and foreign education and pedagogical thought emerged.

In the reflections of modern pedagogical science, its structure is presented by academic reference books and encyclopedic publications, which, according to the authors, list the persons who have made the most significant contribution to the development of Ukrainian and world education and pedagogy. As an example for the analysis, we have chosen two authoritative publications: "Ukrainian Pedagogical Dictionary" (1997) by S. Honcharenko (Honcharenko S., 1997) and "Encyclopedia of Education" (2008) edited by V. Kremen (Honcharenko S., 2008), which reflect, respectively, the post-Soviet and new pro-European educational and scientific paradigms.

According to our estimates, the Ukrainian Pedagogical Dictionary contains about 765 articles about personalities who, in the author's view, have reached significant achievements in the "fields of education and pedagogical science" and deserve a "positive assessment" of their activities by the public (Honcharenko S., 1997: 8). Some of them are dedicated to Ukrainian figures classified according to certain criteria (full members and corresponding members of the Academy of Pedagogical Sciences of Ukraine, Ukrainian teachers elected to the Academy of Pedagogical Sciences of the USSR and Russia and awarded the titles of Hero of Socialist Labor, People's Teacher, Honored Worker of Education; heads of educational institutions; teachers-innovators). Another part of the articles presents the names of foreign scholars, educators, representatives of various fields of knowledge and statesmen and cultural figures who have made a significant contribution to the development and reforming of education.

We should consider that in Ukrainian pedagogical science it is too difficult to find a similar publication that would systematize information about such a large number of personalities. Articles of the summarized dictionary, in structural terms, consist of blocks that reveal their biographical data (place and dates of birth and death; ethnicity); information on the specialty, academic degrees and titles, professional activity; list of main scientific achievements; defining the essence of personal pedagogical concept or scientific experience, etc.

The compilers of the "Encyclopedia of Education" in the selection of personalities relied on the methodological position, according to which the priorities of their activities and creativity should be the principles of democracy and humanism, pluralism of interpretation of scientific ideas and concepts and more. According to our clarifications, the publication contains about 130 articles about the parsons who, according to the author's team, contributed to the development of theory and practice of domestic and foreign education most (Honcharenko S., 2008). This publication

emphasizes the inherent in the bearers of pedagogical thought, from antiquity to the present, intellectual and activity feature, which is to integrate their ideas, experience, innovations, accumulated in various fields of knowledge and social spheres. The scientific value of the materials collected in the encyclopedia lies in the conceptualization of theoretical ideas and views developed by individuals and the educational reforms and tested educational technologies initiated by them.

Modern scientists emphasize the cardinal changes in the field of pedagogical bibliography that took place during the period of state independence, although its formation in Ukraine has deeper traditions. Despite some vagueness of this process, in its development we can distinguish two main periods. The first covers the mid-30's – 80's of the twentieth century and is determined by the appearance of the first special work of E. Pelensky and attempts to compile a bibliography of famous Ukrainian teachers of the Soviet era. The second period falls on the 90s of the XX – beginning of the XXI century, when with the return of hundreds of names of teachers and the use of innovative computer technology began to create a branch bibliographic resource on a fundamentally new basis.

At the beginning of the XXI century the basic contours of personalization of the millennial history of the Ukrainian pedagogical thought development were expressed. An exceptionally important role in this is given to the iconic two-volume "Ukrainian pedagogy in personalities" (2005), prepared by a team of authoritative scientists edited by O. Sukhomlynska. The publication makes a significant contribution to the development of scientific and methodological foundations for the study of pedagogical thought. It is a matter of substantive clarification of aspects related to: a) the principles of selection of personalities (representatives of the past who have made a "significant, notable or definite" contribution to domestic pedagogical science and / or have been removed from the historical-pedagogical process from ideological and political and class or party considerations); b) focusing on figures whose activities, worldview have influenced contemporaries and the further development of science and education; c) emphasis on the idea of the unity of Ukraine, which through a creative biography allows to recreate a "single pedagogical space"; d) a new reading of the life of teachers through rethinking their heritage and the use of little-known facts, etc. (Sukhomlynska O., 2005).

Based on a methodologically reasonable space-time approach, three main periods were identified, according to which the personalization of the development of Ukrainian pedagogical thought was carried out: 1) Princely era and the Cossacks (X – XVIII centuries.); 2) pedagogy of the Enlightenment (XIX century); 3) teachers of Ukraine in the twentieth century.

