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INTERACTION OF FAMILY AND SCHOOL IN EDUCATION OF SCHOOL-AGE CHILDREN TO COMPASSION IN UKRAINE

L. V. Ivanenko

*Postgraduate student,
Chernigov National Pedagogical University,
Chernigov, Ukraine*

Summary. The article deals with the problem of family and school cooperation in educating to compassion of school-age children in modern Ukraine. Special attention is paid to the analysis of the law base governing this process, and main forms and methods of this interaction.

Keywords: concept of compassion; mercy; charity; upbringing of compassion; family education; Ukraine.

The global changes of socio-political situation in Ukraine have significantly changed the semantic content of the concept «compassion». The collapse of the Soviet Union led to some confusion in understanding of traditional moral values and ideals. A crisis of old educational ideal is still in process, so new vectors of understanding of compassion are revealing. The idea of compassion takes the particular significance with the growing social need in this high-quality feature of individual. It is worth mentioning the sharp public surge of charity that allows the country to unite and keep people together in very complicated and difficult period of its history. That is why nowadays the formation of new components of educating compassion of school-age children is taking place.

Among the specific researches on pedagogy and psychology deserve special attention the dissertation researches of U. Glinchuk [4], V. Shutava [10], L. Oshchepkova [9], N. Vishnivska [16], I. Knyazheva [6] which deal with conditions of compassion training within different age categories. They also mention the importance of family impact onto school-children compassion formation. But they do not reveal totally the conditions of interaction of family and school in education of this feature.

The purpose of this paper is to characterize the key conditions of interaction of family and school in the upbringing of compassion of school-age children.

The formation of compassion by meanings of family can be traced as

a long historical tradition in Ukrainian pedagogics. For example in the XIIth century the prince of Kyiv Rus Volodymir Monomakh in his «Instruction» for children emphasized on the importance of compassion and mercy as high moral features. Practical means of training to compassion in the national pedagogy were developed in works of G. Scovoroda, S. Rusova, K. Ushinsky, V. Sukhomlinsky and others.

Modern researchers I. Knyazheva and V. Shutava formulated the main conditions of education to compassion and pointed that its effective implementation depends not only upon using complex teachers' educational tools, methodologies, establishing special children's collective atmosphere, but also upon overcoming the alienation between educators, parents and children, attracting families to purposeful pedagogical process [6, p. 16; 10, p. 116].

But to our opinion the question of influence of family onto the process of compassion breeding requires certain overestimation. It is important to focus on the participation of not only the parents but also the family as a whole in the process of school-age children education to this feature. It is reasoned by recent tendency to consider the process of upbringing of compassion without regard to a particular age group. The traditional division of school-age children into the primary school children, middle school and high school students now is giving way to a new approach with an emphasis on integrity and continuity of development

of the individual throughout the whole term of school process. (L. Ivanenko suggests to regard a schoolchild as a unique archetype [5], T. Solovyova, V. Guseva construct a model of «schoolchild mercy» [11]). Such approach suggests in the development of society a priority role of spiritual, moral and intellectual factors and allows to treat compassion as socio-cultural dominant in modern educational process. Therefore the cooperation of the family and school is reasonable to consider within the context of this approach. This allows not only to identify common principles, forms and methods of educating to compassion at different stages of a child formation, but also to trace their continuity throughout the whole period of schooling.

Compassion has always been and remains one of the basic principles of family education. But now it is much more difficult to put the theoretical aspects of its treating into practice because the society itself suffers from a lack of this important feature of a personality, parents often are so busy that do not pay enough attention to this aspect of their child education.

