

Historiographical Aspects of Preparing a Creative Master Teacher, Professional in the Ukrainian Educational Tradition

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The article presents the results of a comprehensive study of the historiographical aspects of the evolution of pedagogical personnel education in the Ukrainian educational tradition, aimed at achieving the heights of creativity, mastery and professionalism in pedagogical work. This research focuses on historical periods of formation and development of theoretical and methodological instruments for analysis of the substantive pillars of pedagogical profession and preparatory courses for future teachers in Ukraine from ancient times to the latest decades.

Keywords: teacher-tutor mastery, pedagogical creativity; teacher professional preparation; pedagogical education of Ukraine; didascology; pedautology; pedagogical acmeology

Introduction

In the civilization progress of Ukrainian society a significant role is played by national education, the development of which is aimed at its integration into the world educational space and at the same time presupposes the preservation and further enrichment of national cultural heritage. The problem of preparing a successful, competent, creative, motivated teacher of the modern Ukrainian School, who is able to elevate the multifaceted teaching profession to the level of art, plays an important role in the reform processes of Ukrainian education. Modern realities and transformational changes in the teaching profession and organization of teacher education require the production of innovative approaches, as well as the creative use of rich historical and pedagogical experience, progressive national educational traditions. Along with globally recognized achievements of Western European classical pedagogical thought (Democritus, Socrates, Isocrates, Plato, Aristotle, Quintilian, J. Comenius,

J. Rousseau, J. Pestalozzi, A. Disterweg, J. Herbart and others), with the modern achievements of the world pedagogical science and educational practice in training of pedagogical personnel, Ukrainian pedagogical heritage of different times has a powerful heuristic potential for enrichment and refinement of modern scientific ideas about the professional work of the teacher and their preparation. This led to the urgency of conducting a comprehensive scientific study of the historiographical aspects of a creative master teacher preparation, professional in the Ukrainian educational tradition, namely: to find out the features of social determination of ideas about pedagogical mastery, creativity, professionalism of the teacher-tutor at different historical stages of the development of Ukrainian society as reflection of public demand for the actual type of productive educator and peculiarities of their preparation; detection of genesis of development in the classical agogic thought of the system of views of prominent Ukrainian thinkers, educators, public figures on the professional characteristics of a creative master teacher, professional and effective ways of their preparation; analysis of the formation and evolution of scientific foundations of the study of the teaching profession and their extrapolation to the theory and methods of educational staff preparation in the system of national pedagogical education.

Origins of Ukrainian Pedagogical Thoughts on the Preparation of a Creative Master Teacher, Professional (From Ancient Times to the Beginning of the XX Century)

The development of education and pedagogical thought in the Eastern European lands was generally in line with Western progressive ideas, laid down in the era of ancient civilizations, but differed in quality. The pedagogical culture of the Eastern Slavs in the Ancient Russian state in a unique way reflected the interaction of folk pedagogy of the pagan tradition with the canons of Orthodox Christianity of Byzantine origin. The roots of pedagogical thought of Kievan Rus are found in “Selections” of Prince Svyatoslav, “The Teachings” of V. Monomakh, “Message” of metropolitan K. Smolyatych, works of K. Turovsky and others. In practical terms, along with the leading role of the family in the upbringing of children, with the help of home-school priests in the Ancient Russian state, individual tuition fee appears (mzda), which was carried out by “masters of literacy” or teachers¹, and this indicates that the term “mastery” was embedded in the very name of the teaching profession, reflecting the public demands for its high quality. Later paidates, didaskals, who united in professional guilds as prototypes of pedagogical centers and associations, worked in the lower “literacy schools” and the higher schools of the “doctrine of the book”.

¹ Dzhurinskij, A. (1999). *Istorija pedagogiki*. Moskva: Vlado, pp. 145–153.

Influenced by the pedagogical thought of the period of Ukrainian Renaissance of the XVI-XIII centuries, famous by the names of P. Rusyn (1474–1517), Y. Dragobych (1450–1494), K. Ostrogski (1526–1608), P. Mohyla (1596–1647), H. Smotrytskyi (1578–1633) and their practical activity, further development of school and higher Ukrainian education, including training of pedagogical personnel, based on the ideas of humanism, which was combined with the leading European approaches to education, took place. The high demands on representatives of the teaching profession, which constitute the fundamental professional characteristics of the teacher-tutor, are clearly demonstrated by the documents of the Brotherhood schools as the most progressive educational institutions of the time. Thus, the Statute of the Lviv Brotherhood School “School Order” (1586) states: “The didaskal or teacher of this school should be pious, intelligent, humble-wise, obedient, not a drunkard, not a harlot, not a bribe-taker, not a thug, not angry, not envious, not a laughingstock, not a scoundrel, not a magician, not a storyteller, not a helper of heresies, but committed to piety, being a model of good deeds in all things, ... didaskals should teach and love all children”². According to O. Lavrinenko, the principles crystallized in the pedagogical experience of the Old Russian state of Kyiv, synthesis of Old Slavic and ancient (Greek) pedagogy respectively, were based on the understanding of the pedagogical qualification of the teacher of fraternal schools (didaskal) and the high requirements to it, didaskal is a master teacher of pedagogical business, who is eloquent, knows their subject perfectly, creates a favorable psychological climate of education and upbringing, organizes a collective conversation³.

In those times, the cult of the teacher and the school education was gradually affirming in the public consciousness of the Ukrainians, which is confirmed by folklore sources such as: “Honor the teacher as a parent” and further development of its types and forms took place. At this time, temporary literacy schools are expanding and there is a peculiar layer of teacher educators among the graduates of fraternal schools, academies and colleges: wandering cantors (dyaky) who widely used folk epic in teaching like puzzles, games and proverbs, they recited poems, sang, drew, played musical instruments, organized theatrical performances, and set up the nativity scenes⁴.

During those times, a layer of Ukrainian philosophers-enlighteners, founders of higher education, teachers of the Kyiv-Mohyla and Ostroh Academies, was formed, among whom I. Gizel (1600–1683), I. Galyatovsky (1620–1688), S. Yavorsky (1638–1736), S. Kalynovsky (1700–1754), F. Prokopovych

² *Antologija pedagogicheskoy mysli Ukrainskoj SSR*. (1988). Redkol. M. V. Fomenko [i dr.]. Moskva: Pedagogika, pp. 79–80.

³ Lavrinenko, O. (2009). *Pedahohichna maisternist v istoryko-pedahohichnomu vymiri: teoriia, praktyka, postup*. Kyiv: SPD Bohdanova A. M., p. 95.

⁴ Mazur, P. (2005). *Ukrainska shkola doby renesansu*. Dyrektor shkoly. Ukraina /1–2, p. 105.

(1681–1736), J. Kozelsky (1728–1794) and others were especially prominent due to their progressive pedagogical views and practical educational activity. Their philosophical and pedagogical achievements contributed to the establishment of high social and professional status of teachers, substantiation of the essence and content of pedagogical skills, the initiation of indirect teaching the elements of communicative culture and pedagogical techniques in courses of rhetoric, pietics, philosophy to students, as well as developing their focus on mastering the teaching profession.