However, its "conditionality" should be recognized, because, according to the conceptual plan, the articles contained in the work should combine the biography and reflections of teachers, theorists and practitioners, whose life took place under different socio-political conditions of the Russian and Austro-Hungarian empires, and the Ukrainian persons abroad, which are a separate phenomenon of national pedagogical thought. This required taking into account the differences in the type of their thinking, self-identification, self-awareness, which determined the content and directions of actions and scientific interests (Sukhomlynska O. 2005).

Articles-essays of the referred edition are constructed according to the accurate scheme providing: fixing of biographical data of the person; determining the essence of its activities and civil position; submission of the main works of the person and the scientific studies about him, etc. In total, according to our calculations, it presents 164 pedagogical personalities. Their identification by individual periods and basic social status (professional teachers, literary figures, government, public, church figures, representatives of various fields of knowledge) are presented in Table 1.

We recognize the conditionality of the criterion of "basic social status", but it still reflects the main, dominant identifying feature, according to which, first of all, it is personified in the general reference literature and public consciousness. In the context of our study, we can talk about "double" or even "multiple" identification of pedagogical personalities, because, for example, for the Cossack era, most church leaders (basic social status) acted as polemic writers, and as representatives of various fields of knowledge.

Despite the above and other conventions presented in Table 1, the information highlights the main trend, according to which, in fact, teachers as bearers of pedagogical thought began to stand out from the social environment only in the nineteenth century, and they already make up about half

of the people whose lives and work are studied from the standpoint of pedagogical biography. At the same time, a certain percentage of representatives of various fields of knowledge and literary figures remained quite high during these two periods (many of them are also conditionally differentiated in this context). The growing number of statesmen and public figures is explained by the interest in their activities to reform the education system and so on.

Table 1

**Quantitative indicators on the social status of persons presented
in the essays of the two-volume "Ukrainian pedagogy in personalities" (2005)**

The basic social status of the person	Princely era and the Cossacks (IX-XVIII cent.)	Age of Enlightenment XIX cent.	Pedagogy of Ukraine XX cent.
Educators	–	13	44
Persons of literature	8	15	8
State and public people	3	3	9
Church persons	17	–	1
Representatives of various fields of knowledge	7	17	15

On this website you can view articles in alphabetical order, select another subject area or click on the hyperlink to view the required material about the category "Biography". There are 30 subcategories in this category, which contain hyperlinks to the personalities of famous scientists, educators, philosophers, psychologists, etc.

In this sense, the website of the National Biography of Finland (2020) attracts the attention, as it is a collection of biographies of 6,500 Finns, dating back to ancient times, prepared as one of the largest historical projects for the Finnish Historical Society in 1993-2001.

The national biography of Finland contains not only examples of great people of the country, but also many less known persons who were representatives of their industry or several of them, all periods and different segments of society.

Based on the main profession of prominent people, they represent the following industries: leaders, ministers, members of parliament (13%), scientists, teachers (14%), writers, journalists, publishers (10%), government officials, judges (10%) etc.

Finland's national biography is published both as a book and on the Internet. Biography Online was founded in 2006 by TeywanPettinger as information about people in different historical epochs and at present, their rights, religious tolerance, works of art, the most prominent scientists (Biography on line, 2020).

Biographies on this resource are posted by the following areas: inspiring people, actors, artists, businessman, humanist, writer, military, musician, poet, politics, royal power, scientist, sports, religious leader. The category of scientists contains biographies by sections: famous scientists, scientists of the 17th–21st centuries.

Encyclopedias, dictionaries, atlases and several almanacs, which include statistics, facts and historical records, resources of the entire reference information center are posted on the resource Infoplease (Infoplease, 2020). It is designed for parents, teachers and librarians to get factual information on a variety of topics, including current events, pop culture, science, government and history.

The resource menu in the category "People" contains a section of science, which includes biographies of astronauts and aviators, researchers in mathematics and statistics, scientists in the field of applied sciences and technologies, earth sciences, life sciences, physical sciences, African-American scientists and inventors, Asian-Pacific American and Latin American scientists, women scientists, etc. In the menu of the category "Society, Culture and Humanities Education" personalization of teachers and scientists with a hyperlink to their biography.

It is also important for our work to study the experience of Ahlul Bayt DILP, which has created the world's largest digital Islamic library on the Internet (Al-islam, 2020). In addition to biographies, the resource provides a comparative study of the general views of Muslim and non-Muslim scholars on philosophy and education.

