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TEACHERS' TRAINING FOR SOCIAL AND EDUCATIONAL ACTIVITY IN CONDITIONS OF MOUNTAIN AREA PRIMARY SCHOOL

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Abstract. The article highlights the keynotes of professional training of elementary school teacher to social and pedagogical activity with pupils and their parents taking into consideration specific character of mountain *landscape*-climatic and ethnocultural environment.

Author focuses on engaging students of teacher training institutions in research work according to outlined problems, the creation of individual database on cultural issues, enhance their performance by varied forms and methods of teaching in the humanities. The author stresses the importance of independent ethnographic activity of future teachers, in particular the study of crafts and trades of mountainous region, the folklore and customs of the locals, collecting vintage household items and their local historical analysis. Ideological value orientations of the inhabitants of the mountains is a key component of spiritual values and the basic formation of the structure of consciousness and awareness of the growing personality. Deeper knowledge of students priority of moral, aesthetic, civic values of people from mountain terrain and features of the landscape, climate, flora and fauna of mountain environment will help them develop their future careers, which is to foster harmonious child in primary school environment.

Keywords: professional training, social and educational activity, ethnocultural environment, future teachers, elementary school of a mountain area.

In the conditions of technological civilization humanistic and anthropological theories based on spirituality, science, culture, and national priorities serve as a strategic guideline of an education progress in Ukraine. Basing on the theory of human centrism (V. Kremen) in education they identify a new pedagogical paradigm that is pedagogy of culture and human creation (V. Andrushchenko), for "it is the human formed as a personality on the ground of culture, is the only center of the educational process, around which other values are concentrated that ensures the integrity of the system and serves as the defining principle of its development strategy"¹.

Thus the actual question of formation and development of personal values of growing personality rises taking into consideration the specific character of certain region in particular mountain landscape climate and ethnocultural environment. In Ukrainian Carpathians mountain school there are great opportunities to familiarize students with valuable natural resources and unique cultural traditions. Therefore, this region is particularly characterized by a number of socio-economic (unemployment, poverty, instability, external migration of the adult population, fertility decline) and environmental problems (floods, deforestation etc). These problems to some extent affect the quality of the education

in the region, so the issue of teachers' training for social and educational activity in the conditions of mountain school acutely rises.

In modern psychological and pedagogical science and practice the following statements are considered to be of immediate interest: influence of social environment on the personality formation (O. Bezpalko, H. Dementieva, A. Kapska, R. Malynoshevskiy, D. Penishkevych, R. Vainola); substantiation of interrelation between socio-cultural space and its development (V. Buieva, M. Ishchenko, M. Sorokin, I. Yakymanska); defining the essence of the notions of "educational environment" (A. Afanasiev, T. Alekseyenko, N. Ishchuk, L. Kohan, L. Novikova, V. Semenov), "personally oriented educational environment" (K. Baltremus, I. Bekh), "educational environment of village school" (H. Inanyuk), "social and pedagogical environment" (A. Kapska, L. Mishchyk, O. Romanovska), "socio environment", "healthy socio-cultural environment", "comfortable educational environment" (H. Filipchuk, O. Karpenko, S. Sysoeva), "ethno informational environment" (B. Afanasiev). However scientists left unattended the problem of socio-cultural environment of mountain elementary school and professional training of teachers for social and educational activity in terms of its design.

The objective of the article is to determine principal statements of elementary school teacher's professional training for social and pedagogical activity with pupils and their parents on the basis of studying the specific character of mountain landscape-climatic and ethnocultural environment.

Development and implementation of the general concept of the professional formation of competitive elementary school teacher in Ukraine, in particular his/her commitment to social and educational activity with pupils and their parents in social and cultural mountain environment foresees a gradual realization of an appropriate system in both theoretical and practical terms, according to the demands of State standard of professional training.

Considering professional education as a sociocultural institution of a society, modern Ukrainian researchers (A. Chernyeha, M. Vachevskiy, V. Zhyhir etc.) define its objectives as follows: transferring the experience from one generation to another; preservation and development of national culture, social communication and relations; development of the motivation system of every person¹⁰.

