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I. FYLYPCHAK'S CREATIVE OUTPUT IN THE MODERN EDUCATIONAL SYSTEM

ВИКОРИСТАННЯ ТВОРЧОЇ СПАДЩИНИ ІВАНА ФІЛИПЧАКА У СУЧАСНОМУ ОСВІТНЬОМУ ПРОСТОРИ

Анотація. Актуальність педагогічної спадщини культурно-освітнього і громадського діяча, дослідника історії українського шкільництва – Івана Пилиповича Филипчика (1871 – 1945) зумовлена поверненням в історико-педагогічний контекст його виховних і дидактичних ідей. Багатогранність його наукової спадщини, її значення для сучасної теорії й практики національної освіти потребує більш детального аналізу.

Висвітлено цінність творчого доробку І. Филипчика, акцентовано потребу актуалізувати його використання у навчально-виховному процесі сучасної школи. Актуальними залишилися погляди І. Филипчика щодо змісту освіти. Більшість концептуальних положень, обґрунтованих І. Филипчиком, є джерелом ідей щодо виховання дітей і молоді, становлять теоретичний та практичний інтерес для сучасних дослідників. Визначальними напрямками її впровадження в сучасну освітню практику можна вважати такі: розвиток й актуалізація педагогічних ідей у сучасних нау-

кових пошуках вчених та досвіді педагогів-практиків; формування національної свідомості у дітей і молоді, упровадження загальнолюдських і національних цінностей до змісту навчально-виховного процесу; вивчення творчого доробку у загальноосвітніх і закладах вищої освіти; взаємозв'язок громадсько-патріотичної роботи на уроках і в позаурочний час з вивченням програмового матеріалу загальноосвітніх предметів; систематизація та узагальнення знань; поєднання теорії з практикою. Акцентовано увагу на ролі і значенні особистості учителя, головну функцію якого він вбачав у вихованні молоді, формуванні особистості, підготовленої до повноцінного життя у суспільстві на основі принципів і норм гуманізму, визнання пріоритету загальнолюдських цінностей. Школа має створити сприятливі умови для розумового, морального, емоційного і фізичного розвитку особистості учня; виховання в учнів вміння вчитися; процес навчання і виховання школярів повинен відповідати віковим особливостям; дотримання принципів послідовності і наступності у вивченні нового матеріалу; виявлення і розвиток творчих здібностей дітей. Особистість І. Филипчак, його ґрунтовні теоретичні знання, професійні уміння (аналітичні, організаторські, прогностичні), духовно-моральні риси (гуманність, доброта, скромність, справедливість, емпатійність, тактовність, відповідальність та ін.), були і залишаються взірцевими якостями педагога, просвітителя, наставника молоді. Розглянуті можливості творчого використання педагогічного доробку визначають напрями подальшого вивчення спадщини І. Филипчак сучасними науковцями і педагогами-практиками.

Ключові слова: І. Филипчак, навчальні заклади, зміст освіти, навчально-виховний процес, урок, позаурочна діяльність.

Formulation of the problem. Ukrainian state building is impossible without the establishment and development of the Ukrainian school. The radical reform of the education system is stipulated by the national revival, formation of statehood and the democratization of society, the reproduction of the people's spiritual potential. This requires a rethinking and objective coverage of the historical-pedagogical process in Ukraine; creative use of the experience of previous generations as one of the important conditions for the advancement of pedagogical science in order to develop scientific foundations of the modern system of education and upbringing.

Among the cohort of unknown figures is Ivan Pilipovich Filipchak (1871 – 1945) – a cultural, educational and public figure, researcher of the history of Ukrainian schooling. His life and creative path is linked with different parts of Ukraine – Lviv, Ivano-Frankivsk and Vinnytsia regions. However, his most fruitful and versatile activity was in Sambir district. From 1898 to 1914 and from 1919 to 1927 he worked as a teacher at the Sambir Teaching Seminary. He took an active part in the organization of Ukrainian public societies (head of the library at the Ruska Besida Society (since 1902), a mem-

ber of Prosvita (since 1900), co-founder of the «Boykivshchyna Association» (1927), initiator of the «Farmers' Society», chairman of the «Silk» cooperative (1933). It was during this particular period that the public consciousness of Ukrainians was reinforced in the need to build a national school for the construction of an independent Ukrainian state.