The site The Famous People in the category "Propagandists" contains a list of famous teachers with their biographies, which include details, interesting facts, terms and history of their lives (The famous people, 2020). Here you can choose them by profession, nationality, gender, birthday, etc.

Summarizing the experience of creating global information and information-educational resources (web resources) allows us to conclude that many countries have already developed powerful bibliographic systems that operate in today's dynamic environment and provide a high level of quality to expand people's worldview and obtain affordable general secondary and higher professional education in general.

The authors specify that the status of commemorative calendars, which are published in book or article formats and are considered as a kind of educational and methodological support, biobibliography, etc., remains insufficiently clarified and therefore unclear in the scientific and information field of Ukrainian historical and pedagogical science. In any case, their content contributes to the development of pedagogical biographies and is in demand among research and teaching staff, teachers, educators, students and more.

As an example we can admit the State Scientific and Pedagogical Library of Ukraine named after V.O. Sukhomlinsky in the format of the bibliographic manual "Calendar of significant and memorable dates in the field of education and pedagogical science". Its annual issues have a well-established structure: in the sections "Significant dates of the year", "Significant and memorable dates by months", "Scientists of the National Academy of Pedagogical Sciences of Ukraine – anniversaries of 20 **", etc. information on important events in the development of Ukrainian and foreign education and pedagogical thought is presented in chronological order; biographical essays on prominent teachers, educators, public figures, teachers-innovators, etc.

According to the results of the subject search work, from 2008 to 2009 the practice of preparation and presentation of calendars of significant and memorable dates on their websites on the Internet was intensified by library institutions. Preserving the format inherent in such publications, they have a different content orientation. Thus, the calendars of the National Library of Ukraine named after Yaroslav the Wise, Kyiv LesyaUkrainka Public Library in the traditional style, by months, record the birthdays of the famous and the anniversaries of the births of less known representatives of history, culture, education, as well as the banner of the event of Ukrainian history and culture. The calendars of the library of MykhailoKotsyubynskyVinnytsia State Pedagogical University are distinguished by a dense, almost daily, format of such fixation. Calendars of regional, district, city libraries and regional universities, along with national ones, record memorable dates and events related to local figures and events.

A notable modern resource is the "Scientists of Khmelnytsky Region" database – a local history information web resource that fully reveals the life and scientific activity of scientists who have the title of "Doctor of Science", "Professor". Personal rubrics are placed in alphabetical order of surnames and contain a short biographical reference, a list of scientific works and a list of literature about the person.

The database is a corporate project of libraries of Khmelnytsky region, which was created to promote the scientific achievements of scientists of Khmelnytsky region.

Beginning of the XXI century the scientists presented a general chronicle of the millennial development of Ukrainian pedagogical thought. One of the manifestations of this is the fundamental work of I. Zaichenko, which presents the creative heritage and educational activities of several hundred pedagogical personalities (Zaichenko I., 2010). The accumulation of factual and theoretical materials highlights the need for synthesis and comparison of pedagogical ideas and biographies, in particular at the level of creating collective portraits that would present the educational and pedagogical phenomena of individual periods and generations of teachers and educators.

Analysis of the historiography of pedagogical biography in chronological, regional and other dimensions revealed the active development of personalized areas of historical and pedagogical

science (Ushinskiy knowledge, Pyrogov knowledge, Makarenko knowledge, Sukhomlinistiks, Russo knowledge, Vashchenko knowledge); the gradual departure from the most popular period of historical and biographical studies of the second half of the XIX – first half of the XX century (it accounts for up to 75-80% of all works) in historical retrospective and perspective (study of pedagogical personalities of the XII – XVIII centuries and the Soviet and modern periods).

Under modern conditions, such a special feature of pedagogical biography as the study of a wide range of figures representing various fields of knowledge and spheres of public life (literature, philosophy, history, art, ethnography, medicine, economics; encyclopedists, state, church, military figures, etc.). The use of interdisciplinary, structural-typological, phenomenological approaches allowed to clarify and interpret in terms of historical and pedagogical science the worldview, scientific, professional, social aspects of their lives.

