

РОЗДІЛ 7. ТЕОРІЯ НАВЧАННЯ

PRINCIPLES OF EDUCATION IN THE NEW UKRAINIAN SCHOOL

ПРИНЦИПИ НАВЧАННЯ В НОВІЙ УКРАЇНСЬКІЙ ШКОЛІ

The article reveals the key principles of the New Ukrainian School (the presumption of a child's talent, the value of a child, the joy of learning, personal development, health, safety), the essence of J.-A. Comenius' didactic principles and their implementation in the current conditions. It is proved that the principles of J.-A. Comenius' teaching remain integral in the organisation and implementation of the educational process of primary school. It is noted that for the first time in the history of didactics, J.-A. Comenius not only pointed out the need to be guided by principles in teaching, but also revealed their essence. The basis of his didactic teaching is based on the following principles: educational nature of learning; connection of learning with life; consideration of age and individual characteristics; visibility; consciousness and activity in learning; systematicity and consistency; strength of knowledge, skills and abilities; accessibility of learning. A comparative analysis of the interpretation of the principles of learning by J.-A. Comenius and the national didactician O. Savchenko is carried out. The article describes the educational components of the speciality 013 Primary Education, in particular "Didactics", "Partnership Pedagogy", methods of teaching educational branches, by studying which students get acquainted with the principles of education, their essence, and rules of implementation. Studying partial methods, students get acquainted with the specific principles that are implemented when students study academic disciplines. The main focus is on the educational component "Methods of teaching the natural sciences. Methods of teaching civic and historical education". Studying it, students get acquainted with the principles of local history and seasonality, which are implemented in the lessons "I Explore the World" in primary school. The author substantiates the statement that the principles of learning are revealed through rules, used with regard to specific didactic conditions, including the age of the student, the specifics of the educational material, and the purpose of studying the material.

Key words: New Ukrainian School, educational process, principles of learning, rules of learning, educational components of the speciality "Primary Education".

У статті розкрито ключові принципи Нової української школи (презумпція талановитості дитини, цінність дитини, радість пізнання, розвиток особистості, здоров'я, безпека), суть дидактичних принципів Я.-А. Коменського та їх реалізація в умовах сьогодення. Доведено думку про те, що принципи навчання Я.-А. Коменського залишаються невід'ємними в організації та здійсненні освітнього процесу початкової школи. Зазначається, що Я.-А. Коменський вперше в історії дидактики не тільки вказав на необхідність керуватися принципами в навчанні, а й розкрив їх сутність. Основу його дидактичного вчення становлять такі принципи: виховуючий характер навчання; зв'язок навчання з життям; урахування вікових та індивідуальних особливостей; наочності; свідомості й активності в навчанні; систематичності і послідовності; міцності знань, умінь і навичок; доступності навчання. Здійснено порівняльний аналіз тлумачення принципів навчання Я.-А. Коменським і вітчизняним дидактом О. Савченком. У статті зазначені освітні компоненти спеціальності 013 Початкова освіта, зокрема «Дидактика», «Педагогіка партнерства», методики навчання освітніх галузей, вивчаючи які, здобувачі освіти знайомляться з принципами навчання, їх суттю, правилами реалізації. Вивчаючи часткові методики, студенти знайомляться зі специфічними принципами, які реалізуються під час вивчення учнями навчальних дисциплін. Основна увага зосереджується на освітньому компоненті «Методика навчання природничої освітньої галузі. Методика навчання громадянської та історичної освітньої галузі». Вивчаючи його, студенти знайомляться з принципами краєзнавчості та сезонності, які реалізуються на уроках «Я досліджую світ» у початковій школі. Обґрунтовано твердження про те, що принципи навчання розкриваються через правила, використовуються з урахуванням конкретних дидактичних умов, зокрема віку учня, специфіки навчального матеріалу, мети вивчення матеріалу.

Ключові слова: Нова українська школа, освітній процес, принципи навчання, правила навчання, освітні компоненти спеціальності «Початкова освіта».

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Statement of the problem in general terms.

The socio-political and economic processes taking place in our country require a new pedagogical vision of the problems of the national education system. The new Ukrainian school is called upon to develop a democratic culture, to form the competences necessary for living in a European society – possession not only of a certain amount of knowledge, but also the ability to critically comprehend it, use

it productively and replenish and enrich it on one's own. Primary school plays a significant role in solving these problems. It is the first stage in the development of intellectual capabilities, the formation of students' creative abilities in learning, which is impossible without the implementation of learning principles in the classroom. Therefore, it is important to have a constructive, critical and creative understanding of both the national positive educational experience

of the past and the achievements of other nations. This enriches modern pedagogy with new facts and theoretical positions and encourages the study of the pedagogical heritage of the past. The pedagogical work of J.-A. Comenius is a great contribution to the world pedagogical science.

