



THE XXI CENTURY EDUCATION: REALITIES, CHALLENGES, DEVELOPMENT TRENDS

ОСВІТА ХХІ СТОЛІТТЯ: РЕАЛІЇ, ВИКЛИКИ, ТЕНДЕНЦІЇ РОЗВИТКУ

Edited by prof. Tsvietkova Hanna

За наук. ред. проф. Ганни Цветкової

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ТЕНДЕНЦІЇ РОЗВИТКУ**

За науковою редакцією професора Ганни Цвєткової

**THE XXI CENTURY EDUCATION: REALITIES,
CHALLENGES, DEVELOPMENT TRENDS**

Edited by Professor Hanna Tsvietkova

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Презентована монографія охоплює актуальні питання сучасної педагогічної освіти: історико-педагогічні аспекти формування національно-культурної ідентичності особистості; фундаментальні положення проекту Концепції освіти дітей раннього та дошкільного віку; тенденції розвитку дошкільної та початкової освіти у реаліях сьогодення; актуальні питання виховання студентської молоді та підготовки конкурентоспроможного на ринку праці як в Україні, так і за її межами майбутнього професійного педагога; тенденції розвитку та пріоритети сучасної освіти. Видання адресоване ученим-дослідникам, вихователям, учителям-практикам, науковцям-початківцям і всім небайдужим до проблем дитинства, виховання, формування національно-культурної ідентичності, розвитку освіти України у столітті цифровізації та глобальних, пандемічних викликів.

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The monograph is dedicated to the actual issues of modern pedagogical education: historical and pedagogical aspects of personality national and cultural identity formation; fundamental basis of The Concept of infant and preschool age children education Draft; trends in the development of preschool and primary school upbringing and education in the times of change and modern realities; topical issues of education of student youth and future teachers professional training in procedural dimensions; developmental trends of the modern education in the context of activity priorities. The publication is addressed to researchers, scientists, educators, teachers-practitioners, scientific researchers beginners and to all of those who is care about different problems of childhood, education, national and cultural identity formation, development of education in Ukraine in times of digitalization, globalization and pandemic challenges.

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THE PHENOMENON OF THE YAVORIV ART SCHOOL IN THE HISTORY OF ART VOCATIONAL EDUCATION

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Abstract. The study in the historical context characterizes the preconditions for the emergence of the Yavoriv Art School as an artistic phenomenon. It is shown that in the Yavoriv region over the centuries a kind of folk art was formed, the most famous creation of which were wooden toys and chests. The popularity of regional folk art products has actualized the creation of organized vocational training in the vocational education institution, the traditions of which are now continued by the Art Vocational School named after Y. P. Stanko. For a long time, it remained a unique educational institution that trained carpenters and carvers in demand within the state. The model of ethno-artistic tradition functioning is considered on the example of Yavoriv Art school. The essence of institution's innovative activity aimed at updating ethno-artistic traditions in new conditions and the need for a comprehensive approach to solving the problem are substantiated. The main directions in which the potential of ethno-traditions of Yavoriv region can be realized are outlined.

Key words: artistic phenomenon; model of ethnotradition; traditional folk arts and crafts; vocational education; Yavoriv region.

ФЕНОМЕН ЯВОРІВСЬКОЇ ХУДОЖНЬОЇ ШКОЛИ В ІСТОРІЇ ХУДОЖНЬОЇ ПРОФЕСІЙНО-ТЕХНІЧНОЇ ОСВІТИ

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Анотація. У дослідженні в історичному контексті схарактеризовано передумови виникнення Яворівської художньої школи як мистецького явища. Показано, що на Яворівщині впродовж віків сформувалось своєрідне народне мистецтво, найбільш відомим творінням якого були дерев'яні іграшки та скрині. Популярність виробів регіонального народного мистецтва актуалізувала створення організованої професійної підготовки в закладі професійно-технічної освіти, традиції якого нині продовжує Художнє професійно-технічне училище імені Й. П. Станька. Протягом тривалого часу вона залишалась унікальним освітнім закладом, який готував столярів і різьбярів, затребуваних в межах держави. На прикладі Яворівської художньої школи розглянуто модель функціонування етномистецької традиції. Обґрунтовано сутність інноваційної діяльності закладу, спрямованої на оновлення етномистецьких традицій в нових умовах, та необхідність комплексного підходу до вирішення проблеми. Окреслено основні напрями, в яких може реалізуватися потенціал етнотрадицій Яворівщини.

