

UDK 37 (09) (477. 4/7)

DOI: 10.31376/2410-0897-2022-3-50-304-311

THE ROLE OF THE GLUHOV PEDAGOGICAL INSTITUTE IN THE EMERGENCE AND ESTABLISHMENT OF THE METHODOLOGY OF EDUCATIONAL EXCURSIONS IN NATURE (1874–1917)

Lutsenko Olena

Candidate of Biological Sciences, Senior Lecturer at the Department of Theory and Teaching Methods of Natural Sciences
Oleksandr Dovzhenko Hlukhiv National Pedagogical University
e-mail: olena85lutsenko@gmail.com
ORCID ID: 0000-0003-3705-8743

Kmets Alla

Assistant at the Department of Theory and Teaching Methods of Natural Sciences
Oleksandr Dovzhenko Hlukhiv National Pedagogical University
e-mail: khr.kmec@gmail.com

The article presents the results of a long-term study of the historical heritage of the Oleksandr Dovzhenko Hlukhiv National Pedagogical University, namely the museum of rare books. A number of assets that may be of interest to teachers and methodologists are presented here, including a lot of historical heritage in the context of training methods for future science teachers. Analyzing the relevant literary sources, we established the role of the Hlukhiv Teacher's Institute in the emergence and formation of teacher training methods, in particular, field trips to nature.

Key words: *Methodology, Training, Institute, Excursion, Teacher.*

Formulation of the problem. In the modern conditions of updating the content of education, namely the change of the education paradigm to competence-based, personality-oriented, the main goal of higher educational institutions is the training of an educated, creative specialist focused on personal and professional self-development, the formation of a value system in an individual, where the value of nature and society is defined as leading. Increasing the professional competence level of the future teacher, who can effectively manage the educational process, think creatively, and introduce new technologies into the process of teaching natural science, requires a rethinking of the didactic and methodical aspects of this extremely important teaching. Of course, taking into account the role played by the relationship between man and nature in the modern globalized world. Therefore, an important source for determining the modern strategy for the development of pedagogical education in Ukraine is the analysis of the historical experience of professional training of teachers, the study of patterns and trends in the development of this component of the educational sphere in different historical eras. In this regard, the study of the process of formation of pedagogical education in Ukraine at the end of the 19th – beginning of the 20th century is of particular importance in this regard, when specialists paid considerable attention to the content of school science education, means, methods and forms of education and upbringing.

In most of the sources devoted to the history of the origin and formation of the methodology of educational nature excursions, Western European and Russian teachers are given the leading role. Without diminishing their achievements, we note that a significant contribution to the development of this field of methodical science was made by teachers and graduates of the famous Hlukhiv Teacher's Institute. The period from 1874 to 1917 was key in developing methods for conducting various excursions (natural, historical, museum) and in developing methodical systems for training future teachers for this type of activity.

The purpose of the article is to set the role of the Hlukhiv Teacher's Institute in the emergence and formation of the methodology of educational nature excursions (1874–1917).

The main material. It should be noted that conducting nature excursions is a type of teacher's professional activity related to the work of students in the conditions of a natural landscape, production, or museum – the purpose of which is the observation and study by students of various objects and phenomena of reality.

The word «excursion» comes from the Latin «excursion». This word entered the Ukrainian language in the 19th century. and at first, it meant «running out, military raid», then – «outing, trip». Later, this word was changed according to the type of name to «iya» (excursion + iya) [19, 290 p.]. A peculiar «evolution» of the definition of the term «excursion» illustrates the history of the development and understanding of the role and significance of excursions in education and personal education. The oldest (1882) interpretation of this term is given by V. Dahl: «An excursion is a walk, going out in search of something, to collect herbs, etc.» [19, 290 p.]. In the methodology of teaching biology and natural science, an excursion is defined as: «a special form of organization of the educational process, partially regulated by the program, content and time, which is held outside the classroom» [14, 434 p.]. At the same time, the importance of only one of the sides is emphasized, namely that the excursions transfer the learning process to the environment of observing objects (objects) in the environment or exhibited in the museum.

In general, the process of the emergence and development of the methodology of the school excursion case, based on theoretical analysis, can be presented in several stages.

I. The stage of using practical methods of studying nature in the practice of teaching children. The stage originates from the times of Kyivan Rus, when arose and was passed on to the younger generation:

- skills of identification, recognition, and collection of edible and medicinal plants; growing plants; hunting;
- folk traditions of economic activity based on the agricultural calendar;
- ability to observe seasonal changes in nature.

The stage continues during the period of the emergence and development of fraternal schools when scientific methods of studying nature and teaching methods are born:

- in 1602–1618, Kyrylo Tranquilion-Stavrovetsky first suggested studying nature in nature under the guidance of a teacher, using the methods of analogy, comparison, and contrast;
- the famous scientist and teacher Innokenty Gisel (1660) applied the way of forming naturalistic concepts in the process of observing plants and animals in their natural environment.

