

experience and in the form of spiritually renewed position he or she returns it to educational institutions and society. Because only an integrated harmonious personality, possessing high spiritual culture, is able to achieve that level of social and cultural development, which will allow him or her not only to enter into the space of culture, but also to go beyond the limits that is already known, mastered, created at the level of professional and personal growth.

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***Rastrygina A. M.***

**SPECIFIC FEATURES OF EDUCATIONAL SPACE OF FREE SELF DETERMINATION OF A PERSONALITY IN THE CONTEXT OF PEDAGOGY OF FREEDOM**

*Kirovograd, Ukraine*

**Abstract.** *The article concerns fundamental principles of pedagogy of freedom as a multidimensional socio-pedagogic phenomenon. It also examines basic structural components (dimensional and objective, socio-psychologic, organizational and pedagogical) of the newly designed by us educational space for free self-determination of a personality, as well as conditions of its functioning in temporary pedagogic practice.*

**Keywords:** *pedagogy of freedom, educational space of self-determination, personality freedom, teaching process, subjective activity*

*Problem statement.* Today, when the Ukrainian society is as never before grappled with the crisis in all spheres of public life, there is a need for active, creative people, internally free, focused on universal values, ready to cooperate with others, able to live in freedom, people who realize their self-worth, uniqueness, and feel their relationship with the world at large. Focusing on education of independent, creatively thinking people, capable to act, make decisions and take responsibility for their consequences, makes pedagogy revise its traditional values, overcome conservative approaches, established rules and regulations which do not contribute to successful socialization of a person in this dynamic and fast-paced world.

European priorities in the development of modern Ukrainian state set such reference points for a person which previously were not required, namely: orientation to success and development of socially relevant personal qualities such as independence, initiative, enterprise, internal freedom and responsibility. In view of these processes there takes place reevaluation of notions in the system of traditional perception of pedagogic education and upbringing tasks in accordance with the humanistic values of a democratic society.

There is no doubt in the fact that since Ukraine has got its independence, significant movements in accordance to the current official humanistic paradigm of education are in progress with respect to democratization of educational process, pluralism of pedagogical reflection, rejection of totalitarianism, which makes it possible to implement alternative approaches in practice of modern teaching and education.

In national educational thought the alternative pedagogy is treated as a current that reaches the basics of movement of a new type of education based on principles of freedom, but at the present stage is associated with the experience of reforming the educational process, with pedagogical innovation, experimentation or innovative projects aimed at bringing in educational theory and practice new ideas and prospects of development. This type of pedagogy is associated with different from the conventional, dominant forms and methods and organizational models of education and upbringing. As remarked by O. Zabolotna [1], similar to political process in which the opposition in an ideal is designed to be an incentive to improve the current government, alternative pedagogy, creating competition to traditional pedagogy, stimulates its development, indicates weaknesses, an indirectly offers alternative solutions to problems.

Alternative education, as a field for implementation of alternative pedagogy ideas in practice, is defined in international pedagogical dictionary of UNESCO as a general term for patterns that offer an alternative to traditional, institutional education, or movements that reject formal education, that is, a kind of opposition to the existing educational system [2].

One of the alternatives that, no doubt, can become a stimulus for reconstruction of the traditional system of education in Ukraine is Pedagogy of freedom, which in our reasonable author's concept we treat as a modern

direction of humanistic pedagogy that deals with theoretical and practical bases of upbringing of inner freedom of an individual, development of its subjectivity, self-awareness, ability of a conscious and responsible self-realization, ability to make independent decisions and to realize their own course of life.

Ukraine has taken course to humanization of education which brings certain improvements, yet in nowadays national educational space the previously formed educational pattern is implemented, that inherently is reproductive. It implies existence of two hierarchically subordinate units: a teacher as the source of truth, and a student as its "recipient". These initial positions do not allow realizing a subject-to-subject pattern of education. A personality formed in hierarchical dependence easily yields to social manipulation, and is not ready for constructive self-determination, partner collaboration in conditions of freedom.