Ключові слова: мистецьке явище; модель етнотрадиції; традиційні народні художні ремесла і промисли; професійно-технічна освіта; Яворівщина.

Relevance of research. The production of original, highly artistic products requires the preservation of artistic, technological and production traditions of the center of crafts and handicrafts and their development, which involves not only the presence of folk craftsmen, but also the training of relevant personnel. It is important for a professional art institution to have educational and professional traditions and values that are engraved in the achievements of graduates. This means that it is necessary to take care of recording experience and achievements, preserve traditions and at the same time carry out active work to implement the new. The innovations offered by the educational institution create preconditions for the demand of both the institution and graduates. The search for new landmarks of innovation encourages the study, generalization and use of experience of those art professional educational institutions, whose long-term activity gives the right to assert the emergence of educational tradition and the formation of a certain art (artistic) school, whose stylistic features are manifested in creative activities of graduates.

A study of the formation and development of vocational education and training of the specialists for industry, arts and crafts in Western Ukraine for a long period (1872-2019) showed a unique example of the viability of an educational institution – Yavoriv State School of Woodworking, which today is called "Art vocational school named after Y. P. Stanko" and is located in the village of Ivano-Frankove, Yavoriv district, Lviv region.

Analysys of research and publications. A significant number of scholars and practitioners have devoted their works to the study of various aspects of the Yavoriv Art School, in particular in the context of: arts and crafts in Ukraine and its types (E. Antonovych, L. Gerus, M. Hnatyuk, A. Deschuk, R. Zakharchuk-Chugai, L. Orel, M. Sidor, M. Stankevych, O. Fedyna, O. Shpak), development of artistic vocational education (V. Radkevych, B. Stebelsky, G. Subtelna), didactics and methods of teaching different types of art creativity (L. Bilska, K. Kavas, M. Korets, N. Kosyk, B. Tymkiv). Despite the fact that Yavoriv Art

School as a training center for folk arts and woodworking has been known for a long time, at the same time scientists have not paid enough attention to the study of prerequisites for artistic innovation and its activities in modern conditions for the development of educational and artistic traditions.

Formulating the goals of the article. The aim of the article is to analyze the phenomenon of Yavoriv Art School as an educational and artistic phenomenon and to show the role of the Art Vocational School named after Y. P. Stanko in the process of its formation in modern conditions. Objectives of the article: to characterize the preconditions for the emergence of the phenomenon of Yavoriv Art School as an artistic phenomenon; to find out the essence of innovative activity of an artistic professional institution; to outline the prospects for the development of Yavoriv Art School in modern conditions.

Theoretical foundations of the research. Development as a process characterizes the state of the object under consideration in time. The transition of the object of consideration to a qualitatively new state depends on various factors. To determine these factors in relation to the long-term functioning of a professional educational institution, it is appropriate to identify those that relate to two important and interrelated macro-processes – the development of the territory and region and the functioning of production facilities. In the case of an art professional educational institution, another important factor is added – the existence of a center of folk arts and crafts.

A retrospective analysis of the location and operation of folk arts and crafts centers in Ukraine (and neighboring countries) shows that they were located in small towns and villages and were associated with local industry and its enterprises. The destabilization of these enterprises has negatively affected the development of these centers, and employment, and the artistic level of production, because the manufacture of low-quality products does not require professional training.

The difference between the region and the territory lies in the formation of lasting and deep ties, contacts between people. The boundaries between societies

are determined by the differences in these relationships. Therefore, socio-economic programs of the state or local authorities should be aimed at converging the levels of regional development. Modern researcher I. Chornovol notes that the territory always remains constant, and the phenomenon of the region is unstable. The history of any territory in the region depends on many factors. In time, depending on economic and political circumstances, regions emerge, develop, decline and disappear. And the territory with its human, material and spiritual potential remains [3].

