

The Phenomenon of Spiritual Content of National Education: Historical and Pedagogical Aspect

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The article considers the historical and pedagogical aspect of the problem of the spiritual content of national education of Ukraine. It is emphasized that spiritual content should be based on the worldview of nation. It is determined that the historical features of pedagogical activity of prominent writers, historians, philosophers, composers, musician figures influenced the formation and development of the spiritual content of national education of the individual and are relevant today. In this regard, the development of the problem of spiritual content of national education actualizes the study of the best traditions, achievements of teachers of the past, identifying their significance for the current stage of the development of national education.

Keywords: public figure, musician, worldview of nation, outstanding teachers

INTRODUCTION

In modern conditions, the interest in the spiritual content of national education of Ukraine, the revival of its centuries-old heritage in a wide historical and cultural discourse: from ancient traditions to the present. Particular attention to the spiritual content of national education is determined by certain prerequisites such as the multidimensionality of the modern human atmosphere as a harmonious unity of the world, which generates a sense of “I”, self-appeal to their traditions, to life, to philosophy and, in particular, to spiritual culture. It is well known that the spirituality of any country must be based on the worldview system on which the future of the nation depends. To this end, it is necessary to meet certain conditions, namely:

- awareness that spiritual content and traditions are the basis of Ukraine's worldview;
- understanding that the implementation of tasks in the field of national education is impossible without the joint efforts of society (Zaichenko, 2016; Ivaniuk, 2014; Sych et al., 2021).

Important aspects of the process of formation of the spiritual content of national education were social processes from the late XVIII to early XX century, which were associated with the rapid development of industry, which, in turn, caused changes in education: expanded network of primary and secondary schools, with new types of educational institutions appeared, where the official introduction of adult education takes place, the content, methods and forms of work in them were improved. Thus, this period is characterized by the formation and development of the spiritual content of national education in Ukraine (Kruse, 2015; Scott, 2015; Thornton, 2015).

The fundamentality of the spiritual content of the educational space of Ukraine forms the creative activity of prominent teachers, composers, figures: H. Alchevska (Mukhin, 1979), B. Hrynchenko (Volkova, 2002), M. Hrushevskiy (Veremchuk, 1998), M. Drahomanov (Sukhomlynska, 2008), F. Kolessa (Mukha, 2004), M. Korf (Horchyskyi, 2010), M. Lysenko (Negreichuk et al., 2009), M. Leontovych (Marchuk & Nikolaiets, 2007), M. Pyrohov (Ushynskiy, 1954), S. Rusova (Zaichenko, 2016), H. Skovoroda (1973), V. Sukhomlynskyi (Harbar, 2017), T. Shevchenko (Kraliuk, 2014) and others. The philosophical vision of the peculiar spiritual world of the outstanding pedagogue, poet, theologian H.S. Skovoroda is that “a person is born twice: physically and spiritually. At the spiritual cradle there are spiritual mentors – first the family, and then the teacher, who becomes the child's second father, mother, because it instills in her soul high moral qualities of faith, hope, love, deep respect for the native land, family, people, state”. H.S. Skovoroda believed that the birth of a person in the spiritual content is in itself, when “the embryos of its spirituality are in the heart from birth, but they are not immediately realized, because it is opposed by the powerful forces of dark corporeality” (Skovoroda, 1973). Well-known Ukrainian pedagogue, honored teacher – innovator V.O. Sukhomlynskyi noted: “The study of the inner spiritual world of children, especially their thinking – one of the most important tasks of the teacher” (Soloviyov, 2014). The basis of V. Sukhomlynskyi's pedagogical system is moral education. The verbal method occupies an important place in the methodical system of an outstanding teacher. Having created a theory of the verbal method, which has an important impact on the child, V. Sukhomlynskyi called it “the most subtle touch to the heart”. The teacher paid great attention to the community of family and school. The honored teacher-innovator expressed the opinion that it is from the family that the education of children of love, kindness, modesty, responsibility, diligence begins. Thus, the pedagogical views of V. Sukhomlynskyi were distinguished by romanticism, sincerity, humanity, true love for the younger generation (Levkivskiy, 2011).