II. The stage of creating pedagogical conditions for the formation of an excursion as a form of education in the 18th – the first half of the 19th centuries. At the specified stage, the main conditions for the selection of an excursion into a separate form of the organization were:

- separation of natural science into a separate academic subject in 1782–1876;
- creation of the first school textbook on natural history in 1786;
- wide application of methods of observation, definition, and recognition in the school methodology;
- cessation in 1827 by the Ministry of Education of the supply of visual aids to schools, which led to the need to produce visual teaching aids in each educational institution and find material for them in nature during excursions.

III. The stage of formation of a nature excursion as a form of educational activity organization in the second half of the 19th century. characterized by O. Ya. Herd's methodical justification of excursions as a form of education [13];

- development of a methodology for conducting seasonal excursions with younger schoolchildren.
- development of tasks for observation in nature for teachers.

IV. The stage of development of the method of excursion work in natural history in the first half of the 20th century. has the following characteristics:

- deepening the content of excursion work: development of the content of excursions on the study of natural groups by D. M. Kaigorodov [11];
- justification of the importance of excursions in the formation of the system of natural concepts by V. V. Polovtsov.

- I. I. Polyanskyi developed a methodology for conducting excursions with ecological content.
- development of the first general method of conducting excursions by B. E. Raykov.
- training of teachers to conduct excursions at excursion stations.
- creation of methodological guides for conducting field trips («Excursion case» under the editorship of I. I. Polyanskyi and V. M. Shymkevich, «Extracurricular biological excursions» by B. M. Zavadovskiy, «Excursions in nature» by B. V. Vsesvyatskyi);

–development by K. P. Yagodovsky [19] of the microstructure of a natural excursion and the introduction of preparation for excursion activities into pedagogical activities.

V. The stage of formation and development of the modern method of nature excursions.

- differentiation of the methodology of conducting botanical, zoological, ecological, and phenological excursions.

–introduction of museum tours, production tours, and tours to research institutions into the practice of teaching natural science and biology [20, 304 p.].

The history of the tour dates to ancient times.

The theoretical analysis of methodological works of O. Ya. Gerd, D. M. Kaigorodov, V. V. Polovtsov, I. I. Polyanskyi, V. Vsesvyatskyi, V. M. Shimkevich, M. I. Raevskyi, B. E. Raykov gives reasons to make certain generalizations regarding the understanding of the excursion process and the tasks facing the excursion [15, 202 p.].

In the vast majority of works, it is noted that during the excursion process, the teacher-tour guide helps the excursion students to see the objects based on which the topic is revealed (the first task), to hear the necessary information about these objects (the second task), to feel a certain course of the process (third task), to master the practical skills of independent observation and analysis of sightseeing objects (fourth task). It is also emphasized that in the solution of the last task, the formation of the ability to observe takes a large place.

O. Ya. Gerd in his book «Selected Pedagogical Works» wrote: «One of the tasks of the excursion is to develop in the excursionists a relationship to the topic of the excursion, the activities of persons, events, facts, in general, to the material of the excursion and to give it their assessment.» In his methodological statements, O. Ya. Herd advocated advanced methods and methods of teaching: independent observations of students in nature, excursions, the performance of laboratory work, and subject lessons.

Analyzing the works of the Methodists of that period, we observe the development of the nature tour along the line of changes in its essence. At first, the excursion is described as a walk that pursues practical tasks, for example, the search for medicinal herbs. Then they begin to set scientific tasks before her, such as identifying plants of different departments, classes, and families. This is discussed in the article by V. F. Meldinauer «On questions about conducting botanical excursions», which is included in the collection «Estestvoznanie v shkole» edited by B. E. Raykov [2, 173 p.].

