

УДК [378.4.096:37-051Макаренко]:001.891

DOI: <http://dx.doi.org/10.30970/vpe.2022.37.11646>

## MAKARENKO STUDIES AT LVIV UNIVERSITY

**Khrystyna Kalahurka**

*Ivan Franko National University of Lviv,  
Tuhan-Baranovskoho Str., 7, Lviv, Ukraine, UA–79005  
khrystyna.kalahurka@lnu.edu.ua*

The article highlights the main directions of Makarenko studies at Lviv University, namely the theoretical study of A. Makarenko's heritage, publishing activities, international cooperation, scientific and educational events, support of educational community in establishing the museums. Based on the analysis of the scientific collections "A. S. Makarenko", the author of the article summarizes the achievements and interests in the field of Makarenko studies of famous Lviv scholars H. Paperna, O. Nerovnia, V. Savynets, and M. Hodyna. It was found that many articles on Makarenko's achievements were published by Ye. Syavavko, A. Kukhta, I. Baiik, and a Lviv teacher Yu. Lvova, who for many years worked closely with the Department of Pedagogy and Psychology of Lviv University.

It is investigated that H. Paperna's contribution was the study of the preconditions for the formation of A. Makarenko's worldview, his personal traits, which influenced the formation of non-standard approaches to working with pupils. In the field of her scholarly interests there was also the study of Makarenko's collective team, in particular the effectiveness of its functioning. V. Savynets and M. Hodyna were the first initiators of Makarenko studies in Western Ukraine. It was found that V. Savynets revealed the pedagogical value of Makarenko's innovations, argued the universality of his methods in working with children in the family, at school, and in special penitentiary institutions. M. Hodyna studied the psychology of A. Makarenko's activity and behavior.

O. Nerovnia became one of the first who studied the issue of self-education of the pupils in correctional facilities or special boarding schools and singled out the requirements for the organization of their self-education. Yu. Lvova carried out the approbation of A. Makarenko's ideas about the activity of youth groups (education of the leaders, the system of assignment, formation of traditions in the team). Thus, they enriched the historical and pedagogical science with new facts and conclusions, and most importantly, practically implemented the basic ideas and approaches of the famous pedagogue.

*Keywords:* Lviv University, Makarenko studies, F. Naumenko, H. Paperna, O. Nerovnia, M. Hodyna, Yu. Lvova.

The first research on Makarenko studies dates back to the 1920s, however, a variety of assessments of the phenomenon of A. Makarenko, a deeper analysis of his approaches to education has gained wide scientific publicity thanks to the works of M. Dadenkov, M. Nizhynskyi, Ya. Rezyk, A. Ter-Hevondian and

F. Naumenko [6]. The creation of the first scientific Makarenko studies center in Ukraine is connected with the name of the latter.

Research searches of F. Naumenko, studying the experience of an innovative teacher, ideas of the scientist regarding the expansion of this scientific direction gathered around him like-minded colleagues, who side by side have been developing national Makarenko studies for many years. Modern researchers who study Ukrainian Makarenko studies centers have already named F. Naumenko a creator of a powerful Makarenko studies school [2].

The analysis of the state of the scientific investigation of the problem demonstrates that certain aspects of Makarenko studies at Lviv University have been highlighted in works of S. Karpenchuk, M. Oksa, N. Nychkalo, V. Protsenko, and G. Hillig. However, this problem was not a subject of a separate study.

The aim of the article is to highlight the main directions of Makarenko studies at Lviv University and to summarize the achievements of local scientists in this field.

The long-term functioning of a Makarenko studies center at Lviv University provided an opportunity to develop several directions of scientific research. Among them:

