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Oral history in the focus of social success formation of students

SUMMARY

The authors consider the method of oral history including its gender aspect in the context of the potential to form the social success of modern education applicant and note its systematic use regardless of the levels and types of educational institutions and the status of higher education institutions.

The scholars focus on the essence and content of the oral history method based on the analysis of interpretations of the definition «oral history» in scientific research of foreign and domestic scientists; the definition of oral history as a pedagogical method of recording by an applicant for education by means of modern technical means unique testimonies of another person on a certain topic or problem; the formation of the Ukrainian school of oral history research from information and training sessions to the Ukrainian Association of Oral History, specialized cells, preparation of special courses, cooperation between scholars and public organizations, active involvement of students and recognition of the public benefits of oral history projects by promoting participation in the competition among educational institutions in Ukraine.

The authors reveal the peculiarities of implementing the method of oral history (biographical (narrative), problem (focused) in the practice of forming the social success of young students, volunteer work in public organizations; they introduce the presentation

approaches to the results of oral history research: creation of radio broadcasts, exhibitions, fragments of a theatrical performance, Internet pages for museum expositions.

The article proves the interrelation of social and educational function of oral history method, which helps to realize the moral and moral values of previous generations, recreate «official» historical events from the point of view of a young man or woman, get historical knowledge about the processes of the past, which is useful for methodical organization of educational process in the context of modernization of education, formation of necessary competencies and skills of education applicants in conditions of Eurointegration development of Ukraine.

Key words: oral history, interview, correspondent, respondent, method, social performance of education applicants.

Now, despite the unprecedented Russian aggression against Ukraine and related challenges in all areas of public life, our state has made a conscious choice in favor of European integration, in particular in the field of education and upbringing of the younger generation. Integration of domestic education into the European educational space actualized the problem of forming a growing personality with an active life position, capable of creative and unconventional thinking, quick orientation in a saturated information space, making responsible decisions, constant self-development and harmonious coordination of personal and public.

We are convinced that this can be achieved in the conditions of research and practical application of humanistic traditions of domestic pedagogy and foreign experience in raising a personality, methodical reflection of the heritage of classical pedagogical thought and comprehension and introduction of innovative pedagogical methods. On this occasion the academician I. Bekh notes: «The search for effective ways of familiarizing the growing personality with the highest spiritual values is justifiably linked to the improvement of the content, forms and methods of this process [...] In methods the tendency to educational dialogue or monologue, appeal to perception or consciousness and self-consciousness of the pupil can prevail»¹. One of such methods is *oral history*.

On the basis of a retrospective analysis of the essence and content of the oral history method, the formation of the practice of memoir projects in Ukraine, we aimed to determine the role of oral history research in the formation of social success of the applicant for education as an interdisciplinary means of obtaining the necessary knowledge and skills to build their life strategy.

«Oral history» as an academic field of development of knowledge about the past is associated with the work of American professor A. Nevins of Columbia University (journalist, historian, twice winner of the Pulitzer Prize), who in 1938 called for an organization that collected and recorded oral histories of famous Americans about their participation in the diverse life of the country. The way owes its title to American journalist J. Gouldie and his plan to create a book, «An Oral History of Our Time» (1940), as a record of the stories of various people. Nevins, the founder of an independent section of scientific

¹ І. Д. Бех, *Загартування особистості вчинком як освітня мета. Сучасний виховний процес: сутність та інноваційний потенціал*: матеріали звіт. наук.-практ. конф. Ін-ту проблем виховання НАПН України за 2017 рік, за ред. І. Д. Беґа, Р. В. Малиношевського, Вип. 6, Івано-Франківськ: НАІР, 2018, С. 7–8.

cognition, argued that the oral history method was a consequence of technological progress (new means of communication, transportation) and the creation and improvement of sound recording devices on magnetic tape². The emergence of oral history as a separate field of historical knowledge in the 1960s and 1970s varied from country to country, although it was generally prompted by new challenges in the humanities. According to the Czech researcher L. Lebduška, a common feature for all countries was «its institutionalization, which usually took place in the so-called ‘new institutions’ and public organizations»³. «The social orientation of the oral history studios of that time under the slogan of giving history back to society» turned out to be in the implementation of a considerable number of projects on regional, local, ethnic and women’s history and in the mass involvement in such projects of volunteers from among local historians, teachers and profile activists», the Ukrainian researcher A. Kis describes the rapid development of oral history in the 1960s and 1970s⁴. In 1996, the International Oral History Association (IOHA) was founded at the IX International Conference (Gothenburg, Sweden); the exchange of information and scientific contacts between researchers from different countries is facilitated by the virtual forum H-Oralhist of the Internet system.