Analysis of recent research and publications.

The figure of the prominent Czech thinker J.-A. Comenius, his life and work have been the subject of special studies by many generations of scholars. To date, a lot of scientific research has been carried out, which examines various aspects of the pedagogical activity and work of J.-A. A. Comenius: pedagogical ideas and biography of the Czech thinker – D. Chyzhevskiy, scientific heritage of J.A. Comenius in the historical dimension – V. Fediaieva, religious and philosophical views – V. Luchkevych, development of children's personality – O. Zamashkina, Christian education – D. Skilskyi, social education – A. Malko, formation of pedagogical thinking of future teachers – V. Boychenko, comparative analysis of pedagogical ideas of J.-A. A. Comenius and K.D. Ushynskiy on the problem of physical education of children – S. Marchuk and others.

Identification of previously unresolved parts of the general problem. Despite a sufficient number of scientific studies on the didactic principles identified and substantiated by the Czech educator J.-A. Comenius, the issue of their implementation in the process of teaching junior pupils, in comparison with the key principles of the New Ukrainian School, remains relevant today. Modern challenges of society require constant updating of the educational process in the NUS.

The purpose of our article is to analyse the key principles of the New Ukrainian School; to reveal the essence of J.-A. Comenius' teaching principles; to prove that J.-A. Comenius' didactic principles remain integral to the organisation and implementation of the educational process in the New Ukrainian School.

Presentation of the main research material.

Today, the New Ukrainian School is based on the following principles of organising the educational process: the presumption of a child's talent (ensuring equal access to education, prohibition of any form of discrimination); the value of the child (compliance of educational requirements with the age characteristics of the child, recognition of his or her rights to learn through activities, including play); the joy of learning (organisation of the cognitive process that will bring joy to the child, limiting the amount of homework to increase the time for the child's physical activity and creativity; use of research and project work in the educational process); personal development (support from the teacher, development of independence, independent thinking, self-respect, self-confidence in the child); health (formation of a healthy lifestyle and creation of conditions for the child's physical and

psycho-emotional development); safety (creation of an atmosphere of trust and mutual respect; turning the school into a safe place for the child) [2].

The pedagogical axiom of the NUS is the principle of natural correspondence, which implies that a child's actions in education and upbringing are in line with his or her nature, developmental patterns, inclinations, abilities and interests. Along with them, the ideas of J.-A. Comenius on the principles of learning and their implementation through rules remain important. They define the content, organisational forms and methods of school work. The teacher should build learning in such a way that it is accessible, visual, scientific, and take into account the age and individual characteristics of students.

For the first time in the history of didactics, J.-A. Comenius not only pointed out the need to be guided by principles in teaching, but also revealed their essence. His didactic teaching is based on three most important principles: the educational nature of learning; the connection of learning with life; and consideration of age and individual characteristics. These principles remain important in the implementation of the learning process in a modern primary school.

Thus, the principle of linking learning to life implies that learning is conditioned by the needs of a democratic society for a fully and harmoniously developed personality. It also takes into account the natural connection of the learning process with the processes of upbringing and development in a holistic pedagogical process. Only a fully and harmoniously developed personality, i.e. an educated, morally upbringing, psychologically and physically perfect personality, can most successfully participate in public life and state-building. Didact O. Savchenko highlighted the principle of interconnection between learning and development, which involves the purposeful development of cognitive and creative capabilities of the student's personality in various activities, stimulation of his/her cognitive needs by various means [4, p. 86].

Implementation of the principle of linking learning to life is of great ideological importance, as it promotes the acquisition of knowledge about the relationship between science and practice. The essence of this principle is to use students' life experience in the classroom, to reveal the practical significance of knowledge, and to apply it in practical activities. This principle implies a close connection between learning and productive work. Students are introduced to various industries, socio-economic and legal relations in society. To strengthen the connection of learning with life, it is useful to use the media, watching TV programmes, listening to scientific and educational radio programmes, etc.

The principle of connecting learning with life is based on epistemological, sociological, general

pedagogical and psychological laws. In his work "Great Didactics", A.-J. Comenius noted: "It is necessary to teach only that which is of significant benefit both in the present and in the future life, and even more so in the future" [3, p. 247]. And then the reformist teacher continues: "if something is required to be informed to young people, it must be of substantial benefit in the present life" [3, p.247]. In implementing the principle of linking learning to life, the following rules should be followed:

- to emphasise to primary school students that becoming educated and well-mannered is the most important human necessity;
- there should be a mandatory connection between knowledge and life;
- the knowledge and life experience of pupils should be taken into account.