- *theoretical study of A. Makarenko's heritage.* The main directions of scientific interest of the authors of the collection were: study of the life path and prerequisites for the formation of A. Makarenko as a teacher; his approaches, methods of the organization of a children's team; psychological foundations of his educational experience; pedagogical skills in the professional activity of an innovator.
- *publishing activity.* 11 books of the collections "A. S. Makarenko" were prepared and published during 1949–1985 (*edition up to 5-6.5 thousand*). Scientific articles, archival materials, and memories of A. Makarenko's relatives, colleagues and pupils were printed in these collections.
- *international cooperation.* In the middle of the last century cooperation was established between Lviv scientists and F. Pataki (Hungary), employees of the "Makarenko-referat" laboratory – Weitz, I. Vil, G. Hillig, which contributed to the development of both Ukrainian and foreign Makarenko studies.
- *conducting scientific and practical events* (international and regional conferences, round tables).
- *practical implementation of A. Makarenko's fundamental ideas and approaches.* In the 1960s, Lviv Makarenko studies experts began cooperation with a children's educational colony (Children's educational colony № 1, Lviv), where teacher's innovations were tested.
- *support of citizens' educational initiatives regarding the creation of museums.* An innovative teacher's monographs, articles, brochures, reviews,

copies of correspondence with his pupils and colleagues were transferred to the pedagogical and memorial museums of A. Makarenko in Ukraine, Moldova, Czechoslovakia.

According to the first direction of the work of Makarenko studies center in Lviv, it begins with the works of the main organizer and inspirer F. Naumenko. Considering the fact that scientific and pedagogical legacy of F. Naumenko has become a separate topic for research, and the analysis of his achievements is presented in such articles as “The activity of A. S. Makarenko in 1920s according to the assessment of F. I. Naumenko” (Kalagurka Kh. I., 2012), “Fedir Naumenko – the initiator of Makarenko studies research at Lviv University” (Kalagurka Kh. I., 2013), “The question of a pupils’ team of A. Makarenko in the legacy” (Kalagurka Kh. I. 2018), and also a monograph “Scientific and pedagogical heritage of Fedir Naumenko” (Hertsyuk D.D., Kalagurka Kh. I., 2020), the emphasis in this article will be on the scientific achievements of his colleagues.

One of the first who supported F. Naumenko’s initiative and expanded the circle of Makarenko studies research at Lviv University was Halyna Paperna. In co-authorship with F. Naumenko, she prepared and published the first Ukrainian monograph “The Innovator of Soviet Pedagogy” (1948). In this book, the authors revealed the prerequisites for the formation of the innovator’s worldview, singled out his personal traits and qualities (perseverance, high demands on himself, constant self-improvement) for the formation of his non-standard approaches in working with difficult children. H. Paperna also focused her scientific research on the problem of studying Makarenko’s team. In particular, the author highlighted the effectiveness of its functioning, indicating the following main advantages of upbringing in a team: social formation of the pupil’s personality, its creative development and formation of moral values [7, p. 3].

V. Savynets was one of the first initiators who researched Makarenko studies in Western Ukraine. Mostly his researches were published in the collection “A. S. Makarenko”. The author revealed the pedagogical value of Makarenko’s innovations, convincingly proved the universality of his methods in working with children in the family, at school and special correctional institutions in his scientific articles “Reliance on positivity in raising children”, “A. S. Makarenko about centers of influence at school”, “A. S. Makarenko about the pedagogical tact of a teacher and educator”.

V. Savynets was particularly impressed by A. Makarenko’s ability to find positive qualities in each student. In general, he identified such positive features of the innovator’s system as reliance on positivity, creative approach in upbringing and teaching pupils, creation of an atmosphere of respect, mutual understanding and trust, help in overcoming negative behavioral traits, constant support of his pupils [7].

M. Hodyna contributed to the study of A. Makarenko's psychology of activity and behavior. The main emphasis of the researcher's scientific interest fell on the psychology of an individual approach in the pedagogical activity of the innovator. On the basis of research, he concluded that A. Makarenko's educational methods were imbued with a deep psychological meaning. According to M. Hodyna, "Relying on the best in a person, appealing to a sense of self-dignity is a characteristic feature of an individual approach in the educational work of A. S. Makarenko" In the individual approach, the innovator also singled out a number of other individual methods of influence such as persuasion, encouragement and individual conversation in its various forms.

O. Nerovnia was assigned to supervise Children's Educational Colony (CEC) № 1 in Lviv. The results of cooperation with the correctional institution were highlighted in the articles "From the experience of organizing self-education of teenagers in the conditions of an educational and labor colony", "Studying the personality of a colony pupil as a prerequisite for effective re-education" and in the thesis "Upbringing in a team and an individual approach to pupils of children's colonies".