The regional history of Yavoriv region is closely connected with Pshemyshl land, which is now part of the Polish Podkarpackie Voivodeship, and Austria-Hungary, during the reign of which vocational education was established in Galicia (second half of the XIX century). At that time, the opening of a new vocational school required the coordination of three issues: the presence of a center of handicrafts with the prospect of development; source of school funding; state control over the training of specialists for the needs of the economy.

In the early twentieth century in Galicia, the wood industry, including carpentry and cooperage, was aimed at making money and acquired the characteristics of a craft. Wooden products were simple but well made, although there were also low quality things. The main reason for the appearance of low quality products was the weakening of the requirements for mastering the craft, when the father was allowed to teach his son the craft at its discretion, without taking into account the achievements that are already used in it. Small-scale crafts were well developed and organized thanks to the activities of institutions involved in production and education and took care of the training of professionals capable of producing quality products. On the other hand, it was a concern for the rural population, which had a small choice of professions to make money.

As Yavoriv region in the XIX century was considered a territory rich in forests, but poor in agricultural land, this region was famous for its useful and

artistic wood products. The most famous of them were the attributes of the game – toys, the popularity of which reached far beyond Galicia. Despite this, high-quality toys had to be imported from European countries, which drew the authorities' attention to the potential of toy production in the region.

In 1882, the ambassador of the regional Galician Sejm T. Merunovich made a trip to European countries to study the toy production for children. The main idea of his conclusions was that in Eastern Galicia there are centers that produce toys no worse than in other countries. If this industry is raised to a higher level, the need to import toys will disappear, and the producer will be supported [5]. T. Merunovich's position on toy production, the efforts of the ambassador from Yavoriv district I. Sheptytsky and the local community became the cornerstones, thanks to which the Galician Regional Sejm decided to temporarily create a training workshop in Yavoriv "for making toys". Its mission is to ennoble the craft of making artistic products from wood, including toys. During its existence from November 1896 to the present day, this institution has undergone many transformations, political regimes, changed names and locations, but always the same features were: training of carpenters, carvers; high artistic and aesthetic level of products; observance of ethnocultural traditions of Yavoriv region. Y. Stanko's invention of a new artistic phenomenon "Yavoriv carving" became the artistic core of Yavoriv Art School.

The life cycle of ethnotradition can be traced in the history of the Yavoriv Art School as an artistic phenomenon. This means that the innovative activity of an art professional educational institution must be organized in accordance with this cycle.

The innovative activity of a professional art institution should be based on the following principles: to develop a range of products that are quite simple to perform, which at the same time have an applied value and a high level of artistic and aesthetic design; folk traditions of applied art and norms of artistic creativity must be combined in artistic design; development of students' sense of style, taste and compositional abilities [1, p.165]. These principles formed the

basis of the innovative activity of the Art Vocational School named after Y. P. Stanko. However, modernity makes adjustments related to the understanding of the conditions of existence of ethnic folk art, which is based on a set of traditions.

According to M. Stankevych, genre and local traditions are functioning with the help of certain stereotypes (technological, decoration, means of expression, iconographic, semantic, tectonic, artifacts). Imitation of tradition occurs through the accumulated experience of both one person and generations of masters. They collect specific particles of artistic values that are reproduced and transmitted over time [6, p. 95]. The departure of local tradition outside the region in some way affects the traditions in other geographical and ethnographic regions. This gives reason to talk about the formation of an art school.

The main features of the art school are: the significance of the results of specialists' work; the presence of a significant number of highly qualified followers; high authority in artistic circles; public recognition; common artistic and aesthetic views of the participants; originality of work methods; the presence of leaders who have the ability to select creative youth and teach them professional skills, encourage independent thinking and initiative. If the art school arose on the basis of an educational institution, it is necessary to take into account the factors that ensure the repetition of typical artistic situations (stereotypes) in time and space [6, p. 93], and create organizational and pedagogical conditions for the accumulation, selection and transfer of experience, reproduction and protection of tradition, and, what is very important, actively seek innovations that could be sustainable over time. Practically, art schools appear in the third stage of the model of ethno-artistic tradition and disappear in the fifth [2]. For the artistic professional institution, whose activity is based on ethno-tradition, it is important to find the basis for innovative activity in the fifth stage.

