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## TENDENCIES OF PEDAGOGICAL PROCESS POLITICIZATION IN WEST-EUROPEAN COUNTRIES OF LATE XIX - EARLY XX CENTURIES

V. V. Sizov

ORCID 0000-0002-0679-8602

*This article presents transformational processes in pedagogy at the turn of XIX - XX centuries in countries of Western Europe. The author explains the reformative tendencies in pedagogy by economic and political causes that determined its development directly or indirectly. The most important of them were the start of globalisation and educational processes, ideologisation and politicisation of national education systems. The early XX century was a period when the education system united with the state and began to serve its interests. The difference between regions and countries of Europe were determined only by place taken by "A Personality" in that system. The state either subordinated the personality's interests to its own political goals or otherwise gave a person a possibility to realise his/her interests but the state interests received the higher priority. Globalisation processes started to form in the late XX and objectively continued their progress in the early XXI. Education system was organically involved in these processes. It was exactly the education system that began to assure (and still assures) the progress of the said processes (politicisation, ideologisation and globalisation). The international nature of the economy, group political interests resulted in the pedagogy internationalisation. The education system in countries of Western Europe began to acquire its general features and signs. Therefore, it was naturally determined that late XIX - early XX centuries became a period of search for new educational models in Europe and USA. Just in that period the large group of educational models appeared which were united by common term of "reformative pedagogy" where the most widely known were the theories of collective, labour and civic education (W. Lay, G. Kerschensteiner, J. Dewey and others).*

**Key words:** *Politicisation of education, globalisation of educational process, ideologisation of education, pedagogical system, theory of labour and civic education.*

**Statement of problem in general terms.** Processes in the West-European pedagogy of the latter half of XIX century connected with search for more efficient forms of teaching and upbringing led to emergence of phenomena

which to a large extent determined the pedagogical thought of XX century and still have influence nowadays. They are those phenomena that are now referred to globalisation. It was the very XIX century that laid the basis for globalisation processes in pedagogy as well. The present-day global pedagogy means the advance of the West-European pedagogy in symbiosis with pedagogy of USA and penetration of its forms and methods into pedagogical systems of other regions of the world. Earlier we studied the processes of the education globalisation from the standpoint of culturology (Sizov, 2017), but changes in content and forms of the national pedagogical systems were determined by specific conditions which expectedly assured these processes. This refers to social and political processes. The reformatory West-European pedagogy of the late XIX - early XX century was a response to fundamental changes in the world. These changes were induced not only by need in forming the "new" worker - a creative, independent and active personality but also by a necessity to "build into" the new social and political conditions. New conditions shall be meant as the processes of economy monopolization, occurrence of transnational corporations and merging of the state with monopolies. The nature of globalisation, in the modern sense, falls within the sphere of economy and is extended to a sphere of politics. In these conditions, the education system had to correct its functions towards the educational support for new economic and political ideology. The education system became the affair of the state the task of which was not only to coordinate activity of the education process subjects but to justify the new social and economic system. Globalisation of economy provoked the acute competition and struggle for spheres of influence already on the world market. In conditions of monopolies merging with the state (oligarchy), the economic supremacy could not do without the government machine. A notion of the "monopoly privilege" with sharply defined spheres of influence including the ideology sphere occurred. In this case, the education system played a key role. Unions of transnational corporations were the first step of the manifestation of the pedagogical process globalisation.

After the Second World War, the globalisation acquired other features and two ideological powers of the West and East formed in the world. The West began to unite for resisting to the common political competitor. Consolidation was promoted by the global integration processes in economy, science and international division of labour. In such social and political conditions, the education globalisation processes acquired stable and progressive character.

Tendencies aimed at consolidation were naturally determined for the west-European countries as bent to uniting actually began there from the times of the Roman Empire (later the empire of Charles the Great, Holy Roman Empire, with the ideological consolidating role of Catholicism etc.). Formation of common

cultural features in countries of Western Europe constituted the ideological and historical basis and substantiation of the present day globalisation.