However, it should be noted that in the second half of the 19th century, ethnographers (V. Gnatiuk, M. Zubritsky, I. Franko, from Polish – A. Kohlberg and A. Schneider), collecting information about the traditions of the inhabitants of different regions, used the method of oral history on the territory of Ukraine. After Ukraine gained its independence, local and foreign oral history research projects have been officially implemented since 1992. The Ukrainian Oral History Association (2006) systematically organizes thematic international conferences and publishes collections of materials; the faculties of humanities universities (Lviv, Poltava, Kharkiv, Odesa, Kyiv, etc.) have included courses and special courses on oral history in their programs; centers and institutes of oral history have been organized; museums, all kinds of exhibitions, documentary films, radio programs, etc. have been created. The deepening institutionalization of oral history in Ukraine is evidenced by the official re-registration of the Association (2016) as a non-profit public organization, the approval of the Charter, the definition of the main goals and objectives of activities, the definition of a formalized and fixed membership based on the criteria of professionalism and experience, which will certainly contribute to the growing prestige of oral history. important way of knowing the recent past.

Oral history has always been linked to social life and has an important social function, and by involving students and school pupils as a method of cognizing reality from an interdisciplinary perspective through *learning by doing*, it has expanded the educational function of oral history, which is good for the educational process of an institution, for shaping the social success of students and the necessary competences and skills for living together in the European Union.

Summary of the main material. The reflection of domestic and foreign historical, historiographical, philosophical, psychological, pedagogical and sociological sources on the problem of oral history has led to the conclusion that there is no unified view

² V. B. Necherda, *Narrative as a means of forming a socially successful personality of a high school pupil*, „Baltic Journal of Legal and Social Sciences” 2022, № 1, p. 161–169.

³ Л. Лебдушка, Ю. Волошин, *Жива історія. Метод усної історії в школі*, Полтава: Друкарська Майстерня, 2015. 32 с, С. 7.

⁴ О. Кись, *Усна історія: становлення, проблематика, методологічні засади*, URL: http://uamoderna.com/images/archiv/11/2_UM_11_Vstup_Kis.pdf, С. 9, дата звернення: 09.09.2022 г.

on the content, nature of interpretation and definition of «oral history». The use of the term is criticized for its imprecision and ambiguity, because «the boundary between oral speech and the written word is rather conditional» (D. Ursu); a number of foreign scholars (D. Aron-Schnapper (France), D. Schwarzstein (Argentina), M. Vilanova (Spain)) consider the expressions «oral sources» or «history in oral sources» the most acceptable. According to the attitude of the contemporary scholar T. Nagayko concerning the compromise definition of oral history: «Oral history is a part of humanitarian knowledge, which is thought of as both a methodology and a separate field of research of historical content, where the basis of empirical material is formed by the sources of oral origin»⁵. However, the social historian of the University of Essex (UK), researcher of the oral history method and the first editor of the journal «Oral History» (1971) P. Thompson suggests to consider oral history as «an interview through which the recording of an individual's subjective knowledge of the era in which he lived»⁶. The need for interviewing eyewitnesses to events is driven by an understanding of the uniqueness and intrinsic value of human experience. However, interviewing as a traditional method of analysis in various fields of humanitarian knowledge is applied not only for the purpose of fixation of subjective experience of a person, which, certainly, is an extremely important source of information. This method helps to realize the moral and ethical values of previous generations, to recreate certain «official» historical events from the point of view of an ordinary young man or young woman, to gain historical knowledge about the processes of the past.

One of the founders of oral history, L. Star, noted that it is the primary source of an individual's oral history with valuable «worthy preservation of information. His successor, D. Ritchie, believed that «oral history collects memories of oral and personal commentary [...] by recording interviews. An interview is oral history only when it is [...] recorded, [...] worked through, [...] and accessible»⁷. One of the leading oral history institutes in Texas (USA) sees the term as a qualitative research process that through interviewing «understands meanings, interpretations of connections and subjective experiences, and a product (audio or video recording) that is an authentic historical document, a new primary source for further research»⁸.

