

[https://doi.org/10.58442/3041-1831-2025-34\(63\)-29-44](https://doi.org/10.58442/3041-1831-2025-34(63)-29-44)
UDC 373.3/.5.011.3+373.3/.5.015.31]:39(=161.2)

Hanna Vyshevska,

Doctor of Philosophy, Associate Professor of the
Department of Adult Education and Digital Technologies
Educational and Scientific Institute of Management and Psychology
SIHE «University of Educational Management».
Kyiv, Ukraine.

 <https://orcid.org/0009-0003-8454-1145>
ozdoba@i.ua

CHARACTERISTICS OF ETHNOCULTURAL TRENDS IN THE DEVELOPMENT OF THE CONTENT OF SCHOOL EDUCATION IN THE CONTEXT OF CHANGING EDUCATIONAL PARADIGMS

Abstract. The article analyzes scientific research by Ukrainian scientists in the field of ethnocultural education of students of secondary education institutions, highlights a number of concepts related to the formation of life competencies of students of secondary education institutions. The importance of joint education of the school and family of a comprehensively developed, harmonious personality is emphasized. The importance of the approach to the formation of the content of modern education is considered, the problem of values and value orientations in modern education is actualized. Ethnocultural development of the content of school education is a continuous process, it begins with the birth of a person and continues throughout life, and is aimed at people mastering the rules and norms of behavior. Ethnocultural education of the younger generation is a complex, multifaceted process, the basis of which is the instillation of humanistic qualities, a system of worldview coordinates, higher goals and a culture of behavior in schoolchildren. Its main goal is to help the younger generation gain social experience, inherit the ethnocultural heritage of the Ukrainian people, achieve a high culture of relationships, and form in young people, regardless of their nationality, the personal traits of citizens of the Ukrainian state, developed spirituality, physical, moral, artistic and aesthetic, legal, labor, environmental, and ethnographic culture. School age is the most susceptible to emotional and value, developmental, civic education, the lack of which is difficult to fill in later years. In the process of education, the primary importance is the spiritual atmosphere of the school, the enrichment of the teacher's soul, the joint ascent to spirituality of the teacher and the student. The article outlines the characteristics of

ethnocultural trends in the development of school education in the context of changing educational paradigms.

Keywords: ethnoculture; ethnocultural trends; development; educational content; values; personality; environment.

INTRODUCTION / ВСТУП

Statement of the problem / Постановка проблеми. In the context of the cultural diversity of Ukraine, it is important to involve the educational resource developed by previous generations. Ethnocultural trends in the context of the research problem are considered as a set of characteristic ideas and directions, the source of which is the collective creativity of ethnic communities, regarding the growth of certain reference values, forecasting the progress of the content of school education of students in the changing conditions of today. At the same time, effective development of the content of school education is impossible without a critical analysis of its previous state, identification of leading trends that can be adapted to the needs of worldview and value school education of students.

Analysis of (major) recent research and publications / Аналіз (основних) останніх досліджень і публікацій. The analysis of recent studies gives grounds to assert the scientific interest in researching the ethnocultural mission of the school in different years (I. Bekh, Ya. Burlaka, G. Vashchenko, L. Vygotsky, S. Goncharenko, P. Kononenko, O. Lyubar, V. Mayboroda, Yu. Rudenko, M. Stelmakhovych. Certain aspects that highlight the ethnocultural orientation of the development of the content of school education during the years of Ukraine's independence are revealed in the works of modern Ukrainian scientists (O. Berezyuk, S. Goncharenko, T. Matseikiv, Yu. Malovany), regional features of the ethnocultural education of students: ethnopedagogical characteristics of school education models in the regional dimension of Western Ukrainian lands in the late 18th – early 20th centuries (G. Rusyn), ethnocultural development of Transcarpathia during the period of independent Ukraine (L. Kovach); training of teachers in the context of the ethnocultural paradigm (O. Tsunyak); ethnocultural trends in the content of school education in the context of the socio-cultural space of the mountainous region (I. Chervinska) theoretical conclusions about ethno-cultural processes in Ukraine (B. Baran, S. Boyko, O. Gula).