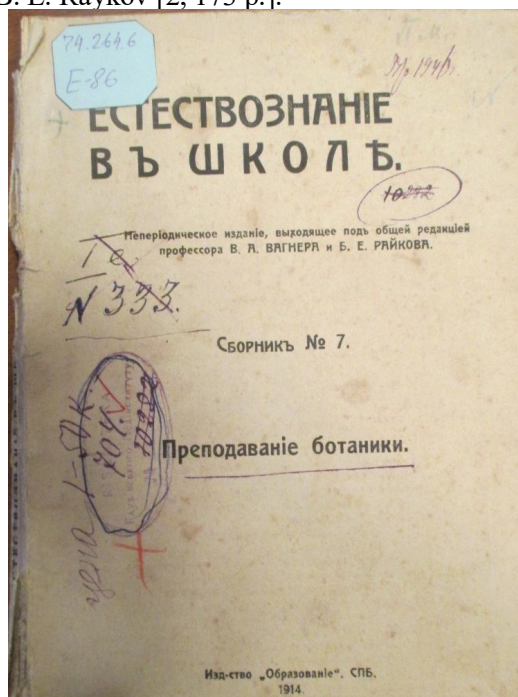


Fig. 1. Photo of the collection «Estestvoznanie v shkole» edited by B. E. Raykov

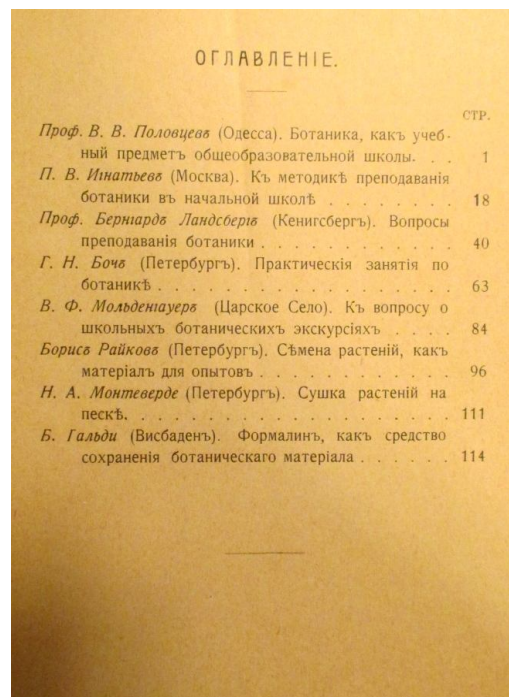


Fig. 2. Books from the collection of the Museum of Rare and Historical Books of Hlukhiv University

In the book by D.M. Kaygorodov «Methods of natural science», we find an interesting classification of nature excursions, according to their purpose, tasks, and forms of conduct.

Professor B.E. Raykov wrote in the book «Methodology and Technique of Excursions»: «By excursion, we mean the study of objects according to their natural location (local principle) and in connection with the movement of one's place in space (motor principle). These two principles are closely related and constitute the essence of the excursion method.» He called the excursion method one of the types of active motor acquisition of knowledge. The importance of the excursion method was emphasized in a number of his works [15, pp. 177–182]. Improving the method of conducting excursions, B. Ye Raykov, seeking to activate the educational activity of students during the excursion, singled out such components as composition, plot, and plot [15, pp. 184-186].

He defined these concepts as follows:

- composition – construction, connection, and assembly of separate parts into a whole. This term is related to the concepts of «structure» and «construction»;
- plot – an event or several related events;
- plot – a chain of events in the tour guide's story. In the presentation of the plot, the composition, the beginning, the development of the action, the climax, and the denouement are distinguished;
- he end is the full stop, the moment of the highest tension in the plot development of the action.

He proposed to adhere to these concepts while introducing students to the way of life and behavior of animals.

Analyzing the methodological works of I. I. Polyansky, V. Vsesvyatskyi, and V. M. Shimkevich, it is possible to highlight the main functions and features of the excursion [4, 220 p.].

The function of scientific propaganda. The excursion contributes to a better understanding of biological patterns and laws, and the formation of a certain worldview. That is why V. Vsesvyatsky suggested that the principles of scientificity, idealism, connection with life, accessibility, and persuasiveness should be the basis of the excursion. They should be considered as a whole, that is, about each other.

The principle of scientificity. An important quality of an excursion as a form of education and training is its scientific nature. The purpose of the excursion is to promote the spread of scientific knowledge. The content of the excursion should be taught according to the data of a certain section of modern science, and contribute to the formation of a worldview. Facts, events, and theoretical positions are given in a scientific interpretation and receive

illumination taking into account the achievements of those branches of modern science to which they are related. Facts and events must receive an objective scientific evaluation.

The principle of ideality means an objective approach to the content of the actual material when preparing the tour and the tour guide's conviction. It is equally important that the tour guide builds his story on scientific theory, consistently expressing his personal conviction.

Connection of theory with life. The material of the excursions should be related to life, reality, and economic practice. In this regard, V. M. Shymkevich noted that the educational material during the excursion should be taught taking into account the preparedness of the audience, its general educational level, and life experience.

The persuasiveness of the excursion material is also ensured by: the selection of the most important facts revealing the topic; using convincing comparisons; skillful selection of evidence; references to authoritative sources, and demonstration of illustrations from markers, maps, and schemes.

Information function. The excursion, by its theme, contains information about a specific section of knowledge: the achievements of biological science, the discoveries of local historians; inventions, and achievements in agriculture.

The function of organizing cultural leisure. V. Polovtsov was inclined to separate this function into a separate one and suggested always connecting learning with education. By leisure, he proposed to understand the part of the extracurricular time that remains at the disposal of the child after the working day. V. Polovtsov attributed the excursion to the group of activities defined by the term «learning and self-education». Based on his own experience, the scientist-pedagogue came to the opinion that an excursion is not a rest, but mental work, which requires more tension from the excursionists than an ordinary walk. The systematic nature of the knowledge communicated during the excursion, its attractiveness in connection with the presence of the «travel» element, and the possibility of choosing according to one's interests, all make the excursion a popular activity for children [13, 273 p.].