Knowledge and understanding of the global processes sources is a key to know and understand tasks of the present-day national education and its goals. Globalisation is an objective process and national pedagogical system must be able to "build into" this process logically not infringing interests of national culture and for this purpose it is reasonable to employ achievements of the world pedagogy.

**Analysis of recent researches and publications.** The most spread pedagogical ideas connected with reformative and experimental pedagogy in USA and countries of Western Europe found their reflection in theories of labour and civic education. In the late XIX and by middle XX these theories spread over nearly all countries of Europe and started to have a profound impact on forming the pedagogical systems of the most of the European countries. The state as a political institution of the society was interested in promotion of such ideas as saw them as an instrument for ideological influence through the system of teaching and upbringing.

Today the said processes are of great interests for home and foreign researchers. This is because pedagogy tendencies targeted even more then hundred years ago remain in place today as well.

The issues of theory and practice of the labour and civic education are reflected in studies of foreign authors such as D. Kissinger, W. Connel, E. Ladgemann, R. Rask, J. Scotland, J. Frost, E. Callan, R. Putnam and others. Ideas of reformative pedagogy were actively studied over a period of 20-30s of XX of the USSR. In the later period this tendency persisted that was dictated by a necessity of rebuilding the whole system of education, selective adaptation of the Western experience to the Soviet pedagogical system. Here we should note the works of L. Bogomolov, R. Vendrovskaya, N. Turchin, M. Yanovskaya and others. Certain aspects of ideas of J. Dewey were studied of the home scholars M. Bitianova, M. Boguslavskiy, N. Vinogradov, V. Makaev, N. Nikandrov, A. Bogomolov, O. Piskunov, O. Kuznetsova, G. Baskovich, S. Rusova, A. Piskunov.

In context of the theory of the labour and civic education, views of J. Dewey, G. Kerschensteiner, W. Lay the works of O. Blagodarev, D. Gavrilenko and G. Karimova deserve attention. Activity of G. Kerschensteiner is investigated by T. Tokareva and others.

It should be noted that researchers marked out two elements contained in labour and civic education: humanistic and sociocratic, where the ideological factor in teaching and upbringing system is found in the second element. In this connection the works of S. Shatskiy are worth noticing, who came to grips with

practical realisation of ideas of J. Dewey and believed that social education must be focused on active involvement of the youth to the socialism construction.

**Timeliness of the research.** To mark out general regularities of the transformation processes in the European education system of the late XIX - early XX centuries and its main tendencies. To examine conceptually the reasons of globalisation processes in pedagogical systems of the European countries resulted from politicisation of the education system.

**Statement of the base material.** When considering the main content of the article the key terms for the conceptual idea of the basic notions shall be defined as follows:

- *politicisation of education* - legal fixation of the state interests as a political institution of the society in the education system, inclusion of the education into the system of the state administration (bureaucracy);

- *globalisation of the educational process* - penetration of the Euro-American technologies and cultural peculiarities into the pedagogical systems of other countries that have own traditions and cultural psyche;

- *ideologisation of education* - submission of educational and educational process to the political aims of the state, philosophic and world-view support to such goals through a system of arrangement and control of the educational process.

In the late XIX century, some changes took place in the world. These changes were connected with occurrence of transnational corporations. Economy became the global and international. The world colonial system acquired new quality; from then it was no more the source of raw materials and market outlet. It became the object of the capital export. Capital finally lost its national identity and became international. It was beginning of really globalisation processes.

Starting from XV-XVI centuries conquistadors were followed by the Catholic Church that introduced the European way of thinking into the aboriginal worldview, but in late XIX early XX centuries the capital internationalisation needed in elaboration of the common rules for all participants of this process. Any rules are effective only if they are assured ideologically, i.e. if the social conscience is ready to accept them. And whereas the colonial system of the Modern Times in this sense rested on the church (the latter had its own interests in that pattern), in conditions of transnational capital supremacy when the world influence spheres had been already differentiated, the church was replaced by ideology and the education system became a carrier and implementer of such ideology.