Comparison of the results of the analysis of theoretical and documentary sources on scientific issues made it possible to establish that the relevance of ethnocultural trends in the development of the content of school education in Ukraine in the specified period of history is characterized by a number of contradictions between:

- a high level of actualization of the scientific problem in state strategies for the development of education in Ukraine and the lack of a holistic and systematic study;
- productive ideas developed in theoretical sources on improving the content of school education on ethnocultural grounds and an insufficient level of their implementation in the practice of school education;
- existing productive ethnocultural practice and the lack of theoretical generalizations on the adaptation of these achievements into the content of school education in order to strengthen its value and worldview potential.

AIM AND TASKS / МЕТА ТА ЗАВДАННЯ

The **purpose** of the study is to comprehensively and systematically highlight the leading ethnocultural trends in the development of the content of school education in order to identify promising ideas that can be adapted to the modern educational space.

In accordance with the goal, the following research **tasks** have been defined:

- to clarify the conceptual ideas and methodological foundations of the study, substantiate the basic concepts of the study and carry out an analysis and systematize and group the sources of historical and pedagogical search;
- to investigate and characterize the direction of ethnocultural trends in the development of the content of school education in Ukraine, to reveal the features of the normative and methodological support of ethnocultural trends in the development of the content of school education in Ukraine;
- to highlight the personal and professional requirements for teachers, to generalize productive ideas and educational practices regarding the implementation of the ethnocultural content of school education.

THEORETICAL FRAMEWORK / ТЕОРЕТИЧНІ ОСНОВИ

The study of ethnocultural trends in the development of the content of school education in Ukraine is based on the study of basic regulatory and legal documents that became the starting point for the formation of a new mission of school and education in general, after the adoption by the Verkhovna Rada of Ukraine of the Act of Proclamation of Independence of Ukraine of August 24, 1991 [1]. This basic document approved a new period in the development of Ukraine as an independent state with all the institutions inherent in state education. The document became a logical embodiment of the Declaration on State Sovereignty of Ukraine (adopted by the Verkhovna Rada of the Ukrainian SSR on July 16, 1990 [2]. The development of education in Ukraine, in particular school education of

students of these years, is determined by new political, socio-economic strategies. In accordance with new social tasks, the school had to fulfill the mission of providing conditions for the upbringing, development, training (education) of a new generation of citizens. In these conditions, at the social level, we can trace interest in sources about traditional human values, both at the national and global levels (universal human values). Interest in cultural heritage, which is recognized in expert circles, served as an impetus for a more thorough selection of the ethnocultural component of the content of school education, its approximation to the needs of socio-cultural environments, which further determined the improvement of the content of education at the stage of formation of the school education system of Ukraine in the post-Soviet period.

The interest of Ukrainian scientists and practicing teachers in a wide range of issues related to ethnocultural progress in education has led to the development of theoretical and practical achievements that are interesting for modern researchers and organizers of educational reforms in order to build high-quality school education on value-based principles and worldview traditions. First of all, scientific interest in the phenomenon of culture (ethnoculture) is due to rapid civilizational shifts in various fields: social, natural, technological. Outside of culture, the existence of a person is impossible. Replacing culture with false examples leads to destructive social processes and the leveling of moral, ethical, aesthetic values of a person. Outside of human activity, culture does not exist, and therefore the person is formed in a cultural environment.

In the context of studying ethnocultural trends in the development of the content of school education within territorial and chronological boundaries, we rely on the understanding of the integrity of culture, and we consider ethnoculture as a branch that reveals Ukrainian ethnogenesis in cultural and historical progress.

Culture (ethnoculture) is the core of human activity, and therefore we consider it as a means of preserving spiritual experience and effectively transferring it to subsequent generations and multiplying this experience. Outside the cultural tradition and cultural environment, the formation of a personality is deprived of moral, ethical, aesthetic meanings, which can contribute to its transformation into an anthropomorphic being. It is culture, in a broad sense, that forms and characterizes the personality as an active subject of this process. Ethnoculture, as a component of culture (national), concentrates the experience of ethnic groups, developed in real geographical, natural, economic, linguistic and historical environments, which is the basis for the formation, preservation, improvement and transmission of established forms of mentality to descendants. The formation of a personality occurs in the process of mastering

the cultural (ethnocultural) space, which is a kind of historical memory. In the process of mastering cultural space, a human individual (with a certain set of biological predispositions) acquires qualities that are necessary for his life in cultural centers that have formed historically.