The creative heritage of the Ukrainian philosophical and pedagogical thought of the time of H. Skovoroda (1722–1794) is full of valuable thoughts and provisions about the pedagogical work and about the teacher, their personality and peculiarities of pedagogical activity. Based on the understanding of the role of teaching as a great mission, the philosopher-educator called it majestic and noble, but also made serious requirements for the teacher, especially for their moral qualities. The power of the teacher H. Skovoroda saw in their knowledge, deep reason, nobility, dignity, honesty, love and respect for children, their profession, the unity of word and deed, the ability to self-educate. Along with the inner spiritual world of the teacher, great importance was attached to the eloquence as a means of communication with the disciples, which can “torment the soul, pour bile, poison, and can sow love, joy and light”⁵.

Therefore, in the XII–XIII centuries under the influence of the progressive philosophical and pedagogical thought of the Ukrainian national elite, the role of education in the cultural, political and economic life of society is realized, serious demands are placed on the educational staff as basic professionographical characteristics of pedagogical work, the educational experience of educational institutions like Brotherhood schools, universities and colleges is accumulated, which characterises the emergence of pedagogical education focused on the preparation of a creative master teacher, a qualified professional.

During the XIX – beginning of the XX century after the accession of most Ukrainian lands to the Russian Empire, and the accession of Galicia, Zakarpattia, Northern Bukovyna to the Austrian Empire, under the influence of the development of science, technology and industry, the activation of socio-cultural democratic movements and exacerbation of social and political problems, the spread of progressive ideas, the raising of pedagogical thought and the implementation of various educational reforms become dynamic, processes of development of higher education, pedagogical education in particular, socio-pedagogical approaches to determining the substantive characteristics of pedagogical work and training of teaching staff successfully evolve.

⁵ Strubyt'skyi V. H. S. *Skovoroda pro osobystist uchytel'ia* (1972). Pedagogichni idei H. S. Skovorody. Kyiv: Vyshcha shkola, pp. 167–169.

Against the background of various educational reforms of those times, imperial universities were opened in the leading Ukrainian industrial and cultural centers: Kharkiv (1805), Kyiv (1834), Odessa (1865), and pedagogical institutes were distinguished in their structure, teacher seminars and temporary pedagogical courses were created as independent pedagogical institutions, where the content of pedagogical training was gradually perfected, pedagogical educational disciplines were introduced and methodological experience of teaching them was acquired. Against this backdrop, a cohort of talented teachers, methodologists, and scholars is emerging – I. Tymkovsky, M. Lavrovsky, I. Ryzhsky and others, many of whom became the first developers of theoretical pedagogical disciplines and their programs, authors of manuals, original concepts and models of pedagogical education, as well as contributors to the introduction of ideas of pedagogical mastery in the process of teacher-tutor training, development of rhetorical culture, artistic education as its elements⁶⁻⁷. Accordingly, the problem of the teacher and their preparation as a driving force for the revival and creation of a qualitatively new education system in Ukraine attracted the attention of the leading national intellectuals: prominent national educators, writers, philosophers, state and public figures.

Theoretical and organizational pedagogical activity of M. Pyrogov (1810–1881), the initiator of opening of pedagogical seminaries, became a significant advancement in the scientific understanding of the problem of teacher's work and their professional training on the Ukrainian territory of the Russian Empire in the nineteenth century. He interpreted pedagogical art, mastery of the teacher as a multilevel phenomenon, and believed that in pedagogy, elevated to the level of the art, as in any other art, “it is impossible to measure all teachers by one measure”, and also identified a number of criteria for their evaluation, which included the creativity of the teacher, their desire to find better methods of work, the ability to effectively combine the word and visuals, to take into account the age and individual characteristics of students, the ability to hold their attention. At the same time, M. Pyrogov considered pedagogy not only as an art, but also as a science, and pointed to the real underestimation of “science to teach and enlighten”, to the fact that “few teachers possess the art of teaching and do not even understand its complexity”⁸. M. Pyrogov assigned the leading role in mastering such an art to the calling and offered to take this into account when selecting for pedagogical educational institutions. The sense of pedagogical activity M. Pyrogov saw not so much in the reproduction of ready truths, but in shaping the attitude of the learners to the world, and considered creating practical

⁶ Lavrinenko, O. (2009). *Pedahohichna maisternist v istoryko-pedahohichnomu vymiri: teoriia, praktyka, postup*. Kyiv: SPD Bohdanova A. M., pp. 135–136.

⁷ Demianenko, N. (1998). *Zahalnopedahohichna pidhotovka vchytelia v Ukraini: XIX – persha tretyna XX st.* Kyiv: IZMN, pp. 95-170.

⁸ Pirogov, N. (1985). *Izbrannye pedagogicheskie sochinenija*. Moskva: Pedagogika, pp. 83–85.

pedagogical centers, “teachers nurseries”, in which the collective pedagogical creativity and self-education of students, the unity of the human and professional development of the teacher’s personality, the enrichment of knowledge in combination with the experience of teaching at school was highly appreciated, to be the main ways of mastering pedagogical science and art by a teacher.

Another prominent educational figure and writer of Zakarpattia, O. Dukhnovych (1803–1865), following the ideas of Y. Komensky, called pedagogy “the most sophisticated art”, “art of the arts”, and considered the teacher-tutor to be an artist, master, “salt of the earth”, “enlightener”, under whose leadership evil was diminished and virtue flourished. O. Duchnovich gave eloquence, knowledge of folk culture, caring attitude to students particular importance in pedagogical mastery, and among the professional qualities of a “creatively perfect teacher” he noted high intelligence, knowledge of their subject, broad general and pedagogical education, and also optimism, politeness, gentleness and respect, love for children. O. Dukhnovych believed that being a teacher is possible only by natural calling, “from birth to the elect” and “not everyone who teaches and mentors can be called a teacher and mentor”. He was convinced that without “nature-gifted properties” the mentor “would not do any good and would be better off refusing this service”⁹. The outstanding work of O. Dukhnovych “People’s Pedagogy” (1857), according to the modern researcher O. Lavrynenko, became the first unified Ukrainian textbook on pedagogy, where pedagogical mastery of the teacher was given a prominent place, the basic skills, which they were supposed to have in order to conduct educational activity, were structured and determined¹⁰.

Under the influence of the progressive ideas of M. Pyrogov and K. Ushynsky a pleiad of methodological educators has emerged in the democratically-pedagogical movement, who have made a significant contribution to the cause of education, reforming public education, paying great attention to the teacher and the issues of their productive work. Progressive Zemsky activist, connoisseur of educational charitable cause and talent of the teacher baron M. Korf (1834–1883) considered the teacher a leading figure in the Zemsky school, took care of their thorough preparation and in his works outlined the model of personality of the teacher, which covered such features as interests to the rural community, humanistic position, dedication to the teaching profession and children, knowledge of the subject and methods of its teaching, readiness for self-education, moral and mental qualities, language abilities, appearance, and also recommended effective methods and means

⁹ Liubar, O. – Stelmakhovych, S. – Fedorenko, D. (1999). *Istoriia ukrainskoi pedahohiky*. Kyiv: IZMN, pp.127–138.