In other words, the early XX century was a period when the education system united with the state and began to serve its interests. The difference between regions and countries of Europe were determined only by place taken by

a Human in that system. The state either subordinated his/her interests to its own political goals or otherwise gave him/her a possibility to realise his/her interests but in any case the state interests received the higher priority. The said situation was necessitated by intensification of economic competition on the global scale and its development into the political competition as the economic power of corporations tended towards political power in national states. The merge of the state power with monopolies resulted in occurrence of oligarchy. Therefore, the state could not do without ideologisation of all spheres of social life. For example, such phenomena as "patriotism" from the moral plane moved into the political one and became a monopoly of the national state and an instrument for one or another ideology. In Eastern Europe it was the Marxism ideology (absence of the personal sovereignty and that fact did not contradict to a society psyche), in Western Europe - social success and material wealth with preservation of the personal sovereignty. And in all cases the process of education ideologisation based on historical and cultural succession could be observed, therefore the ideologisation of the education system was not denied but accepted in natural way. It was a period when the globalisation processes started to form in the late XX and objectively continued their progress in the early XXI. The education system was influenced by the global processes and it could not have been otherwise. It was exactly the education system that assured the progress of the said processes (politicisation, ideologisation and globalisation). The capital export as the initially economical phenomena and later - as the political one - was always accompanied by intellectual export or import. The international character of the economy led to internationalisation of pedagogy that formed the ideological support for that economy action. The education system in countries of Western Europe became universal.

Other cultural communities became penetrated with the educational models of metropolis (ideas, goals, systems, values forming other ideals, etc.)

As a natural result, late XIX - early XX century was a period of search for new models of education in the Protestant Europe and USA, and there emerged a large group of educational models united by a common term of "reformatory pedagogy": collective, labour and civic education (W. Lay, G. Kerschensteiner, J. Dewey). They were tendencies that reflected the state order for education of the rising generation of citizens. In this case the experiments and modelling of the educational projects did not contradict cultural traditions. Often the principle of cultural congruity was preserved. It was the reason for the relative success and resistance of new pedagogical models.

In the early XX, the most known tendencies in the West-European pedagogy could be observed in a number of pedagogical concepts. W. Lay (1862-1926) offered to perform teaching and upbringing at school through the

respective social environment. The society became the main element of the personality formation. In the Lay's opinion, the school had to solve the task of social education of children, as education of the deserved citizens of the state (Lay, 1914).

The pedagogical ideas of W. Lay were embodied and developed in pedagogy of G. Kerschensteiner (1854-1932). Theory of the "labour school" and "civic education" to a large extent established a trend for development of the German pedagogy in the first half of XX century. In the opinion of G. Kerschensteiner, the labour school, in preparing children from the common people for future labour activity, had to give the pupils a minimum of knowledge but maximum of abilities and work skills, and what is the most important - strong civic convictions (Belentsov, 2017).

In USA, in the late XIX a philosophy of "pragmatism" got widespread (founders - Ch. Peirce and W. James), with a main credo: "the true is what useful". The bright representative of pragmatism in pedagogical sphere was American philosopher and pedagogue D. Dewey. In his work "School of future" he considered the process of education from the standpoint of sociality where the accumulation of social experience by a child resulted in formation of his/her personality (Savchenkova, 2013).

Pragmatism in pedagogy was reflected in ideas of H. Parkhurst (1887-1959). The philosophy of education by H. Parkhurst - individual development of a pupil and *devotion to a society*.

The Western reformatory pedagogy played a great role in development of the European pedagogy in XX century including the USSR. Some of its elements are still applied in nowadays (Dalton plan, laboratory method, project-based learning, etc.) (Petrenchenko, 2014). It is remarkable that in 1988 UNESCO declared the pedagogues D. Dewey, G. Kerschensteiner, M. Montessori and A. Makarenko as those who determined the way of pedagogical thought in XX century.