Analysis of recent studies and publications. A number of publications have appeared in recent years, which covered some aspects of I. Filipchak's pedagogical activity and heritage. These are: literary works (P. Soroka, B. Denisyuk), historical area studies (K. Kubyak, I. Lozynsky, B. Semchyshyn, V. Semchyshyn, V. Yaroshevich, R. Fedak), ethnographic search (S. Oksenenko, V. Semchyshyn). A return from oblivion of the name of Ivan Filipchak in the history of Ukrainian culture, in the life of the city and the region was due to a significant contribution made by the teams of local newspapers, radio and television of the Sambir district – O. Leskiv, M. Raskiewich, V. Gornykiewich, P. Osiurak, L. Zubritska, B. Vihansky, M. Shpak, R. Danchin.

The analysis of I. Filipchak's awareness-raising and literary works, the content of his works, is partially disclosed in the works of I. Dibko-Filipchak, R. Koritko, Y. Radevich-Vinnitsky, G. Savchyn (2010, 2009), M. Chepil (Chepil & Savchyn, 2012) and others. The monograph of M. Chepil and G. Savchin (2013) is devoted to the interpretation of I. Filipchak's pedagogical views and cultural and educational activities. The multifaceted nature of his scientific heritage, its importance for the modern theory and practice of national education requires a more detailed analysis.

The purpose of the article is to highlight the value of I. Filipchak's creative works and to actualize its use in the educational process of the modern school.

Presenting main material. The study of archival documents and materials, scientific and journalistic works gave grounds for a generalization of the affinity of modern problems in the field of education and upbringing with those ones that I. Filipchak and the Ukrainian educational community were solving in the first half of the twentieth century. The appeal of scholars to the history of pedagogy, the reappraisal of the facts of the life of the pedagogue, cultural and educational figure of the region, the return to the historical and pedagogical context of his educational and didactic ideas help in a newer way to appreciate the achievements of domestic pedagogy and to utilize them in the process of modern social transformations in Ukraine. Undoubtedly, all the ideas of that time can not be mechanically transferred to new historical conditions; they need to be creatively comprehended.

The selfless mission of I. Filipchak as an educator, a scholar, a teacher who supported the Ukrainian children in their intention to get knowledge in difficult socio-political and material conditions of the society, can not be overestimated. Actively continuing to work on the problems of education, I. Filip-

chak focused on the universal and national aspects of education, which can be considered as one of the most significant content of his pedagogical work. In this case, the teacher was mostly interested in the social function of education, which was capable, in his opinion, to improve the people's well-being, to become one of the factors of their national self-determination.

The works of I. Filipchak, his pedagogical ideas have not lost their relevance in modern conditions. The special value of his educational contribution is also that, despite the extremely unfavorable conditions, when the official circles held a line to deprive people from organic communication with schooling, the principle of the folk spirit of education serves as a dominant feature. I. Filipchak's views on the content of education remain topical, in particular, he considered that it was necessary to systematize and generalize knowledge; combine theory with practice and thereby produce knowledge, abilities and skills, and the gained knowledge ought to help in the realization of personality. The majority of the conceptual provisions, founded by I. Filipchak, are the source of ideas for the upbringing of children and young people, are of theoretical and practical interest for contemporary researchers.

The significance of his pedagogical ideas about the tasks to be implemented by the school has not lost its significance today: creation of favorable conditions for the intellectual, moral, emotional and physical development of the student's personality; develop pupils' ability to learn; the process of education and upbringing of pupils must correspond to age-specific features; adherence to the principles of consistency and continuity in the study of new material; identification and development of children's creative abilities. Today, education is primarily based on the best traditions of the spiritual and cultural heritage of the past to form a national idea in the youth in the interests of the Ukrainian state, to promote the upbringing of patriots capable of defending its independence. Realization of this task will promote creative usage of I. Filipchak's heritage in modern conditions.

The analysis of his pedagogical work confirms that he had his own requirements for the educational process: the content of the new material had to be of the scientific character, to be related to the time space; integrate training and education, consolidate the acquired knowledge in practice. The purpose of the school, in his opinion, was the national patriotic education of students (Chepil & Savchyn, 2012). In order to achieve this, the study of the history of Ukraine was very important. The teacher wrote a number of historical essays, but in the 1930's they understandably could not have been published. The manuscripts of those essays are stored in the Lviv regional archives, and became available to general readers only in the 1980's thanks to the publishing house of Julian Seryediak, who is in Buenos Aires (Chepil, 2016).

Further research is needed on the studies of the educational orientation of works devoted to Kievan Rus, the development of schooling in Lemkiv-

shchyna and Boykivshchyna. However, today, I. Filipchak's works on the history of Ukraine are not included in the curriculum, although in our opinion, they can be used as additional literature in the preparation of a teacher to the lessons of the history of Ukraine in 7 – 8 classes. Essays on historical content correspond to real historical events, although they are written in a peculiar belletristic style, to create a desire to read not only for adults but also children. The peculiarity of these works is local patriotism, in particular, such as «Dmitro Detko», «Constructor of the State», «Ivanko Berladnyk», written in the country of Lemkivshchyna, the native land of the teacher.