Research results. On the example of the Yavoriv Art School phenomenon, we made an attempt to show the development of the ethno-artistic

tradition of Yavoriv painting and carving into a new tradition. The process takes place in stages, each component has an approximate duration.

The preparatory stage of the tradition of Yavoriv painting and carving lasted until 1920. During this time there was a transfer of compositions of painted ornaments on the chests and toys. Making toys grows into three-dimensional carvings and small sculptures. Since 1896 there has been a professional training of specialists for folk crafts and handicrafts.

The innovation and genesis stage lasts 10-20 years. For the Yavoriv tradition, it took approximately 12 years, during which Y. Stanko creatively transferred the ornaments of the painting to the carving, worked out the elements of a new type of carving in the educational process, developed samples of compositions.

The generalization stage lasts approximately 20-25 years. It is characterized by the development of technology and methods of teaching Yavoriv carving and its official recognition, the gradual transfer of school graduates elements of Yavoriv carving and style in professional work at the place of employment and residence. For the institution, this process took 28 years.

The actualization stage lasts 20-25 years, for the institution – 20 years. During this time, the Yavoriv ornament was transferred to the new types of art (marquetry, interior), the tradition of Yavoriv carving appeared, and the phenomenon of the Yavoriv Art School was formed. The main approaches of Yavoriv carving were transferred to other regions and influenced the formation of carving schools there.

The optimization stage, depending on the strength of the tradition, takes 20-40 years. The heyday of the Yavoriv Art School tradition dates back to 1980-2020. This period is characterized by the following processes: participation in exhibitions and competitions of various levels; formation of a center for training specialists in folk arts and crafts; active search for innovations; systematic work on accumulation of experience and popularization of the institution. The

duration of the optimization stage is influenced by the number of graduates who, on the basis of the mastered artistic tradition, managed to find their own way in art, achieved significant success and created their own schools of skill.

The last entropy stage can last 30-50 years, depending on the potential of the tradition. If you do not innovate, then there will be a decline in tradition. This process is exacerbated by the emergence of many factors that are eroding tradition. First of all, it concerns the fascination of many categories of the population with modern technologies, which in many cases have reduced some types of art to the level of mass creativity (embroidery, photography, sculpture and others).

In accordance with the development of the ethno-artistic tradition of Yavoriv painting and carving, today the Art Vocational School named after Y. P. Stanko is at the final stage of the optimization stage. The ethno-tradition is fueled by innovations that are practiced in the educational process, in particular, it is Yavoriv painting in stained glass art, in the interior.

In search of modern elements of addition and modernization of ethno-tradition, the school participates in various extracurricular activities, which simultaneously solve the problem of students socialization, bring them to a higher level of creative experience disclosure, as well as professional orientation of youth. The most popular forms of this work are: competitions of professional skills, exhibitions (thematic, career guidance, reporting, achievements, etc.), workshops, festivals, open airs, events in the framework of exchange of experience, personal and group exhibitions. These events generally have different purposes, but they are united by the desire to find a new turn, touch, direction, creative idea, first to complement the artistic phenomenon, genre with interesting discoveries, and later they can give impetus to modernization. To find ideas for these activities has great potential for a competition of professional skills in the profession of "wood carver and birch bark". It brings together the best students of educational institutions who have already managed to reveal their creative abilities, acquire the necessary knowledge and master the

skills at a level where we can talk about their professional skills. From year to year the creative works of the participants surprise with their compositional solutions, the level of artistic, aesthetic and technical execution, the variety of competitive tasks. High-quality products complement the exhibits of the museum of the institution.

