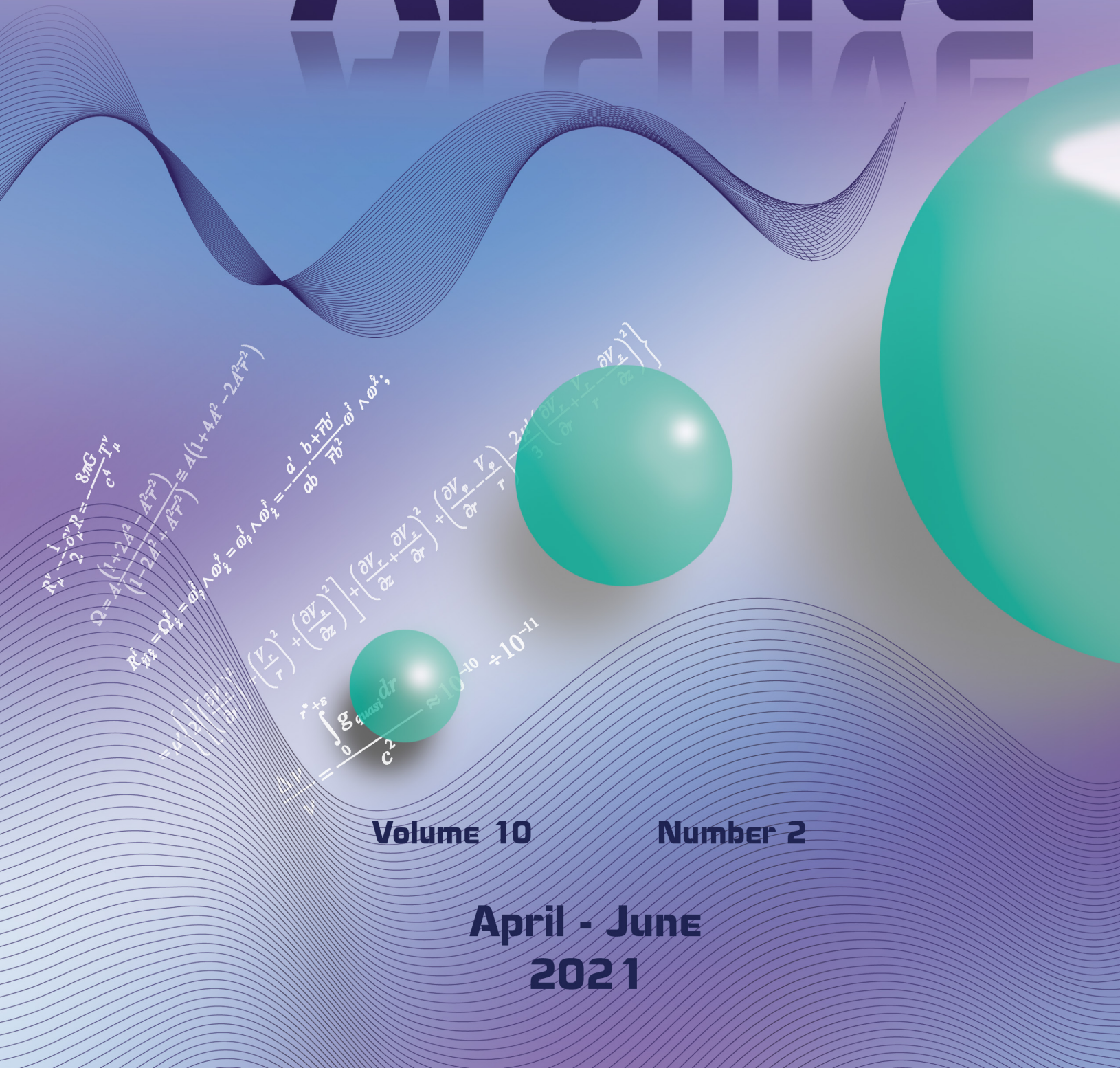


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Pedagogical and Social Significance of Historical Local Lore in Modern Institutions of General Secondary Education and Institutions of Higher Education

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Abstract

The article examines the pedagogical and social significance of historical local lore in modern general secondary education and higher education institutions. The authors conclude that the study of various aspects of life in the region needs constant search and improvement. It should go beyond established schemes and models, be guided not by biased views, prohibitions and prejudices, but use a wide range of opportunities to better solve the problem. Modern teaching methods must involve all the creative potential of the individual. Historical local lore is the academic discipline that allows to reveal the creative potential of the researcher, to form him as a future scientist, active citizen, creator of the future of his land.