Thus, at the end of the 19th and the beginning of the 20th centuries, leading methodologists determined that: an excursion, like other forms of organization of educational work (lecture, lesson, practical, laboratory work), has its peculiarities in the organization and method of conducting. Its signs indicate similarity with other forms or emphasize its fundamental difference from them. Common features for all excursions were defined as: length by duration; availability of tourists (groups or individuals); the presence of a tour guide who conducts the tour; visibility, visual perception, showing excursion objects at their location; movement of the participants of the excursion according to a prearranged route; purposeful display of objects, presence of a specific theme; active activity of participants (observation, study, research of objects).

A wide range of objects on display, multi-faceted topics, developed methods of conducting excursions, and the professional skills of tour guides allow excursions to perform certain functions, each of which plays a major role in the upbringing and education of a person.

Hlukhiv National Pedagogical University named after Oleksandr Dovzhenko is the oldest pedagogical higher educational institution in Ukraine. Created in 1874, it is still a center of education, science, culture, and education center of the northeastern region of our country. Outstanding writers, scientists, teachers, and public figures came out of its walls. Such outstanding personalities studied there as the genius of the world cinematography O. Dovzhenko, outstanding writer, and academician S. Sergeev-Tsensky, writer and teacher Stepan Vasylchenko, Ukrainian political figure I. S. Palivoda, Belarusian poet, translator, and publicist Yanka Zhurba, founder of the academic chapel «Dumka» N. Horodovenko, writers O. Palazhchenko, P. Klyuchyna, O. Stolbin, academicians S. Shapovalenko and F. Ovcharenko, laureates of state prizes E. Kvasnikov and P. Agaletskyi, academician of the Academy of Pedagogical Sciences of Ukraine M. Vashulenko and others. When the university had the status of a teacher's institute, leading experts in the field of natural science, M. Demkov, K. Yagodovsky, taught in it [1].

When creating a modern system of professional training, one cannot neglect the historically proven ways and methods of teaching and educating future teachers. Invaluable materials (textbooks, scientific periodicals, methodological manuals) stored in the Museum of Rare and Historical Books of the Scientific Library of the National University of Science and Technology help to analyze the historical sources of the formation of the teacher's personality.

So, the time of the creation of the Hlukhiv Teacher's Institute [10] coincides with a significant activation of social and pedagogical thought, which was reflected in natural science education. During this period, new pedagogical views on the importance of natural science for school education are defined. All this influenced the determination of the subjects that students studied in schools and, accordingly, for the teaching of which future teachers were prepared. Educational manuals and textbooks of that time reflected the main types of education that were used in institutes, gymnasiums, and schools. Analyzing the textbooks and manuals that have survived our time, we saw that in the period from 1874 to 1890, preference was given to a dogmatic type of teaching. Therefore, the text part prevailed in the textbooks, there were almost no illustrations, and there were no questions or tasks for the given texts. We can see such methodical approaches to the presentation of the material in the textbooks of E. Hoffmann and P. Borodin [16].

With the appearance in the institute of teacher, scientist, propagandist of natural knowledge M.I. Demkov, the stage of developmental education begins. For almost thirty years, the Lyuben approach, based on the development of

research skills, prevailed in the teaching methodology of natural science. We see its reflection in the natural history textbook of M. Demkov and the zoology textbooks of K. Saint-Hilaire and M. Wagner [3, 114 p.; 17, 124 p.].

Later (from 1890), the Socratic type of teaching spread. Analyzing the funds of scientific publications and textbooks of that time, we can conclude that teaching was carried out according to the textbooks of famous scientists, based on the works of Ch. Darwin, the propagandist of whose ideas was the scientist-botanist A. Beketov. It was his textbook «Lectures on Botany» and «Botany» by K. Timirzev were the main teaching aids in the study of the plant kingdom by students of the Hlukhiv Teacher's Institute. These manuals were aimed at the development of logical, evidential, and inductive thinking. The material of the lectures contains problematic questions, and tasks for summarizing life experiences, all complex questions (especially from plant physiology) are presented sequentially and adapted to the perception of students and senior students. In the botany lectures of A. Beketov, there are many comparisons and tasks for observing plants in nature, and examples of experiments on plant physiology are given. It should be noted that the textbook on botany by E. Strasburger, published in 1894 and available in the funds, was published in 35 editions in 2002. Future teachers studied animal organisms according to the textbooks of O. Herd, D. Mykhaylov, and R. Hertlich. T. Parker, which were focused on concise content, small volume, and maximum visualization with black and white drawings [12, 526 p.].

At the beginning of the 20th century, the explanatory and illustrative type of teaching is spreading. In the course of this type of teaching, textbooks are filled with color illustrations, supplemented with atlases and markers. This type of learning is vividly illustrated in the textbooks of D. Kaigorodov, K. Yagodovsky, and O. Yaroshevsky. In addition, textbooks for integrated courses in natural history and natural science are being created for a holistic and systematic study of nature.