Substantiating the principle of taking into account age and individual characteristics, J.-A. Comenius emphasised that "children should be engaged only in what corresponds to their age and abilities, as well as what they themselves aspire to" [3, p. 244]. According to the Czech teacher, the learning process will be successful when students are not given age-inappropriate material. "Children are abused when they are forced to do something that they have not yet reached either by age or mental development", wrote J.-A. Comenius in his work "Great Didactics" [3, p. 244]. This condition remains relevant today.

In his didactic teachings, J.-A. Comenius substantiated the following general principles of learning: consciousness and activity in learning; systematicity and consistency; strength of knowledge, skills and abilities; accessibility of learning; and visibility. The principle of consciousness and activity implies conscious, deep and thorough learning of knowledge, skills and abilities: "Everything that pupils have to learn should be presented to them and taught so clearly that they have it in front of them like their own five fingers" [3, p. 245]. In a modern primary school, this principle implies the widespread use of problem-based learning methods, the involvement of all mental processes of pupils that contribute to the activation of their cognition. Students should be active participants in the learning process, gaining not only solid knowledge, but also beliefs and skills in learning activities. Teachers are faced with the task of transforming a student from a passive object of education and upbringing into an active subject, and of activating students in the learning process. An important indicator of consciousness in the learning process is the desire of students to answer questions, correct mistakes of their friends, and complete problematic tasks faster and more thoroughly. In order to implement the principle of consciousness and activity, teachers should: teach students to ask questions, not just give answers; find ways to solve problems with students; and offer

students to analyse their activities in the learning process.

The principle of systematic and sequential knowledge requires that students acquire systematic knowledge in a certain logical and methodical sequence: "All classes should be distributed so that the next one is always based on the previous one, and the previous one is strengthened by the next one" [1, p. 134]. If the principle of systematicity and consistency is implemented, knowledge, skills and abilities should be acquired and formed in a system, in a certain order, when each element is logically connected with the others, the next one builds on the previous one, prepares for the acquisition of a new one. Systematicity and consistency allow to achieve high results in learning in a short period of time. This principle is primarily implemented in the content of programmes and textbooks. Comenius' advice on the unbroken sequence of knowledge should be a key theme in every lesson in primary school.

The principle of the strength of knowledge, skills and abilities implies a deep, conscious assimilation of knowledge and the development of practical skills: "Everything that is taught, correctly perceived by the mind, should also be fixed in memory... And only what is well understood and carefully fixed in memory is deeply absorbed in the mind" [1, p. 134]. This principle, according to O. Savchenko, is of "exceptional importance for primary school, because it is the foundation of human education. Without well-formed skills in reading and writing, sufficient development of oral and written language, and quick calculation skills, further education, if possible, is associated with great difficulties for both students and teachers" [4, p. 89].

In order to implement the principle of solid knowledge, teachers should: make the main task of working with students to ensure their positive attitude to the subject; teach students to highlight the main thing in the material; study the material through various activities; return to the material studied when it becomes necessary in the context of learning new things; organise systematic control (self-control, mutual control) and assessment (self-assessment, mutual assessment) of learning outcomes.

The principle of accessibility is the basis of teaching, it is based on the didactics of J.-A. Comenius, who demanded that the teacher use precise language, movements, gestures, arouse fascination in children, teach brightly, emotionally, so that students understand the teacher. Its essence is that students perceive and understand the explanatory material: "Nothing should be forced to be memorised except what is well understood. Nothing should be asked to be done except what is sufficiently explained" [3, p. 244]. J.-A. Comenius identified the rules for implementing the principle of accessibility: in teaching, move from the general to the specific,

from the easy to the difficult. Adhering to the basic rule of teaching a child to learn, a modern teacher implements J.-A. Comenius' teaching on accessibility in his/her practical work.

O. Savchenko called accessibility the principle of "increasing complexity" [4, p. 84]. This principle requires that learning is built on the level of real learning capabilities of students, so that they do not experience intellectual, physical, moral overload, which negatively affects physical and mental health. If the content of learning is too complicated, the motivational mood decreases, willpower quickly weakens, performance decreases sharply, and the student quickly gets tired. At the same time, the principle of accessibility does not mean that the content of learning should be simplified and elementary. Simplified content reduces interest in learning, does not form the necessary willpower, and does not lead to the desired development of learning capacity.