The analysis of statistical documents, consolidated reports (from the fund of 166 Central State Educational Service of Ukraine) made it possible to generalize the results and conclude that in the educational space of independent Ukraine in the early 90s of the 20th century, external and intra-school differentiation was carried out regarding the content of school education. External differentiation is inherited from the previous system of school education, which was formed on the basis of the normative-knowledge paradigm. It includes differentiation by language of instruction (which was carried out from above on the basis of state documents on education, orders of the Ministry of Education. Intra-school differentiation includes the diversification of the content of school education on ethno-cultural grounds at the requests of parents, students, cultural public centers (requests for the ethno-cultural content of school education came from below).

The content of school education during these years has developed in accordance with the new visions of the state, namely: socio-cultural, economic, international, state-building. In line with the new tasks of developing school education in Independent Ukraine, at various social levels: state (administrative), scientific, practical, the strategy of returning the younger generation to ethno-cultural sources, which are carriers of human values and the historical memory of the people, has been updated. Therefore, there has been a need to improve the content of school education in order to expand the field of understanding of current issues regarding the origins of Ukrainian culture and its ethno-cultural, value-spiritual, and economic and economic roots.

World experience and science have proven: a person's perception of moral values is much easier if, from childhood, he is immersed in folk cultural traditions, customs, native language and literature, history, folk art. The new concept of the content of school education was based on the assimilation of folk cultural heritage, multicultural heritage and achievements of contemporary science. This was preceded by fundamental documents in accordance with the proclamation of the Declaration on State Sovereignty of Ukraine (July 16, 1990). and the establishment of independence by Ukraine (1991), which outlined new demands of society for the education of future citizens of a sovereign state, which was primarily reflected in scientific research of that time.

In the scientific field, a number of program concepts, scientific works on ethnography, history of culture and education have been prepared. The new topic is determined by the priorities of the development of general secondary

education of students in the conditions of the formation of market relations, regional features of the content of education, preparation for work in the region. The development of new educational paradigms [3] has opened up space for the development of the content of education in accordance with the needs of society and scientifically sound principles.

Studying regulatory documents regarding the development of school education of students made it possible to clarify the trend of introducing ethnocultural content of school education of students in accordance with new educational paradigms.

The correspondence of ethnocultural trends in the development of the content of school education to the new vision of schooling based on priority civilizational principles, the core of which are the following: democracy, historicism, statehood, cultural conformity, has been established. In the development of a new model of school education in Ukraine, there has been a gradual shift from the collectivist paradigm (which was based on Soviet ideologies) to a personally oriented paradigm and lifelong education.

Ethnocultural trends in the development of the content of school education are sufficiently widely covered in the program document for the development of education in Ukraine, which became the starting point in reforming the content and organization of schooling in an independent state – the "National Doctrine for the Development of Education in Ukraine in the 21st Century" [4]. The document, which is presented above in terms of content, specifies the task of educating the younger generation, namely: the school should foster in each individual pride in the cultural and historical past of their land, state and thereby form their own involvement in all social and cultural processes taking place in socio-cultural environments and society.

The ideas of the National Doctrine corresponded to the then paradigmatic changes in the development of the educational sector in the conditions of the formation of market relations in the economic sphere. In the new conditions, the school had to solve the task of assimilating by students the peculiarities of life in the socio-cultural environments of villages, towns, cities, and regions. Among other important tasks, the task of involving student youth in the assimilation of cultural and historical heritage was timely, which ensured the formation of a conscious attitude to their place in social life, readiness for self-realization and self-development, and responsibility for their own social activities.

The educational ideal is a set of social, cultural and moral-spiritual values of the people (nation), which have developed historically and express the most important social aspirations for the upbringing of the younger generation in order to build a future life [5, p. 28].

The generalized definition of the educational ideal given by G. Vashchenko is consistent with the concept of the article: “The ideal of a person is the best that the people have created in understanding the properties of the human personality and its purpose” [5, p. 112].

It is worth noting the following: the educational ideal is formed in the bosom of folk culture, which accumulates the best achievements of each ethnic group – human virtues, social and moral and spiritual experience of people and is transmitted from generation to generation through language and folk traditions. Filling the educational ideal with ethnocultural content determined the strategy for the development of school education in the outlined period of history. First of all, it is worth noting that the educational ideal should contain real, not far-fetched human virtues, including: justice; empathy and benevolence; culture creation and preservation; readiness to protect the family and the state; loyalty in family relationships.