OUTSTANDING FOUNDERS OF NATIONAL EDUCATION OF UKRAINE

Interpreters of pedagogical experience of a genius surgeon and anatomist, author of a number of original works, research and treatment methods, talented educator and teacher M.I. Pyrohov in their works emphasize that an outstanding figure has an important role in the history of Ukrainian pedagogical thought. The scientist devoted many years of his life to pedagogical activity and brought significant experience to the development of national education, and entered the history of Ukraine as a reformer of educational branch (Ushynskiy, 1954). In social and pedagogical activity M.I. Pyrohov joined the main goal of upbringing and education as tasks of state importance, as a person who deeply loves his homeland, sees its heyday in scientific, cultural and social aspects. His ideas about the unity of school and life, pedagogical science and practice, educational education, harmonious development of all “innate forces of the people”, education of an active person – a citizen, useful to his country, are relevant today.

An important contribution to the formation of theory of spiritual education of national education of Ukraine was played by the outstanding poet Taras Shevchenko. A man of great talent and spirituality was interested in the work of educational institutions, provided them with material assistance. Considering the problems of formation and development of the spiritual content of national education, the Great Kobzar proposed the idea of creating textbooks in various fields of education, which determined the knowledge of natural sciences and humanities. Especially for primary education, a prominent Ukrainian poet wrote and

published “Bukvar”. In a letter dated January 4, 1861 to the inspector of the second Kyiv gymnasium M. Chalyi, he wrote: “I am sending you 10 copies of my “Bukvar” for display, and you will receive 1000 copies from the transport office ...” (Shevchenko, 1964). In 1860, Taras Shevchenko donated 100 copies of the Kobzar to Ukrainian schools, which is still relevant today. The outstanding Ukrainian poet was convinced that the education and upbringing of children should be based on the native language, folk traditions, folklore, and the achievement of progressive democratic pedagogy. Issues of education and upbringing occupy a prominent place in the diary of Taras Shevchenko, where he expressed his remarks, in particular on aesthetic education. No less important for him in this regard was art. In a number of stories there is an opinion that it ennobles a person, promotes his spiritual growth (Kraliuk, 2014). Thus, in the pedagogical heritage of Taras Shevchenko there are ideas about improving the national education of the Ukrainian people, about the education of Man in man.

One of the representatives of the formation of the spiritual fullness of national education was an outstanding teacher T.H. Lubenets. The artist's scientific works are devoted to issues of national education, the connection between learning and life. A special merit of the outstanding teacher is the introduction of education in the native language in the schools of Ukraine, which he considered a means of establishing the principle of nationality in Ukrainian pedagogy. Of scientific interest is the opinion of an outstanding educator on the behavior and living conditions of the younger generation, as this leads to contradictions that can negatively affect the emotional sphere of the child. According to T. Lubenets, the functions of a teacher are to organize conditions for the spiritual content of spiritual education of a child. In this regard, the school must develop, implement the latest methods, forms and techniques. “To do this, the teacher must be the creator of the school spirit, create an atmosphere of joy and desire for development. Without this training, it becomes irrelevant, boring and levels the mind and feelings in children” (Antypin, 2012). Thus, T.H. Lubenets emphasized that education is the preparation of the younger generation to work in society and, at the same time, it serves as a tool for the formation of the same society. The pedagogical activity of the outstanding teacher Kh.D. Alchevska is determined in the formation of the spiritual fulfilment of the national education of Ukraine. The experience of Kh.D. Alchevska’s educational activity has been studied by many scientists and teachers. Thus, I. Mukhin's research “Pedagogical views and educational activities of Kh.D. Alchevska” (Mukhin, 1979) is devoted to the organization of adult education in Kharkiv Sunday School. Kh.D. Alchevska is the founder of the method of teaching literacy for adults and author of the idea of universal public education in the native language. To this end, the outstanding educator has developed valuable examples of writing, reading, and conversation lessons, as well as creating a three-volume textbook “The Adult Book”. A valuable contribution of Kh.D. Alchevska to school teaching is the method of conducting conversations with students on literary material developed by her.

