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PEDAGOGICAL CONDITIONS FOR THE REALIZATION OF SUKHOMLYNSKYI'S IDEAS IN THE NEW UKRAINIAN SCHOOL

In the current context of reforming the education system in Ukraine, special attention is being paid to the implementation of the New Ukrainian School concept, which involves not only changes in curricula but also the transformation of the pedagogical approach. One of the key scholars and educators whose ideas are considered to be the direction for these changes is Vasyl Sukhomlynsky. He made a significant contribution to the development of pedagogical science and practice, and his ideas about cooperative pedagogy, personal development, and humanization of the educational process are recognized as important for modern education.

The purpose of the article is to systematize and analyze the pedagogical conditions that contribute to the successful integration of V. Sukhomlynskyi's ideas into the educational process of the New Ukrainian School.

The educator's pedagogical work has always served as an important source for researchers, teachers, students, and parents, and its importance remains unappreciated today. Vasyl Sukhomlynsky himself, being noted for his creativity and imagination, was not afraid to experiment in his lessons. He maintained a partnership with his students, respected their dignity, and encouraged them to learn, not just receive information. All aspects of the pedagogical heritage of this outstanding teacher fully interacted with the ideas and concept of the New Ukrainian School.

Vasyl Sukhomlynskyi's pedagogy remains relevant at any time. Even in the modern information and technological era, the ideas of this outstanding Ukrainian educator are guidelines and models of pedagogical excellence. The fact that in recent years a large number of doctoral and candidate dissertations have been written on his work is evidence of the inexhaustible authority of V.O. Sukhomlynskyi. Scientific seminars and conferences are regularly held throughout the country to study the experience and pedagogical heritage of V. Sukhomlynsky.

The analysis of the available literature allows us to determine the relevance and practical orientation of the educationist's pedagogical heritage, which defines child-centeredness as a key condition for the educational process, which is also a top priority in the New Ukrainian School [1].

Vasyl Sukhomlynsky acted as the founder of humanistic pedagogy, focusing on humanities as the main aspect of school education. He recognized the highest value of the human personality and considered his work on the creation and implementation of personality-oriented pedagogy as a high value of this principle.

The great contribution of the Ukrainian educator deepened the understanding of the teaching profession, emphasizing the importance of teacher's skill, creativity, culture,

and professionalism. According to Sukhomlynskyi, the work of a teacher is a challenge of the heart and mind, requiring humanism, love for children and their work.

V. Sukhomlynsky defined the teacher as "the creator of human souls", "the luminary of the intellectual life of a schoolchild" and called for being a teacher-example of human perfection. He believed that humanism, love for children and work are key prerequisites for pedagogical success. An ideal teacher should have high spirituality, intellectual development, civic position, creativity and a desire to constantly improve themselves [2: 103].

Contemporary researchers, analyzing the educator's contribution to the study of pedagogical excellence, identify key factors for a teacher, such as mastery of effective pedagogical technologies, education, intelligence, optimism, a wide emotional spectrum, the ability to evoke the joy of learning in children, culture of speech, and communication skills.

Sukhomlynskyi insists on the importance of education in the teacher's activity and opposes the idea of a gap between teaching and education. His requirements are reflected in the concept of the New Ukrainian School, where the teacher is assigned the role of innovator, experimenter, support for the joy of learning, and recognition of the talent of each child. Education, self-education, and self-improvement also define modern requirements for a teacher, according to Sukhomlynskyi's ideas [3: 37].

With the introduction of the New Ukrainian School, the teacher must completely rethink the lesson, his or her attitude to the assessment and the role of the teacher in the classroom. The main priority should be the joy of learning and recognizing the talents of each child, taking into account the uniqueness of their intellectual and physical development. Setting the same standards for all students and demanding achievement in specific subjects can deplete a child's natural abilities, in particular, being too harmful to someone who shows talent in drawing but is forced to spend time learning math. V. Sukhomlynskyi considered it important to continuously shape the pedagogical activity and creativity of the teacher. This process should begin at the stage of obtaining pedagogical education and continue throughout the entire professional path, gaining practical experience and experimenting, not being afraid to make mistakes, but using them for their own improvement [4: 20].

Teachers preparing for the New Ukrainian School receive not only pedagogical training, but also support from coaches and methodologists through on-site and distance learning courses. According to the New School concept, pedagogical excellence is defined as "strategies" that influence children's motivation and academic achievement. Forming and managing a children's team is another area of teacher's activity that requires a higher level of skill, professionalism and pedagogical culture.

V. Sukhomlynskyi, developing A.Makarenko's ideas, emphasized the importance of forming a student's personality through the team. His scientific works show deep reflections on providing comfortable, humanistic conditions for the development of each individual in the team. We emphasize that the work on the study of the student's personality includes such aspects as physical, intellectual and spiritual development, character, feelings, volitional hardening, as well as the study of social experience [4: 19].

After analyzing the pedagogical experience of V. Sukhomlynskyi, we can distinguish the following components of the diagnosis of a student's personality: initial diagnosis of the student's study; drawing up a pedagogical characteristic of the student during school; studying the child's family; studying various pedagogical factors related to the development of the student; final diagnosis (analysis and generalization of pedagogical factors, use of statistical data processing methods, conclusions).

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