Consequently, in the vast majority of scholarly research, oral history is an interview-based method and is in fact an individual reproduction of certain historical events. In the discussion on the definition of oral history in the system of humanities knowledge, scholars agreed that oral history is a method that has «spawned an entire direction in the historical sciences», but not a discipline, so it cannot be compared with other auxiliary historical disciplines (e.g. numismatics, source studies, etc.) due to its lack of a different object of study from ordinary history. Accordingly, in the humanities, biography is a discipline, and the method is prosopographic (from the Greek «prosopos» – person, personality, «grapho» – write). Scholars have stated that it is only a method, though based on biographies and closely linked to biography. At the same time, we are impressed by the position of researcher T. Pastushenko,

⁵ У пошуках власного голосу: Усна історія як теорія, метод та джерело, Збірник наукових статей, за ред. Г.Г. Грінченко, Н. Ханенко-Фрізен, Харків: ПП «ТОРГСІН ПЛЮС», 2010, 248 с., С. 50, 161; *Institute for Oral History*, Baylor University, Texas: URL: https://www.baylor.edu/oral_history/, date of application: 09.09.2022 r.

⁶ Thompson P., *The Voice of the Past: Oral History*, Oxford: Oxford University Press, 2000, 368 p., P. 26.

⁷ О. Кісь, *op. cit.*, P. 12.

⁸ *Institute for Oral History...*, *op. cit.*

who argues that this is a new methodology – a way to attract a new category of sources to the analysis, along with written sources and material objects⁹. The oral history method is «a vital tool for understanding the relationship between the private and the public»¹⁰, which is now considered a common method in the scientific reproduction of socio-cultural reality¹¹, a source of search for historical truth, «valuable information about the ways of shaping social memory»¹². Therefore, two complementary approaches to understanding oral history stand out in the context of our study. Certainly, oral history is a pedagogical method of recording by means of modern technical means the unique testimonies of another person on a certain topic or problem. At the same time, it is an opportunity for students to acquire information and communication, language, research competence; to form the skills of critical thinking; interactive interaction, teamwork; synthesizing resources for research (library, archives, museums, consultation with local history specialists, theater and art representatives, etc.), which activates personal resources, promotes social success and the definition and implementation of a personal perspective life plan.

In the early 2000s, public organizations and historical and local history associations in Ukraine became interested in oral history recording through thematic oral history schools, trainings, and workshops. A significant contribution to the development of oral history in Ukraine was made by the Kovalsky Institute of Oriental Ukrainian Studies in Kharkiv under the direction of Grinchenko. Note that many individual oral history projects have been financially supported by international foundations and institutions, such as the American Council of Learned Societies (ACLS), the Gerda Henkel Foundation (Die Stiftung «Erinnerung, Verantwortung und Zukunft»).

The Czech non-governmental organization Asociace pro International Questions (AMO) since 2005 promotes dialogue between Ukrainian and Czech teachers, methodologists and experts and actively supports projects for the development of higher education. Scientists and teachers in the country are unanimous that through the participation of schoolchildren and students in the project «Memory of Nation», which aims: to record the life stories of victims of the Communist regime, the national project-contest «Stories of the twentieth century» for citizens aged 13 years and older, which reflects the testimony of people about life in the 20th century, they develop abstract thinking, media education, practical skills with video and audio technology are honed. communication in the family, increasing responsibility for the country's success and recognition of their involvement as a building life. With the financial support of the TRANS program of the Czech Ministry of Foreign Affairs, a school oral history project competition has been held in Ukraine since 2015 among Ukrainian educational institutions, demonstrating its high educational, especially patriotic potential. In 2021, the competition was announced with the aim of conducting research on 10 topics: political experience of the 80s and early 90s; family and everyday life; travel, work;

⁹ Т. Пастушенко, *Метод усної історії та усноісторичні дослідження в Україні*, „Історія України” 2010, № 17–18, С. 10–15; С.В. Проскурова, *Дослідницький потенціал методу усної історії*, „Наукові записки КДПУ ім. В. Винниченка” 2011, Вип. 14, С. 285–293.