As evidenced by the pedagogical experience of Lviv's teachers, the ideas of I. Filipchak, his works on the history of Ukraine are partially used in schools, although they are not included in the curriculum. They are used as additional literature in preparing teachers for Ukrainian history lessons in grades 7 – 8. Historical essays are an important source for thematic events, for use as additional literature for extracurricular reading.

G. Savchyn, a teacher of history of secondary school № 3 Truskavets Lviv region, introduces I. Filipchak ideas during the teaching of History of Ukraine in the 7th form. This enables her to implement regional component into the content of the subject provided by the current curriculum, enrich the content of the lessons and intersperse the content of educational activities with local material. She has developed notes of lessons, educational events used by teachers of Lviv region. During the study of the topic «Galician-Volyn State» (Grade 7) she uses historical essays by I. Filipchak, revealing the political and socio-economic development of the Galician and Volyn principalities, the rise of the Galician principality of the times of Volodymyrko and Yaroslav Osmomysl. It develops the spatial and logical thinking of schoolchildren; forms a love for their homeland, respect for the historical past of this state. She has developed and tested creative and exploratory tasks, based on the historical heritage of I. Filipchak. Students can do them at the lessons and at home (Chepil & Savchyn, 2013, pp. 173–177).

Teachers of local studies can use the article «Where have Lemkis gone in 100 years», a series of local history articles on Sambirshchyna, about Prosvita and Ruska Besida, published in the local press in different years. This material for educators, supervisors, class teachers can help to form students' national consciousness, focus their attention to the issues that may form the basis of their regional studies.

Axiological ideas permeate I. Filipchak's works. In the education of a young person, the development of its abilities education and schooling are of particular importance. Patriotism runs through the knowledge of the native language, the desire to «speak well in Ukrainian, to mind the stresses» (Fylypchak, 1985, p. 68). For him, the problems of patriotic upbringing in the Galician family, the values of family education, and the relationship between

father and son are also important. The teacher justifies the ideals of the family, the love of the child and its perception. Parents' guides are remembered for a long time, and in the future they grow into the concept of life. The religious outlook, as the author believes, enriches the human soul, and this is confirmed by the words of Ofka, the wife of Prince Yuri II: «in the church, my pleasure, joy, my soul rejoices, as I go to church for worship» (Fylypchak, 1985, p. 99).

The importance of I. Filipchak's ideas about the role and significance of the teacher, whose main function he saw in the education of the youth, the formation of a person prepared for a full-fledged life in society based on the principles and norms of humanism, the recognition of the priority of universal values, have not lost its significance today. The personality of I. Filipchak, his profound theoretical knowledge, professional skills (analytical, organizational, predictive), spiritual and moral features (humanity, kindness, modesty, justice, empathy, tact, responsibility, etc.) were and remain the exemplary qualities for a teacher, an educator, mentor of young people.

Teaching children was a great deal for I. Filipchak. His pedagogical skills brought a lot of success and satisfaction in the educational process. And he understood that devotion and perseverance should be given to each student. And today there are urgent demands made to a modern teacher: good knowledge of the material; orientation in social events; self-education, information awareness; creative approach to teaching material at each stage of the lesson. Valuable are ideas about studying the social conditions of the student's life, the attitude of parents to the school, establishing interpersonal relationships, solving family problems.

A professional teacher, like nobody else, ought to know the characteristic physiological and psychological features of schoolchildren, the possibility of their versatile development at different age stages (Livingston, 2014). Therefore, a teacher is capable to competently express thoughts in public about the education of young people, to create public opinion on the burning problems of the theory and practice of education (Maxwell, 2015). By educating young people in the concept of universal values, the teacher should teach them to regulate their behavior in accordance with these values, to live according to the principles of kindness and mercy, tolerance, respect and humanity in relation to others.

Essay «For Teacher's Bread» (Fylypchak, 1932), in which the teacher argued that only a teacher with high level of authority could influence the education of young people, be a standard of behavior, a style of communication, and even imitation for students. For example, «The Faces of Teachers in a Modern School» – a pedagogical and psychological seminar organized by G. Savchyn (Chepil & Savchyn, 2013, pp. 178–179) focused its activity on the teachers who understand their pupils and can morally support them.