In order to implement the principle of accessibility, teachers need to: select a sufficient number of facts and examples in the presentation of educational material; choose the amount of knowledge and pace of learning taking into account the actual age and individual characteristics of students; implement a differentiated approach; ensure the consistent complication of theoretical and practical tasks; use a consistent transition from simple to complex, from partial to general, from unknown to known when studying the material.

The principle of visibility plays an important role in modern primary school. It involves, first and foremost, the acquisition of knowledge by students through direct observation of objects and phenomena through sensory perception.

J.-A. Comenius was the first to propose the use of visualisation as a general didactic principle. The teacher defined visualisation and its importance as follows:

- "if we want to instil in students a true and firm knowledge of things, we should generally teach everything through personal observation and sensory evidence";
- "schools should give importance to the pupils' own senses so that they themselves see, hear, taste all that they can and should see, hear, etc";
- "things themselves or those that replace them should be exposed for contemplation, touching, listening, smelling";
- "whoever has once carefully observed the anatomy of the human body will understand and remember everything more correctly than if he reads the widest possible explanations without seeing it with his own eyes" [1, p. 136–137].

The above statements indicate that J.-A. Comenius considered visualisation not only a principle of learning, but also a means of facilitating the learning

process. According to J.-A. Comenius, it is necessary to use:

- 1) real objects and direct observation of them;
- 2) models, copies of objects;
- 3) pictures with images of an object or phenomenon.

Substantiating the principle of visibility in his work the "Great Didactics", J.-A. Comenius wrote: "... Let it be a golden rule for students: everything that is possible should be given for perception by the senses, namely: the visible – for perception by sight, the audible – by hearing, smells – by smell, what is subject to taste – by taste, accessible to touch – through touch" [1, p. 136].

The basis of Comenius's doctrine of visualisation is his sensualistic worldview.

In a modern primary school, the principle of visibility remains one of the main principles in the process of teaching students. It provides a sensory basis for perception, prevents the formal learning of unknown phenomena and concepts, and is a means of transmitting a significant amount of information. The principle of visibility is supported by folk wisdom: "it is better to see once than to hear a hundred times". Since primary school children have concrete and imaginative thinking and visual memory, it is important to use visuals in the classroom. Through the thoughtful use of visual aids, it is possible to increase the emotional impact on students, increase the level of accessibility of the material being studied, and activate students' mental activity. It is advisable to use various types of visual aids in the classroom: natural (plants, animals, minerals, tools and products of labour, etc.), symbolic (maps, diagrams, drawings, etc.), figurative (educational paintings, reproductions of artworks, models, etc.). However, when using visual aids in the classroom, you should not get carried away with an excessive number of visual aids, as this distracts students' attention and prevents them from grasping the main point. It is worth remembering that visualisation is not the goal, but only a means of achieving it.

The methodological basis of J.-A. Comenius' teaching is the principle of natural correspondence, in which he substantiated and tried to use the natural, age and psychological characteristics of children in the educational process, based on his own pedagogical experience. All the theoretical provisions of the "Great Didactics" are subordinated to it.

The principles of teaching are introduced to higher education students majoring in 013 Primary Education when studying such educational components as "Didactics" (first (bachelor's) level of higher education), "Partnership Pedagogy" (second (master's) level of higher education), studying teaching methods in educational fields. In addition, when studying partial methods, students get acquainted with specific principles that are implemented when students study

academic disciplines. For example, the educational component of the first (bachelor's) level of higher education "Methods of teaching natural science education. Methods of teaching civic and historical education" involves familiarising students with the principles of local history and seasonality. The local history principle of teaching in the "I Explore the World" lessons in primary school is specific. It means introducing pupils to the flora and fauna of their native land, as well as the historical and cultural monuments of their area. *vyit* helps to connect learning with life, to acquire knowledge about natural objects, famous people of the native area, to form practical research skills, to develop the observation skills of younger students, to use practically acquired knowledge, to implement visualisation of learning in practice [5]. The principle of seasonality is to organise observations of changes in living and non-living nature according to the season. Such work with younger students allows them to study the properties and signs of natural phenomena through observation of them in the environment, and helps to establish interconnections and interdependencies between the phenomena of living and non-living nature.

Conclusions. Thus, the didactic principles substantiated by J.-A. Comenius remain integral in the organisation and implementation of the educational process of the New Ukrainian School. The principles of learning, which are revealed through the rules, are used taking into account specific didactic conditions,

including the age of students, the specifics and purpose of studying the educational material. There are quite a few rules that follow from the principles. They depend mainly on specific teaching methods, presentation of material, and their use depends on the competence and erudition of the teacher, the levels of mental and emotional development of students, and the teaching aids used.

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