¹⁰ Lavrinenko, O. (2009). *Pedahohichna maisternist v istoryko-pedahohichnomu vymiri: teoriia, praktyka, postup*. Kyiv: SPD Bohdanova A. M., p. 29.

of pedagogical preparation¹¹. Ukrainian thinker, philosopher, teacher P. Yurkevich (1826–1874) assumed the personality of the master teacher to deserve a prominent place and attached great importance to the free mastery of methods as a direct manifestation of the creative inventiveness of the teacher, paying particular attention to dialogue¹². The educator and scientist M. Dragomanov (1841–1895) gave a leading role in the education and training of the youth to the teacher, giving special importance to their erudition, dedication, vocation, methodological skills, and considered the issue of psychological readiness and orientation of the teacher, emphasized the need to increase the teacher's competence, mastery, aesthetic upbringing with the help of pedagogical literature and mastering the principles of pedagogy¹³.

S. Rusova (1856–1940), a prominent representative of the national-democratic direction of the educational and civic movement of Ukrainian pedagogy, considered the teacher's problem "broad, voluminous, multifaceted". According to the developed a concept of the national system of education, she called teachers true reformers of Ukraine's future life, "apostles of truth and science"¹⁴, whose efforts can lead people out of darkness, enslavement, unconsciousness to a new life¹⁵. In her speeches and publications, the scientist made extremely high demands on the personality of the teacher, emphasized the need to expand their functions of education, culture and training, emphasized the importance of state support for future teachers to obtain fundamental scientific, theoretical and methodological training, as well as special training; thus, according to the findings of O. Lavrinenko, she thoughtfully and consistently defended the ideas of pedagogical mastery development and separated the leading elements¹⁶.

The historical data and the presentation of the views of progressive Ukrainian philosophers, educators, public figures of the past centuries testify that in the Ukrainian national consciousness and pedagogical culture of previous epochs an understanding of the uniqueness, psychological richness and social determination of pedagogical work gradually formed, its moral imperatives,

¹¹ Saiakina, N. (1998). *Problemy osobystosti vchytelia v pedahohichnii spadshchyni M. O. Korfa*. (Avtoref. dys.kand. ped. nauk). Luhanskyi derzhavnyi pedahohichnyi instytut, Luhansk, pp. 14–15.

¹² *Antologija pedagogicheskoy mysli Ukrainskoj SSR*. (1988). Redkol. M. V. Fomenko [i dr.]. Moskva: Pedagogika, pp. 177, 182.

¹³ Liubar, O. – Stelmakhovych, S. – Fedorenko, D. (1999). *Istoriia ukrainskoi pedahohiky*. Kyiv: IZMN, p. 178.

¹⁴ Zaichenko, I. (2000). *Pedahohichna kontseptsiiia S.F.Rusovoi*. Chernihiv: Chernihivskyi derzhavnyi pedahohichnyi universytet im.T. H. Shevchenka, pp. 137, 147.

¹⁵ Rusova, S. (1996). *Vybrani pedahohichni tvory*. Kyiv: Osvita, p. 29.

¹⁶ Lavrinenko, O. (2009). *Pedahohichna maisternist v istoryko-pedahohichnomu vymiri: teoriia, praktyka, postup*. Kyiv: SPD Bohdanova A. M., pp. 48–50.

professional norms, standards and values were determined, demands were made on pedagogical workers in combining their personal traits and acquired skills and competences. Provisions, ideas, approaches developed in the Ukrainian classical pedagogical heritage of the past, contributed to the development of initial ideas about pedagogical professionalism, mastery, creativity of the teacher-tutor as a characteristic of successful, qualified, productive pedagogical work, and their transformation into targets and meaningful content of pedagogical education though had some limitations and contradictions due to existing cultural, historical and socio-economic conditions.

Formation and Development of Theoretical and Methodological Base for the Preparation of a Creative Master Teacher, Professional in the Ukrainian Scientific and Pedagogical Tradition of the Soviet Era

After the fall of the Russian Empire during the 20-s of the XX century the fighting on fronts of the First World and Civil War occurred on the Ukrainian lands, there was a fierce class struggle, there were ambiguous social transformations under the influence of the change of state structures of the Ukrainian People's Republic, the Hetmanate, the Directory, the assertion of Soviet power. Notwithstanding the difficult socio-economic conditions, those years have become history as a period of national revival, a surge and the establishment of the Ukrainian national idea, including the field of educational policy, which is connected with the names and activities of famous scientists, writers, statesmen (V. Vynnychenko, B. Grinchenko, I. Ogienko, I. Steshenko, M. Vasylenko, O. Shumsky, M. Skrypnyk and others), many of whom, with the onset of Stalinist totalitarianism, were harassed and repressed. During those tumultuous years the program of development of the new national school and teacher training was adopted, the systematisation of the training of pedagogical staff was formed through the formation of institutes of public education, pedagogical technical schools and pedagogical courses, faculties of social education and vocational education, pedagogical faculties and departments. Also, the Ukrainian Pedagogical Academy and public organisations "Education", "Labor", "Ukrainian Scientific Society" were established; periodic pedagogical editions "Free Ukrainian School", "Education Worker", "Pedagogical Thought", "Path of Education" and others were founded; textbooks and manuals for pedagogical schools and other scientific and methodological literature were published.

New social priorities and strategic tasks of "creating a new teacher for a new school" stimulated the rise of pedagogical thought, the search for original ideas, the development of new approaches to the organization of education and training, the professional work of the Soviet teacher and their preparation. Those issues were vigorously discussed on the pages of periodicals, meetings

and conferences, in printed works, and were embodied in the practical search for advanced educators, carriers of the best traditions of world pedagogy, scientists and organisers of public education (P. Blonsky, G. Vaschenko, P. Zatonsky, G. Zhurakovsky, A. Makarenko, O. Muzychenko, E. Medynsky, A. Pinkevych, Y. Riappo, Y. Chepiga and many others). Their ideas and views provoked a variety of discussions, on the relation between the pedagogy of science and art in particular; in the work of the teacher – intuition, creativity and craft, skills, experience; in the pedagogical mastery – natural talent, creative inclinations and abilities of the teacher and their professional preparation, mastery of the method, knowledge.

The world-recognized creative heritage of the most influential educator in Soviet pedagogy A. Makarenko (1888–1939) contains the original views of the innovator teacher on the problem of pedagogical work, the personality of the teacher-tutor and their training, which are rightly considered to be fundamental in the theory of pedagogical mastery, and A. Makarenko is considered its founder. He defined pedagogical activity from the standpoint of production, man of labor, profession and highlighted the skill of the tutor, calling the ability to teach the art. Pedagogical skill in his views is associated with a high level of professional culture, teacher's training, their authority and moral qualities, the presence of a clear orientation, personal "credo", deep professional knowledge and skills, as well as a strong character, efficiency, firm will, moral attitude towards children, combination of strictness with respect, aesthetic appearance and culture of behavior.