The development of school education on an ethnocultural basis was to provide conditions for acquiring social experience, inheriting the spiritual heritage of the Ukrainian people, achieving a high culture of interethnic communication, forming in children and youth a conscious perception of the civic position, personal traits of citizens of Ukraine.

Preparing children and students for life requires the formation of a conscious acceptance of the values of different ethnic groups in the individual, their contribution to the development of culture (at the regional, societal, and world levels). The assimilation of ethnocultures forms in the individual a worldview and value potential and readiness for intercultural communication and interaction in solving many aspects (environmental, cultural, economic). The substantiation of the educational ideal contributed to the development of educational strategies for the formation of a national type of personality, with the formed ability to value one's own civic and national dignity, to ensure the moral and spiritual unity of generations, to build understandable interaction in the intercultural space.

It is worth noting that in the 1990s, the content of school education underwent a transformation, namely: new curricula and programs were developed taking into account the current requirements for building a school model of an independent state. In accordance with the requirements of the new regulatory and legal framework in the field of education, a transition from a normative-collectivist paradigm to a personality-oriented one was initiated, which opened up educational space for the development and self-development of students.

It was time to update the content of students' education in the direction of returning to national and general human values (against the backdrop of the

departure from those regulated by class and party ideologies in previous years); returning to folk traditions based on eternal spiritual-moral, aesthetic and human (family, economic and household) values.

Based on the results of the analysis of documentary, normative and methodological sources, the continuity and determinism, in accordance with public demands, of the tendency of normative and methodological regulation of the introduction of the ethnocultural component into the content of school education was clarified. It was established that the stated tendency took place during the period under study, however, regulatory changes regarding the ethnocultural content of school education made adjustments to the structuring of ethnocultural content, its place in curricula and programs, and textbook creation.

During the period of history, which is attributed to the first and second periods of ethnocultural trends in the development of the content of school education in the educational space of Ukraine, the creation of school museums became widespread. In line with the contemporary educational practice, the issues of museum pedagogy were updated in scientific circles. In line with ethnocultural trends in the development of the content of school education, the mission of school museums was unanimously considered - improving knowledge, educating a moral and spiritual personality, preparing for conscious citizenship and participation in state-building processes [6, p. 256–265].

Substantiation of the dialogical concept of museum pedagogy [7, p. 138–141], and its implementation in educational practices could in a certain way influence the strengthening of relationships between general education schools and museums of different levels (school, district, regional) in terms of improving the content of the ethnocultural component of school education.

The new mission of museums is justified in connection with the solution of strategic tasks of preparing children and students for life in the sovereign state of Ukraine. Its essence was that museums were considered as powerful cultural and educational, scientific, cultural, spiritual centers of expediently organized influence on the formation of the worldview of the individual and awareness of the values of the cultural heritage of the people [8]. Museum pedagogy significantly expanded the field of ethnocultural trends in the development of the content of school education and contributed to the recreation of traditional economic locations and the return of forgotten names of historical and cultural figures of different years.

The features of the regional nature of the trend of improving the ethnocultural component of the content of school education were the regional dominance of the variable (regional) component of the Standard Curriculum; cooperation of public organizations of local lore with general education schools

with the aim of expanding research and search local lore and historical and cultural activities and introducing new knowledge into the content of school education [9, p. 40–43].

The revival of the cultural function of the school in the 90s of the XX century. contributed to the development of its various types and structures in accordance with the documents on education in force at that time. New and updated curricula were developed in the Ukrainian language and literature, ethnography, ethnography, historical local lore (for grades 1–11); improved and finalized programs for grades 1–3 in Ukrainian literature, mathematics. Educational authorities at various levels contributed to the development of variable curricula and textbooks (in particular, 180 textbooks with updated content were published) [10, p. 61].

The introduction of a regional component into teacher training plans was supposed to help fill the gaps in previously closed pages of our history and culture. To address pressing problems in forming teachers' readiness to teach subjects with ethnocultural content, in the first decade of independent Ukraine, scientists and practicing teachers consolidated efforts to develop joint approaches to solving the urgent tasks of school modernization, including on ethnocultural grounds. To this end, all-Ukrainian and international conferences were held. Leading Ukrainian scientists and experienced teachers developed ideas for modernizing the content of school education (history of Ukraine, Ukrainian studies, Ukrainian language and literature, languages and literatures of national minorities).