Methodological intense of modern pedagogy towards psycholinguistics enables us to identify some distinctive features of understanding of the family role in the upbringing of compassion of school-age children in Ukraine. They are associated with the presentation of the concept «family» in a language world picture of Ukrainian people. In the Ukrainian language separately present the concept of «rod» (generation), «rodyna», (family in wide meaning), and «sim'ya» (family in meaning close to «parents»). Philologists U. Makarets and A. Slipchuk analyze the peculiarities of these lexemes in Ukrainian language and indicate that these lexemes are not completely total synonyms [7, p. 77]. The «sim'ya» is a narrower concept, including, as a rule, the closest relatives: parents (father, mother) and children. And the concept «rodyna» includes all relatives in general. In the scientific pedagogical and psychological literature the second concept used much more frequently. It means that Ukrainian pedagogy implies greater influence of not only parents but

close relatives as well onto the process of development of child's personality in general and on education to compassion in particular.

The interaction of family and school in educating of school-age children to compassion in Ukraine is regulated by special legislative base. In recent researches we found out that from the time of Independence of Ukraine and up to the beginning of the twenty-first century its law base made only the first steps in this direction and therefore contains a minimum of rules designed regulation of training to compassion. However, the situation has changed significantly in recent years.

The basis of the regulation of school and family interaction in the education of compassion are state documents on education: the state national program «Education» (Ukraine in XXI century) [12], the National program of education of children and youth in Ukraine (2005) [8], the Law of Ukraine on the Rights of a Child, «On Education» [14], the Family Code of Ukraine (2008), the program «Basic guidelines of upbringing of 1–11 forms pupils of secondary educational institutions in Ukraine» (2011) [1], The concept of family education in the education system of Ukraine «Happy Family» for 2012–2021 years [13], the concept of national education (1994) and project of the concept of national-patriotic education of children and young people (2015). With certain conditions the Law of Ukraine «On charity and charitable organizations» can also be regarded [14].

It should be noted that in the first state documents (the Law «On education», 1991) regarding the education sector, which emerged after the declaration of independence of Ukraine, the concept of «compassion» was present only implicitly (in fact it was not mentioned), in the context of the concept «moral education». First 20 years of independents accumulated a lot of problems that were not reflected in the first version of the law, so in 2011 numbers of changes were adopted. In the amended Law «On Education» (2005), the concept of «compassion» was mentioned in article 59 «The responsibility of parents for child

development». Paragraph 3 states that parents and persons must not only take care of physical health, psychological state of children, create appropriate conditions for the development of their natural abilities, but are required to bring up industry, kindness, compassion, respect to state and native language, family, adults, etc. [14]. So in the second decade of the XXI century the problems of education to compassion were more clearly realized at the state level.

The «National Program of education of children and youth in Ukraine» (2005) notes that the society and the state are responsible for moral and spiritual formation of children and students, for preparing them for active, creative, socially meaningful life. The concept of education to compassion is presented here in the context of values education to moral activity of an individual which is manifested in sensitivity, honesty, truthfulness, diligence, fairness, dignity, compassion, tolerance, conscience, peace, kindness, will to help others, commitment, politeness, delicacy, tact, ability to cooperate with others, ability to forgive and ask forgiveness etc [8].

In the context of interaction of family and school in education of school-age children to compassion in Ukraine special attention should be paid to «Basic guidelines of upbringing of 1–11 forms pupils of secondary educational institutions in Ukraine» approved by the Minister of Education, Youth and Sports of Ukraine in 2011 year [1]. In the text of the document the term «compassion» is mentioned seven times. It gives distinct difference between of compassion, mercy, charity, love, sensitivity, kindness, tolerance. The program suggests measures and ways of cooperation with parents in upbringing to compassion depending on age characteristics of pupils. It is stressed that compassion should be formed as a moral quality in early age in elementary school. Therefore it suggests teachers some approximate themes for educational activities with pupils and parents: for 3 form «Love. Love and compassion. Charitable affairs of a person»; for 6 form «There is no place on earth where compassion can be condemned»; for 11 form «Compassion in our life».