Inadequacy of existing education pattern to modern social and cultural requirements puts the society in general and teachers in particular to the problem of bringing the declared humanistic principles of national education in line with democratic society values. It is exactly Pedagogy of freedom that can serve as conceptual basis for solving this problem. The socio-cultural situation in nowadays Ukraine creates basis for Pedagogy of freedom in theoretical reflection as well as in practical educational activities and allows theorists and practitioners of pedagogy to finally get free from shackles of totalitarian education. Consequently, the appeal to theoretical principles of pedagogy of freedom and revealing of possibilities of creation of educational space of free self-determination of an individual in modern pedagogic practice which, in our opinion is one of the actual directions of domestic pedagogic science development is *the purpose of this article*.

*The analysis of scientific sources of research problems.* We have to note that in different periods of time philosophical and pedagogical ideas of freedom in the process of upbringing of a personality were developed, enriched and transformed under the influence of various factors: the state of economy and culture, socio-psychological climate of society, national traditions and more. In terms of history, development of ideas of free education is inextricably linked with formation of liberal-democratic traditions of public life, with increased attention to human individuality not as a disciplined pupil, but as the subject of his own life. Critical historical periods, characterized by worsening of socio-cultural situation, destruction of world view systems and ideals, are always accompanied by rapid increase in awareness, protests against social oppression, which find expression also and in the sphere of education. Thus, ideas of freedom gained their brightest manifestation in the era of Antiquity (Ancient Greece, VIII - V century. BC), Renaissance (XI-XVI century, especially Italy, France, Germany), Enlightenment (XVIII c.), mid XIX (Russian Empire), border of XIX - XX centuries – generally in Europe.

The socio-economic changes that took place in late XIX century initiated

crystallization of Freedom pedagogy ideas in the national educational space. It was at that time that public interest to problems of education extended, and immanently inherent to national pedagogic tradition interest towards personality of a child gained its most powerful manifestation. Humanistic traditions of national education (H.Skovoroda, K.Ushynsky, L.Tolstoy) receive additional impetus for intellectual and spiritual enrichment. The national theoretical and practical pedagogy ran into urgent challenge to revise pedagogical ideal, find ways of upbringing of an active, initiative personality, capable of independent creative activity.

Sociality of the ideas of freedom nowadays is a unique feature of their activation. It is conditioned by genetic link with liberation movement of the late XIX - early XX century, strengthened by powerful fervor of social protest and it is peculiar for its search of samples of harmonious device of social life. The idea of a just social design extrapolated into pedagogy resulted in emergence of a new view on a child in conditions of educational process and led to proclamation of immunity of its nature.

Pedagogical thought of that time confidently predicted that the twentieth century will be the century of "teaching", that is, the questions about appropriate child-rearing, the radical improvement of material and spiritual foundations of society will take honorable place among other problems, and it is the child that becomes the center of life, and all education will be built around a child because the child is the future.

In the beginning of the twentieth century the solid ideological and theoretical core of humanistic concept of free education in Ukraine was gradually formed. It absorbed the most important notions which expressed the creed of the then progressive educational thought. In the process of analysis of historical and educational heritage and with the aim to substantiate the concept of pedagogy of freedom, we have singled out and systematized the main directions of development of ideas of free education in the national pedagogy of the first half of the XX century:

- free-humanist direction (V.Butkevych, K.Venttsel, I.Gorbunov-Posadov, S.Durylin, J.Mamontov, M.Chekhov and others) was focused on creating such conditions for self-development of children that could help them to reach self-actualization and self-realization in result of their free creative activity. The role of teachers and parents was supposed to provide children with necessary assistance, knowledge and experience, required to develop their creative instincts and abilities;

- educational and humanistic direction (S.Ananyin, V.Vahterov, D.Galanin, P.Kapterev, K. Lebedintsev, S.Rusova, A.Fortunatov and others) drew attention to humanization of the educational process, to its psychologization. The process was to be given active and effective creative nature, directed at independent obtaining of knowledge considering natural level of development of students, their tastes, inclinations and abilities and at granting them broad freedom in their favorite classroom subjects;

- social-humanistic direction (O. Zaluzhniy, I. Sokolyansky, S.Shatsky and others), according to which the humanization of life of children, fostering of their self-cognition and self-manifestation is achieved through creation of special cultural environment which facilitate realization of various interests of an individual, his or her socialization, implementation of the idea of a holistic approach to education;

- spiritual-humanistic direction (A.Anastasiyev, G.Vaschenko, V.Zenkovsky, K.Pobedonostsev, M.Demkov etc..) emphasized on particular importance of formation of spiritual and religious orientation of individuals, which could help them to assimilate through orthodoxy the universal humanistic values of truth, goodness and beauty.

