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**Buzhyna Iryna**

## **THE PRINCIPLES OF HUMANISM IN CLASSICAL UKRAINIAN EDUCATION SYSTEM**

*South Ukrainian National Pedagogical University named after K.D. Ushynsky  
Odesa, Ukraine*

**Abstract.** *The article outlines the features of principles of humanism in classical Ukrainian education system. Ukrainian education system has a long history with the great scientists like A. Makarenko or V. Sukhomlynskyi, who are we ones of the greatest pedagogical masters in modern education philosophy.*

**Key words:** *humanism, Ukraine, educational system, principles*

The short cruise formula was expressed by Makarenko humanistic principles of education, which was the essence of his experience, “as many demands on the person, but at the same time and as much respect for her” [2, p.81].

Demand for the individual and respect for her, thought Makarenko - not two different things, and the only principle: you cannot ask for more from a man we do not respect. Respect for human inevitably linked with the desire to see it better, therefore increasing demands on it. But to the person presenting high demands, we emphasize this belief in its great features, respect for her. Confidence in the man usually carries only a profound effect on him, it awakens the best human feelings.

Bright, exciting evidence of the rightness and effectiveness formulated by Makarenko humanistic principle of reasonable demands organic unity and love for the child's speech was his pet A.N. Tubina [2, p.79] (the “Pedagogical Poem” - Uzhykov) delivered circle coffins great teacher: “... He demanded strict implementation of its orders, but also deeply believed in all of us. He could find a man and reveal the best that it has. He was a great humanist.”

Advancing the principle of rigor and respect for the child, Makarenko urged teachers to design the children's best properties and as a builder of society, they reveal positive inclinations and talents. This idea seemed to be accumulated humanistic essence target instruction educational work in school.

“When you see before you pet - boy or girl - said Makarenko - you should be able to design more than meets the eye, and it's always right. As good hunter, giving a shot on the moving targets, is far ahead and teacher in his educational case should take far ahead, many desire of man and scared to respect it, but by their appearance, maybe this person does not deserve respect” [2, p.116]. Without this approach, the children lost the possibility of manifestation of one of the most important requirements of humanity - respect for the dignity of man, his creativity and spiritual elevation.

The relationship between teacher and students, which are basis, was the desire to develop and strengthen camaraderie, high standards and deep respect dictated entirely new humanistic ways of pedagogical influence in the educational work.

With the principle of humanism closely linked to the principle of optimism. Makarenko admits he was “way optimist” in their quest. This optimism is supported him in the most difficult periods of his work, while others might seem that all efforts are useless. This optimism is based on his relationship with the pupils. A. Makarenko repeatedly emphasized that a good person sometimes need to design and teacher is obliged to do so. He must approach the person with an optimistic hypothesis, albeit with some risk of a mistake.

Strength of A. Makarenko - teacher-humanist that he saw in each of his pupils not abstract “object of pedagogical influence”, not “educational unit” and the living man, in his interesting and significant and as such, he also, like him, Makarenko has the right to human life, joy and happiness. Looking at the man Makarenko seen it not only what it is at this point, but what he can, and most importantly, should be. To give people joy - it gave most pleasure to A. Makarenko. Great importance he attached “purity of human relations” and to teach children to be their early childhood. Impressions of childhood are the person for life. Because childhood should be the most intense human relationships purity and high morality.

Humanism, optimism, democratization relations during pedagogical communication, the ability to see all students well and be able to design it - the provisions Makarenko educational system, which today can be creatively used in the preparation of teachers to education of humanistic relations students.

Any problem of education and training, which is considered V. O. Sukhomlynskyi, based on the principle of humanism. Thus, the basis of organizational unity and moral collective school teacher believed caring person about the person responsible for the human person. What is the main force that brings people together in the team? - V.O. Sukhomlynskyi asked and answered: “Mastery of educating people is to awaken in her ability to experience the highest human joy of knowing that I have given, made, brought something good fit, healthy people” [4, p.39].

The feeling of caring for others is a great spiritual power, which brings together children is their ideology alphabet. It is important that this power operated in all years of primary school - because childhood is a period of profound influence speech teacher, his personal example of the spiritual world of the future citizen and worker, family man and thinker. One of the main pillars of education of collectivism is the spiritual nobility that according to a child's heart when a child thinks and cares more about others than about himself.

What you need? How is it practicable?

You need to teach children to feel a man know not only the mind but also the heart of everything that happens in her soul. Without this ability can be no question of wealth collectivist relationships, spiritual life of the community. Experienced teachers are out to joy and pain of a child's heart belonged to the other children.

So, to bring real teamwork - then teach their students to see the world's most important - a man give physical and spiritual forces in the name of happiness and joy. One of the main features of religious collectivists have a deep understanding and experience that he lives among the people his every action affects their lives, happiness and prosperity.

How to ensure that every pupil was a man with developed civic conscience? That he is able to evaluate himself in terms of public interest,

developed civil conscience - a flesh and blood of collectivism? It claimed when a person from a young age, forming in the conditions of collective action, creativity, gives the best that is in it, other people seemed creates himself in another person, trying to repeat only the best and avoid repetition worst.

