

ABSTRACTS

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INTERPRETATION OF «CHARACTER EDUCATION» NOTION IN AMERICAN PEDAGOGICAL LITERATURE

Character Education was the subject of extensive research by American scientists because it is an integral part of the educational and teaching process.

N. Burke and her colleagues believe that the nature of education is a quality of teaching, which is the fundamental aspect of good education. M. Davis has identified and characterized the types of character education. As for the program «character education», Professor T. Lickona argues that it is any international program designed for the positive development of every student.

American scientist R. Gutierrez indicates that individualism is an integral part of American constitutional heritage, so Character Education suffered greatly because of the cultural revolution of the 1960s and 1970s.

The alternative to this program was the idea of explanation and interpretation of values. There was a lack of sense of the only code of ethics; instead morality began to change depending on the situation or the circumstances in which individuals found themselves. The society began to develop different opinions on values that led to the decline of morals among the young generation.

Today, a large number of American organizations and government agencies support the return of Character Education in schools. 25 states out of 50 supported the project by amending the state constitution in some way. The rest are currently promoting the development of the curriculum and have specific ideas about how to effectively implement the program.

Key words: the concept of «Character Education» types of Character Education, American School, morality, moral values, character trait, Character Education implementation.