¹⁰ А. Наяек, *Oral History Methodology*, URL: <https://dx.doi.org/10.4135/978144627305013504183>, date of application: January 01, 2014 г.

¹¹ *У пошуках власного голосу: Усна історія як теорія, метод та джерело...*, С. 164.

¹² Т. Пастушенко, *op. cit.*, С. 12.

Chernobyl disaster – 35 years since the tragedy; rituals of everyday life; media; important period phenomena; reflection of the «great history»¹³.

In the institutions of general secondary education two varieties of oral history are actively used, which are distinguished depending on the purpose: «biographical (narrative), that is, a story about the history of life in a certain period of historical time, designed to find out the subjective perception of the person of the past of his people; problem (focused) – study of personal experience of a particular action, situation or phenomenon»¹⁴. Scientists and practicing teachers agree with the opinion of scholar P. Thompson about the high educational potential of oral history studies because oral history is a synthesis of «research and teaching, resulting in an increase in the quality of both»¹⁵.

Certainly, in the context of our article it is necessary to note the gender component of oral history and to point out the difference in interpretations of oral history research by representatives of different articles, which was the subject of research by Swedish scholar M. Hiden. Justifying the differences in the approach to collecting information, she also drew attention to its consequences: men emphasized preservation («why/why he did it»), while women supported the circumstances («how he did it») and were more emotional in interpreting the respondents' memories¹⁶. In foreign historiography the «hidden key» to the term «lost heroines» turned out to be the method of oral history, since there was a shortage of documents related to their lives. On the whole, the women's theme in history was known before World War II. As a result of the discussion at the VII International Congress of Historians, the Polish researcher L. Harewiczova's call for the creation of works on the history of the social status of women in different countries and eras sounded. However, the future large-scale project was hindered by the war and death in the Nazi torture chamber¹⁷.

The thematic orientation and information potential of the oral history variety as biographical (individual life story) has other names: «life stories» or «stories about life», which were actively used during the preparation and conduct of various forms of activities (memory evenings, bracing, stream, etc.) using the calendar of prosocial dates, the Gender Calendar, the calendar of memorable dates introduced in the experimental educational institutions¹⁸. For example, the representation of oral history studies of students concerned female figures from the annual calendar of commemorative dates: 150th anniversary of the birth of L. Kosach-Kvitka (L. Ukrainka), the 145th anniversary of the birth of S. Krushelnytska and combined elements of forum-theater and documentary. The decision to involve interviews-reminscences as a historical source can be considered as the chairman of the Ukrainian Association of oral history G. Grinchenko, – in the form of «reconstruction, reproduction of the situation, environment, historical context or their individual elements, studying the dynamics of formation

¹³ Конкурс шкільних проєктів з усної історії, URL: https://www.ustnayaistoriya.info/wpcontent/uploads/2021/03/ОН_правила-souteze_2021_04.pdf, дата звернення: 09.09.2022 г.

¹⁴ V.B. Necherda, op. cit., p. 164.

¹⁵ P. Thompson, op. cit., p. 182

¹⁶ У пошуках власного голосу: Усна історія як теорія, метод та джерело..., С. 44.

¹⁷ Ibidem, С. 40.

¹⁸ Т.В. Тарасова, *Соціально успішна особистість старшокласника у гендерних прикладних дослідженнях. Просоціальна особистість у гендерному вимірі: теоретико-методологічні та прикладні аспекти*: матеріали IV Всеукраїнської наук. метод. конф. з міжнародною участю 22 квітня 2021 року, за ред. О.О. Кравченко, Т.В. Тарасової, А.І. Войтовської, К: ТОВ «Центр поліграфії «КОМПРИНТ», 2021, С. 109.

and changes of these or those structures»¹⁹. Over the past two years, young men and women were invited to engage in coverage of a number of topics, in particular: between March and May (International Pi Day and Science Day on the problems of scientific discoveries and personal lives of outstanding figures of mathematical science in connection with the President of Ukraine's 2021 Year of Mathematical Education in Ukraine).