Thus, there is every reason to conclude that in the beginning of the twentieth century the Ukrainian educators developed the original and coherent pattern of humanistic educational paradigm.

*Presentation of the main material.* In the process of research of fundamental principles of formation and development of pedagogy of freedom as a multidimensional socio-pedagogic phenomenon, revealing of its theoretical, conceptual, procedural and technological foundations, we worked out a conceptual pattern of this phenomenon on the basis of modern rethinking of key ideas of free education and found out the ways of how to apply them in present-day pedagogic practice [3].

The goal of education in the context of pedagogy of freedom is an internally liberated personality, ready for self-determination in life and characterized by such features as high level of self-actualization needs, focusing on higher existential values (goodness, truth, justice, beauty, etc.); the ability for self-regulation in everyday activity and behavior; aspiration to competence; realistic and unbiased perception of the world, openness to new experience and eagerness for the search of truth; the ability to take into consideration different viewpoints; positive I-concept; strong will power which makes it possible to overcome internal and external obstacles on the way of assertion of his/her own personality values; self-esteem in unity with readiness to respect other people; democratic style of communication, perception of socio-cultural norms and yet critical attitude to them, the ability to form individual "personality standards". From the pedagogical point of view a personality who possesses the above mentioned qualities may be considered as the ideal of education directed towards values of freedom.

We perceive realization of the substantiated by us concept of pedagogy of freedom in formation of educational space for independent self-determination, and provision of conditions for revealing and developing of personality freedom of learners.

In the process of our studies we found out that psycho-pedagogical conditions of inner freedom development of an individual are as follows: expansion of the boundaries of realization by a human being of his/her physical, mental and spiritual strength, self-cognition and cognition of the surrounding

reality; providing of an individual with "space free from supervision"; creation in pedagogical process the situations of uncertainty which induce pupils for self-determination and making independent choices; orientation of pedagogical process towards development of individual inclinations and aptitudes of pupils, facilitation of their creative self-realization, the maximum enrichment (amplification) of the content, forms and methods of specific children ways of activity and communication, realization of potential opportunities for development that are available in childhood; formation of emotionally comfortable educational environment that stimulates an individual for exposure of his/her subjective activity; humanization of pedagogical process on the basis of principles of dialogization, problematization, personalization and individualization.

Practical implementation of these psycho-pedagogical conditions requires to design appropriate educational environment which stimulates expression of subjective activity and self-determination of an individual. We consider the educational space of free self-determination as a specially organized pedagogical environment that provides opportunities for expression of different forms of subjective activity of an individual, such as: initiative which manifests itself in initiation and deployment of an activity without external motivation; volition which insures mobilization of a pupils' resources to overcome objective and subjective obstacles on the path of their activity of which they are fully aware; creativity which manifests itself in solving the tasks for which neither ways of solution nor probable results are not known beforehand; ability to think or act extra situationally, that is to go beyond the situational frames of activity set by socio-cultural norms or prompted by former experience of pupils; self-management which manifests itself in individuals who consciously govern their capabilities, design and implement their life strategies, organize their life-path [10, pp.282-304].

We designed the model of educational space for free self-determination of individuals, the main structural units of which are physical environment, social and psychological factors and the program of education. Accordingly, the structural pattern of this space contains three basic components: spatial - subjective, socio-psychological, organizational and pedagogical.

The educational space, directed to development of the inner freedom of an individual, provides opportunities to satisfy basic needs and obtain personality values of all subjects of educational process, primarily the pupils. What is meant here is compliance of spatial and subjective, social and psychological, organizational and pedagogical components of educational space with needs and abilities of children as subjects of the educational process.