In line with the establishment of the Ukrainian paradigm, the ethnocultural component of the content of school education of students developed in the context of social priorities: the establishment of continuous education of a person throughout life, ensuring conditions for learning and upbringing, the development of a citizen of Ukraine, improving the organization and technologies of school education of students on the principles of humanitarianization and humanization [11, p. 51–56].

In accordance with current social priorities at the scientific and organizational levels, new paradigms of education have been specified to solve the goals and tasks of school education. At the conceptual level: the personality-oriented paradigm of education is supplemented by a competency-based and lifelong learning strategy.

In the context of research on the issues of ethnocultural trends in the development of school education in Ukraine, the concept of “competence in the ethnocultural sphere” has been introduced into scientific circulation [12, p. 122–125]. As T. Matseikiv notes, an effective means for forming competence in the

ethnocultural sphere among students is the content of the ethnocultural history of Ukraine, which combines methodological, motivational, scientific and methodological components. The author of the article presented above develops the idea of the need to take into account the primacy of using structured ethnocultural content of the history of Ukraine, planning a consistent theme of the content of ethnocultural orientation, the transition of content from simple to complex structures, and the connection of content with previous issues [13, p. 88–92].

RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ

To achieve the goal and solve the tasks of scientific research, a set of research methods was used: general scientific methods that made it possible to study the influence of educational paradigms on ethnocultural trends in the content of school education, to substantiate the periodization of ethnocultural trends in the development of the content of school education, to identify and characterize promising educational practices for introducing the ethnocultural component of the content of school education into the educational process; historical and genetic methods – to group the source base and isolate the theoretical foundations of ethnocultural trends in the context of the problem of scientific research; terminological methods made it possible to analyze and clarify the conceptual and terminological apparatus of research studies and to clarify the essential characteristics of the basic concept of the study "ethnocultural trends in the development of the content of school education"; paradigmatic methods - to analyze state documents that defined the main strategies of ethnocultural trends in the development of the content of school education in Ukraine; historical-comparative method – for the analysis and comparison of normative and methodological support of ethno-cultural trends in the development of the content of school education; concrete-historical method – provided an objective analysis of documents that regulated ethno-cultural trends in the development of the content of school education in Ukraine.

RESEARCH RESULTS / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

The results of the study are that the features of the priority ethnocultural trends in the development of the content of school education of students in Ukraine have been systematically and holistically substantiated and characterized in terms of improving and developing the content of school education on a national and Ukrainian-scientific basis in line with the dominant paradigms of education – personally oriented and competency-based; historical and pedagogical reconstruction and structuring of ethnocultural trends in the

development of the content of school education in Ukraine made it possible to identify new knowledge about the socio-historical determinants of their transformation. Ethnocultural trends in the development of the content of school education in the indicated sections of history have been clarified and characterized: the introduction of ethnocultural content of school education in accordance with new paradigms of education; the establishment of the ethnocultural concept of the content of school education in Ukrainian documents on education, concepts, programs; the search for ways to implement the educational ideal on an ethnocultural basis; normative and methodological regulation of the introduction of the ethnocultural component into the content of school education; regional nature of improving the ethnocultural component of the content of school education; transformation of cultural priorities – from ethnocultural and national – to multicultural and intercultural communications.

CONCLUSIONS / ВИСНОВКИ

The expansion of the scientific field of pedagogical research in the second half of the 10s of the twentieth century in the context of the studied issues indicates, first of all, its relevance and change of vector – from ethnographic topics to general cultural ones. In the methodology of these years, the culturological approach to the study of pedagogical processes and phenomena became widespread. In the direction of the culturological approach, education is considered as a component of culture, civilization. Research into various aspects – theoretical, content-methodological – was carried out taking into account the multicultural principle. The research, conducted on a wide source base, made it possible to establish ethnocultural trends in updating the content of school education and characterize those that were based on new paradigms, namely: personality-oriented and lifelong education. In the conditions of the development of schooling in independent Ukraine, pedagogical science and practice solved the strategic task of improving the content of school education on new methodological foundations.

The content of education, the progress of history, is characterized by a transformation from a knowledge paradigm to personally significant meanings. The ethnocultural component of the content of school education in the conditions of paradigmatic changes developed in accordance with the new context of education of an independent state. First of all, the ethnocultural component of the content of school education at the regulatory and legal level (in state documents on education) was considered in the value dimension.

