

PROBLEMS OF MORAL EDUCATION TECHNOLOGIES AND METHODS IMPLEMENTATION IN PEDAGOGICAL THEORY AND PRACTICE OF POLAND AND UKRAINE

Abstract: A comparative analysis of the implementation of the theoretical bases and the practice of moral education technologies and methods in Polish and Ukrainian pedagogy has been conducted in the article. Points of view of Polish and Ukrainian scientists concerning the interpretation of basic terms have been produced. Moral education technology in Ukrainian pedagogical science is a moral education system. In Polish educational science, this technology is the strategy of moral education. It has been determined that in the Polish and Ukrainian pedagogical sciences the technology of moral education is considered to be a wider concept than the method and the methodology. Criteria for moral education technologies have been determined. The importance of educational diagnostics to the development of moral education technologies has been shown. The causes of the weak development of moral education technologies have been cleared up. Prospects for the use of positive ideas in modern educational and moral space have been revealed.

Key words: moral education technology, method, strategy of moral education, moral education system, educational diagnostics

Introduction

Moral education of children and young people is one of the most difficult and at the same time important processes of human activities. Social and political, economic, educational and other factors which directly influence its development complicate the achieving of planned results of teacher's moral education work with a pupil. Thus, it is important not only to improve teacher training to effectively implement the work of moral education, but also to improve educational and moral conception of the state directed to the increase of the effectiveness of the processes of moral education organization in educational institutions.

The use of technologies and methods of the implementation of the moral education process is one of urgent problems of moral education. However, at the current stage, the interpretation of these concepts in national and foreign educational theory and practice is somewhat different. Simultaneously, there is a significant difference in types of moral education technologies that are implemented in educational institutions of Ukraine and foreign countries. Their comparative analysis can promote the detection of prospects of positive ideas used in modern educational and moral space. It is reasonable to consider moral education technologies of educational institutions in Poland and Ukraine, as these countries have common historical roots, and close geographical location. Moreover, moral

education problems are very important for them. In each of these countries the number of psychoactive substances abuse among children increases, threatening phenomena in the youth environment, especially aggression, apathy and so on, that occur. Thus, the choice of technologies for achieving moral education aims is the urgent task of educational institutions.

The terms “moral education technology” and “moral education methods” are interpreted in numerous Polish research (Krzysztof Konarzewski, Marian Nowak, Angelika Paszkiewicz, Andrzej de Tchorzewski), as well as national scientists (Ivan Bech, Anton Makarenko, Svitlana Sysoieva, etc.). Technologies of moral education process are described in several textbooks and manuals authored by Alevtyna Kiktenko, Mariia Kryvko, Olha Luibarska, Andrii Nisimchuk, Oleh Padalka, Olena Piechota, Liudmyla Romanyshyna, Ivan Smoliuk, and Oleksandra Yankovych. Educational and, especially moral education, technologies are the subject of much research of Russian scientists (Viacheslav Guzeev, Mikhail Klarin, Herman Selevko, etc.).

However, moral education technologies of educational institutions, especially of higher education pedagogical institutions, have not been cleared up enough by either Polish or national scientists. Theoretical bases of moral education technological processes also have not been grounded enough.

Theoretical framework and research methods

The cognition theory has its dialectical principles of interrelation and interdependence of the regularities and phenomena of objective reality; moral education technology meets the requirements of the main principles of system, active, competence, praxeological and humanistic approaches; interiorisation theory, on the basis of which the algorithmization of actions as the necessary feature of pedagogical and moral education technology is formed, are the theoretical and methodological framework of the research. Ideas of Dmytro Alfimov, Marian Nowak, Angelika Paszkiewicz, Herman Selevko, and Oleksandra Yankovych, which are about the essence of moral education technologies as moral education systems and moral education strategies, are also the theoretical bases of research.

In the process of this research, the complex of complementary methods has been used:

- search and bibliographic method, by means of which the systematization of library catalogues, printed sources as to the problems of the conceptual framework, the structure of moral education technologies;
- contrastive and comparative analysis of the literature, by virtue of which the study of the researched problem has been made; the comparison of interpretations, the structure and functions of educational (moral education) technologies in foreign and national pedagogy has been done;
- interpretation and analytical method, which involved the interpretation, comparison, systematization of facts from the scientific literature, and summary.

