

Tetiana Panyok

An extended abstract of the paper on the subject of:
“Impact of the historical and social processes on axiological landmarks in the higher art and pedagogical education in Ukraine”

Problem setting. *Understanding the historical facts relating to the problem of determination of axiological landmarks in the higher art and pedagogical education system enables to distinguish the scientific value of pedagogical theories and the reasons for flowering and decline of, the evolution of the ideological model of higher art and pedagogical education and its understanding as a holistic pedagogical phenomenon.*

Recent research and publications analysis. *History of the higher art and pedagogical education as a phenomenon of the pedagogical education in Ukraine is one of the unexplored topics. Perhaps this is due to the fact that much of the factual base on this issue is kept in archival institutions and is inaccessible to a researcher. Thus, the individual components of art education in the context of art science are covered in monographs and articles by O. Holubets, O. Koval-chuk, O. Kaszuba-Volvach, S. Nikulenko, L. Sokolyuk, R. Shmahalo and others. In their studies, they try to analyze the development and formation of the art school during the 20th century, but the formation and development dynamics of values and content in the art and pedagogical education are not considered in their works.*

Paper objective. *The objective of the article is to cover the influence of socio-political and cultural and educational processes onto axiological landmarks in the higher art and pedagogical education of Ukraine during the 20th century.*

Paper main body. *The dynamics and content of values are essential for one's personal and value self-determination, especially if they were developed in the spiritual field of human activity. In the art and pedagogical field, controversial processes were most frequently caused by changes of its essential features.*

Events of 1917 radically changed the social and political model of governance in Ukraine. Formation of the new development strategy for educational sector supported the active rise of national consciousness, which manifested itself primarily in the new symbols and images of art. The development of art and pedagogical programs in the beginning of the 20th century indicates that art processes in Ukraine were happening in parallel with the learning ones, which allowed opening the society new spiritual and value orientations. Teachers-artists embedded national priorities into their system of teaching, and the most part of the Ukrainian elite was one of the elements of national restoration of the whole cultural and educational system. Pedagogical practices of O. Bogomazov, M. Boichuk, M. Zhuk, K. Kostandi, brothers Fedir and Vasyl Krychevsky, O. Kulchytska, O. Murashko, H. Narbut, O. Novakivsky, I. Trush and others influenced further development of pedagogical concepts of a lot of art schools of all levels throughout Ukraine. It was a time of bold experiments and cutting-edge teaching methods, which were based on the national idea of education of a Ukrainian citizen and patriot, but at the same time, all the processes were developed in the pan-European cultural and educational context.

Short periods of the Central Council of Ukraine, the Ukrainian People's Republic, the Hetmanate and the Directory rule caused the transformation of the Ukrainian society and its realization of the need to introduce the idea of national education, where art played a large role. Educational values of this period were directed at understanding the independence of the Ukrainian, their uniqueness, and the national cultural heritage was viewed as an element of the art and pedagogical education. However, political and social conditions in the country hindered the desire of the conscious part of population for total Ukrainization, and the lack of trained teachers, relevant legal basis, necessary textbooks, manuals, visual materials did not at all facilitate fundamental reorganization of the public education system on national basis.

As one of the main sources of formation of the new core axiological landmarks in the education system one can name the First and the Second Ukraine-Wide Teachers' Congresses (1917), which determined the education development concept, and made a decision on introducing the education system rebuilding program in Ukraine, which involved Ukrainization of education, preparing a plan of comprehensive school development, formation of professional education, training new teachers, reorganization of education management and so on.

The government policy of the Ukrainian Central Council, the Ukrainian People's Republic, and the Directory was directed at the clear understanding of the need for national school as the requirement for the education of conscious citizens of Ukraine, capable of building their new independent state. However, tragic historical and political events caused the loss of independence and further development of Ukraine in the system of the Soviet Union policy formation. After the proclamation of the Ukrainian Soviet Socialist Republic in 1919 with the capital in Kharkiv, a new concept of education on all levels was created, the Soviet system of education was formed and its contents got updated.