Key words: historical local lore, pedagogy, historical education, educational process, general secondary education institutions, higher education

Prospects for the development of the Ukrainian state require advanced updating of the tasks and content of education in order to create conditions for the formation of an educated, creative personality of a citizen – a patriot, capable of innovative activities in various spheres of public life.

Historical local lore plays an important pedagogical role in the moral, aesthetic and patriotic education of young people. It is an integral part of historical education in both general secondary and higher education. The own observations of young researchers of life, work, life

of the population take them outside the classroom, outside the classroom or audience, expand their worldview, sphere of interests, develop observation, encourage thoughtful attitude to social phenomena. After all, local lore itself makes the general concrete, figurative, emotional, conscious. Not so much the results of historical and local lore research as their educational value are of priority importance in the general secondary education institution. Instead, the graduate needs to instill the skills of scientific historical and local lore research. This will help young people to establish a connection between historical and local material. Therefore, the development and improvement of methods of historical and local lore research is and will remain an extremely important task.

Prominent Ukrainian teachers emphasized the expediency of using historical local lore in the educational process. The founder of the People's National School in Ukraine Kostiantyn Ushynskyi believed that the main task of the school is to educate students in the spirit of love and devotion to the people, and therefore it is necessary to use local lore material – "history of their immediate homeland", which laid the foundations of school history. Prominent Ukrainian teacher Sofiya Rusova stressed that local history work at school unites almost all school subjects, all separate sciences into one complex: history, geography, natural sciences, language, literature, arithmetic, geometry, art, economics, folklore. Among modern Ukrainian researchers, J. Zhupanskyi, V. Krul, M. Kostrytsia, V. Horbyk, P. Skrypnyk, V. Badyak, J. Serkiz, S. Zarembo, R. Mankovska and others were engaged in scientific understanding of the problems of local lore. Under the auspices of the National Union of Local Historians of Ukraine (chairman Academician O. Reyent) a team of authors from different regions of the country prepared a textbook for students called "Fundamentals of Local Lore" (Kyiv, 2016).

Local lore disciplines are now optionally studied in almost all general secondary education institution. Some of them are provided with methodical manuals, such as the general secondary education institution of the Mykolaiv region – the manual "History of the native land: Mykolaiv region" [1] and others. However, an extremely wide range of issues related to various aspects of life in the region puts before teachers the task of constantly expanding research topics, discovering new areas, improving the methodology of scientific research and teaching.

The modern concept of local lore education should proceed from its essence as a socio-cultural phenomenon, and, consequently, as a field of scientific and practical activities designed to study and regulate the process of social formation of the subjects of a particular society.

Adequate scientific substantiation and theoretical development of methods of assimilation and creative processing of socio-cultural experience is possible under the condition of deep systematic study of components of local lore (geographical, historical, literary, artistic) and active use of achievements by advanced pedagogical experience.

The study of geographical local lore is important for a correct and complete assessment of its current and prediction of future development, because for students the immediate socio-cultural environment is a starting point on the way to learning about the natural and economic features of their country, the world as a whole.

Geographical and historical local lore at the level of territorial (spatial) organization of a certain society "territory – time – man" helps to reveal the most important patterns and causal relationships in the natural environment, creates optimal conditions for the introduction of elements of scientific research aimed at studying natural and socio-economic features of the native land, identifying economic problems of their locality, understanding the results of knowledge of the native land, reflecting the surrounding reality in the unity of relations between natural and sociocultural objects.

Literary and artistic local lore has a powerful educational potential, as it distinguishes the category of the ideal (model) of life. The study of the sociocultural environment at the level of the native land – Motherland – the world is marked by a powerful educational potential, in particular, we pay attention to personalities, whose activities become extremely important for the formation of future citizens. The orientation of the educational ideal of Ukrainian folk pedagogy on the recognition of the unique value of each individual, on the rise of a full individual with his self-knowledge and full affirmation of his "I" corresponds to the national nature of the Ukrainian child and gives optimal results in its development.