Results

There is no unambiguous interpretation of the term educational (moral education) technology in Ukrainian pedagogical science. More than 300 definitions of the term

are known. Moral education technology is considered a part of pedagogical, and that, in its turn, is a narrower concept than educational. According to scientists (Liudmyla Burkova, Olena Piechota, Liudmyla Romanyshyna, Oleksandra Yankovych, etc.), educational technology reflects the strategy of educational development, and pedagogical technology embodies the tactics of its implementation. The main criteria of educational (moral education) technologies are the following: diagnostics, algorithmic, reproduction, systemic, effectiveness, etc. (Сазоненко 2000, p. 32). According to the approaches to the definition of the term “educational technology”, moral education technology can be interpreted as a moral education system, the constituent parts of which are the following: aims, the content of the technology, procedural components (forms, methods and means of interaction between the teacher and pupils), diagnostic tools, and the result that meets the defined aim; as the modern means of education; as a project (model) of moral education process; as a branch of scientific knowledge; as any educational innovation (ЯНКОВИЧ, РОМАНИШИНА& БОЙКО 2013).

Thus, Ukrainian scientist Dmytro Alfimov affirms that moral education technology is a strictly substantiated system of pedagogical means, forms, methods, their phasing, and aiming at the solution of the specific moral education task. Each task has an adequate moral education technology. Changing the task leads to changing the technology (Алфімов 2011).

Scientists write that the moral education technology is optimally expedient sequence of approaches in work with pupils.

Personality-oriented moral education (Ivan Bekh), technologies of children’s team forming (Anatolii Lutoshkin, Anton Makarenko, Yevhen Stepanov), of cooperative creative moral education (Ihor Ivanov), and others are the most famous moral education technologies of educational institutions.

Wider (at the state level, especially the educational and moral conception of the state) and narrower (at the level of the educational institution or separate class team) technologies are distinguished in Ukrainian pedagogical science. Russian scientist Herman Selevko differentiates four levels (hierarchical classes) of pedagogical technologies: metatechnologies (social and political level); branch macrotechnologies (general pedagogical and general methodical level); module-local mesotechnologies (narrowly methodical level); microtechnologies (contact and personal level) (Селевко 2006, p. 63).

Thus, the moral education strategy of the state can be considered as the moral education metatechnology, and the moral education strategy of the educational institution – as the macrotechnology. Mesoeducational technologies (technologies of educational institutions), for example, the formation of the class team, moral education of spirituality, health keeping and health forming technologies, pupils’ self-education, and others are developed at the current stage in pedagogical theory and practice of Ukraine.

It should be mentioned that “moral education technologies” (broader term) and “technologies of moral education” (narrower term) exist in Ukrainian pedagogy. There is no such differentiation in the pedagogy of foreign countries.

In Polish pedagogical theory and practice, the term “technology of moral education” is less common than in Ukrainian. It is usually considered as moral education strategy. Polish scientist Marian Nowak, based on Krzysztof Konarzewski’s approaches, interprets the term “technology of moral education” as pedagogical projection – planning the changes in the pupil in the process of moral education in accordance with the defined

aims (Nowak 2008, p. 449). However, he writes that some moral education theoreticians interpret this concept more widely. In particular, Andrzej de Tchorzewski determines this definition as the implementation of the main ideas which arise from the theory of moral education (Tchorzewski 1987, p. 156). In this sense, the technology of moral education is a wider concept than the method or methodology. Polish researcher Angelika Paszkiewicz concurs with this statement. She suggests that the technology of moral education determines the scientific bases of personality's moral education art; thus, it is a branch of scientific knowledge about the process, bases, techniques, methods and means of moral education, as well as those conditions of its effectiveness, which ensure moral education skills (Paszkiewicz 2001, p. 22). In fact, this definition coincides with the interpretation of term "technology of moral education" used by Ukrainian scientists, who affirm that moral education technology is a strictly substantiated system of pedagogical tools, forms, methods, their phasing, and direction for achieving the aim (Алфімов 2011).