O. Nerovnia became one of the first who studied the problem of the need for self-education among pupils of the colony and special boarding schools. The researcher attributed to the main requirements in the organization of self-education: self-education should be interconnected with the process of education; self-education requires the ability to assess one's positive and negative qualities; it is impossible to organize self-education without teenager's confidence in his/her ability to correct himself/ herself, the ability to plan work on himself/ herself and to project his/ her future behavior; self-education of a teenager in the conditions of a colony requires guidance from an educator [5].

Over time, a younger cohort of scientific and pedagogical staff of the Department of Pedagogy and Psychology of Lviv University joined the Lviv patronages of Makarenko studies. In terms of scientific interests, new articles on Makarenko studies appeared, namely by Ye. Siavavko ("The use of folk and pedagogical experience in the works of A. S. Makarenko and V. O. Sukhomlynskyi"), I. Baiik and A. Kukhta ("Creative use of the experience of A. S. Makarenko about a team in educational work with students" in co-authorship with O. Nerovnia), L. Pashko ("A. S. Makarenko and a problem of fostering a responsible attitude to a profession of an educator", "A. S. Makarenko on the role of knowledge in education" in co-authorship with F. Naumenko and O. Kahanov).

Ye. Siavavko in the article "The use of folk and pedagogical experience in the works of A. S. Makarenko and V. O. Sukhomlynskyi" revealed the problem of the use of folk pedagogy by the innovator. In the author's opinion, knowledge of folk methods of education influenced the formation of A. Makarenko's pedagogical views. In particular, his attitude to the issue of work, borrowing of folk

traditions, dances and games during conducting various festive events in the colony [9].

In the scientific dimension, it became valuable that Lviv teachers also picked up traditions to study and test Makarenko's innovations. Yu. Lvova was among teachers known to the Lviv scientific community. She was a teacher of a secondary school № 50 named by A. S. Makarenko and an author of articles on Makarenko studies ("A. S. Makarenko on the teacher's pedagogical technique", "A. S. Makarenko on the role of ethics of the teaching staff", "From the experience of the work of a literary circle", etc.). She closely cooperated with the staff of the Department of Pedagogy and Psychology of Lviv University for many years.

It was important that Yu. Lvova wrote her scientific investigations on the basis of a thorough study of the legacy of A. Makarenko and her own approbation of his innovations. The literary circle at school where she worked became the main experimental site. A teacher used in the work of the circle the following advanced ideas of Makarenko:

- education of the asset, application of the assignment system. According to Yu. Lvova, "Thus, the assignment system, taken from the experience of A. S. Makarenko, helps me to educate active members of our circle" [4, p. 97];
- formation of traditions in a team. Yu. Lvova and her pupils formed traditions regarding the rules of behavior in a team, a tradition of keeping common diaries, reading classic poems in chorus at the end of each lesson, a tradition of organizing the first meeting of new academic year on September 17, as well as reading letters of thanks from former members of the circle;
- creation of a cozy atmosphere in everyday life. Yu. Lvova found useful advice on organizing everyday life of a children's team in "Pedagogical Poem" written by A. Makarenko. Having interpreted them, she identified the most important for the organization of the work of the circle: a separate room is required for holding circles, where should be fresh flowers, illustrations, book exhibitions according to the subject of classes [4, p. 98];
- participation in public work. In the opinion of Yu. Lvova, A. Makarenko demonstrated on his own example that members of a team cannot be isolated. The members of the literary circle took an active part in various school events: school meetings, conducting memorial evenings for famous writers, organization of conferences [4, p. 98];

Yu. Lvova had special respect for the professional skills of A. Makarenko. She completely shared the views of the innovator that every teacher needs the correct distribution of emotional resources, the ability to manage one's own emotions, learn theatrical art, improve verbal and non-verbal communication skills [3, p. 108].

Yu. Lvova was sure that the appeal to A. Makarenko's legacy helped teachers to improve the work of any circle, to develop in children a love to work, to promote the creative development of their talents, and the innovator's instructions would help teachers to improve their professional activities. The researcher's experience, her recommendations for applying ideas of A. Makarenko in educational work, particularly in a circle work, was interesting and useful for teachers and other institutions of secondary education of the Lviv Region.

Summarizing the long-term scientific and research work of Lviv Makarenko studies experts, it can be affirmatively said that they expanded the directions of research in this field, enriched the historical and pedagogical science with new facts and conclusions, and most importantly, practically implemented the basic ideas and approaches of an innovative teacher.