A. Makarenko attached special importance in the structure of pedagogical mastery to pedagogical technique, understanding under it a set of special knowledge, skills and practical knowledge of the techniques of pedagogical influences beginning from the formulation of voice, the ability to control their facial expressions, to "read minds looking at the child's face" to mastering various "tools" of a scientifically organized system of influences. Revealing the content of pedagogical technology, the teacher-innovator characterized its elements: the eloquence of the teacher, their mastering of intonation (15–20 shades of "Come here!"), control of facial expressions, movements, mood, the whole body. A. Makarenko emphasized the importance of artistry in the work of a teacher-tutor, believed that the teacher "could not avoid acting" and could not allow their "nerves and heartaches" to be a tool of professional activity. In the meantime, he denied only an "outside game" and recommended looking for "some kind of pass" to combine the game with the "wonderful personality of a tutor". Without professional technique A. Makarenko considered pedagogical mastery to be a "completely useless work", which could be called "handicraft"¹⁷. A. Makarenko expressed a fairly clear position on forming pedagogical mastery. He denied the idea of the crucial importance

¹⁷ Makarenko, A. (1954). *Deiaki vysnovky z moho pedahohichnoho dosvidu*. Tvory u 7 t. T.5. Kyiv: Radianska shkola, pp. 246, 247.

of talent in the teaching profession (“talent is rare, and the state needs millions of teachers”). “According to the teacher, the teacher’s mastery is not some special art that requires talent, but it is a specialty that must be learned”¹⁸, and proved this position himself. He believed that anyone could become a master if they were helped and worked hard themselves. A. Makarenko argued that in the pedagogical universities of those times “they do not know what pedagogical skill is”, “there is no trace of mastery”, and noted that “this can and should be taught”¹⁹ and emphasized the need to teach the basics of pedagogical techniques, mastery as a special course in pedagogical institutions.

Discussion on understanding the essence of the professional mastery of the teacher and the prominent factors of its formation like personal qualities, natural abilities, talents or purposeful learning, mastering the system of methods, skills and their perfection, during this period acquired characteristics of a science.

Research centers, laboratories, commissions, study rooms for studying teaching profession are created, scientific works are published, such as: “Towards the profессиogram of a teacher of a Soviet mass labor school” I. Chalenko (1929), “Modern problems of pedagogical creativity” Y. Mamontov (1922), “School, work, teacher (pedology and didaskology)” by T. Markaryan (1924) and other publications. Thus, T. Markaryan was first to raise the question of the separation of complex science about the teacher and their professional work in an independent sphere and proposed its name “didascology” (similar to pedology as popular at that time complex science about the child), believing that this science is intended to “solve the problem of teachers in all breadth and depth, to give exhaustive characteristics of this profession”²⁰. These works became especially important in the discussions of those times concerning the functions of the teacher, the essence of their professional mastery, creativity, the role of natural abilities and the acquired qualities in the process of specially organized pedagogical education. The emergence and validation of didascology as an independent branch of knowledge led to the transition from a speculative and descriptive study of pedagogical work and preparation of a teacher for specific scientific theoretical and empirical studies on an interdisciplinary basis using the current provisions of psychotechnics, ergonomics, eurology, psychology, etc.

Large-scale and diverse studies of the teacher’s problem of that time corresponded to the progressive tendencies of development of the world pedagogical culture, differed by pluralism, variability of ideas and approaches. They resulted in the development of philosophical models of pedagogical work: anthropological (K. Wentzel, L. Vygotsky, P. Kapterev), pedocentric (M. Basov, P. Blonsky), research (A. Zelenko, A. Makarenko, etc.), marxist-

¹⁸ Ibidem, p.246.

¹⁹ Ibidem, p. 246.

²⁰ Markar’jan, T. (1924). *Shkola, rabota, uchitel’: pedologija i didaskologija*. Rostov na Donu: Burevestnik, p. 43.

sociological (A. Kalashnykov, N. Krupska, V. Shulgin). It contributed to the scientific substantiation of the creative nature of pedagogical activity as its immanent quality along with the algorithmic elements, to identification of the essential features of pedagogical mastery, factors and determinants of the formation of professional pedagogical work. We highlight the most important positions of pedagogical ideas of this pleiad of researchers of the teacher's problem.

The views of scholars on the teaching profession as a "mission" that requires love and humane treatment of children, not just "service", "position", "craft", became of particular importance in the didascological thought of those times (Y. Mamontov, Y. Chepiga, G. Vashchenko, T. Lubenets). It is important that the scientific professional description of pedagogical work was carried out on the basis of experimental researches according to the elaborated plan, scheme, methodology with the use of special tools and contributed in this way to the substantiated solving issues of professional suitability, professional selection of pedagogical personnel (G. Vaschenko, R. Kutepov, I. Chalenko). Priority was given to the personality of the teacher as a subject of pedagogical work, their creative qualities, personality, natural giftedness, feelings of the teacher (Y. Mamontov, T. Lubenets). At the same time creative approach was considered one of the most important in the pedagogical profession, which meant the combination of different methods of work, their free choice and use in the educational process, the ability to engage students in creative study of teaching subjects, etc²¹. This laid the scientific foundations of professional and pedagogical training, which was understood as the organization of systematic lessons on mastering methods, professional techniques, rational techniques of managing pedagogical processes (T. Markaryan, O. Musychenko, A. Makarenko, M. Rosenstein, L. Friedman and others).

Under the influence of didascology the purposeful solution of problems of pedagogical education and formation of the theory of professional training of teachers, definition of their basic units: goals, content, technological support, quality criteria, etc., which reflected the progressive world tendencies of the organization of teacher training, were activated (M. Zotin, O. Musychenko, Y. Ryappo, Y. Chepiga and others). Along with theoretical considerations, the empirical approaches that were developed in the practice of various projects of pedagogical education under the leadership of the People's Commissariat were of great importance. Together with the aspirations to create a unified state system of pedagogical education, certain autonomy of educational institutions, variety of forms of teacher training taking into account the ethnocultural features of Ukrainian society was preserved.

²¹ Demianenko, N. (1998). *Zahalnopedahohichna pidhotovka vchytelia v Ukraini: XIX – persha tretyna XX st.* Kyiv: IZMN, pp. 254–255.

The practice of pedagogical education of the 20-s was most consistently implemented through artistic, creative, socio-creative, polytechnic, knowledge-centric models of teacher training in the institutes of public education, pedagogical technical colleges and teacher institutes. The commonality of approaches consisted in the anthropological and pedagogical orientation of the content of general pedagogical preparation (orientation to the world of childhood, to research in pedagogical work), special attention was paid to the ideological, subject-scientific, ethical and aesthetic components of it. Against this background, the theory and methodology of general pedagogical training of teachers were significantly evolving: the teaching of pedagogy as a science was being improved, textbooks on pedagogy were being developed (A. Pinkevych, M. Pistrak), and the tendency was to move from passive verbal lecture system to studio-circles, seminars, creative forms of teaching of future teachers. It was during this period that the idea and practice of purposeful teaching pedagogical technology, pedagogical mastery, self-development to future teachers, successfully implemented in the original forms of studios, workshops using the methods of psychotechnics, autogogics (self-education) with widespread use of the means of artistic, theatrical pedagogy, individual training, were introduced (T. Markaryan, M. Rosenstein, L. Friedman). Learning the elements of professional mastery as an important means of creative pedagogical activity, culture of pedagogical communication was associated with the aesthetic preparation of the teacher, their artistic education and awareness, according to which subjects of the artistic cycle and rhetorical preparation like recitation, diction, expressive reading, music and singing, pedagogical drawing and modeling, art with history of arts, etc. were introduced in the curriculum of pedagogical educational institutions²².