Technology as a strategy of moral education in Polish pedagogy is often interpreted and understood in two ways:

- as the general bases of the moral education process, substantiated on the basis of the conception of moral education;
- as the interaction between teachers and pupils, connected with the implementation of the leading idea of the moral education process (Nowak 2008, p. 451).

Polish researchers consider three strategies of moral education: forming, searching and open. The first strategy is based on the traditional conceptions of moral education, in which attention is focused on the direct and indirect authority over the pupil. Educators and parents, taking an active position, pass on moral education traditions to children.

The second strategy is the "staying with the pupil". It is based on the conceptions that organize the moral educational influences, and means the dialogues between the pupil and the teacher. The pupil has the opportunity of choice and change implementation. The aim of these influences is to achieve more thorough knowledge, better understanding of pupils by themselves and the surrounding world, and more effective activities.

The open strategy involves not leaving the pupil by himself, making mutual efforts to avoid defeats, cooperation in order to reach a compromise, diversion from punishments and encouragement and the pupil's gradual accompaniment to the achievement of success in that kind of activity that he chose by himself, and the maximum involvement of both partners to the summarizing of the moral education process (Nowak 2008, p. 451-452).

Thus, in Polish pedagogical theory and practice, moral education technology is the strategy of moral education (in Ukrainian pedagogical science, moral education educational strategy is also metatechnologies and macrotechnologies), which includes forms, methods and means of interaction between teachers and pupils. Cooperation of parents, teachers and pupils lies even in the definition of the technology as the strategy, and the attention is focused on the necessity for the child to achieve success. However, models of forming pupils' specific moral education skills (mesotechnologies) are interpreted as methodologies by Polish scientists. In addition, the attention is focused on the techniques (methods) of brainstorming, group work, etc., which may be parts of the technology.

The interpretation of the term "moral education method" in pedagogical theory and practice of Poland do not differ from the term fixed in the scientific sources of Ukraine. This is the method of joint activities of teachers and pupils. In Polish theory, it is also

the way of thinking, the way of conducting scientific research. Krzysztof Konarzewski defines moral education methods as the repeated actions that contribute to the objectives achievement (Nowak 2008, p. 440).

The interactive methods “Aquarium”, “Carousel”, etc., as well as methods of dramatic improvisation, relaxation training, music therapy, and theatre therapy, can be found in the educational process of Polish educational institutions. These methods are also implemented in the Ukrainian pedagogical practice (Nowak 2008, pp. 457, 459). Besides those, active methods of moral education (“Seasons”, “The Mood Barometer”, “Look for Someone, Who”, “The Letter to You”, etc.), methods involving ideal, objectification of evil, drama, solving conflict without defeat or two winners, discussion “Empty Chair” are implemented in the process of moral education in Poland. It is reasonable to implement these methods in the moral education practices of other countries.

Diagnostics is considered to be one of the main criteria of pedagogical (moral education) technology by Ukrainian scientists (Olena Piechota, Halyna Sazonenko, Svitlana Sysoieva, and others). Teachers determine whether the result meets the defined aim of the technology by means of methods of educational diagnostics (observation, questionnaire, testing, expert evaluation, etc.). However, at the current stage educational diagnostics is well developed in educational activities (knowledge checking). Concerning moral education, the diagnostics of obtaining specific personality’s qualities or the team’s unity is insufficiently developed. This is one of the reasons that the very existence of moral education technologies is questioned in Ukrainian pedagogical science from time to time.

But in Polish and Ukrainian pedagogy, considerable attention is given to the development of educational diagnostics. A variety of techniques, in which it is possible to determine the state of moral education in the educational institution, are described in the educational literature. Analysis of normative documents concerning form masters in both countries gives reasons to affirm that more attention is given to diagnostics and therapy in the educator’s work in Poland’s comprehensive schools. Form master is an educator, and advisor, and tutor.

Moral education mesotechnologies, especially cooperative creative affairs, class team forming, etc., are more developed in Ukrainian pedagogical science (Янкович, Романишина& Бойко 2013). However, despite the lack of such technologies in Poland’s pedagogy, pupils together with parents and teachers implement socially significant projects in the community of children and adults.