Also, periodical scientific publications (about 20) were available to students, with publications on the latest research in the fields of biology, chemistry, physics, geology, and others at that time.

In addition to modern educational literature, the institute had well-equipped physical and natural science classrooms and other educational aids.

The report of the board of trustees of the institute states that: «The means of education at the institute are correct methodical training and moral influence. Practical classes have a particularly strong influence. In the reporting year, special attention was paid to the visibility of training. In the spring and autumn, quite often excursions were organized around the city and its surroundings».

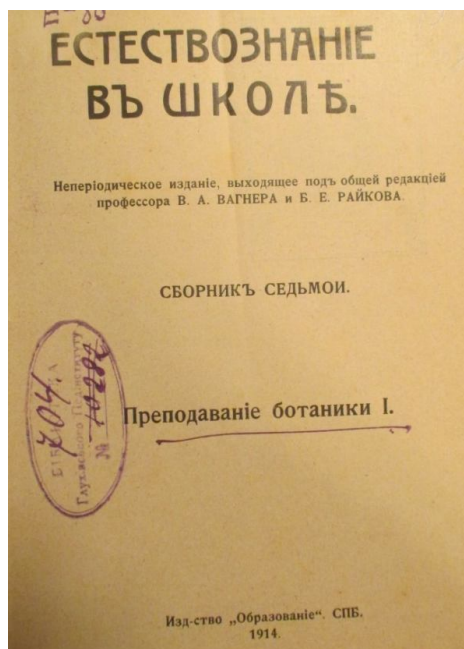


Fig. 3 Natural science at school.
V.A. Wagner and B.E. Raikov

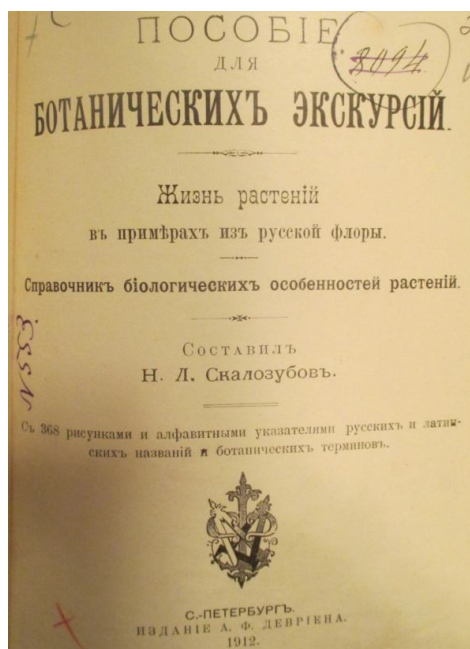


Fig. 4 Methodical guides for preparing
for nature excursions

There was no shortage of methodical and scientific literature for preparing students for excursion activities. These are various textbooks on botany and zoology, markers, reference books, and books with interesting and accessible content, which allowed me not only to get thorough theoretical training but also to choose interesting material for nature excursions. Methodical literature also differed in its diversity. In addition to the methodical works of M. I. Demkov [5, 8, 6, 7, 19], and later – of K. P. Yagodovsky, books by leading scientists and methodologists of that time were available to students

Without a doubt, the historical experience should be studied, analyzed, and implemented in the practice of training modern teachers, because these are national pearls of pedagogical activity.

Therefore, the time of the creation of the Hlukhiv Teacher's Institute coincides with a significant activation of social and pedagogical thought, which was reflected in natural science education. During this period, new pedagogical views on the importance of natural science for school education are defined. All this influenced the determination of the subjects that students studied in schools and, accordingly, for the teaching of which future teachers were preparing:

–analyzing the textbooks and manuals that have survived to our time, we saw that in the period from 1874 to 1890, preference was given to a dogmatic type of education;

–at the beginning of the 20th century. the explanatory and illustrative type of teaching is spreading. In the course of this type of education, textbooks are filled with color illustrations, supplemented with atlases and markers. This type of learning is vividly illustrated in the textbooks of D. Kaigorodov, K. Yagodovsky, and O. Yaroshevsky;

–periodical scientific publications (about 20) were available to students, with publications on the latest research in the fields of biology, chemistry, physics, geology, etc. at that time;

–there was no lack of methodical and scientific literature for preparing students for excursion activities. These are various textbooks on botany and zoology, markers, reference books, and books with interesting and accessible content, which allowed me not only to get thorough theoretical training but also to choose interesting material for nature excursions.

Methodological literature also differed in its variety. In addition to the methodical works of M. I. Demkov, and later – of K. P. Yagodovsky, books by the leading scientists and methodologists of that time were available to students.