In the 30-s of the twentieth century in the conditions of the world methodological crisis, increasing organizational and ideological interference in science, culture and education, pedagogy, social psychology and psychotechnics were destroyed, and many advanced pedagogical figures were oppressed and repressed. The established “iron curtain” insulated Soviet pedagogical science from foreign experience and scientific thought, and the emasculation of the humanistic content of the education and training in schools and higher educational institutions transformed their activities into tools of ideological influence. This situation led to the establishment of the social status of the teacher as an ideological worker, “freezing” the development of didascological thought, narrowing the research field of problems of teaching, minimizing the value of creativity in the teaching profession, resulting in reorientation of its study from individual creative to subject methodological aspects with predominant empirical descriptive approaches. As a result of this scientific and theoretical understanding

²² Maiboroda, V. (1992). *Vyshcha pedahohichna osvita v Ukraini: istoriia, dosvid, uroky (1917–1985)*. Kyiv: Lybid, pp. 54–59.

of the issues of the personality and activity of the teacher, experimental studies were mostly replaced by “major” propaganda slogans and cliches, and qualified pedagogical work began to be described mainly in ideologically colored terms “excellent worker”, “honoree”, “frontrunner” and the like. At that time, the task of arming students with fundamental and solid subject knowledge in accordance with the ideological course of the Soviet state for industrialization increased the requirements for scientific and methodological training of the teaching corps, stimulated the development of didactics and subject methodologies, and the advanced pedagogical experience was recognized as the main indicator of high educational achievement. Due to the increased interest in such a segment of the display of highly qualified creative and masterful work of teachers, the advanced pedagogical experience of “teachers excellent workers” was promoted in educational and methodical publications. The function of scientific thought, the work of scientists was mainly directed to its analysis, generalizations and ways of implementation in school practice, and the topic of scientific publications was mostly devoted to the coverage of the experience of “exemplary” educational institutions and advanced teachers. Understanding the essence of pedagogical mastery was limited mainly by the system of developing the effective skills and abilities of teachers using theoretical knowledge, and its indicators were used to reach new levels of educational and cognitive autonomy of students achieved through practical experience²³. This led to the narrowing of pedagogical mastery to learning the pedagogical technique, gaining experience of practical pedagogical activity, which was considered as the main result of pedagogical preparation and work of the teacher on themselves. During this period the content and methods of high school teacher training were mainly directed to acquiring the subject knowledge and learning teaching methods, there was a further unification of pedagogical disciplines with a focus on enhancing the practical aspect, increasing attention to the students’ learning of advanced pedagogical experience. The content and structure of pedagogical programs and textbooks focused on the didactics, school studies, theories and methods of communist upbringing of young people, although questions were also raised about the teacher’s problem and their professional qualities. Among the forms and methods of professional and pedagogical preparation pedagogical offices, circles, museums, studios, in which the focus on a creative acquisition of the basics of pedagogical mastery, elements of pedagogical technique by students, became popular²⁴.

In the postwar period, 60-80-s with the intensive development of the pedagogical education system, revival in public life, science, education of humanistic tendencies, the concept of teacher’s professional work gradually

²³ Demianenko, N. (1998). *Zahalnopedahohichna pidhotovka vchytelia v Ukraini: XIX – persha tretyna XX st.* Kyiv: IZMN, p. 261.

²⁴ Oksa, M. (1997). *Vyvchennia dystsyplin zahalnopedahohichnoi pidhotovky vchytelia u pedahohichnykh vuzakh Ukrainy (1917–1991 rr.)*. Kyiv: MFA, pp. 100–101, 107–108.

enriched, the attention to psychological aspects of pedagogical work increased in the scientific publications, the understanding of the essence of pedagogical mastery deepened, the idea of the inadmissibility of its substitution only by practical skills, professional technique, “methodological arrogance” was spread, the duration and multi-stagedness of pedagogical mastery formation and, accordingly, the complexity of this formation, were emphasized, the opinion was expressed about the connection of pedagogical skill and teacher-tutor’s creativity, the questions about the teacher’s personal qualities, their pedagogical abilities, talent, etc. were raised. The problem of learning the elements of pedagogical mastery as a component of the professional training of future teachers was covered on the pages of the scientific-pedagogical magazine “Soviet School”, Ukrainian scientists-pedagogues T. Bugaiko, F. Bugaiko, G. Zhurakovsky, D. Nikolenko, I. Synytsya, R. Khmelyuk and others devoted their publications to it. Thus, I. Synytsya carried out a study of the teacher’s pedagogical tact as a component of their professional mastery²⁵; T. Bugayko focused on studying the teacher’s pedagogical mastery at the lesson, emphasized the complexity and versatility of the concept of pedagogical mastery due to the “inexhaustibly diverse requirements for the master teacher” and believed that the perfection of pedagogical mastery “has no end”²⁶; D. Nikolenko researched the issues of the psychology of the Soviet teacher, their “moral values”, the means of influencing the formation of their personality²⁷. According to the modern researcher O. Lavrinenko, first fundamental work on the territory of Ukraine “Pedagogical Mastery of the Teacher” by B. Mityurov published in 1966 in the publishing house “Soviet School”, which presented the author’s vision of forming the teacher’s pedagogical mastery in the classroom and after-school hours, based on the specifics of the teaching profession, and suggested that pedagogical mastery does not come on its own to a teacher, but is gained with experience and shaped by thoughtful creative approach to work and experience of colleagues, constantly expanding educational worldview and introspection, creating their own creative laboratory, played a significant role in the development of the scientific base for the preparation of the master teacher in pedagogy²⁸.

The outstanding teacher-classicist of the present time, the founder of the humanistic Ukrainian pedagogy of the Soviet times V. Sukhomlynsky (1918–1970) in his writings deeply revealed the fundamental truths of the pedagogical profession and the characteristics of the creative master teacher. “The work of an educator is, first of all, the hard work of the heart ...

²⁵ Synytsya, I. (1957). *Psyholohichni peredumovy pedahohichnoho taktu vchytelia*. Radianska shkola, pp. 7, 31–35.

²⁶ Buhaiko, T. (1958). *Maisternist uchytelia na urotsi*. Radianska shkola, pp. 7, 26–33.

²⁷ Nikolenko, D. – Shkil', N. (1986). *Stanovlenie uchitelja*. Kiev: Znanie.

²⁸ Lavrinenko, O. (2009). *Pedahohichna maisternist v istoryko-pedahohichnomu vymiri: teoriia, praktyka, postup*. Kyiv: SPD Bohdanova A. M., pp. 71–72.

and the creativity of the mind ..., there is no heavier, more exhausting work for the heart in the world ..." he wrote²⁹. Teachers, according to V. Sukhomlynsky, are "creators of human souls", "disseminators of truly human", "worlds of intellectual life of schoolchildren", who should be "examples of human perfection", so he considered "talent love for man, and boundless love for their work, above all, for children ...", to be the prerequisite for success in the teaching profession³⁰. The ideal model of a teacher of high-level pedagogical culture, who is characterized by inherent humanism, spirituality, citizenship, general culture, intelligence, qualities of the researcher, creative approach to the case, the ability to self-improvement, is presented, a comprehensive description of the components of pedagogical culture, showing their interpenetration and interconnection is demonstrated. V. Sukhomlynsky sees the main criterion for assessing the culture of work of the teacher in the ability to awaken intellectual feelings and the joy of cognition in the children and determines the conditions for their development.

