

DOI 10.36074/logos-10.12.2021.v3.02

METHODOLOGICAL PRINCIPLES OF THE RESEARCH OF THE PRIMARY EDUCATION DEVELOPMENT IN UKRAINE IN THE SECOND HALF OF THE 20TH – AT THE BEGINNING OF THE 21ST CENTURIES

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The modern development of the historical and pedagogical science in Ukraine is marked by the multiple approaches in determining the methodological principles of the research: source study, historiographical, systemic, structural, functional, chronological, logical, historical, synergetic, paradigmatic, anthropological, culturological, axiological, civilizational, stage-formation, holistic, hermeneutic, etc. The organizational and pedagogical principles of primary education in Ukraine in the second half of the 20th – at the beginning of the 21st centuries, which are the peculiarities of the subject of our study, necessitate the use of such approaches as:

- *source study* – gives the opportunity to identify, systematize and analyze different types of sources, which highlight the development of primary education within the determined chronological boundaries;
- *historiographical* – helps to identify the state of the problem in historical and pedagogical science; systematize and analyze the historical and pedagogical works, in which the specified problem is covered from different methodological positions;
- *systemic* – provides the consideration of primary education as a part of general secondary education and at the same time as a separate system and its components;
- *synergetic* – allows us to compare and show the dynamics of the primary education development as a multifaceted phenomenon under the influence of various factors and conditions within the certain chronological boundaries and in certain periods;
- *culturological* – gives the opportunity to consider the development of primary education in a particular socio-cultural environment; allows us to trace the assimilation of the cultural standards in the Soviet times for different nations and nationalities (who lived in Ukraine) and its impact on the educational process in primary school; a clash of class and human, national and personal values in the process of teaching and educating primary school children;
- *paradigmatic* – allows us to trace the change of the educational paradigms within the certain chronological boundaries and their impact on the primary education system, compare them with previous and subsequent educational paradigms; comprehend the transformation of the goals, objectives, values, principles, organization of primary education, its content, educational process in primary school, methods, tools and forms of organization of education, control and assessment of the primary school children's learning outcomes in different historical periods;

– *axiological* – gives the opportunity to identify the pedagogical ideas about the values of primary education, to reveal its role in the formation of a system of the primary school children's values; to trace the transformation of value orientations in different societies (totalitarian and democratic).

The outlined methodological approaches allow us to conceptualize the scientific ideas and views on the history of primary education in Ukraine as a complex and dynamic pedagogical reality and to determine the guidelines in the historical and pedagogical study of this phenomenon.

References:

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