The world's libraries of the personification of the education and pedagogical thought history, which contains a number of publications in various formats and types, have been endless sources of information for mankind for a long time. However, over the years, the images of publications change, as their content becomes digital - this is due to the fact that Internet access has become more a need and opportunity for users than a privilege. That is, the influence of digital technologies on the transformation of academic library services and, in particular, on the tools of personification of the history of education and pedagogical thought is observed. Modern challenges and opportunities indicate the need to create a digital platform for the personification of the history of education and pedagogical thought in Ukraine, as is already the case in world practices. The review of traditional and innovative developments in this area confirms the author's vision of the digital format of future repositories, science, formed under the influence of digitalization of society. It is clear that publications in this area have always been valuable resources for academic purposes, but they and their role, no doubt, must be on the path of transformation in the 21st century.

Conclusions. The conditions of the modern renewed society, distinguishing the personification of the history of education and pedagogical thought in Ukraine as a branch, need to consider digitalization as a tool for its development. In case of their systematic use, the development of a dynamic information bibliographic web resource should be stimulated as one of the essential factors in the development of the personification of the history of education and pedagogical thought in Ukraine. The digitalization of this sphere in Ukraine will lead to and motivate the emergence of new forms of partnership and cooperation of researchers of personalities in Ukraine and around the world. Based on the analyzed resources and their specifics, the need for their development in the format of structured digital resources (web resources), which should be open for branching, supplementation and adjustment by users (subject to their extended authorization).

In the future, the development of the personification of the history of education and pedagogical thought in Ukraine through digital technologies will open the possibility, through giant strides, to move from a traditional, outdated environment to modern or state-of-the-art systems – digital infrastructures. In the 21st century in various fields, they are already playing a new role in public information sharing. Publications on the history of education and pedagogical thought in Ukraine are very important for the development and popularization of science and education in our country, the education of love and patriotism of citizens to their homeland. They can no longer be piles of books, their storage, as a library, must now be supplemented by digital web resources, the conditions of which will provide the general public with easy access to large collections of pedagogical thought of our compatriots and promote the lives of teachers in Ukrainian historical-pedagogical science.

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КАРТАШОВА Любов Андріївна – доктор педагогічних наук, професор, заступник директора з дистанційного навчання, Центральний інститут післядипломної освіти УМО АПН України (Україна);

БАХМАТ Наталія Валеріївна – доктор педагогічних наук, професор, професор кафедри теорії та методик початкової освіти, Кам'янець-Подільський національний університет імені Івана Огієнка (Україна);

РОЗМАН Ірина Іллівна – кандидат педагогічних наук, доцент кафедри філології та соціальних комунікацій, Мукачівський державний університет (Україна).

ОРГАНІЗАЦІЙНІ ЗАСАДИ ВПЛИВУ ЦИФРОВІЗАЦІЇ СУСПІЛЬСТВА НА ОНОВЛЕННЯ ПІДХОДІВ ПЕРСОНІФІКАЦІЇ ІСТОРІЇ ОСВІТИ І ПЕДАГОГІЧНОЇ ДУМКИ В УКРАЇНІ

***Анотація.** У статті розглянуто передумови, динаміку, тенденції, інституційну базу розвитку сучасної педагогічної біографії в Україні. Акцентовано увагу на накопиченій історіографії значних обсягів різних вихідних матеріалів (кінець 80-х років ХХ – початок ХХІ ст.). З'ясовано, що за результатами аналітичного огляду вони розподіляються на три категорії, що охоплюють роботу, в якій здійснюється уособлення розвитку української педагогічної думки та вивчення педагогічної плеяди України та за кордоном. Встановлено, що бібліографія, як відповідний галузевий ресурс, є пошуковою інфраструктурою. Автори підкреслюють, що в конкретних педагогічних дослідженнях вчені, як правило, обмежуються лише коротким тлумаченням біографії відповідно до предмета їх дослідження. Зазначено, що у процесі нагромадження масиву наукової, навчальної, науково-популярної, довідникової літератури про життєдіяльність педагогічних персоналій в українській історико-педагогічній науці сформувався окремий міждисциплінарний дослідницько-персоніфікований напрям – педагогічна біографістика. Виявлено необхідність використання цифрової бібліографії. Дослідження вказали на потребу перетворення персоніфікації історії освіти та педагогічної думки в Україні в цифрову інфраструктуру державного та світового рівня відповідно до цифровізації суспільства.*

***Ключові слова:** педагогічна біографістика, педагогічна думка; веб-ресурс; ідентифікація; інформатизація; діджиталізація.*

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