It has been established that in different years of the outlined period of history, ethnocultural trends in improving the content of school education

developed on a common regulatory and methodological basis, however, each trend was characterized by certain features, namely: variability of the basic curriculum and implementation of regional content (ethnocultural), continuity of the content of educational subjects (ethnocultural direction) of the variable component of the basic curriculum, search for ways to combine the ethnocultural component of the content of school education with the latest scientific achievements, digital tools.

Prospects for further research in this direction / Перспективи подальших досліджень у цьому напрямі. The prospects for further research of the obtained results are to identify value-meaningful and developmental productive educational practices that can be adapted to the modern educational space of Ukraine in order to integrate the educational and cultural potential of ethnocultural environments, strengthen scientific-search and research ties between general secondary education institutions with local history centers and museums; develop a course program (at the choice of applicants) of the second (master's) level; new knowledge obtained about the peculiarities of the progress of ethnocultural trends in the development of the content of school education in line with the dominant educational paradigms can serve to update the content of school education and develop courses of academic disciplines.

REFERENCES / СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ

- [1] Верховна Рада Української РСР. (1991, Серп. 24). Постанова № 1427-XII «Про проголошення незалежності України». [Електронний ресурс]. Доступно: <https://zakon.rada.gov.ua/laws/show/1427-12#Text>
- [2] Верховна Рада Української РСР. (1990, Лип. 16). Декларація про державний суверенітет України № 55-XII. [Електронний ресурс]. Доступно: <https://zakon.rada.gov.ua/laws/show/55-12#Text>
- [3] В. Г. Кремень, *Освіта і наука України – шлях модернізації*. Київ, Україна : Грамота, 2003.
- [4] *Національна доктрина розвитку освіти України у XXI столітті*. Київ, Україна: Шкільний світ, 2001. [Електронний ресурс]. Доступно: <https://fc.vseosvita.ua/001hh1-09a7.pdf> Дата звернення: Серп. 05, 2025.
- [5] Г. Ващенко, *Виховний ідеал* (друге вид.). Брюссель – Торонто – Нью Йорк – Лондон – Мюнхен: В-во Центральної Управи Співки Української Молоді, 1976. [Електронний ресурс]. Доступно: https://shron1.chtyvo.org.ua/Vaschenko_Hryhorii/Vykhovnyi_ideal_Zapysky_vykhovnyka.pdf Дата звернення: Серп. 05, 2025.

- [6] Н. О. Філіпчук, «Музейна педагогіка в оптимізації культурно-освітнього процесу», *Духовність особистості: методологія, теорія і практика*, вип. 2(77), с. 256–265, 2017. [Електронний ресурс]. Доступно: <https://is.gd/8kIXOv> Дата звернення: Серп. 05, 2025.
- [7] Н. О. Філіпчук, «Музейна педагогіка і виховання нації», *Молодий вчений*, № 3(1), с. 137–142, 2018. [Електронний ресурс]. Доступно: http://nbuv.gov.ua/UJRN/molv_2018_3%281%29_34 Дата звернення: Серп. 05, 2025.
- [8] Н. Філіпчук, «Національно-культурний контекст мистецької освіти Західної України», *Проблеми підготовки сучасного вчителя*, № 8(ч. 1), с. 293–301, 2013. [Електронний ресурс]. Доступно: https://library.udpu.edu.ua/library_files/probl_sych_vchutela/2013/8_1/visnuk_47.pdf Дата звернення: Серп. 05, 2025.
- [9] Н. О. Філіпчук, «Можливості використання засобів музейної педагогіки в освітній практиці», *Мистецтво та освіта*, № 4(94), с. 41–45, 2019. [Електронний ресурс]. Доступно: <https://artedu.com.ua/index.php/adm/article/view/120> Дата звернення: Серп. 05, 2025.
- [10] Доповідна записка про початок 1992–1993 навчального року в загальноосвітніх школах, школах-інтернатах та дошкільних закладах України. Протоколи засідань колегії та документи до них. ЦДАВО України (Центр. держ. архів вищ. органів влади та упр. України). Ф. 166. Оп. 18. Спр. 9 (на 102 арк.). Арк. 48, 60, 61.
- [11] Гончаренко С. У., Мальований Ю. І., «Соціально-педагогічні проблеми розбудови української школи», *Рідна школа*, № 4, с. 51–56, 1993.
- [12] Т. І. Мацейків, «Формування компетенції в етнокультурній сфері засобами шкільної історії», *Теоретичні питання культури, освіти та виховання*, № 52, с. 122–125, 2015. [Електронний ресурс]. Доступно: http://nbuv.gov.ua/UJRN/Tpkov_2015_52_33 Дата звернення: Серп. 05, 2025.
- [13] Т. І. Мацейків, «Культурологічний зміст курсу історії України у 7–8-х класах», *Теоретичні питання культури, освіти та виховання*, № 1, с. 88–92, 2017. [Електронний ресурс]. Доступно: <https://j.twirpx.link/file/2295211/> Дата звернення: Серп. 05, 2025.