In the mountain school they can clearly trace the influence of landscape-geographical and ethnocultural environment on the formation and development of personal values of growing personality (moral, civil, aesthetic), in the context of which spirituality functions. Among them M. Boryshevskiy differentiate the following: the feeling of patriotism, identity with the ethnic community; deep awareness of the role of the mother tongue (language of the nation) in the life of the nation; the responsibility for the fate of a nation; respect for the other ethnic communities; aesthetic, intellectual, environmental, valeological, and ideological values. The scholar defines ideological value orientations in the system of spiritual values as the basic formation in the structure of consciousness and self-identity of a personality that define the content of the "I"-concept of a child³.

Despite the numerous discussions of scientists concerning the essence of educational priorities, the significant fact is that traditional ideals are assumed as it a basis. An American George Gasfield proves this conclusion in his researches. He notes that it is very urgent for the development of a certain country to be guided by traditions. Every man as a representative of nation is extremely sensible to his or her own origin, to those spiritual values whose carrier he or she is. At the same time he or she is an individual, and that's why does not want to be generalized to the whole nation. Surely every certain nation has individual characteristic features (positive and negative) what does not allow to think of all the representatives of a certain nation as follows: "they all are the same".

G. Lebon says that a thousand of Frenchmen, a thousand of Englishmen, and a thousand of Chinese selectively taken naturally differ from one another. But because their racial heredity they are characterized by some general peculiarities, on which base it is easy to project an ideal type of a Frenchman, Englishman or Chinese⁷.

Residents of the mountainous region of Ukraine are as a rule deeply religious people and bring up their children on the basis of religious ideology. Thus this raises the question of preparing future

teacher to use Christian ethics, elements of religiology in the educational process of primary school in order to understand the religious mentality, study and establish cooperation with parents and pupils.

In the modern psychology of religion they frequently go to study of religious consciousness, feelings, beliefs, attitudes, mystical orientations, fanaticism, interconfessional dialogue, appropriate behavior and lifestyle. Obviously in this context we can find precious knowledge of positive influence of religion on the struggle with stress and mental disorders in children, on the stimulation of their activity in social sphere etc. Thus, "psychology of religion cannot be developed beyond a deep understanding of not only religious phenomenon, but also of super personal object, on which religious experiences are focused"².

The problem of professional self-consciousness development remains of current interest in the professional education. Theoretical training of future teachers should be aimed not only at the retranslation of educational and cognitive information, but above all at the development of their capacity for reflection and self-awareness. In spite of the deep understanding by pedagogical universities' teachers of the need to approach the theoretical training to school practice, at contemporary Ukrainian higher education institutions Gnostic approach still dominates, whereby pupils are attracted mainly to the study of a number of subjects, ignoring the content of practice-oriented content of professional education. Hence, in the professional teaching practice, in particular social and pedagogical, teacher meets a large number of typical situations where he/she needs to act decisively, flexibly, unconventionally, and variably. It is no coincidence that in professional training of future teachers modern scholars suggest so-called "methodological and activity approach where the main role belongs to the reflexive-mental culture as a form of professional consciousness organization"; professional consciousness is regarded as activity-organized⁸. Obviously, it is time to focus on the formation of students activity in the application of educational and practical technology of the educational process, particularly at schools of mountain region, which require professional skills and abilities to create an atmosphere of comfort, kindness in social and educational activity of primary school; to observe, to listen to and to diagnose pupils, to analyse the shortcomings of his/her professional activity; search for educational, social and pedagogical information to provide knowledgeable assistance to pupils; creative skills of educational activities realization, the use of social and pedagogical innovations in the work with pupils and their parents; to form the educational environment of the mountain school based on cognitive-developmental possibilities of the region.

Discrediting in the conditions of globalization of value system and attitudes of young people is an attempt to defeat the sense of national culture, philosophy and history existence, as in fact, "previously cultural transformation underwent continuous spiritual and cultural adaptation, sometimes even not by one generation"⁶. Basing on the current understanding of the meaning and values in the context of spiritual and cultural life, V. Kremen focuses on the topicality of human centralism philosophy, aimed primarily at ensuring the continuity of cultural and historical traditions, the preservation of national identity and values in the process of education⁶.