I. Filipchak left a rich scientific heritage, devoted to the study of school history. In our opinion, it is advisable to introduce in the pedagogical in-

stitutions the contents of the educational subject «History of Pedagogy» to study the theme «I. Filipchak as a historian of pedagogy «and/or» Pedagogical views and cultural and educational activities of I. Filipchak». This will enable future teachers to familiarize future sociologists with the socio-cultural preconditions and factors shaping the outlook of Ivan Pilipovich Filipchak, a teacher and public figure (1871 – 1945), his pedagogical ideas, directions of cultural and educational activities, and also to assess the contribution of I. Filipchak to the educational activities of Ukrainian public organizations and the formation and development of schooling in Ukraine. This will be facilitated by his historical and pedagogical works «To the Question of the People's School in Galicia» (Fylypchak, 1915) and «Church Parish School in Galicia», written and published by I. Filipchak in St. Petersburg; the monograph «From the history of schooling in the western Boykivshchyna (from 1772 to 1930)», «Ts. K. the district main school in Lavrov 1788/89 – 1910/11», «School in the Shooting» (1936), «The Teaching Seminary in Sambir» (1938) (Fylypchak, 1938), «The School at the Gordini» (1938), the article «Sambir school-gymnasium». They are based on archival documents, own reflections on the activities of different types of schools in Ukraine.

The following priority directions for introduction of pedagogical ideas of creative heritage and cultural and educational activities into the modern educational practice can be considered as the following: the development and updating of pedagogical ideas in modern scientific research of the scholars and the experience of pedagogues-practitioners; the formation of national consciousness in children and youth, the introduction of universal and national values in the content of the educational process; studying I. Filipchak's creative heritage in general education and higher educational establishments; study of little-known facts of his life and activities as a teacher, public figure, editor, publisher.

Conclusions. The study of I. Filipchak's pedagogical heritage became possible with the achievement of independence by Ukraine. His contribution is an important source of enrichment in the theory and practice of Ukrainian education. One of the most significant features of his pedagogical work is the combination of universal and national values. Actual are the requirements to the educational process: the content of the new material should be scientific, related to the time space; integrate training and education, consolidate the acquired knowledge in practice. By educating young people in the concept of universal values, the teacher should teach them to regulate their behavior in accordance with these values, to live according to the principles of kindness and mercy, tolerance, respect and humanity in relation to others. The implementation of the creative work of I. Filipchak in the educational practice of the school allows the regional component to be implemented in the contents of educational subjects, filling it with rich local material during lessons and

in extracurricular activities. The use of creative work of a teacher in the educational process of secondary and higher schools and out-of-school education facilities is a task of modern theory and methodology of education.

Further studies require little-known facts of the life and activity of the teacher, the dissemination of the educational potential of I. Filippchak's works in pedagogical professional special editions.

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I. FYLYPCHAK’S CREATIVE OUTPUT IN THE MODERN EDUCATIONAL SYSTEM

Abstract. The relevance of creative output of Ivan Pylypovych Fylypchak (1871 – 1945), an educationalist and public figure, researcher of Ukrainian education history, is due to reintegration of his educational and didactic ideas

into the historical and pedagogical context. His enormous scientific legacy, its significance for modern theory and practice of national education require a more detailed analysis today. The purpose of the article is to highlight the value of I. Fylypchak's creative achievements and advocate their use in the modern school education. It should be noted that I. Fylypchak's views on academic content have remained up-to-date.

Many of his valid concepts have become a source of educating children and youth and are of considerable theoretical and practical interest to modern scholars. This is implemented in the current educational practice through a variety of forms: development and updating of pedagogical ideas in modern scientific research and practical experience; inculcating national consciousness in children and young people, introduction of universal and national values into the educational process; a curricular study of I. Fylypchak's creative achievements; combining general subjects with curricular and extracurricular social and patriotic work; generalization and systematization of knowledge; combining theory with practice.

I. Fylypchak drew attention to the role played by the teacher in educating the youth and developing the individual ready for productive life in the society that would be based on the principles and norms of humanism and universal values. The school's task was seen as to create favorable conditions for the intellectual, moral, emotional and physical development of each individual pupil, enhancing the ability to learn. It was mandatory that the educational process correlate with the age of the pupils and comply with the principles of consistency and continuity in learning new material to better identify and develop creative abilities of children. I. Fylypchak's profound theoretical knowledge and professional (analytical, organizational, prognostic) skills, moral traits (humanity, kindness, humility, fairness, empathy, tactfulness, responsibility etc.) are exemplary qualities that every teacher or guardian should strive for. This potential use of I. Fylypchak's legacy will define areas for its further study by modern scholars and teacher-practitioners.

Keywords: I. Fylypchak, schools, education content, educational process, lesson, extracurricular activities.

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