The leading role in setting the "zone of developmental opportunities" belongs to organizational and pedagogical component, which is designed to adequately mediate and organize in the rational way the interaction of the subjects of educational process with the objective, social and psychological components of the educational space. Effective functioning of each of these

components is only possible the following certain conditions:

- spatial-subjective component provides heterogeneity and complexity of the environment; interrelationship of functional areas; flexibility and controllability of the environment; individualization of the environment; authenticity of the environment;
- socio-psychological component provides mutual understanding and satisfaction from relations of all subjects of the educational process; positive and optimistic mood of all subjects of the educational process; the authority of teachers; partnership of all subjects participating in management of educational process; cohesion and consciousness of all subjects;
- organizational and pedagogical component provides freedom and the right for choice in educational process; recognition of self-worth of the child and childhood as a special phase of life of a human-being; dialoguezation of teaching space; personalization of pedagogic relationships; problematization of educational process, individualization of educational interaction.

*Conclusion.* Thus, the fundamental condition for growth of a child's personality, disclosure of his/her uniqueness and singularity, development of ability for self-determination and self-control is the atmosphere of freedom, which is cultivated in the pedagogical environment. Freedom of a child is an essential condition for realization of his/her needs and interests, including the need for communication, self-assertion, trying of his/her strength, and creative abilities. While existing in an active educational environment in which various opportunities for free choice and expression of subjective activity are provided, an individual is directed towards such opportunities which are currently identified as the most important, adequate to the inner tendencies of his/her development. Freedom provides opportunity for creative self-disclosure and requires an individual to correlate his/her needs with the interests and freedoms of others, thus ensuring conditions for formation of responsibility and self-control, for realization of interconnection with realities of life, legal and moral norms of society.

Effective functioning of the educational space of free self-identification of an individual envisages a special type of pedagogic activities which support development of subjective activity of pupils. This, in turn, puts special demands to teachers capable to solve these tasks. Their personal and professional standpoint, which enables the teachers to work in the mainstream of the pedagogy of freedom, plays a decisive role. The basic components of this standpoint are as follows: perception of a pupil's personality as a value; positive I-concept of the teacher, orientation on invariant principles of pedagogy of freedom.

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**Rebrova O. Ye., Lisovska N. Yu**

**ARTISTIC AND CREATIVE POLYLOGUE AT PERFORMANCE  
ACTIVITY OF CHOREOGRAPHY, MUSIC AND DRAMATIC ART  
TEACHERS**

*Odesa, Ukraine.*

**Abstract.** *The paper deals with the questions of professional training of artistic disciplines teachers that relate to the time-space type: music, choreography, dramatic art. Artistic and performance training of students as a professional quality that allows using various artistic and expressive means in the art of interpretation of images is under investigation. Polylogue acts as artistic and performing means. The analysis of scientific sources on these issues is performed, methodological database of the application of this polylogue is specified and based on it. The methodology is presented by cultural, polymodal, communicative, artistic, mental, hermeneutic, symbolic and semantic approaches.*

*Artistic and performance polylogue is the technology of educational process, which is characterized by purposeful usage of polyartistic educational environment and implementation of discussion and demonstration of alternative means of artistic means of expression or art synthesis as compensatory resource for better disclosure, understanding the meaning and interpretation the images of works of art. The purpose of this technology is the presentation of a literary text as a means of eliminating culturological, humanitarian idea, the problem, solution of which may be gained by various artistic and expressive means. The technology is implemented by stages: from the definition of artistic idea of the text and specifying it in the cultural context of the time (style, epoch and their artistic and mental values), to the creation of a new idea of revealing the image through art synthesis and due to the use of compensatory artistic and performing means.*

*The technology of artistic and creative polylogue is based on the reflection of mental processes that occur in modern forms of creative activity of students-performers, dancers and musicians; it allows consciously or intuitively and spontaneously apply artistic and language means of different art forms for creation of a composition to reveal the artistic image.*

**Keywords:** *art communication, fiction, dialogue, polylogue, artistic and creative polylogue, art synthesis, the language of art.*