Thus, the defining values are those that reflect the essence of the national community, create a habitual living space for the individual, serving as a factor of self-determination of a member of the community who identifies with it, and therefore focuses on national values in determining their own way of life. Areas of life, from which gradually crystallizes its social, civic orientation.

Social and aesthetic ideal is expressed in all arts of national culture in the form of artistic images, through which social ideas, moral norms, aesthetic values of society are transformed

into the personal experience of a person who accepts these images in the organic heritage of his character.

Local lore education is given a special role in reviving the national mentality of the country. In the renewed paradigm of education, the main factor of ethnicization in modern conditions of society transformation is the system of traditions of the Ukrainian people, which harmoniously combines customs, rites, rituals, holidays, labor and aesthetic tastes, ideals, certain moral norms, rules of conduct, elements of spiritual and material heritage. preserved, developed and transmitted over the centuries, organically inscribed in the age-old principles of existence of the native people. Traditions ensure the multiplication of the best culturological qualities of the Ukrainian people, its emotional and sociocultural features, provide the process of reproduction in the next generations of the best qualities and traits that were developed and tested by the Ukrainian people during its development, direct the young generation to personally and socially useful way of self-improvement , the formation of its value priorities.

Thus, the study of regional sociocultural reality allows not only to study the archaic components of past culture (which, of course, is important for solving the problem of ethnogenesis, culturogenesis, mentality, worldviews), but also to outline modern processes of its transformation, to provide effective approaches to preserving the identity of the ethnos, to warn against the critical risk of creating a technocratic and consumer society.

We consider national and cultural traditions in a genetic connection with universal values, affirming their universal significance. The historicity of traditions allows us to unite the past and the future, to integrate a certain community of people into a highly developed modern nation, and only then – into a progressive universal community. It is especially important to understand that the concepts of "people", "nation" are based on stable age-old traditions – labor, moral, aesthetic, which form the spiritual culture of the ethnos.

The concept of social and aesthetic educational ideal at the level of the native land – Motherland – world civilization activates the potential of the student's personality, encourages self-regulation in understanding their way of life, the ability to find relationships between life events, generalize their life experience and plan for the future. adaptation of the individual, his integration into society.

Further development of local lore education enables the optimal solution of strategic tasks of reforming national education taking into account its national character, understanding

the role of local lore against the background of socio-economic and cultural development; mastery of the riches of regional culture, its inseparability from the national soil; search for authenticity in order to present their own historical and cultural heritage to the European and world community; organic relationship with the practice of educational experience of the nation and the native land.

The above considerations allow us to interpret local history education as a system of content-theoretical and organizational support of students' learning activities, taking into account the characteristics of a particular region. The optimal educational model of an open democratic society, which affirms the worldviews of national education, harmonizing scientific knowledge and social norms, cultural values and spiritual shrines, is the one that provides intellectual and cultural development, moral education and national identity.

Thus, the study of various aspects of life in the region needs constant search and improvement. Local lore studies not only allow, but also encourage to expand their thinking potential, not limited to logical thinking, apply its varieties such as analytical, conceptual, theoretical, critical, illogical, reflective, visual, symbolic, propositional, mythical, metaphorical, analogous, , lyrical, poetic, practical, focused, concretized, ambivalent, fantasy, etc.

The study of virtually all areas of study of the history of the region has the ability and should go beyond established schemes and models, not guided by biased views, prohibitions and prejudices, and use a wide range of opportunities to better solve the problem.

Obviously, flexible changes are needed both in the curriculum and in the methodological approaches to learning the material. Memorizing a set of answers to pre-formulated questions and being able to put them to the test is not a way to stimulate creative, innovative thinking, and therefore does not meet the needs of our dynamic time.

Modern teaching methods must involve all the creative potential of the individual. In our opinion, historical local lore is the academic discipline that allows to reveal the creative potential of the researcher, to form him as a future scientist, active citizen, creator of the future of his land.

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