It is naturally that while in USA and Western Europe the wide use of pedagogy of the labour school and pragmatism had a result, it remained experimental in the USSR and did not become the organic element of the educational system. The reasons for this are the issue of deep analysis, but the main reason must be sought in the pedagogical principal of cultural congruity.

**Conclusions and outlook for further researches.** So, the present-day pedagogical systems of the most European countries passed the common and naturally determined way of their formation being dictated by economic, political and cultural factors. Period from the late XIX to middle XX centuries was marked with changes in the European pedagogy connected with politicisation and ideologisation of the national systems of education.

Transformation of the European educational models into the unified system was a result of the long-term historical process induced by a need for optimisation of the said sphere of the social relations - and this is the one side of globalisation. In addition, the European countries were greatly influenced by the American system of education, its principles, values and mechanisms. This represents another side of the education globalisation. The third side of globalisation - impact of the Euro-American education system on the East-European countries. And while the first two have their logic and succession by their own "spirit", the forced penetration of the alien education system into the pedagogical culture of the East-European countries sometimes cause negative effects.

Intensification of the integration processes or contradictions in economical and political spheres in the West-European countries will have further influence on the meaning content of the pedagogical processes. And such tendencies will be determined by further politicisation and ideologisation of the educational systems, possibly in other forms and representations.

In the long view, the tendencies and character of the economic and political process development in the world will determine also the tendencies of the pedagogy development that requires the detailed study by itself.

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#### ТЕНДЕНЦІЇ ПОЛІТИЗАЦІЇ ПЕДАГОГІЧНИХ ПРОЦЕСІВ У ЗАХІДНОЄВРОПЕЙСЬКИХ КРАЇНАХ КІНЦЯ ХІХ - ПОЧАТКУ ХХ СТОЛІТЬ

В. В. Сізов

У статті розглядаються трансформаційні процеси у педагогіці на межі ХІХ - ХХ століть у країнах Західної Європи. Автор статті пояснює реформаторські тенденції в педагогіці економічними та політичними причинами, які прямо або опосередковано визначили напрямки її розвитку. Найважливіша з них – глобалізація освітніх процесів, ідеологізація і політизація національних систем освіти. Початок ХХ століття – це період, коли система освіти зростає з державою і починає забезпечувати її інтереси. Відмінності в різноманітних регіонах і країнах Європи проявлялись тільки в тому, яке місце в цій системі посідає Людина. Держава або підпорядковує її інтереси своїм політичним цілям, або дає їй можливість реалізувати свої інтереси, але в будь-якому випадку інтереси держави стають пріоритетними. Процеси глобалізації формуються на початку ХХ століття і об'єктивно продовжуються на початку ХХІ століття. Система освіти органічно залучена до цих процесів. Саме система освіти забезпечувала (і забезпечує) просування цих процесів (політизація, ідеологізація, глобалізація). Історично, вивезення капіталу як явище, спочатку – економічне, пізніше стає політичним, завжди супроводжувалося інтелектуальним експортом або імпортом. Інтернаціональний характер економіки зумовив інтернаціоналізацію педагогіки, яка формує ідеологічне забезпечення дії цієї економіки. Система освіти в країнах

Західної Європи стає всезагальною. Закономірно, що кінець XIX – початок XX століття – період пошуку нових моделей в освіті в протестантській Європі і США, виникає велика група освітніх моделей, об'єднаних спільною назвою «реформаторська педагогіка»: колективне, трудове, громадянське виховання (В. Лай, Г. Кіршенштейнер, Д. Дьюї).

**Ключові слова:** політизація освіти, глобалізація виховного процесу, ідеологізація освіти, педагогічна система, глобалізація освіти, теорія трудового та громадянського виховання.

