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FRANKO'S CONCEPT OF THE ROLE AND PLACE OF SOCIAL  
INSTITUTIONS IN PERSONAL DETERMINATION: THE CONTEXT OF  
CONTEMPORARY CHALLENGES

Ivan Franko's views on the role of social institutions in the process of youth formation are explored. The necessity of finding new strategies and improvement of the existing ones in support of the processes of socialization, adaptation and self-realization of young people in the society, as well as the importance of involving in these processes the experience of prominent thinkers of the past, in particular Ivan Franko are substantiated. The importance of reforming the social institutions of society as the main outposts of the formation of educational space is proved. The urgency of introducing Ivan Franko's pedagogical ideas into the process of education, upbringing and personal development is argued.

**Key words:** educational space, Ivan Franko, social institute, youth formation, personality.

**Purpose:** to conceptualize Ivan Franko's ideas about the place and role of social institutions in the context of becoming Ukrainian youth.

Problem statement in general. For modern society, it is vital to consolidate and harmonize certain types of social interaction, as well as to create appropriate conditions in which young people, as the future of the society could be fully formed at all stages of life. Achieving this goal is facilitated by such social elements as social institutions, whose main task is to ensure the proper sustainability and reproduction

of society. In today's Ukrainian society, we trace the typical features of the institutional crisis, which lies in the disfunction of the activities of major social institutions. One of its reasons is the progress of the complex transformation processes taking place in Ukraine and in the world as a whole, as well as the dynamism of the development of modern civilization. Inability of social institutions to stabilize public life, low public trust in state institutions require the society to urgently rethink and reform the institutional branch of social life. Social institutions, as mechanisms of social interaction and reproduction have been forming for a long time and as historical categories need historical and theoretical analysis. Prominent Ukrainian thinkers of the late 19th - early 20th centuries, including Ivan Franko, paid considerable attention to this problem.

**Analysis of recent researches and publications.** Researches of socio-pedagogical and socio-psychological aspects of personality formation were done by I. Nadolny, G. Andreeva, I. Kon, M. Lukashevich, O. Mudryk, A. Petrovsky, O. Vyshnevsky, S. Olenich. Socio-philosophical and philosophical and anthropological analysis of youth issues on the development and formation of personality was carried out in the works of V. Andrushchenko, V. Beha, L. Gubersky, A. Ruchka, V. Skotna, N. Skotna. The moral and ethical aspects of Franko's humanistic heritage were explored by A. Pashuk, N. Gorbach, E. Solovey, B. Tykholoz, U. Hamar, N. Doroshenko, and others. Ivan Franko's pedagogical ideas and views were reflected in the works of O. Dzeverin, T. Bilenko, G. Vasyanovich, R. Vyshnevsky, V. Lutov.

Outline of the main research material. The basic social institute, as well as the determining center of the formation of moral foundations and beliefs of the individual is the family. In the last decades, in modern society, we have seen a tendency to decline of traditional moral norms and values, which entails a plume of negative consequences.

The thinker argued that the foundations of the morality of her social activity are laid in the family environment in the preschool period. In his opinion, the most important is the influence of parents on a child at an early age. Family education should be

based on national nature, folk pedagogy, the life of the people and their traditions. It is important to promote the desire of children to learn about nature and life. Educating a fully-fledged generation, I. Franko believes, is possible by combating real-life difficulties, where the eyes of children should not be closed to contradictory arguments and evidence.

An important public and state institute whose influence is extremely important for becoming a person is the institute of education. Education is the defining agent of «the emergence of civil society, and civil society for education is a sociocultural phenomenon of improving all spheres of social production, and most importantly, the comprehensive and holistic formation of a man not only as the main component of productive forces, but the purpose of social transformation in the interests of a man himself» [ Nadoljnyj, 2011].

The modern world is experiencing a global educational crisis. Many industries are developing so rapidly that modern education does not have time to update knowledge and methodology in the educational process. Half of all the knowledge acquired by students at the university in a few years "grow old" and depreciate, which, in turn, causes an unprofessional employee. Ivan Franko anticipated the exacerbation of this problem and gave a lot of meaningful advice on how to solve it. The main task of education, according to the thinker, is to develop a person's ability and skills for continuous learning and improvement throughout life, the ability to think independently and creatively.

Religious organizations are extremely important public institutions. The most common organizational form of religion in the society is the church. This social institute is a significant factor in social life and its stability, as well as its spiritual growth.

Considering the influence of religion on the development of mankind, the thinker convincingly argues that religion, especially Christianity, is an organic factor in the formation of people's culture and spiritual and moral criteria of humanity. Religious ideas arise in a person first of its internal essence, the scientist believed, based on its spiritual needs.

One of the main social institutions of the society is the Institute of Economics. It provides for the regulation of labor relations in the society. Labor relations determine the place of a person in the society, consolidate his social ties, determine the nature of his interaction with the society.

The Social Institute of Economics has a complex structure. It can be seen as a collection of more specific institutions. One of the most important among them is the Institute of Labor, which, according to Ivan Franko, is very closely linked to the formation of personality. The problems of economy and labour relations have always taken a significant place in Ivan Franko's interests and humanitarian priorities.

**Conclusions and prospects for further research.** In today's society young people are in constant development, as well as one of the most important factors of social mobility. Society often fails to reform and improve the performance of social institutions, adapting them to new challenges and needs, which weakens their role in the context of their assigned tasks.

The deepening of the institutional crisis in the society is also facilitated by the complex world transformation processes affecting Ukraine. The inability of the institutional branch of the state to stabilize public life requires the society to urgently rethink and reform them. For today's Ukrainian society, one of the primary tasks should be to create the right conditions for the full and harmonious education and development of the young generation.

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