---

1. *Hodyna M. K.* Psychology of an individual approach in the pedagogical works of A. S. Makarenko. A. S. Makarenko. Lviv : Lviv University Publishing House, 1954. Book 2. P. 36–47.

2. *Karabut Yu.* Research centers of national Makarenko studies. Pedagogical sciences, 2021. № 77. P. 95–99. (Online)

3. *Lvova Yu. L.* A. S. Makarenko on the teacher's pedagogical technique. A. S. Makarenko. Lviv, 1985. Book 11. P. 107–112.

4. *Lvova Yu. L.* From the experience of the work of a literary circle. A. S. Makarenko. Lviv, 1954. Book 2. P. 88–102.

5. *Nerovnia O. V.* From the experience of organizing self-education of teenagers in the conditions of an educational and labor colony. A. S. Makarenko. Lviv: Lviv University Publishing House, 1971. Book 8. P. 101–106.

6. *Oksa M.* Makarenko studies. Encyclopedia of modern Ukraine (2017). Available at: [https://esu.com.ua/search\\_articles.php?id=60642](https://esu.com.ua/search_articles.php?id=60642)

7. *Paperna H. A.* A. S. Makarenko about the power of Soviet education. A. S. Makarenko. Lviv, 1956. Book 3. P. 5–19.

8. *Savynets V. K.* Reliance on positivity in raising children. A. S. Makarenko. Lviv, 1969. Book 7. P. 50–63.

9. *Siavavko E. I.* The use of folk and pedagogical experience in the works of A. S. Makarenko and V. O. Sukhomlynskyi". A. S. Makarenko. Lviv: Lviv University Publishing House, 1985. Book 11. P. 81–92.

*Стаття: надійшла до редколегії 26.04.2022  
доопрацьована 11.05.2022  
прийнята до друку 05.06.2022*

**МАКАРЕНКОЗНАВЧІ ДОСЛІДЖЕННЯ У ЛЬВІВСЬКОМУ УНІВЕРСИТЕТІ****Христина Калагурка**

*Львівський національний університет імені Івана Франка,  
вул. Туган-Барановського, 7, Львів, Україна, UA-79005  
khrystyna.kalahurka@lnu.edu.ua*

Виокремлено основні напрями макаренкознавчих досліджень у Львівському університеті: теоретичне вивчення спадщини А. Макаренка, видавнича діяльність, міжнародна співпраця, проведення науково-практичних заходів, підтримка ініціатив освітянської громадянськості щодо створення музеїв. На підставі аналізу наукових збірників “А. С. Макаренко” узагальнено здобутки та напрями зацікавлень у царині макаренкознавства таких львівських учених, як Г. Паперної, О. Неровні, В. Савинця, М. Години. Зауважено, що у розрізі наукових зацікавлень опубліковано макаренкознавчі статті Є. Сявакко, А. Кухти, І. Баїка, а також львівської вчительки Ю. Львової, яка багато років тісно співпрацювала з кафедрою педагогіки і психології Львівського університету.

Досліджено, що внеском Г. Паперної стало вивчення передумов формування світогляду А. Макаренка, його особистісних рис, які вплинули на формування нестандартних підходів у роботі з вихованцями. В полі наукових зацікавлень також стало вивчення макаренківського колективу, зокрема ефективності його функціонування.

Серед перших починателів вивчення макаренкознавства на Західній Україні були В. Савинець та М. Година. Виявлено, що В. Савинець розкрив педагогічну вартість макаренківських новацій, аргументовано доводив універсальність його методів у роботі з дітьми в сім'ї, школі, спеціальних виправних закладах. М. Година вивчав психологію діяльності та поведінки А. Макаренка.

З'ясовано, що О. Неровня стала однією з перших, хто досліджував проблему потреби самовиховання у вихованців колонії та спецшкіл-інтернатів і виокремила вимоги до організації самовиховання.

Заслугою Ю. Львової стала апробація головних ідей А. Макаренка у роботі гуртків – виховання активу, застосування система доручень, формування традицій у колективі.

*Ключові слова:* Львівський університет, макаренкознавство, Ф. Науменко, Г. Паперна, О. Неровня, М. Година, Ю. Львова.