### ТЕНДЕНЦИИ ПОЛИТИЗАЦИИ ПЕДАГОГИЧЕСКИХ ПРОЦЕССОВ В ЗАПАДНОЕВРОПЕЙСКИХ СТРАНАХ КОНЦА XIX НАЧАЛА XX ВЕКОВ

В. В. Сизов

В статье рассматриваются трансформационные процессы в педагогике на рубеже XIX – XX веков в странах Западной Европы. Автор статьи объясняет реформаторские тенденции в педагогике экономическими и политическими причинами, которые прямо или косвенно определили направления ее развития. Важнейшие из них – глобализация образовательных процессов, идеологизация и политизация национальных систем образования. Начало XX века – это период, когда система образования срацивается с государством и начинает обеспечивать интересы государства. Отличия в разных регионах и странах Европы проявлялись только в том, какое место в этой системе занимал Человек. Государство либо подчиняет его интересы своим политическим целям, либо дает ему возможность реализовывать свои интересы, но в любом случае интересы государства становятся приоритетными. Процессы глобализации формируются в начале XX века и объективно продолжают в начале XXI века. Система образования органично включена в эти процессы. Именно система образования обеспечивала (и обеспечивает) продвижение этих процессов (политизация, идеологизация, глобализация). Исторически вывоз капитала как явление первоначально экономическое, позже становится политическим, всегда сопровождался интеллектуальным экспортом или импортом. Интернациональный характер экономики приводит к интернационализации педагогики, которая формирует идеологическое обеспечение действия этой экономики. Система образования в странах Западной Европы становится всеобщей. Закономерно, что конец XIX – начало XX века – период поиска новых моделей в образовании в протестантской Европе и США, возникает большая группа образовательных моделей, объединенных общим названием «реформаторская педагогика»: коллективное, трудовое, гражданское воспитание, (В. Лай, Г. Киршенштейнер, Д. Дьюи).

**Ключевые слова:** политизация образования, глобализация воспитательного процесса, идеологизация образования, педагогическая система, глобализация образования, теория трудового и гражданского воспитания.

**Сізов Віталій Валерійович** – кандидат педагогічних наук, доцент. Завідувач кафедри соціально-гуманітарних дисциплін Дніпропетровської академії музики ім. М. Глінки (м. Дніпро, Україна). E-mail: rimma.sizova@gmail.com

**Sizov Vitaliy Valeriyovich** – Candidate of Pedagogical Sciences, Associate Professor. Head of Social Humanitarian Disciplines Department of M. Glinka Dnipropetrovsk Academy of Music (Dnipro, Ukraine). E-mail: rimma.sizova@gmail.com

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### ПЕДАГОГІЧНЕ ЗАБЕЗПЕЧЕННЯ ФОРМУВАННЯ В УЧНІВ З ОБМЕЖЕНИМИ МОЖЛИВОСТЯМИ ЕКОЛОГІЧНОЇ КУЛЬТУРИ

Л. А. Співак, О. В. Мігунова

У статті висвітлено результати розробленої та втіленої у практику спеціальних шкіл корекційно-виховної технології формування екологічної культури в учнів з обмеженими можливостями в процесі вивчення природознавства. Розглянуто сутність експериментальної технології, що являє собою сукупність методів, засобів та дій педагогів і учнів, а також навчально-виховних заходів, спрямованих на формування та розвиток когнітивного, емоційно-аксіологічного, поведінково-діяльнісного компонентів екологічної культури, і ґрунтується на органічній взаємодії та взаємовпливі теоретико-методичних підвалин технології та практичних шляхів її реалізації. Показано, що структурну основу корекційно-виховної технології формування екологічної культури визначили два основних компоненти: управлінський та інформаційний. Сутність управлінського компонента полягає в обґрунтуванні теоретико-методичних засад побудови корекційно-виховної технології. Зміст і структуру інформаційного компонента склали теоретико-змістовні положення та змістовні лінії, що ґрунтуються на основних теоретичних узагальненнях управлінського компонента й утілюються в змістовному й методичному забезпеченні реалізації технології. Зроблено акцент на тому, що цілісність педагогічного впливу забезпечується тільки тісним зв'язком уроків природознавства з позаурочною діяльністю з використанням методів і прийомів корекційної роботи. Доведена ефективність запропонованої технології формування екологічної культури учнів з