Therefore training of future teachers for effective professional activity in the school of mountain region is considered to be an important aspect in the educational work of pedagogical university in order to preserve the authentic traditional customs, in particular, to achieve active modelling of appropriate social and psychological conditions including cultural heritage, social and natural features of the area, creating mechanisms for self-realization and self-affirmation, exercising one's personality⁵.

Key place in the process of social and pedagogical training of future teachers belongs to individual search and ethnographic activities: to examine the peculiarities of folk crafts of the region, to write down legends and beliefs about work connected with economic activities of local residents, to identify its place in the content of school education; to amass a collection of old household items (dishes, rare tools, household utensils, decorative items) and to carry out historical analysis of the items, to examine the little-known traditions of a particular ethnic group, to determine their functions in the social education of contemporary children; to systematize humorous folk activity (songs, poems, jokes, sayings) and to analyze their educational opportunities and so on⁴.

Despite the politic and economic instability, rich educational experience of personality's study and upbringing is accumulated in Ukraine, theoretic-methodical achievements can be the object of study for national educational systems of other countries. Remarkable for the European Education is educational heritage of such Ukrainian educators as O. Dukhnovych, K. Ushynskyi, S. Rusovoi, G. Vaschenka, A. Makarenka, V. Sukhomlynskyi and others. Experience of national upbringing of children and youth deserves attention in the context of cultural-educational integration of Ukraine into the European community.

The study of the leading ideas of foreign pedagogy will greatly enrich the Ukrainian educational science. For example, experience of study and education of the European countries which succeeded greatly in creation of a free lawful state and formation of a creative intelligent personality, is useful in terms of reformation of the education system, its content, forms and methods of education in educational establishments of Ukraine.

"With all the difference of educational systems, created by the European peoples, – says G. Vaschenko, – they have much in common. In their development one can notice the common way, planning in certain periods of different pedagogical trends, substitution of some trends by others. Common development was even greater because European countries were not isolated one from the other and achievements of one nation in cultural sphere soon became achievements of others. Thus, for example, educational systems of such geniuses as J. A. Komenskyi, Russo, Pestalotsi soon became popular among the followers of all the European countries⁹. That is why pedagogical ideas of countries of Europe mostly overlap as they are oriented on common to all mankind values, Christian moral. In his works the professor G. Vaschenko explains different views concerning the nature and the essence of the national and common to all mankind in person's consciousness and behaviour. He states that people of different races and nations differ from one another by physical and psychic features but they have much more in common. "A man is a man first of all and only later a Frenchman, a Ukrainian, a worker, a villager, a scientist"⁵. The same the author says about moral: "The content and the form of a person's behaviour depends upon the outlook, level of cultural development, duties etc. That is why the moral of some nations and even different strata of society has its own characteristic features. But there is also the moral common to all mankind as there exist common norms of logical thinking, which make it possible for people of different races, levels and cultural development at least in general understand each other"⁹.

In modern pedagogical science and practice project training activities become very popular. The Ukrainian pedagogical institutes and universities entrenched experience of involving students to creating projects "My lineage," "My Town", "Traditions of my family," followed by their presentation. Study of technology of usage projects in education we find extremely positive in terms of pedagogical innovations in ethnic education of future teachers. That means forms of the educational activities of student and teacher who are able to use information and communication means of study. Work at this project provides individual or group collaboration within a specified period. The main feature of the electronic project is its interdisciplinary idea. That is opportunities to improve pupils' knowledge of various branches of scientific knowledge - language, history, art, culture and more. We believe that the participation of students from different countries in e-learning projects will serve not only enrichment of their knowledge of foreign history and art of different peoples, but will also help improve the foreign language culture, promote the formation of inter-ethnic tolerance and socialization in a multicultural environment.