The thesis about the creative nature of pedagogical work is thoroughly substantiated and revealed in V. Sukhomlynsky's legacy, and one of the secrets of pedagogical creativity is the awakening of teachers' interest in searching for and analyzing their own work. Stressing that the school needs a creative teacher, V. Sukhomlynsky at the same time called pedagogical creativity "one of the areas of pedagogical virgin soil" and pointed out that a teacher can only achieve pedagogical creativity on their own, engaging in professional and personal self-perfection and research: "It is usually the master of the teaching profession who has made himself a researcher"³¹. According to V. Sukhomlynsky, the formation of pedagogical mastery, pedagogical creativity should start in pedagogical educational institutions and continue in practical activity during acquaintance with the work of master teachers through understanding of their experience, various use of collective creativity of the school. The author emphasized the importance of the subtle feelings of the teacher, joining the professional community, mastering their values, norms as an important stage of professional training³².

In pre-and-perestroika times within the command-administrative system of leadership of Soviet education and science the processes of overcoming the dominant mono-ideology, methodological advancement of social, including psychological and pedagogical sciences were gradually gaining ground against the background of the emergence of tendencies of democratization of social life, attempts to modernize pedagogical education in the current conditions of its

²⁹ Sukhomlynskyi, V. (1976). *Yak vykhovaty spravzhniu liudynu*. Vybrani tvory. V 5-ty t. T.2. Kyiv: Radianska shkola, p. 341.

³⁰ Ibidem, p. 342.

³¹ Sukhomlynskyi, V. (1976). *Rozмова z molodym dyrektorom*. Vybrani tvory. V 5-ty t. T.4. Kyiv: Radianska shkola, pp. 399, 471.

³² Ibidem, pp. 396–405.

rigidly centralized unification, dehumanization, leveling of national cultural features were activated. Against this background, there was a significant enrichment of scientific-theoretical profессиographic approaches to the study of the problem of professional work of teacher-tutor and their training, which stimulated the transition from a phenomenological description of pedagogical activity and personality of the teacher on the basis of generalization of practical experience to the development of conceptual models of work, terminology apparatus, substantiation of pedagogical activity functions and corresponding composition of pedagogical skills of teacher-tutor, their abilities and other important professional qualities, development of a criterion-level basis of experimental studying of productivity of pedagogical activity, etc. Conducting profile studies of various aspects of pedagogical work, according to the conclusions of V. Butkevych, proved the formation of leading didascological scientific schools, among which the author rightly distinguishes Leningrad (N. Kuzmina, Y. Kulyutkin, O. Scherbakov and their followers), Moscow (headed by V. Slaktionin), Ukrainian (I. Zyazyun, O. Moroz, R. Khmelyuk, M. Yarmachenko, L. Kondrashova), Belarusian (I. Kazymyrska, S. Kondratieva, A. Kochetkov, M. Kukharev, I. Kharlamov), Kazakh (N D. Khmel and her followers), Uzbek and other scientific schools³³. Much of the didascological research of those years focused on the study of the problem of pedagogical mastery, which greatly enriched the scientific-theoretical understanding of its essence, content and structure, as well as resulted in the emergence of various descriptions of this definition and the creation of its original models (I. Zyazyun, M. Kukharev, N. Tarasevich, and others). At the same time, against the background of humanization and democratization of educational processes, the deployment of the “pedagogy of cooperation” movement, which included representatives of Ukrainian innovators M. Guzyk, O. Zakharenko, M. Pavlyshev, V. Shatalov, there was increasing interest in the creative foundations of the teaching profession. Accordingly, in the didascological theory, scientific approaches to understanding the essence of pedagogical art were updated, which were increasingly related to pedagogical creativity. The latter revealed the creative nature of pedagogical work and pedagogical communication; the attention was paid to the informal phenomena of pedagogical intuition, inspiration, creative insight, improvisation; algorithmic models of creative processes were created in solving pedagogical tasks; study of issues of creative individuality, teacher subjectivity and individual style of pedagogical activity as the most important prerequisites for overcoming stereotypical canons and formalized cliches in pedagogical work intensified (O. Piekhota, I. Rachenko, V. Semichenko, R. Skulsky, S. Sysoyeva and others). A Ukrainian scientist L. Kondrashova drew attention

³³ Butkevich, V. (1994). *Formirovanie lichnosti uchitelja v teorii i praktike pedagogicheskogo obrazovanija (1960–1990gg.)*. (Dis. dokt. ped. nauk). Moskovskij pedagogicheskij gosudarstvennyj universitet im. Lenina, Moskva, p. 269.

to the importance of scientific understanding of a new at the time definition of pedagogical professionalism, which, in her opinion, cannot be regarded as merely the sum of knowledge and skills or reduced to a positive set of personality traits and specifics of pedagogical work³⁴.

The marked achievements of didascological scientific thought formed a powerful theoretical basis for rethinking the goals, modernizing the content and technologies of pedagogical education, which at that time continued to function and develop under the conditions of a rigidly centralized command-administrative system and the domination of communist monoideology. Efforts to improve and reform it were largely limited to the tasks of increasing the “level of ideology and professional training of teachers”, the formation of higher and secondary specialized education, which “combined deep vocational training, ideological and political maturity”, expanding the nomenclature of pedagogical disciplines, etc., but such “spectacular innovations in their content were only formal and cosmetic”³⁵. At the same time, original productive approaches to improving the quality of pedagogical education “sprouted” in the Ukrainian pedagogical education at that time, including the introduction of specific forms of institutionalization of the ideas of the creative master teacher and professional preparation.

A striking event in the history of Ukrainian pedagogical education of the 80s was the innovation of the Poltava Pedagogical Institute, led by rector I. Zyazyun, on recognizing pedagogical mastery as a necessary component of teacher training, theoretical grounding, development and implementation of teaching courses as basics of pedagogical mastery for students of all pedagogical specialties, as well as the preparation of its primary methodological support (programs agreed with other psychological, pedagogical and methodological subjects, recommendations, manuals) by the efforts of the first independent department of pedagogical mastery which was established by the USSR in 1981 and headed by N. Tarasenko. After the experimental curricula were approved in 1987, the Poltava experience of teaching pedagogical mastery was extended to other Ukrainian pedagogical institutes: Kamianets-Podilskyi, Kryvyi Rih, Lutsk, Odesa, Ternopil, Kherson.

Another innovative approach, which is the training of a creative teacher, started in 1989 at the Kyiv Pedagogical Institute within the framework of the experimental system “Pedagogical Creativity: School – Pedagogical University – School” under the guidance of rector M. Shkil and also implemented for the first time in the Soviet Union by the department

³⁴ Kondrashova, L. (1987). *Teoreticheskie osnovy vospitaniya nravstvenno-psihologicheskoy gotovnosti studentov pedagogicheskikh institutov k professional'noj dejatel'nosti*. (Avtoref. dis. dokt. ped.nauk). NII obshhej pedagogiki APN SSSR, Moskva, p. 3.

³⁵ Luhovyi, V. (1994). *Pedahohichna osvita v Ukraini: struktura, funkcionuvannia, tendentsii rozvytku*. Kyiv: MAUP, p. 114.

of pedagogical creativity, which was headed by S. Sysoyeva, by introducing normative educational discipline on the basics of pedagogical creativity and developing scientific and methodological support for its teaching.