Analysis of scientific literature in Ukraine gives reasons to affirm that the tempos of the development of moral education technologies at the current stage are much slower than educational or ICT (Янкович, Романишина& Бойко 2013). The same problem exists in Poland.

Ukrainian scientists identify, except for the lack of the accordance with the diagnostics criterion as an intuitive approach to solving the problems of moral education, the complication of their solution as the cause of the weak development of moral education technologies. In particular, scientist Dmytro Alfimov focuses attention on it. He states: “The current pedagogical theory “ripens” to the technological approach in moral education, recognizes its rationality and appropriateness, but it is still far away to the development of the moral education technology, based on which every teacher would be able to form an ideal personality. The problem is not just in that the majority of teachers have not diverged

from the intuitive solution of moral education tasks, but also in the complication of the moral education process. In contrast to the industrial processes, which have consecutive operations, the personality's qualities are formed not one after another, but as a complex in the moral education process. It is not possible to form the personality by the efforts of different educators who possess some "technological operations". Personality can be created only by a personality. Therefore, the teacher, based on the general technology, should carry the moral education process from the beginning to the end. Certainly, the educator herewith will always show individual skills' (Алфімов 2011).

Thus, the substantiation of new moral education technologies as moral education systems or as the interaction between teachers and pupils, connected with the implementation of the leading idea of the moral education process; the development of educational diagnostics that enables the measurement of the accordance of the results in light of the defined aim are the prospects of further development of education technologization.

Conclusions

The implementation of moral education technologies and methods is one of the effective ways of cardinal improvement of moral education in educational institutions. There is a significant difference in the interpretation of the term "moral education technology" in pedagogy of Poland and Ukraine. The main approaches to the interpretation of this term in Ukrainian pedagogical science are the following:

- moral education system, which consists of the aim, content of the technology, procedural component, and the result;
- the project (model) of moral educational process, in which the accordance of the result to the defined aim is determined;
- any innovation in moral education.

In Polish pedagogy, the technology of moral education is first of all an educational strategy that is understood in two ways: as the basis of moral education process substantiated on basis of the moral education conception, and as the interaction between teachers and pupils, associated with the implementation of the leading idea of the moral education process.

Development of diagnostic tools for the verification of the accordance of the result to the defined aims of the technologies; substantiation of new moral education technologies for the development of pupils' teams and forming of pupils' moral education qualities are the prospects of genesis of moral education technology in Ukraine and Poland.

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PROBLEMY TECHNOLOGII EDUKACJI MORALNEJ I METODY ŁĄCZENIA TEORII Z PRAKTYKĄ W PRAKTYCE WYCHOWANIA MORALNEGO W POLSCE I NA UKRAINIE

Streszczenie: W niniejszym artykule przeprowadzono analizę porównawczą koncepcji teoretycznych oraz praktycznych technik i metod oddziaływania w zakresie wychowania moralnego, które proponuje się współcześnie w pedagogice polskiej i ukraińskiej. Zaprezentowano zróżnicowane punkty widzenia teoretyków obu narodowości zajmujących się podstawami wychowania moralnego. W ukraińskiej myśli pedagogicznej technologie wychowania moralnego stanowią spójny system edukacji moralnej. W przeciwieństwie do tego technologie te są rozpatrywane w Polsce jako strategie. Wskutek tej różnicy w polskich i ukraińskich naukach o wychowaniu uważa się, że pojęcie „technika edukacji moralnej” jest szersze niż terminy „metoda” i „metodologia”. Poza tym autorka artykułu określiła kryteria właściwe dla technik edukacji moralnej, wskazując na znaczenie diagnostyki oświatowej dla rozwoju tychże technik. Zwróciła przy tym uwagę na przyczyny niedostatecznego wykształcenia się technik edukacji moralnej i wskazała na wyzwania stanowiące perspektywy ich przyszłego rozwoju.

Słowa kluczowe: techniki wychowania moralnego, metoda, strategia edukacji moralnej, system edukacji moralnej, diagnostyka edukacyjna

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