In search of strategic guidelines for the development of the modern Yavoriv district, the attention of government agencies was drawn to folk handicrafts, as stated in the document "Strategy for the development of the Yavoriv district for the period 2016-2020". It highlights the types of folk art that can once again bring the region out of the economic crisis: Yavoriv carving, Yavoriv toy, Yavoriv Easter egg, embroidery "Yavorivka", wickerwork, Yavoriv ceramics, woven canvases with Yavoriv beating [7, p. 67–68]. In accordance with the strategic and operational goals for the development of human capital and economy, ways were proposed that are relevant today for the development of the traditions of the Yavoriv Art School as an artistic phenomenon. In particular, this applies to the following ways: improving work with talented pupils and students in order to prevent their outflow to study and employment abroad; development of programs for comprehensive youth development; creation and support of youth cultural and educational centers and leisure centers for children and youth; strengthening the role of vocational education institutions in the practical training of specialists with the formation of a tendency to self-employment, small and medium business; improving the material base of vocational education and organization of practice bases; holding competitions of folk art; support for the activities of school groups of folk crafts; development of traditional folk crafts; revival of traditional crafts and self-awareness of rural communities [7, p. 74–76].

In the context of Yavoriv Art School development as a phenomenon, the necessary but insufficient conditions have now emerged. The necessary conditions related to the current state of the leading factors of its development are the development of Yavoriv region, the availability of production facilities

and the possibility of self-employment, the center of folk arts and crafts. Consider which from selected factors can help to translate the conditions into a qualitatively new state.

Nowadays Yavoriv region is a promising territory in many aspects. In the conditions of globalization and regionalization processes interaction in the cultural sphere the tourist direction is allocated. The school as a center of folk arts and crafts has a favorable location for foreign tourists and offers the opportunity to get acquainted with the oldest museum in the area, established in 1964. The museum exhibits unique products made of wood, straw, metal by Yavoriv masters of different generations and the best works of students. A promising direction of the museum's activity is the creation of an art gallery, where artists will be exhibited – famous graduates, employees of the institution, talented students. A good addition to the tour is the opportunity to purchase an author's product. To fully realize the potential of the institution, it is necessary to introduce the school in the tourism cluster.

In many countries of the world, rich in forests, the traditions of folk carpentry in rural and sacred construction are preserved. Yavoriv region is experiencing a rise in sacred construction and art, as there are 52 objects of wooden sacred architecture and new temples are being built on its territory [4]. This means the demand for the professions of carpenter, joiner, carver and painter. On the scale of this process, taking into account the latest ways of preserving and restoring cultural monuments, there is a significant potential for employment of graduates.

The second aspect of the production facilities development of Yavoriv region is eco-building, which partially solves the problem of rational use of natural resources. With the deepening global environmental crisis and the need for a positive impact on the ecophilic mentality of Ukrainian society, the role of professions whose specialists work with natural materials, including wood, is being reestimated. Eco-building uses resource-saving technologies that integrate the following processes: the use of insulating materials from wood composites,

optimization of design solutions for openings and roofs, taking into account the thermal and moisture state of the environment, the use of installation schemes to prevent thermal bridges [8]. Therefore, the training of qualified carpenters who know how to work with the latest production technologies is in demand.

For 124 years of existence the institution functioned in various buildings. The first building was designed for the institution needs and was built in 1901 with community funds. As it was a vocational school with an artistic bias, it was built in the Zakopane style, popular at that time in Eastern Galicia. In the following years, the educational institution was housed in adapted premises. The complex of buildings in which the school is located today does not meet the requirements for modern educational institutions for the training of art professionals. The first steps have already been taken for the construction of a modern institution, in particular, the Institute of Architecture of Lviv Polytechnic National University is developing a project of a modern complex with elements of Zakopane style, which will connect old and new traditions in a spiritual context. Realization of strategic goals of Yavoriv region development in relation to support of vocational education and development of its material base actualizes the problem of financing the construction of a new institution at the level of the best world standards. The conceptual idea of building such a complex is to create a new creative space, which due to the mutual influence of the environment, communication and nature will give impetus to the ethnocultural synthesis of traditions. Visually, the complex should make an impression that can cause a person's aesthetic inspiration to try himself in different types of creativity.

As Yavoriv ethnic traditions relate to different types of folk crafts and handicrafts, it is advisable at the present stage to conceptually reflect their unity in the range of professions for which the school can train professionals. Traditionally preserving the professions of carpenters and carvers, it is necessary to expand the range of professions through carpentry, small sculpture, restoration, embroidery and weaving.