Education applicants prepared interesting materials on the life history of Academician V. Glushkov (1932–1982) on the creation of universal electronic computing machines and systems; M. Kravchuk (1892–1942), co-inventor of the world's first electronic computer; the successful and talented American mathematician E. J. Wiles of Princeton University, who received the coveted prize (more than 1 million pounds sterling) from the German mathematician Wolfskin for bringing Fermat's theorem to 2007; M. Vязovskaya – the first Ukrainian citizen and the second Ukrainian in history to award the honorary mathematical award (equal to the Nobel Prize) Fields Medal. Guided by the calendar's memorable date – the 155th anniversary of the birth of the public and political figure M. Hrushevsky (1866–1934) together with the teachers-advisers, the applicants combined the theme of «relations» of nations in the context of the modern war and emphasized the understanding of the method of oral history, designed to promote historical knowledge rather than assimilation of facts, «ready-made» knowledge of history. The leitmotif was a quote from M. Hrushevsky's informative article «Purification by Fire» (1918): «Now we have, in the most obvious way, the struggle of the peoples – the Great Russian and the Ukrainian. One is advancing, the other is defending. The history of these two 'fraternal nations' has entered a stage, which the biblical story of the first brothers tells: Then the Lord said to Cain, where is your brother Abel?»

Problem-based oral histories, particularly personal success stories, have proven to be highly effective in shaping students' social performance. To conduct this oral history study, students in the general secondary education system were asked to choose respondents from among their peers and work on the oral history method in pairs, effectively creating a «two-actor theater». During the course of their oral histories, student respondents tried to reproduce the situation of their own success, detailing the emotions, thoughts, and feelings that once encompassed them, while student correspondents learned to prepare questions, follow the conversation, and fill in the pauses. The experience of introducing oral history into the practice of general secondary education institutions has proven that today's students dedicate their stories to the success of the issues most relevant to them: «the right to privacy (choice of friends and loved ones), the right to respect for property, things and money in particular, the right to secrecy (diaries, correspondence in social networks), the right to be themselves (clothes, hairstyle, hobby), the right to a mistake and its correction, etc.»²⁰.

Biographical (narrative) oral history was introduced during the activities of applicants for education in the technology of social practice, in particular, volunteer work in public organizations («National Council of Women of Ukraine», «All-Ukrainian League of History

¹⁹ Г. Г. Грінченко, *Усна історія: Методичні рекомендації з організації дослідження: Для студентів і аспірантів*, Х.: Харківський національний університет імені В. Н. Каразіна, 2007, 28 с, С. 7.

²⁰ В. Б. Нечерда, В. І. Кириченко, *Підлітки уразливих категорій: типологія і особливості виховання в умовах закладів загальної середньої освіти: методичний посібник*, Кропивницький: Імекс-ЛТД, 2019, 134 с., С. 115

and Culture Horting», «Human Development League», Gender Center, Youth Center «Start» Uman State Pedagogical University named after Pavlo Tychina), participation in student social projects (training in computer literacy for older people, organizations distance «Travel without barriers», «Family from A to Z»; «Women in the history of social work», «Gender culture of student youth through the prism of the Cherkasy Art Museum», «Learning to hear together and overcoming social isolation».

With the help of biographical oral history the applicants of education received additional information about themselves and the world around them, had the opportunity to analyze new knowledge concerning the pages of the past already known to them (Holodomor, Thaw, Maidan, barrierlessness, social isolation), overcome their own crisis situations due to reflection of their behavior and qualitatively new relations with others, forming their social success.

Among the four indicators (body function, body structure, activity, participation) of the International Classification of Functioning, Disability, and Health, concluded under the auspices of the World Health Organization (WHO), priority in higher education is given to the concept of «participation», which the Classifier defines as «the involvement of the individual in a life situation» and shows a social perspective of functioning. The application of the oral history method as a means of museum pedagogy in the project-competitive activity of the University Centers for social rehabilitation of internally displaced children and youth, in particular those with special educational needs and disabilities (SEND), facilitates the process of their social integration, promotes social activity, expansion of social contacts, formation of civic position, conscious and responsible personality helps to restore soft skills. At the same time, educational rehabilitation is «one of the important social resources providing proper social start, development and full-fledged existence, social development, material self-sufficiency, decent career, high social status in perspective»²¹.