Today some European educational projects have been successfully implemented. The information space created a large number of projects involving students and teachers around the world to exchange information, develop communicative culture, establishing social contacts, development of multicultural thinking, a sense of relevance of opinion in the globalized world that serve as prerequisites for their development as because of their detachment and reluctance to contact they may communicate through the Internet much easier.

Project activity is widespread in schools of the USA and Canada where almost in every subject pupils get tasks of an applied character that provide for independent group and search activity

including through the Internet. The pupils are involved in many electronic projects which are implemented by computers. The given projects are aimed at intellectual development of the pupils, formation of their creative thinking, ability to establish contacts with representatives of other countries and nations with assistance of educational bodies and world international organizations.

The effectiveness of participation in electronic projects depends on the fact that children have the possibility to realize themselves on all stages of a project not only when sitting in front of a computer but also when interviewing people from their district, representatives of authority structures as well as in the process of presentation of results of work in school environment and exchange of thoughts between separate schools of their city, town (district), district, country.

In the information space it is created many projects that involve pupils and teachers of different countries of the world for information exchange, development of communicative culture, establishment of social contacts, development of polycultural thinking, feeling of significance of one's thought in the global world that are the pre-conditions of their development. Because of their withdrawal into themselves and reluctance to get in touch with people they can easily communicate in the virtual space. This helps develop communicative and presentation skills of pupils, the ability to establish social contacts, critically evaluate negative tendencies in society, treat representatives of other social spheres and cultures with respect. Different forms of work are used at this – correspondence with persons of the same age from different countries, involving children in active participation in large-scale actions of ecologically-economic type, volunteer work, cooperation with parents, community. This experience is spread also in the best educational institutions of Ukraine, but first of all in cities.

In mountain schools of the Ukrainian Carpathians there is a problem of the use by a teacher of information and computing technologies in pupils' education, first of all because of material and technical difficulties, sometimes in remote districts there is no Internet. Though, future teacher should be ready to use modern computer technologies in professional activity and when possible under such conditions to use multimedia, educational films to stimulate cognition activity of pupils. Important is the issue of informatization of professional education through creation of computer-oriented information and computing environment that serves as a means of formation of creative personality of a future teacher who is able on the grounds of a system of knowledge to successfully use information resources in social and pedagogic activity of a mountain school that every year undergoes qualitative changes.

Characteristic features of the development of mountain school are peculiarities of this region: the colourful nature of the area contributes to the accumulation of the huge experience of communicating between person and nature, and as a result centuries traditions of careful husbandry, spirituality and respect for the world around are formed. Traditional folk crafts and works, progressive religious ritual traditions, which certainly serve as an effective factor in the harmonious development of the growing personality, are enough preserved in the mountain area. Thus, nowadays aggression and manipulation by children's consciousness through the media dominate in the educational environment. We consider preparing of future teachers for social and educational activities in the school of mountain region to be of great importance because of its peculiarities and performance features.

The important task of preparation of future teachers of elementary grades to social and educational activity in mountain conditions we determine to be the formation in an educational institution of positive social and educational environment, the principle functions of which are: diagnostic-and-forecasting function, fulfillment of social defence of a student, assistance in social adaptation, provision of social guarantees of professional training of a future pedagogue as an individual and a professional, development of priority personal values of a future teacher personality and provision of interaction with the community.

In modeling of socially-educational environment the most important we consider to be the following: maximum consideration of natural skills of a student personality, his/her ethnopsychological and individual peculiarities, cognitive interests; aiming at study of one's own historical experience for development of high civil culture; focusing on the principles of democracy in the organization of educational activity on a national land; combination of family and regional national traditions, customs

and rites for filling of the life space with elements of spirituality; formation of readiness of future teachers to professional activity in mountain environment, abilities to solve and avert ethnic conflicts; provision of conditions for mutual enrichment of socially-cultural education experience by advanced pedagogic ideas of the world community.

To our mind, the questions of the use of mountain region peculiarities in terms of valeological, environmental, spiritual, moral, aesthetic, social education of children and young people and preparing of the future teachers for professional solution of these problems within the framework of transdisciplinary approach are potential for future researches.

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