Thus, the development of ideas for the preparation of creative master teacher and professional in the Ukrainian scientific-pedagogical thought and practice of organizing pedagogical education of Soviet times reflected the social realities of ambiguous processes of “socialist construction” of education, science and culture with their achievements and disadvantages. Along with certain ideological distortions and limitations, didascological knowledge gradually evolved: scientific pedagogical programmiams were developed; theoretical models, structural and logical schemes of the productive work of the teacher were created and the conceptual and categorical apparatus were streamlined; scientific approaches to the formation of professionally important qualities of masters of pedagogical business, their qualification characteristics and creative properties were approved.

Created scientific basis contributed to the renewal of views on the vocational training and professional development of pedagogical workers, the progressive promotion of their own theory and methodology, the emergence of innovative ways to reform pedagogical education and the successful beginning of the institutionalization of the ideas of creative master teacher and professional preparation.

Institutionalization of Ideas and Didactic Models of Creative Master Teacher, Professional Preparation in Ukrainian Pedagogical Science and Education at the turn of the XX–XXI Centuries

With the formation of an independent sovereign Ukrainian state, the reconstruction of national education envisaged a significant increase in the social and professional status of the teacher and improvement of their preparation for creative and skillful professional and pedagogical activity. This led to dynamic processes of institutionalization of historically established ideas of pedagogical creativity, mastery, professionalism; the emergence of specialized scientific centers (laboratories, departments, public academies, etc. as specific social institutions that purposefully carried out scientific research, published scientific and methodological works, conducted scientific and pedagogical activities on the subject, as well as introduced the corresponding disciplines of didascological orientation in the practice of educational institutions and created methodological support for their teaching: training programs, recommendations, textbooks and manuals.

The leading scientific centers of the institutionalization of ideas of pedagogical creativity, mastery and professionalism in the Ukrainian pedagogical science were: Department of Theory and Practice of Pedagogical Mastery of the Institute of Pedagogy and Psychology of Vocational Education

of the academy of Pedagogical Sciences of Ukraine (director I. Ziazyun) various scientific researches on the topic of “Development of integrative processes in education”, the employees of which since 90-s have carried out planned various scientific researches on the theme “Development of integrative processes in education”; numerous newly created specialized departments of pedagogical creativity, mastery, technology in pedagogical universities, the opening of which, according to O. Pehota, was not accidental, but reflected the objectively existing regularity so that changing the nature of teacher training and functions of the pedagogical departments³⁶, the public organizations “Academy of Pedagogical Skills”, Ukrainian Academy of Acmeological Sciences. During the 1990-s and 2000-s, many Ukrainian scholars did direct research on the problems of pedagogical mastery in the monographs and dissertations (E. Barbina, O. Burlia, L. Zadorozhnyia, L. Lymarenko, L. Malakanova, V. Sydorenko, T. Stratan, S. Shvydka and others), pedagogical creativity (O. Vygovska, O. Voloshenko, N. Kichuk, L. Milto, O. Prykhodko, S. Sysoeva and others), pedagogical professionalism (N. Huzii, O. Dubaseniuk, B. Diachenko, V. Panchuk, T. Sorochan, A. Teplytska, T. Fedirchuk and others) and related topics pedagogical culture (V. Grinyov, T. Ivanov), pedagogical vocation (L. Akhmedzianov), pedagogical sustainability (Z. Kurland), individualization of professional teacher training (O. Pehota), readiness to innovative activity (M. Artyushyna, O. Kotykova, A. Linenko) etc. They developed not only theoretical aspects of various didascological phenomena but also offered multifactor scientific and methodological approaches for their introduction into the system of training and retraining of pedagogical staff. Particularly noteworthy is the work of E. Barbina “Formation of Pedagogical Skill in the System of Continuous Pedagogical Education” (1998), where for the first time the role of pedagogical mastery as a system-forming factor of the teacher’s professional training was convincingly justified, the integrative properties and developmental possibilities of this discipline were deeply disclosed, correspondence to modern paradigms and tendencies of development of pedagogical education was demonstrated, and also the content and functions of pedagogical mastery as educational discipline were specified, organizational and methodological foundations and technologies of its formation in future teachers were generalized³⁷.

Increased interest of the scientific and pedagogical community to the problem of forming pedagogical skills, creativity, professionalism of educational personnel and its various aspects is evidenced by the facts of holding many international and national scientific and practical conferences on this topic, for example: “Actual Problems of Professional Training” (Kyiv,

³⁶ Ziaziun, I. – Piekhota, O. (Za red.) (2003). *Pidhotovka maibutnoho vchytelia do vprovadzhenia pedahohichnykh tekhnolohii*. (2003). Kyiv: Vydavnytstvo A.S.K., p. 22.

³⁷ Barbina, E. (1998). *Formirovanie pedagogicheskogo masterstva v sisteme nepreryvnoho pedagogicheskoho obrazovaniia*. Kiev: Vysshaja shkola, p. 33.

1993); “Psychological and Pedagogical Factors of Increasing Pedagogical Skill of Teacher-Tutor” (Zhytomyr, 1995); “Pedagogical Mastery as Modern Technology of the Teacher’s Individuality Development” (Poltava, 2002); “Professionalism of the Teacher” (Yalta, 2003, 2004, 2005, 2006); “Pedagogical creativity, Mastery, Professionalism: Problems of Theory and Practice of Teacher Tutor Lecturer Training” (Kyiv, 2005); “Pedagogical Skills: Becoming and Ways of Development” (Poltava, 2006); “Modern Technologies for Developing the Professional Mastery of Future Teachers (Uman, 2010); “Pedagogical Creativity, Mastery, Professionalism: Problems of Theory and Practice of Training and Retraining of Educational Staff” (Kyiv, 2015).

The most important factor in the institutionalization of ideas of pedagogical creativity, mastery, professionalism in the system of teacher-tutor training is the direct implementation of their developed didactic models in the educational process in the form of the same disciplines. In the 1990-s, according to the priorities of the state educational policy of the independent Ukraine, the content of pedagogical training of educational staff was radically revised, and the discipline “Fundamentals of pedagogical mastery” was included in the basic curriculum for pedagogical specialties in 1993³⁸, was included in the curricula of training students of “pedagogical education” specialization of the late 1990s – mid 2000s as a compulsory subject of fundamental pedagogical preparation³⁹. Along with a course on pedagogical mastery a course on the basics of pedagogical creativity was taught in a number of pedagogical universities (Glukhiv, Kyiv, Rivne, Sumy, Pereyaslav-Khmelnitsky, Uman), as well as courses and special courses (optional disciplines) on pedagogical technique, teacher’s personality, basics of pedagogical professionalism, culture of pedagogical communication, etc. were introduced.

The typical program, manuals and textbooks of the team of Poltava authors, edited by I. Zyazyun, became the most recognized methodological support for teaching the basics of pedagogical mastery in Ukrainian pedagogical education, although some pedagogical universities prepared and used programs and copyright guides for pedagogical mastery of somewhat different content: O. Kovalchuk (2001), V. Kucheryavets (2002), O. Sydorenko (2003), G. Trotsko (1995), N. Yakovez (2003) and others. Teaching related to pedagogical mastery the course on the basics of pedagogical creativity was mainly provided by original educational and methodical editions of Ukrainian authors N. Kichuk (1991), M. Lazarev (1995), R. Skulsky (1992), S. Sysoyeva (1994, 1998), teachers of the department of pedagogical creativity of National Pedagogical Dragomanov University (2009) and others. Their content revealed creative approaches to the organization of professional work of the teacher, theoretical and applied aspects of various creative phenomena and processes

³⁸ Luhovyi, V. (1994). *Pedahohichna osvita v Ukraini: struktura, funkcionuvannia, tendentsii rozvytku*. Kyiv: MAUP, p. 181.