We share the position of researcher A. Kis emphasizes that «oral history today has a special orientation: from a person to a concept, from individual experience to generalizations and hypotheses. The focus on cognition of unique personal experiences, attitudes, evaluations [...] allows [...] to determine the priority role of the narrator (as a socially competent historical actor) in the interactive process of creating such a complex primary source as a memory»²². For the 100th anniversary of the beginning of the mass man-made famine of 1921–1923 and the 75th anniversary of the man-made famine of 1946/47), there were memorial evenings using the recorded recollections of community members.

Memories-materials of the events added to the expositions of museums of higher educational institution «school» museums, thus helped to expand the concept of «museum objects» at the expense of «historical and cultural heritage», which includes «products of spiritual heritage, based on the collective and individual historical memory». It should be noted that according to the order of the Ministry of Education and Science of Ukraine from 16.07.2019 № 987 «On the results of the review of museums at institutions of preschool,

²¹ Н. М. Коляда, О. О. Кравченко, Н. Т. Салата, *Соціальнопсихологічна реабілітація дітей та молоді з особливими освітніми потребами в Україні*, „Соціальна робота та соціальна освіта” 2021, Вип. 2(5), С. 20.

²² О. Кісь, *Усна історія: концептуальні засади*, „Наукові записки Тернопільського національного педагогічного університету імені Володимира Гнатюка. Серія: Історія” 2015, За заг. ред. проф. І. С. Зуляка, Вип. 2, Ч. 3, Тернопіль: Вид-во ТНПУ ім. В. Гнатюка, С. 217.

general secondary, extracurricular and professional (vocational) education, which are under the management of the Ministry of Education and Science of Ukraine» the total number of such museums as of March 2019 was 4130, including: by type of educational institutions (general secondary – 3762, vocational (professional) – 175, preschool – 40, extracurricular – 153)»²³.

We agree with researcher S. Proskurova that the educational function of oral history applies not only to students who act in the role of «pioneers, realizing the social value of research, but also to respondents who in the process of dialogue have the opportunity to turn back, to rethink the path of life. Thus [...] the past serves to affirm the future»²⁴.

Conclusions. Thus, the oral history method creates opportunities for education applicants to develop social and civic competencies necessary for social performance, creative and critical thinking, emotional intelligence, and helps them get involved in the system of constructive social relations. Teaching schoolchildren, students the techniques of this method contributed to their assimilation of both initial historical and methodological knowledge and the means of obtaining scientific knowledge necessary to understand how «history is written» and, most importantly, to build their identity in the modern socio-cultural space. The introduction of oral history teaching methodology for teachers of general secondary education institutions and teachers of higher education through the system of professional development courses for pedagogical and scientific-pedagogical workers, in our opinion, is a significant step in solving the problems of modernization of domestic education in the conditions of European integration development of Ukraine. The development of oral history research methodology in Ukraine, the growth of the base of correspondents, interviewers (participants) due to the accession of an increasing number of students of general secondary education institutions and students of higher education institutions, community representatives contributes to the expansion of research topics, their quality, which convincingly demonstrates the potential of this method to influence the formation of social learning outcomes of individuals.

Promising areas of research in this direction are the problems of interpretation and use of oral history research in the educational practice of educational institutions; issues of cooperation of teachers, scientists and activists of public organizations involved in the problem of ensuring the quality and usefulness of oral history projects in their impact on the education of students (the interaction of different environments); the use of the method of women's oral history through recording-studying-reflecting on the traumatic factors associated with the Russian aggression on the territory of Ukraine, the problems of establishing the life of internally displaced persons in the context of their social activity, the desire for social success.

²³ С. В. Муравська, *Музеї закладів вищої освіти Західної України у контексті історичного розвитку (XIX–поч. XXI ст.)*: автореф. дис.. на здобуття д-ра іст. наук: 26.00.05, К., 2019, 37 с., С. 8.

²⁴ С. В. Проскурова, *op. cit.*, С. 288.

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РЕЗЮМЕ

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Усна історія у фокусі формування соціальної успішності здобувачів освіти

Авторки розглядають метод усної історії включно з його гендерним аспектом у контексті потенціалу з формування соціальної успішності сучасного здобувача освіти й наголошують на його системному використанні незалежно від рівнів і типів закладів освіти та статусу вищих навчальних закладів.