M.P. Drahomanov remains a bright founder of the formation of the spiritual content of national education. The pedagogical heritage of the thinker can be called epochal, because, despite the strict warnings of the government, M.P. Drahomanov sought to build a Ukrainian public school. It should be noted that the prominent figure when implementing his idea expressed the opinion that “education and training go hand in hand with life, that teachers use the latest achievements of science in everyday work, connecting them with the knowledge already acquired by students” (Adrushchenko, 2003). In this regard, an outstanding teacher, working as a history teacher at the Universities of Kyiv and Sofia, used in his pedagogical practice a comparative-historical method of teaching. M.P. Drahomanov expressed the opinion that spiritual culture is a kind of matrix of education and upbringing, an inexhaustible source of patterns and types of behavior, patriotism and the moral essence of the individual. In this context, he pays considerable attention to the knowledge of the Ukrainian language as an inexhaustible source of pedagogical culture. Thus, the pedagogical views and ideas of M.P. Drahomanov are closely related to the problems of educating the younger generation (Adrushchenko, 2003). Pedagogical heritage of scientist-analyst, teacher, psychologist S.F. Rusova is considered a unique phenomenon in the history of education in Ukraine. The idea of national education in the pedagogical concept of S.F. Rusova, the prominent center of which is a child with their abilities, capabilities and talents is the main goal in methodological terms, which acquires important patterns of development of theory and practice of education. S.F. Rusova's

pedagogical views are relevant today. In this context, the explanation of the essence of upbringing and education of children is an important vector of the national school, in which the whole structure, system, purpose and tasks, content and methods, principles and forms and the spirit must be filled with national idea and ensure comprehensive and harmonious child development (Prykhodko and Prykhodko, 2007).

One of the outstanding founders of national education in Ukraine is M. Hrushevskiy. He dealt with these problems virtually throughout his life. M. Hrushevskiy belonged to the teaching community, which reflected the interests and rights of students. In communication with them, as well as with young scientists, he showed friendliness, intellectual openness, devoted a lot of time to individual lessons. The professional activity of the historian, worldview values and scientific-theoretical views, high level of knowledge of theoretical and practical source studies, understanding of the unique significance of archival sources as a fundamental basis of Ukrainian historical science determined the effectiveness of M. Hrushevskiy in archival education. He makes a significant contribution to the development of its conceptual framework, the creation of flexible forms of training and retraining of archivists with differentiated curricula and programs. In the organization of the educational process historian focused on the use of practical material. That is, for the general development of creative personality, an outstanding teacher provided for folk pedagogy, which ensures the unity of national and human. It is inextricably linked with language, history, religion, and work. M. Hrushevskiy attributed national customs and traditions, rituals, folklore, folk-poetic and song creativity, and family relics to the means of folk pedagogy. Thus, the pedagogical views of the outstanding teacher M. Hrushevskiy (1913) provided for the use of the principles of nationality, naturalness and culture of conformity.

MUSICAL ACTIVITIES ON THE SPIRITUAL CONTENT OF NATIONAL EDUCATION

At the present stage, awareness of the state of spiritual content of national music education is possible by considering the pedagogical experience of prominent teachers, composers, public figures of music in the historical, cultural and philosophical and aesthetic context, in a certain dynamic of its theory and practice. At the beginning of the 20th century, the creative activity of famous Ukrainian musicians determined and affirmed the main purpose of national education: the development and dissemination of Ukrainian spiritual culture. Pedagogical and musical-educational views of famous teachers, composers, public figures such as: M. Leontovych, M. Lysenko, B. Yavorskiy have received highlighting in scientific papers (Ivaniuk, 2014; Negreichuk et al., 2009; Afanasiyev and Dzhura, 2009). A bright page in the formation and development of the spiritual content of national education of the late 19th – early 20th century was the creative activity of the founder of Ukrainian musical classics, famous Ukrainian composer, conductor, pianist, teacher, public figure M. Lysenko. The artist defended the idea of preserving and enriching the spiritual content of the people. A significant component of M. Lysenko's pedagogical activity was the establishment of complete training of music and pedagogical staff. Ideological and aesthetic principles and methods of educating the young generation are vividly embodied in the musical works created by M. Lysenko (Harbar, 2017). The image of Lysenko-teacher, which is associated with the personality of the famous musician, is covered in modern sources: Adam J. Kruse (2015), E.N. Scott (2015), O. Mykhailychenko (2007), L. Thornton (2015) and other researchers.