³⁹ *Kontseptsiia pedahohichnoi osvity*. (1998). Kyiv: NPU imeni M.P.Drahomanova, p. 15.

in the teaching profession, intuitive, unformalized manifestations of creative activity of teacher-tutor, correlation of creativity and mastery in the teaching profession, and the issues of innovative technologies for the development of students' creative abilities were also included. With the development of the theoretical and methodological base of scientific reflection of pedagogical work, expansion of the conceptual apparatus and creation of corresponding original models of its high quality didascological thesaurus in the 2000s was enriched by the categories of pedagogical culture of teacher-tutor, pedagogical professionalism, pedagogical individuality, creativity, innovative potential, etc., which contributed to the introduction into the practice of pedagogical education of the corresponding educational disciplines, the development of their curricula, the preparation of educational programs, the preparation of educational and methodological their manuals on pedagogical culture (V. Grynyova, 1996), pedagogical deontology (L. Horuzha, 2003), pedagogical professionalism (N. Huzii, 2004), teacher's individuality (O. Pehota, 1996) etc.

Such names of the disciplines of didascological direction, their parallel functioning can be explained by the fact that different concepts and adequate pedagogical strategies "are brought under" qualitatively identical objective reality – professional pedagogical work of the teacher-tutor, and their differences consist in a purely nominal allocation of various system-forming factors of this direction of pedagogical preparation, accompanied by certain insignificant displacements of semantic and value aspects, narrowing or expansion of certain semantic components⁴⁰. In general, the educational disciplines of didascological orientation in terms of their content and technologies of mastering are determined by unique opportunities in the development of personality-oriented pedagogical education. They ensure the inclusion in the educational process of educational institutions didactic projections developed and scientifically substantiated conceptual models of high quality pedagogical work, objectified by certain definitions, with the help of which students model the theoretical and practical aspects of various reference models and performance standards of future pedagogical activity.

In the 1990-s – 2000-s, under the influence of dynamic processes of integration of Ukrainian pedagogical science into the world space, the further increase of the scientific-theoretical base of pedagogical education, the theory and methodology of preparation of the future teacher-tutor as a master, creator, professional continued to develop actively against the background of further assertion of an independent branch of scientific and pedagogical knowledge about the teacher and their profession, both in the traditional line of didascology, and in the innovative context pedautology (T. Levovytsky) and pedagogical acmeology (N. Kuzmina). Pedagogical searches are presented by the

⁴⁰ Barbina, E. – Semichenko, V. (1996). *Idei integracii, sistemnosti i celosnosti v teorii i praktike vysshej shkoly*. Kiev: Poligrafkniga, pp. 34, 251.

publications of O. Dubaseniuk, N. Nychkalo, N. Yakovets, which substantiate the prospect of further development in the perspective of pedagogical approaches of the Ukrainian scientific school of pedagogical skill, initiated in the 80s by I. Zyazyun⁴¹, presents a successful experience of improving the content of pedagogical education, oriented on the model of professionalism, pedagogical creativity and mastery in teaching relevant subdisciplines⁴². The Ukrainian vector of pedagogical acmeology was developed in the researches of V. Vakulenko, V. Gladkova, N. Huzii, A. Kozyr, L. Rybalko, V. Sydorenko and others, the results of which enabled various disciplines like acmeology of higher pedagogical education⁴³, pedagogical acmeology⁴⁴ and others to be introduced into the practice of the higher pedagogical school.

Conclusions

Thus, the study of the historiographical aspects of the preparation of the creative master teacher, professional at different stages of development of the Ukrainian pedagogical school made it possible to reach the following general conclusions:

1. In the historical progress of Ukrainian society at various stages of its development, the teaching profession has always been regarded by public opinion as an important precondition for socio-economic and cultural progress. This contributed to the development of essential requirements for the qualification of pedagogical workers, their professional and personal properties and the affirmation of ideas of pedagogical mastery, creativity, professionalism of the teacher-tutor as standard characteristics of effective pedagogical work, and also led to the approval of a special direction of pedagogical education, aimed at students' acquisition of their foundations, starting with the first attempts to work out the elements of pedagogical techniques in the study of courses on rhetoric, piety and others.

2. Throughout the history of Ukrainian pedagogical thought valuable approaches to understanding the essence and specificity of the teaching profession, its moral principles and creative properties, the importance of natural inclinations, pedagogical abilities and acquired skills and qualities for successful pedagogical activity, correlation in science and art pedagogy etc. have been accumulated in the views of its advanced representatives. This

⁴¹ Nychkalo, N. (2018). *Filosofia pedevtolohichnykh poshukiv akademika Ivana Ziaziuna*. IU Mizhnarodna naukovo-praktychna konferentsiia "Naukova shkola akademika Ivana Ziaziuna u pratsiakh yoho soratnykiv ta uchniv". Kharkiv: NTU "KhPI", pp. 67–76.

⁴² Dubaseniuk, O. (2018). *Rozvytok pedahohichnoi osvity u konteksti pedevtolohichnykh poshukiv*. *Ukrainska polonistyka*, 15, p. 122–129.

⁴³ Vakulenko, V. (2006). *Pedahohichna akmeolohiia: dosiahnennia i problemy*. *Filosofia osvity*, 3(5), p. 124–133.

⁴⁴ Volianuk N. – Lozhkin H. (2016). *Pedahohichna akmeolohiia*. Available from: http://psy.kpi.ua/wp-content/uploads/2017/02/pedagogichna_akmeologiya.pdf

contributed to the scientific understanding of the phenomena of pedagogical mastery, creativity, professionalism in the context of the formation of didascology, pedagogy, pedagogical acmeology as sufficiently autonomous profile branches of scientific and pedagogical knowledge that investigated the problem of the teacher and their professional practice and laid the foundations for the development of this segment of the theory, methodology and practice of professional teacher training. Progressive organizers of pedagogical education, teachers actively sought specific forms of work with students in the formation of pedagogical technology elements, aesthetization of teacher training mainly through the introduction of educational disciplines of artistic direction in the educational process of teaching pedagogical subjects, as well as by students samples of advanced pedagogical experience by studying, conducting pedagogical practice in educational institutions, highlighting the problem of teachers in the content of pedagogical disciplines.

3. Achieving scientific thought of didascological, pedeutological, acmeological direction in the development of theoretical and methodological foundations for the formation and improvement of pedagogical mastery, culture, professionalism, readiness for professional creativity and their various components, namely the identification of the essence and peculiarities of these concepts and features apparatus of the theory of pedagogical work, creation of original conceptual schemes and model constructions as analytical analogues of these phenomena, developing diagnostic base of their study enabled the successful development of highly variational didactic models of pedagogical work and their institutional full-scale implementation in the form of similar disciplines in the practice of Ukrainian pedagogical education of the last decades.

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