Summarizing the historical information about the professional and pedagogical training of students at the Hlukhiv Teacher's Institute, we have every reason to highlight those provisions that contributed to the formation of a high level of training for future teachers:

–a favorable moral and psychological atmosphere in the educational institution, which was expressed in the joint creative activity of teachers and pupils;

–high level of teaching activity, which includes students as well as teachers;

–the functioning of a unique system of studying pedagogical and methodical literature, which found its expression in the bibliographic and analytical activity of students;

–concern of the teaching staff about the versatile development of the personality of the future teacher.

The teachers of the Hlukhiv Teacher's Institute M.I. Demkov and K.P. Yagodovskiyi were leading experts in the formation of the school excursion business and the development of the methodology for training future teachers for excursion activities.

M. Demkov owns the project of pedagogical and philosophical training of secondary school teachers, which provided for the creation of special pedagogical faculties in classical universities, where a person would be studied «in all manifestations of his nature» for further education.

Regarding the teacher's psychological readiness for professional activity, M. I. Demkov singled out several of its components, which, in our opinion, also apply to the readiness to conduct nature excursions. He singled out the informational component, the component of promoting the mental development of students, the value-orientational component, and the mobilization component as components of the psychological readiness of future teachers.

Considering the methodology of nature excursions, KP Yagodovsky defines their macro- and microstructure for the first time. In the macrostructure, he singles out such stages as teacher preparation for the excursion; preparing students for the excursion; conducting an excursion; registration of the results of the excursion.

Conclusions and prospects for further development. The results of the study allow us to state that the Hlukhiv Teacher's Institute made a significant contribution to the development of domestic pedagogical theory and practice. The scientific and pedagogical works of the teachers of the Hlukhiv Institute represent such a historical and pedagogical layer that requires deep study, generalization, and creative use at such an extremely favorable time for this - the formation of the Ukrainian national education system.

Undoubtedly, the raised question needs further in-depth study. In particular, our research will be continued in the direction of detailing issues related to the application of progressive forms and methods of organizing professional training of teaching staff in the system of teacher training institutes in Ukraine at the end of the 19th and the beginning of the 20th centuries.