A significant contribution to the development of the spiritual content of national education in Ukraine were the pedagogical ideas of Ukrainian artist K. Stetsenko, which prompted the composer to create an opera genre, scientific and methodological manuals. The author of the program of music education and training in secondary school substantiated the principle of the relationship of music with the arts, believed that knowledge acquired only on the basis of auditory perceptions is abstract. K. Stetsenko noted that the basis of the development of musical abilities and musical education in general is choral singing. Defending the idea of teaching “music singing”, composer and pedagogue considered music singing as a process of developing students' musical abilities, thanks to which singing becomes an art that cultivates aesthetic tastes and a sense of beauty. He considered folk songs and works by classical composers to be the best material for this.

At the beginning of the twentieth century, the pedagogical views of the composer M. Leontovych together formed a holistic concept of music education and upbringing. M. Leontovych gave the leading role of folklore in music education of schoolchildren, emphasized the success of general music education and upbringing of all children on the materials of the best works of professional and folk art, emphasized the importance of fluency, the relationship of different musical activities, emphasized emotionality, the essential basis of the educational process. The outstanding Ukrainian composer and talented teacher M. Leontovych connected the musical education of the youth with spiritual content as a real ethical and artistic essence of the life phenomenon. He consistently adhered to the principle of the prominent role of folklore in the musical education of the younger generation, proposed to start with music-free singing based on folk melodies, which he considered indispensable in mastering music literacy. The analysis of M. Leontovych's manual "Practical course of teaching singing in secondary schools of Ukraine" and methodical works of other teachers-musicians convinces that in the 20's of the 20th century in Ukraine a peculiar musical-pedagogical system developed, in which a special role was given to folk songs, and recognized the leading role of folklore in music and aesthetic education of schoolchildren. In the context of the spiritual content of national education, the outstanding musician, composer, teacher emphasized the importance of integrated application of disciplines in the educational process of students, which have become a milestone in Ukrainian music pedagogy and together form a holistic concept of music education. Thus, through the Ukrainian song traditions M. Leontovych tried to promote spiritual development of the young generation (Mykhailychenko, 2007).

A striking embodiment of the dynamics of transformations and the introduction of the spiritual content of the national education of musical art in the masses was the performing and pedagogical activity of B.L. Yavorskyi. The artist entered the history of spiritual meaningful constants of national education as a composer, teacher, theorist, pianist, public figure, who had a significant impact on the development of mass music and aesthetic education in Ukraine. The prominent figure led the reorganization of music education and music schools in the country, as well as reviewed programs, creating a single curriculum. It is known that in one of his reports he put forward the position that "the element of creativity should be introduced into the curriculum of all courses, everywhere the school should teach not only to read what is written, but also to say their words" (Cherkasov, 2013). The main direction of B. Yavorskyi's pedagogical activity were questions of formation of artistic abilities. Thus, the formation and development of the spiritual content of national education B. Yavorskyi saw in the implementation of new ideas of mass music and aesthetic education, the leading role of which was played by choral art, which is based on strong national traditions (Oleksyuk, 2013).

CONCLUSIONS

Summarizing the abovementioned, it can be said that the pedagogical activities of prominent figures of general and artistic pedagogy of Ukraine have had a significant impact on the development and formation of the spiritual content of national education in Ukraine. Pedagogical views and ideas of prominent figures are a bright phenomenon in Ukrainian pedagogical thought. They remain relevant for nowadays. The development of a modern system of national education actualizes the study of the best traditions, achievements of teachers of the past, identifying their significance for the latest educational concepts. In this context, some aspects related to the ideas of development of the spiritual content of national education remain unexplored, namely: preparation of future teachers for the implementation of modern principles in the educational process in secondary schools and free educational institutions; semantic and methodological support of the modern educational process. These problems may be promising research in future.

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