В центрі уваги науковців сутність і зміст методу усної історії на основі здійсненого аналізу трактувань дефініції «усна історія» у наукових дослідженнях зарубіжних і вітчизняних вчених; визначення усної історії як педагогічного методу запису здобувачем освіти за допомогою сучасних технічних засобів унікальних свідчень іншої людини щодо певної теми чи проблеми; становлення української школи усноісторичних досліджень від інформаційно-тренінгових занять до Української асоціації усної історії, спеціалізованих осередків, підготовки спецкурсів, співпраці між науковцями і громадськими організаціями, активного залучення учнівської молоді та визнання суспільної користі усноісторичних проєктів шляхом популяризації участі в конкурсі серед закладів освіти України.

Авторки розкривають особливості запровадження методу усної історії (біографічна (наративна), проблемна (сфокусована) у практику формування соціальної успішності учнівської молоді, волонтерської роботи у громадських організаціях, знайомлять із презентаційними підходами до результатів усноісторичних досліджень: створення радіопередач, виставок, фрагментів театрального дійства, інтернет-сторінок до музейних експозицій.

У статті доведено взаємозв'язок соціальної й виховної функції методу усної історії, який допомагає усвідомити морально-етичні цінності попередніх поколінь, відтворити «офіційні» історичні події з точки зору юнака чи юнки, здобути історичні знання щодо процесів минулого, що є корисним для методичної організації освітнього процесу в контексті модернізації освіти, формування у здобувачів освіти необхідних компетенцій і навичок в умовах євроінтеграційного поступу України.

Ключові слова: усна історія, інтерв'ю, кореспондент, респондент, метод, соціальна успішність здобувачів освіти.

STRESZCZENIE

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**Ustna historia w skupieniu na formowaniu pomyślności społecznej osób
ubiegających się o uzyskanie wykształcenienia**

Autorki rozpatrują metodę historii ustnej, w tym jej aspekt genderowy, w kontekście możliwości formowania pomyślności społecznej współczesnej osoby ubiegającej się o zdobycie wykształcenienia i podkreślają jej systematyczne stosowanie niezależnie od poziomów i typów instytucji edukacyjnych oraz statusu uczelni.

Naukowcy skupiają się na istocie i treści metody historii ustnej na podstawie analizy interpretacji definicji „historii ustnej” w badaniach naukowych zagranicznych i krajowych naukowców; definicji historii ustnej jako pedagogicznej metody nagrywania przez wnioskodawcę edukacji za pomocą nowoczesnych środków technicznych unikalnego świadectwa innej osoby na określony temat lub problem; tworzenia ukraińskiej szkoły badań historii ustnej z informacji i szkoleń do Ukraińskiego Stowarzyszenia Historii Ustnej, wyspecjalizowanych ośrodków, przygotowanie specjalnych kursów, współpraca między naukowcami i organizacjami publicznymi, aktywne zaangażowanie studentów i uznanie pożytku publicznego projektów historii mówionej poprzez promowanie udziału w konkursie wśród instytucji edukacyjnych Ukrainy.

Autorki ujawniają osobliwości realizacji metody historii ustnej (biograficznej, narracyjnej), problemowej (zogniskowanej) w praktyce pomyślności społecznej współczesnej osoby ubiegającej się o zdobycie wykształcenia, wolontariatu w organizacjach publicznych, wprowadzają podejścia prezentacyjne do wyników badań historii ustnej: tworzenie audycji radiowych, wystaw, fragmentów spektakli teatralnych, stron internetowych dla wystaw muzealnych.

W artykule udowodniono wzajemne powiązanie społecznych i edukacyjnych funkcji metody historii ustnej, która pomaga uświadomić sobie moralne i etyczne wartości poprzednich pokoleń, odtworzyć „oficjalne” wydarzenia historyczne z punktu widzenia młodego mężczyzny lub kobiety, zdobyć wiedzę historyczną o procesach przeszłości, co jest przydatne dla metodycznej organizacji procesu edukacyjnego w kontekście modernizacji edukacji, kształtowania niezbędnych kompetencji i umiejętności w warunkach integracji europejskiej Ukrainy.

Słowa kluczowe: historia ustna, wywiad, korespondent, respondent, metoda, pomyślność społeczna osób ubiegających się o uzyskanie wykształcenienia

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