Text of the article was accepted by Editorial Team 20.10.25

ХАРАКТЕРИСТИКА ЕТНОКУЛЬТУРНИХ ТЕНДЕНЦІЙ РОЗВИТКУ ЗМІСТУ ШКІЛЬНОЇ ОСВІТИ В УМОВАХ ЗМІНИ ПАРАДИГМ ОСВІТИ

Вишневська Ганна Петрівна,

доктор філософії, доцент кафедри освіти дорослих
та цифрових технологій

Навчально-наукового інституту менеджменту та психології

ДЗВО «Університет менеджменту освіти».

Київ, Україна.

 <https://orcid.org/0009-0003-8454-1145>
ozdoba@i.ua

Анотація. У статті проаналізовано наукові дослідження українських науковців у галузі етнокультурного виховання учнів закладів загально-середньої освіти, висвітлено низку понять, пов'язаних із формуванням життєвих компетентностей учнів загальноосвітніх закладів. Підкреслено важливість спільного виховання школи і сім'ї всебічно розвиненої, гармонійної особистості. Розглянуто важливість підходу до формування змісту сучасної освіти, актуалізовано проблему цінностей і ціннісних орієнтирів у сучасній освіті. Етнокультурний розвиток змісту шкільної освіти – безупинний процес, він починається з народження людини і продовжується все життя, і спрямований на оволодіння людьми правилами і нормами поведінки. Етнокультурне виховання підростаючого покоління – складний, багатогранний процес, основою якого є прищеплення школярам гуманістичних якостей, системи світоглядних координат, вищих цілей і культури поведінки. Його головна мета – набуття молодим поколінням соціального досвіду, успадкування етнокультурних надбань українського народу, досягнення високої культури відносин, формування у молоді незалежно від національної належності особистих рис громадян Української держави, розвиненої духовності, фізичної, моральної, художньо-естетичної, правової, трудової, екологічної та етнографічної культури. Шкільний вік найбільш сприйнятливий для емоційно-ціннісного, розвитку, громадянського виховання, недолік якого важко заповнити в подальші роки. У процесі виховання первинне значення має духовна атмосфера школи, збагаченість душі педагога, сумісне сходження до духовності педагога й учня. У статті окреслена характеристика етнокультурних тенденцій розвитку шкільної освіти в умовах зміни парадигм освіти.

Ключові слова: етнокультура; етнокультурні тенденції; розвиток; зміст освіти; цінності; особистість; середовище.