It is necessary to note that before the 1920s there was no comprehensive multilevel art and pedagogical education just as there was no training of teachers-artists in higher art education institutions. The process of education of the future teachers-artists was to become an absolutely new social phenomenon, which would not copy any methods of the past centuries. That is why the question of building a new system of art and pedagogical education consisted of the following points: creation of the structure of teaching plans and programs; new teaching staff; students that would be capable of pedagogical activities, and creation of the methods of teaching, which would connect the art and pedagogical education with school needs and industry. Transferring students' work to schools was considered to be the best way of reorganizing the education system. Thus, future teachers had to teach not only art, but also give practical knowledge.

With the beginning of the 1930s, higher education institutions opening research and post-graduate departments became widespread and the higher art and pedagogical education was no exception. Educational programs of 1930s were focused on tasks and requirements set by five-year plans, generally systematized and overloaded with a large number of subjects. Even art and pedagogical departments were focused on economic tasks and studied general technical subjects according to the government order. Naturally, the polytechnical focus of the education was a tough challenge for all humanitarian institutions, especially the art ones.

Official government, understanding the importance of the role of art in the formation of people's ideology, continued active formation of the ideological basis with the help of art. No uncontrolled creativity could be allowed; neither could the passion to Ukrainization that was actively promoted in Soviet Ukraine. In order for Ukrainian art to have no solid ground, from the middle of the 1930s Stalin's government started the repressions against intelligentsia, scientists and academics who directed their activity at the creation of national and cultural values.

The Ukrainian pedagogical science suffered terrible damage. Nearly 300 professors and academics were repressed, research pedagogy departments were eliminated, and the Research Institution of Pedagogy was almost wiped out. Most research and pedagogical institutions functioned in the constant cleansings and restructurings.

Implementation of the 1934 art reform and the educational program of the Russian Academy of Arts, one for all Soviet republics, can be considered one of such restructurings. After that the higher art and pedagogical education in Ukraine was, in fact, destroyed, but it did not cease to exist, as it was transformed according to the new requirements: the teachers for the higher art education institutions were chosen from their graduates. Training of the future teachers with higher education was performed in postgraduate departments and research departments of higher art education institutions, where they gained practical knowledge and formed skills for teaching art subjects. Art teachers for schools were trained only in secondary education institutions.

The new vector of the academic education system led to a review of the program and educational plan content, as well as to the restructuring of the methods of teaching. Starting from the mid-1950s Ukrainian education system gained momentum and started making more young teachers. Axiological landmarks of this period were based on the main principles of academic teaching, the search for effective methods of training the future teachers and teaching painting in schools. The education process was now viewed in a complex of one's ideological education, formation of their creative thinking and mastering the professional realistic art, which was learned by deep study of the nature.

As a result of thorough scientific and methodological work and expanding the educational tasks, Painting in schools was replaced by Fine Arts.

Major experimental work led to the expansion of methodology in the system of art and pedagogical education. For the first time, not only in USSR, but also abroad, the decision was made to prepare special methodologically justified textbooks on all art subjects in order to update the educational process.

At the beginning of 1980s there was already an extensive network of art faculties and departments in the pedagogical institutions of Ukraine, where students learned using comprehensive education plans and programs. The facilities and educational basis for teaching art subjects gradually got stronger in the most of the pedagogical institutions, and teachers became freer in their interest in the pedagogical achievements of the Eastern Europe colleagues.

The axiological landmarks were directed at renewing the national culture, the human values of the world culture, a thorough study of the history of pedagogy and psychology. Special attention was given to the system of aesthetic education of the students; the role and value of the

faculties in the system of cultural education of future teachers were increased, a variety of seminars were held, ways of improving professional and pedagogical training of the teaching staff were determined, innovative ideas of the advancement of pedagogical mastery were developed, and the research character of the educational process was strengthened.

Conclusions of the research. *Most of the reforms that were initiated by the Soviet government carried odious ideas of the Communist Party leadership, which did not contribute to the development of art and educational field and the educational sector in general. Permanence of art and pedagogical education in the Ukrainian educational space does not fully reveal the main mission of the teacher-artist, which is not limited to the tasks of professional competence of teachers. The formation of the need to communicate with true art, the development of artistic taste, high aesthetic rigor and the independence of judgment – these all are further particular areas of activity that help the formation of values in art and education.*