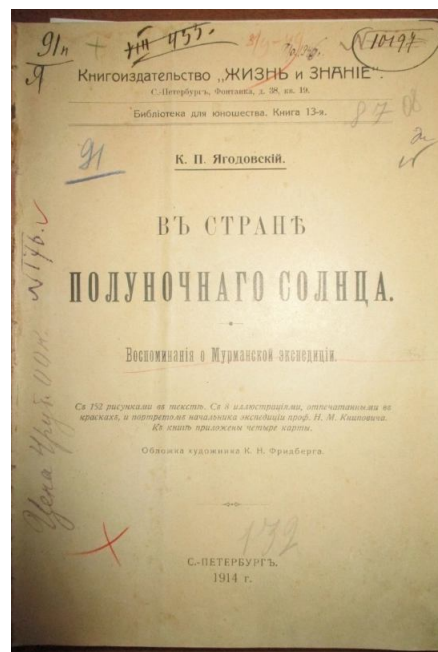


Fig. 5 Textbook by K. P. Yagodovsky

References

1. Bielashov, V. I., Hurets, M. P., & Zaika, V. V. (1994). *Hlukhivskiy derzhavny y pedahohichnyi instytut (1874–1994 rr.) [Hlukhiv State Pedagogical Institute (1874–1994)]*. [in Ukrainian].
2. Moldenhauer, V. (1914). *V lystvennom lesu. Rasskazi molodoho ekskursanta [In a deciduous forest. Stories of a young excursionist]*. Piter: Typohrafiya ym. B. M. Volfa. [in Russian].
3. Vahner, V. A. (1914). *Estestvoznanye v shkole [Natural History at School]*. SPb.: Yzdat-stvo «Obrazovanye». [in Russian].
4. Vsesviatskiy, B. V. (1953) *Praktycheskiye zaniatiya po estestvoznaniyu v nachalnoi shkole [Practical lessons in natural history in elementary schools]*. Moscow: Uchpedhyz. [in Russian].
5. Demkov, M. Y. (1917). *Kurs pedahohyky dlia uchytelskykh ynstytutov, vysshykh zhenskykh kursov y pedahohycheskykh klassov zhenskykh gymnaziy [A Course of Pedagogy for Teachers' Institutes, Higher Women's Courses and Pedagogical Classes of Women's Gymnasiums]*. (1st ed.). Moscow, Russia. [in Russian].
6. Demkov, M. Y. (1911). *Nachalnaia narodnaia shkola, ee ystoriya, dydaktyka y metodyka [Elementary folk school, its history, didactics and methodology]*. Moscow, Russia. [in Russian].
7. Demkov, M. Y. (1898). О прынцыпах науки воспитания [On the principles of the science of education]. *Pedagogicheskiy sbornyk – Pedagogical collection*, 9, 205–241. [in Russian].
8. Demkov, M. Y. (1893). О ходе урока и духе обучения [On the course of the lesson and the spirit of learning]. *Pedagogicheskiy sbornyk – Pedagogical collection*, 8, 141–156. [in Russian].
9. Demkov, M. Y. (1891). Pedahohycheskaia y fylosofskaia podhotovka uchitelei srednykh uchebnykh zavedenyi [Pedagogical and philosophical training of secondary school teachers]. *Ruskaya shkola – Russian school*, 2, 57–75. [in Russian].
10. Zadorozhna-Kniahnytska, L. V. (2008). Provintsiinyi universytet dlia bidnykh: Hlukhivskiy uchytelskiy instytut 1874–1917 rokiv [Provincial University for the Poor: Hlukhiv Teachers' Institute 1874–1917]. *Ukrainoznavstvo – Ukrainian Studies*, 4, 174–178. [in Ukrainian].
11. Nykonov, L. V. (1915). *Praktycheskiye zadaniya po botanyke [Practical tasks in botany]*. Piter: Yzdat-stvo ym. Sityna. [in Russian].
12. *Otchet popechytelia Kyevskoho uchebnogo okruha o sostoianny uchebnikh zavedenyi za 1907 h. [Report of the Trustee of the Kiev school district on the state of educational institutions in 1907]*. (1908). Kyiv. [in Russian].
13. Polovets, V. V. (1907). *Osnovi obshchei metodyky estestvoznaniya [Fundamentals of General Methodology of Natural Science]*. Moscow: Yzdat. ym. [in Russian].
14. Fedorova, V. (1957). *Razvytye metodyky estestvoznaniya v dorevoliutsyonnoi Rosyy [The development of natural science methodology in pre-revolutionary Russia]*. Moscow: Upedhyz. [in Russian].
15. Raikov, B. (1913). *Uchebnyk pryrodovadniiia [Textbook of natural history]*. SPb.: Yzdat-vo «Sotrudnyk» [in Russian].
16. Sapyton, H. L. (n.d.). *Muzei Hlukhovskoho uchytelskoho ynstytuta (1909–1917 hh.) Materialy muzeiu Hlukhivskoho derzhavnoho pedahohichnoho universytetu [Museum of Hlukhov Teaching Institute (1909–1917) Materials of the Museum of Hlukhiv State Pedagogical University]*. Hlukhiv, Ukraine. [in Russian].
17. Sent-Yler, K. (1872). *Elementarni kurs zoolohiy [Elementary course of zoology]*. SPb.: Yzdat-vo «Obshchestvennaia polza». [in Russian].
18. Yahodovskiy, K. P. (1954). *Voprosi obshchei metodyky estestvoznaniya [Issues of general methodology of natural science]*. Moscow: Uchpedhyz. [in Russian].
19. Yahodovskiy, K. P. (1926). *Praktyka prepodavannia estestvoznaniya v shkole [Practice of teaching natural history at school]*. In K. P. Yahodovskii (Ed.). Leningrad: Lenyzdat. [in Russian].
20. Yahodovskiy, K. P. (1936). *Praktycheskiye zaniatiya po estestvoznaniyu v nachalnoi shkole. Metodycheskoe rukovodstvo dlia prepodavatelei [Practical lessons in natural history at the elementary school. A methodological guide for teachers]*. Moscow: Uchpedyhyz. [in Russian].

РОЛЬ ГЛУХІВСЬКОГО УЧИТЕЛЬСЬКОГО ІНСТИТУТУ У ВИНИКНЕННІ ТА СТАНОВЛЕННІ МЕТОДИКИ НАВЧАЛЬНИХ ПРИРОДНИЧИХ ЕКСКУРСІЙ (1874–1917)**Луценко Олена Іванівна**кандидат біологічних наук, старший викладач кафедри теорії і методики викладання природничих дисциплін
Глухівський національний педагогічний університет імені Олександра Довженка**Кмець Алла Миколаївна**асистент кафедри теорії і методики викладання природничих дисциплін
Глухівський національний педагогічний університет імені Олександра Довженка

Проблема. У статті представлені результати тривалого опрацювання історичного надбання Глухівського національного педагогічного університету ім. О. Довженка, а саме музею рідкісної та історичної книги. Тут представлена низка книг, що можуть зацікавити і учителів, викладачів-методистів, зокрема дуже багато історичної спадщини у контексті методики підготовки майбутніх учителів природничих наук.

Проблема підвищення рівня професійної компетентності майбутнього вчителя, здатного ефективно керувати навчально-виховним процесом, творчо мислити, впроваджувати нові технології у процес навчання природознавства, вимагає переосмислення дидактичних та методологічних аспектів

викладання цього надзвичайно важливого курсу з огляду на ту роль, яку відіграють взаємостосунки людини і природи у сучасному глобалізованому світі.