TRANSLATED AND TRANSLITERATED / ПЕРЕКЛАД, ТРАНСЛІТЕРАЦІЯ

- [1] Verkhovna Rada Ukrainiskoi RSR. (1991, Serp. 24). Postanova № 1427-XII «Pro proholoshennia nezalezhnosti Ukrainy». [Elektronnyi resurs]. Dostupno: <https://zakon.rada.gov.ua/laws/show/1427-12#Text> (in Ukrainian).
- [2] Verkhovna Rada Ukrainiskoi RSR. (1990, Lyp. 16). Deklaratsiia pro derzhavnyi suverenitet Ukrainy № 55-XII. [Elektronnyi resurs]. Dostupno: <https://zakon.rada.gov.ua/laws/show/55-12#Text> (in Ukrainian).
- [3] V. H. Kremen, Osvita i nauka Ukrainy – shliakh modernizatsii. Kyiv, Ukraina : Hramota, 2003. (in Ukrainian).
- [4] Natsionalna doktryna rozvytku osvity Ukrainy u XXI stolitti. Kyiv, Ukraina : Shkilnyi svit, 2001. [Elektronnyi resurs]. Dostupno: <https://fc.vseosvita.ua/001hh1-09a7.pdf> Data zvernennia: Serp. 05, 2025. (in Ukrainian).
- [5] H. Vashchenko, Vykhovnyi ideal (druhe vyd.). Briussel – Toronto – Niu York – London – Miunkhen: V-vo Tsentralnoi Upravy Spilky Ukrainiskoi Molodi, 1976. [Elektronnyi resurs]. Dostupno: https://shron1.chtyvo.org.ua/Vaschenko_Hryhorii/Vykhovnyi_ideal_Zapysky_vykhovnyka.pdf Data zvernennia: Serp. 05, 2025. (in Ukrainian).
- [6] N. O. Filipchuk, «Muzeina pedahohika v optymizatsii kulturno-osvitnoho protsesu», Dukhovnist osobystosti: metodolohiia, teoriia i praktyka, vyp. 2(77), s. 256–265, 2017. [Elektronnyi resurs]. Dostupno: <https://is.gd/8kIXOv> Data zvernennia: Serp. 05, 2025. (in Ukrainian).
- [7] N. O. Filipchuk, «Muzeina pedahohika i vykhovannia natsii», Molodyi vchenyi, № 3(1), s. 137–142, 2018. [Elektronnyi resurs]. Dostupno: http://nbuv.gov.ua/UJRN/molv_2018_3%281%29_34 Data zvernennia: Serp. 05, 2025. (in Ukrainian).
- [8] N. Filipchuk, «Natsionalno-kulturnyi kontekst mystetskoï osvity Zakhidnoi Ukrainy», Problemy pidhotovky suchasnoho vchytelia, № 8(ch. 1), s. 293–301, 2013. [Elektronnyi resurs]. Dostupno: https://library.udpu.edu.ua/library_files/probl_sych_vchutela/2013/8_1/visnuk_47.pdf Data zvernennia: Serp. 05, 2025. (in Ukrainian).

- [9] N. O. Filipchuk, «Mozhlyvosti vykorystannia zasobiv muzeinoi pedahohiky v osvitnii praktytsi», *Mystetstvo ta osvita*, № 4(94), s. 41–45, 2019. [Elektronnyi resurs]. Dostupno: <https://artedu.com.ua/index.php/adm/article/view/120> Data zvernennia: Serp. 05, 2025. (in Ukrainian).
- [10] Dopovidna zapyska pro pochatok 1992–1993 navchalnoho roku v zahalnoosvitnikh shkolakh, shkolakh-internatakh ta doshkilnykh zakladakh Ukrainy. Protokoly zasidan kolehii ta dokumenty do nykh. TsDAVO Ukrainy (Tsentr. derzh. arkhiv vyshch. orhaniv vlady ta upr. Ukrainy). F. 166. Op. 18. Spr. 9 (na 102 ark.). Ark. 48, 60, 61. (in Ukrainian).
- [11] Honcharenko S. U., Malovanyi Yu I., «Sotsialno-pedahohichni problemy rozbudovy ukrainskoi shkoly», *Ridna shkola*, № 4, s. 51–56, 1993. (in Ukrainian).
- [12] T. I. Matseikiv, «Formuvannia kompetentsii v etnokulturnii sferi zasobamy shkilnoi istorii», *Teoretychni pytannia kultury, osvity ta vykhovannia*, № 52, s. 122–125, 2015. [Elektronnyi resurs]. Dostupno: http://nbuv.gov.ua/UJRN/Tpkov_2015_52_33 Data zvernennia: Serp. 05, 2025. (in Ukrainian).
- [13] T. I. Matseikiv, «Kulturolohichniy zmist kursu istorii Ukrainy u 7–8-kh klasakh», *Teoretychni pytannia kultury, osvity ta vykhovannia*, № 1, s. 88–92, 2017. [Elektronnyi resurs]. Dostupno: <https://j.twirpx.link/file/2295211/> Data zvernennia: Serp. 05, 2025. (in Ukrainian).

Retrieved October 20, 2025
Reviewed October 31, 2025
Published November 26, 2025

отримано
рецензовано
опубліковано



This work is licensed under Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

© Hanna Vyshevska, 2025