Productive development of Yavoriv Art School as an original artistic phenomenon within Ukraine is possible when not only local authorities but also at the state level steps will be taken to promote and support it. In particular, the National Bank of Ukraine issued three silver coins dedicated to Yavoriv toy, from the series "Ukrainian Heritage". To comply with the authenticity of artistic, stylistic and technological features of the depicted toys (birds, grasshoppers and idlers), the school provided advice.

Conclusions from the study and perspectives of further exploration in this direction. Thus, the study of Yavoriv Art School phenomenon as an original artistic phenomenon showed:

– Ethnotraditions that have developed over many centuries in the Yavoriv region, in the new conditions remain viable and promising.

– A long-term bearer of ethno-traditions in Yavoriv region is the Art Vocational School named after Y. P. Stanko. If the purpose of the institution's foundation was to teach the younger generation to make cut, turned and carpentry toys of noble forms, in modern conditions the range of requirements for the institution has expanded significantly, which involves the opening of new professions and specializations related to ethnocultural traditions.

– The inability of folk crafts and handicrafts centers to create a strong base of ethnocultural traditions is the cause of the decline and disappearance of many relevant professions. The main reason for the decline is the lack of understanding of the life cycle of ethnotradition by the leadership of folk art centers. This is confirmed by the fate of artistic professions, which were opened in non-artistic institutions of vocational education, in particular, in agricultural schools.

– In order to prevent the decline of Yavoriv Art School as an artistic phenomenon, the staff of the Art Vocational School named after Y. P. Stanko carries out innovative activity in various areas, taking into account modern circumstances and the demand for qualified professionals. In particular, innovations include: the use of Yavoriv painting in the interior, exterior and

stained glass, the creation of wooden sculptures for landscaping, the manufacture of ethno-designer furniture.

Further research of the Yavoriv Art School will concern the study of the fate and creative achievements of the institution employees and graduates who have connected their professional life with production and art in all its manifestations. Due to the results of their work, the artistic and applied tradition of Yavoriv Art School is embodied.

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PECULIARITIES OF FORMATION OF NATIONAL AND CULTURAL IDENTITY OF PRIMARY SCHOOLCHILDREN DURING THE LITERARY READING LESSONS

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Abstract. The study reveals the features of the formation of national and cultural identity of primary school children during the literary reading lessons. National and cultural values of primary schoolchildren are laid down in the lessons of literary reading with the help of explanations, stories, discussions, role-playing games, ethical conversations. Lessons of literary reading are the most effective in the formation and development of the qualities of a child-reader capable of independent reading, creative activity. They allow to successfully carry out speech, literary, intellectual development of the junior schoolboy. At the same time, the teacher should choose such forms and methods of work that will enhance the cognitive and emotional sphere of students, involve them in dialogic interaction with the text and self-expression in creative activities based on the read work of art. The study concludes that children read, analyze and discuss the behavior of the characters in the works, which raise in a form accessible to them questions of justice, honesty, camaraderie, friendship, loyalty to public duty, humanity and patriotism.

Key words: national and cultural values; national and cultural identity; primary schoolchildren; literary reading.

ОСОБЛИВОСТІ ФОРМУВАННЯ НАЦІОНАЛЬНО-КУЛЬТУРНОЇ ІДЕНТИЧНОСТІ ДІТЕЙ МОЛОДШОГО ШКІЛЬНОГО ВІКУ НА УРОКАХ ЛІТЕРАТУРНОГО ЧИТАННЯ

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Анотація. У дослідженні розкрито особливості формування національно-культурної ідентичності дітей молодшого шкільного віку на уроках літературного читання. Національно-культурні цінності молодших школярів закладаються на уроках літературного читання за допомогою пояснень, розповідей, дискусій, рольових ігор,

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The monograph is dedicated to the actual issues of modern pedagogical education: historical and pedagogical aspects of personality national and cultural identity formation; fundamental basis of The Concept of infant and preschool age children education Draft; trends in the development of preschool and primary school upbringing and education in the times of change and modern realities; topical issues of education of student youth and future teachers professional training in procedural dimensions; developmental trends of the modern education in the context of activity priorities. The publication is addressed to researchers, scientists, educators, teachers-practitioners, scientific researchers beginners and to all of those who is care about different problems of childhood, education, national and cultural identity formation, development of education in Ukraine in times of digitalization, globalization and pandemic challenges.

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