

***Y. Baranovska***

*Research supervisor: N.M. Myronchuk,  
Candidate of pedagogical sciences,  
Associate professor  
Zhytomyr Ivan Franko State University  
Language tutor: N.P. Plakhotnyuk*

## **JOHN LOCKE'S ETHICAL FOUNDATIONS OF A GENTLEMAN'S EDUCATION**

The modern world is undergoing fundamental changes associated with the transition to new economic relations and national revival in all spheres of society. An integral part of national revival is the creation of a new educational system, which is based on familiarization with the basic pedagogical ideas and ways of development of the theory and practice of education in different historical periods in different countries.

An important place in the development of moral education occupies a classic representative of the views of pedagogical ideas, the English philosopher John Locke.

John Locke developed his pedagogical system for the education of useful, effective member of society, who, first of all, had the vital knowledge and then scientific knowledge, a healthy body and spirit.

As a supporter of individual family education Locke put great responsibility on parents and teachers in child care. According to the scientist, it is important to build the right relationships in the family to see the child's individual features. In particular, he calls to treat the child with respect and trust. Smart parents were those who were watching the baby, carefully studying his (her) nature and according to it chose methods of education [1, p. 57-59].

Locke thought that a new type of personality should have traditional moral and humanistic qualities – patriotism, hard work, courage, honesty, good manners, compassion, humanity, gentleness, goodness and love to the others. The formation of all these qualities scientist considered in close relationship with the moral, mental and physical education. In his actions a gentleman should be guided by the moral law, which was founded by God in his soul [2, p. 89].

John Locke developed a problem of individual rights and raised the question of a child's rights. All men are equal by nature, neither adult nor child should not be subordinated to the will or power of the other person. Even a father has no right to manage the life and liberty of his child. In the pedagogical process Locke associates freedom with the negation of violence and coercion in schools, offering a more democratic atmosphere.

Locke's innovation was a complete break with the scholastic schooling, which took place according to the pattern and taming and did not take into account individual characteristics of the pupils.

## **LITERATURE**

1. Габелко О.М. Проблема сімейного виховання та вимог до вчителя у працях Джона Локка / О.М. Габелко // Рідна школа. – 2006. – № 10. – С. 57 – 59.
2. Ханчич В. М. – Філософські основи педагогічно – виховної концепції Дж. Локка / В. М. Ханчич // Мультиверсум. Філософ. альм. – 2011. – №6 – С. 88 – 97. Бібліогр. : с. 96 ( 4 назви )