This is one of the important patterns of training staff. The question of the unity of civic responsibility for oneself and for others, for all that is happening around. Civil begins to enter the spiritual life when it, educating others and raising themselves. Years of experience convinces us that the responsibility of every member of the school community for others - a great inner strength that brings together students of all ages in employment, intellectual, ideological unity. Whole-school staff can inspire a high idea, noble work only under the condition if this is a responsibility.

After all 100 tips that addresses V.O. Sukhomlynskyi teacher, is the idea of humanism, love and respect for the child. Thus, in one of the tips it stops the problem of teacher authority. Tip known as: "What is a government teacher, what it should be?"

V.O. Sukhomlynskyi notes that this is one of the finest and least studied problems of education. The problem of the power of man over man. Power over older younger. Among the fund of educational tools that are available to the teacher, his power over the children - most needed, broadest, most comprehensive, and both acute and dangerous drug. Cutter is dangerous, yet required. A tool that tests the will and patience of teachers, strengthens courage and wisdom at the same time may corrupt, distort the human soul pet - it all depends on how to use this tool with which to approach the spiritual motives of man. With "every year I am more and more convinced that the power of children - is one of the hardest tests for the teacher, a criterion indicator of its pedagogical culture" [4, p.40].

"Stepping threshold of the school, deciding to devote his life to the noble mission of creating man, remember, my friend, - stressed V.O. Sukhomlynskyi - that before you can be a danger of being held captive collisions whimsical mood that quickly pass. When one person is infinitely trusts another, it becomes vulnerable to some extent. I still think my teacher of life on this truth. Trust a child to a good teacher is just unlimited. When the child crosses the threshold of the school and becomes your pet, it is infinitely trust you, your every word for it - holidays truth, you child - the supreme example of wisdom, reason, morality. Cherish your esteemed confidence, and hence defenseless child - let this pedagogical wisdom will be a criterion of self. Teacher barbarism, ignorance begins where the teacher because of its limited aims to transform children's vulnerability in the play, where he drives a small chick makes him what he wants. Misunderstanding defenseless child - one of the main reasons unenviable position of teacher who eventually loses control over children - it cannot keep a man like bird in a cage."

“You only have the right to be a mentor, a tutor, when understanding heart and feeling boundless trust and baby inevitable in this regard, children's helplessness, his power over a child build on this trust and this insecurity” [4, p.39].

The school team is great potential formation of humanistic relationship between teachers and students, and between students - pointed V.O. Sukhomlynskyi.

The most complete and conspicuous relationship of teachers and students in a particular activity is educational, socially useful labor, extra-curricular. In everyday life, in relations between teachers and students created different situations that educators expect of tact, patience, self-control, the ability to find a way out of difficult situations, anticipate and project the effects possible. Teachers, who are in positions of authoritarian pedagogy mostly build their relationships with students in shouts, orders, command, without worrying about the appropriateness of their claims. Quite a different picture for teachers who trust children, respect them, take into account needs, interests, capabilities of students.

The system “teacher-student” can be considered as reflective - said V.O.Sukhomlynskyi. - Obviously we are dealing here with the knowledge of man by man. Reflection - the ability of the teacher to take the position of a student, his actions, behavior. Knowledge of human rights is not limited to student and teacher relationships.

V.O. Sukhomlynskyi noted that school for students, especially first-graders - is primarily a teacher. His actions, attitudes toward other people and students are the children of primary school as a real moral ideal, the model of which built their behavior and all other relations.

In any profession human personality, character, beliefs, morals, attitudes towards other people do not have the critical both in the teaching profession. Significantly affect the behavior of children a personal teacher. Younger students it largely mimic both consciously and unconsciously. They perceive communicative teacher, his ability to have contact with other people, nature liveliness, humor and imagination developed. It helps the teacher understand the imagination of children, identify them with people of all ages, interests, mental condition.

It is clear that the key to the system “teacher – student” is the personal qualities of the teacher, humanity, kindness, honesty, justice, love for children and more. In the unity of domestic and foreign culture teacher - a great power of personal influence on children.

Understanding child domestic state teacher warns of tactless behavior, prompting the selection of the most effective remedies in each situation.

Younger students directly accept all instructions of their teacher. His assessment is perceived without objection, often as the only correct, it also

indirectly determines the position of the child in the children's group. Grade Teacher adopted child is a particular emotional experiences (positive or negative). Therefore, the teacher responsible for the moral evaluation of children in primary school is particularly great.

To establish a humanistic relationship between teacher and students need to trust your children's teachers. And for that child should receive essential rights: the right to request the right to be wrong, that is not afraid to give a wrong answer, to express my, albeit erroneous, view different from the opinions of others. It is important that the child is not afraid to ask the teacher was afraid that her condemned, ridiculed or punished. Opinion student, no matter how naive or misguided it may be, demands the respectful attitude. You can deny it, but you cannot ignore it. Only then the child will form his own attitude to the phenomena and events of school life, their comrade team.

**Conclusions.** Thus, the common thread through all V.O. Sukhomlynskyi educational system is the idea that education is crucial in the relationship between teacher and student. They determined the climate in the classroom and school community, the effectiveness of all educational work. This idea, he sought to realize in their practical work in Pavlysh School and achieved good results.

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