Важливим джерелом визначення сучасної стратегії розвитку педагогічної освіти в Україні є аналіз історичного досвіду професійної підготовки вчителів, дослідження закономірностей і тенденцій розвитку цієї складової частини освітньої сфери в різні історичні епохи.

Період з 1874 по 1917 рр. був ключовим у розробленні методик проведення різноманітних екскурсій (природничих, історичних, музейних) та методичних систем підготовки майбутніх учителів до такого виду діяльності.

Вищеокреслене зумовило нас поставити на меті дослідження ролі Глухівського учительського інституту у виникненні та становленні методики навчальних природничих екскурсій (1874–1917).

Основні результати дослідження. Період створення Глухівського учительського інституту збігається зі значною активізацією суспільної та педагогічної думки, що знайшло відображення у природничо-науковій освіті. У цей період визначаються нові педагогічні погляди на значення природознавства для шкільної освіти. Усе це вплинуло на визначення предметів, які вивчали у школах учні й, відповідно, до викладання яких готувалися майбутні вчителі. Навчальні посібники та підручники того часу відображали основні види навчання, які застосовувались в інститутах, гімназіях, школах. Аналізуючи підручники та посібники, що збереглися до нашого часу, ми побачили, що у період з 1874 до 1890 рр. перевага надавалася догматичному виду навчання. Викладачі Глухівського учительського інституту М. І. Демков та К. П. Ягодівський були провідними фахівцями у становленні шкільної екскурсійної справи та розробленні методики підготовки майбутніх учителів до екскурсійної діяльності.

Висновки. Отже, час створення Глухівського учительського інституту збігається зі значною активізацією суспільної та педагогічної думки, що знайшло відображення в природничо-науковій освіті. У цей період визначаються нові педагогічні погляди на значення природознавства для шкільної освіти. Усе це вплинуло на визначенні предметів, які вивчали у школах учні і, відповідно, до викладання яких готувалися майбутні вчителі. Порушене питання потребує, безперечно, свого подальшого поглибленого вивчення. Зокрема, наше дослідження буде продовжено у напрямі деталізації питань, пов'язаних із застосуванням прогресивних форм і методів організації професійної підготовки педагогічних кадрів у системі учительських інститутів в Україні у кінці ХІХ – на початку ХХ ст.

Ключові слова: методика, підготовка, інститут, екскурсія, учитель.

Список використаної літератури

1. Белашов В. І., Гурець М. П., Заїка В. В. Глухівський державний й педагогічний інститут (1874–1994 рр.). 1994.
2. Мольденгауер В. В. Лиственном лесу. Рассказы молодого экскурсанта. П.: Типография им. Б. М. Вольфа, 1914.
3. Вагнер В. А. Естествознание в школе. СПб.: Издат-ство «Образование», 1914.
4. Всесвятский Б. В. Практические занятия по естествознанию в начальной школе. М.: Учпедгиз, 1953.
5. Демков М. И. Курс педагогики для учительских институтов, высших женских курсов и педагогических классов женских гимназий. Ч. 1. Основы педагогики, дидактики и методики. М., 1917.
6. Демков М. И. Начальная народная школа, ее история, дидактика и методика М., 1911.
7. Демков М. И. О принципах науки воспитания *Пед. сборник*. 1898. № 9. С. 205–241.
8. Демков М. И. О ходе урока и духе обучения *Пед. сборник*. 1893. № 8. С. 141–156.
9. Демков М. И. Педагогическая и философская подготовка учителей средних учебных заведений. *Рус. шк.* 1891. № 2. С. 57–75.
10. Задорожна-Княгиницька Л. В. «Провінційний університет для бідних»: Глухівський учительський інститут 1874–1917 років. *Українознавство*. 2008. № 4. С. 174–178.
11. Никонов Л. В. Практические задания по ботанике. П.: Издат-ство им. Сытина, 1915.
12. Отчет попечителя Киевского учебного округа о состоянии учебных заведений за 1907 г. К., 1908.
13. Половец В. В. Основы общей методики естествознания. М., 1907.
14. Федорова В. Развитие методики естествознания в дореволюционной России. М.: Упедгиз, 1957.
15. Райков Б. Учебник природоведения. СПб. К.: Издат-во «Сотрудник», 1913.
16. Сапитон Г. Л. Музей Глуховского учительского института (1909–1917 гг.) Матеріали музею Глухівського державного педагогічного університету. Оп.
17. Сенть-Илерь К. Элементарный курс зоологии. СПб.: Издат-во «Общественная польза», 1872.
18. Ягодівський, К. П. Вопросы общей методики естествознания. М.: Учпедгиз, 1954.
19. Ягодівський К. П. Практика преподавания естествознания в школе / под ред. К. П. Ягодівського. Л.: Лениздат, 1926.
20. Ягодівський К. П. Практические занятия по естествознанию в начальной школе: методическое руководство для преподавателей. М.: Учпедгиз, 1936.

Отримано редакцією 6.12.2022 р.