This program emphasizes that the value attitude to people is the moral activity of the individual, the manifestation of responsibility, honesty, diligence, fairness, dignity, compassion, tolerance, conscience, tolerance to another, kindness, willingness to help others, commitment, honesty, politeness, sensitivity, tact, ability to work with others, ability to forgive and ask forgiveness, to resist injustice and cruelty. Index moral education of the individual – a unity of moral consciousness and behavior, unity of word and deed, active form and the content of the moral life position.

«Basic guidelines of upbringing» offers parents and teachers to introduce children the concept of «compassion» in early school years, because pupils of primary school develop their theoretical thinking, so this age is appropriate to formation of primary sources of moral concepts: kindness, humanity, compassion, sensitivity, mercy, honesty, fairness, patience and others.

It is emphasized that parents and tutors should be specially attentive to middle age pupils as this age is regarded as a crucial period of formation of a complicated personality. This period forms social orientation and moral consciousness, moral views, opinions, estimates, understanding of the rules of conduct, borrowed from adults. The program suggests to use such forms of work as appropriate: class communication, parents meeting, class hour with a teacher, list of opinions, frank conversation, educational training, market of solidarity, competition, game-express, Olympics folk games, family holiday, family party, role game, quiz, fun starts and relay races, collective creative activity (making of a newspaper, the feast of presentation etc.), charity project, school etiquette class, exhibition-competition, making chronicles of pupils group, festival, actions of compassion, charity, ecological etc.), ecological and labor trail, intellectual competition etc. Thus, this program not only regards upbringing of compassion as a necessary part of moral education, but also offers specific methods and forms of its implementation in practice of interaction of school and family.

Theoretical content of this interaction is reflected in the Concept of family education in Ukraine «Happy Family» for the 2012–2021 years [13]. It particularly emphasizes that the systematic and consistent parent pedagogisation is current time needed because family members are the first educators of children. Compassion is put on the second place after humanity as one of the basic principles of family education. It is mentioned in the context of the family moral education: «humanistic basis of personality development are love, respect, empathy, compassion, kindness, conscience, honesty, justice, dignity, duty, respect for the native language, freedom, independence unity of race, nation, democracy relationships, independence and initiative» [13].

The program «Commonwealth of school, family and community in the name of the child» points that parents should ensure assimilation children moral values, ideals, cultural traditions, ethics of relationships between family members. Due to this program family should educate cultural behavior, truthfulness, justice, dignity, honor, humanity's ability take care of the younger, compassion for the weak and the elderly people [3].

In charity practice secondary school establishments are governed primarily by the Law of Ukraine «On Charity and Charitable Organizations» [15], which defines the general principles of charity in Ukraine and provides its legal regulation. The text of the law directly states that it aims to promote humanism and compassion. According to this Law and the Letter of the Ministry of Education and Science (2013) regarding charity donations [2] every school can organize special Councils and parents' or pupils' committees for charity activity. Such institutions are allowed to organize different events of charity activity and to control distribution of money donations for them. Therefore, parent charity school organizations are also involved in the process of upbringing of compassion.

In the context of the political situation in Ukraine charity became an integral part of the concept of compassion. Today it is difficult to find a Ukrainian school that would not be involved

into humanitarian aid for war victims of Donetsk and Lugansk. Many classes have newcomer pupils from that territories. So many Ukrainian pupils now in practice are involved into charity activity. Children not only help newcomers with training, but also raise funds and supplies for them and their families. One more vector of modern school-family volunteer activity is connected with organizing help and moral assistance to the wounded in hospitals. It takes different forms, mostly concerts, performances, shows, play-actions, poetical evenings, intellectual competitions etc.

Thus Ukrainian system of education has changed radically in the past 24 years of independence and is going on changing. The current state of society in general and changes in the institute of the family demonstrate the increasing role and responsibility of school teachers and family in the process of interaction in educating compassion. It is necessary to go on revision the law base which regulate this process. Compassion should be trained not only for children but for their parents as well. And in this training activity practical forms and methods should be preferred.

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