

ABSTRACTS

UDC: 37.018.1

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ISSUES OF FAMILY UPBRINGING IN THE WRITINGS OF REPRESENTATIVES OF PUBLIC AND EDUCATIONAL MOVEMENT OF 60S IN THE 19TH CENTURY

Studying the phenomenon of family and family upbringing from the standpoint of historical and pedagogical discourse is quite relevant today. Interest to the past experience can be explained by educational emancipation of mind, reviewing of traditional problem issues, finding the possibility of objective coverage of events and facts previously considered **tendentiously**. At present, there is no **coherent** historical and pedagogical research which, with regard to current methodology, logics and regularities of scientific knowledge, would have highlighted the formation of the theory of family upbringing as an integrated system of knowledge. The purpose of this article is to highlight the views on family upbringing in the works of representatives of the socio-pedagogical movement in the 60s of the 19th century from the perspective of structural-theoretical approach.

In the study of the accumulated knowledge we have used the original experience and ideas of pedagogical theories on the foundations of the science-based approach (pedagogical theory can be represented as an informative and formalized system of knowledge). This approach enables to disclose sources and trends of the major structural elements development that comprise the theory of family upbringing (ideas, concepts, laws, principles and rules). In the period under study the basic ideas of the theory of family upbringing were clearly formulated, in particular, the idea of humane treatment of a child in the process of upbringing, "national" idea of family upbringing, the idea of harmonious upbringing, the idea of mother's leading role, etc. The nature and content of such concepts as the goal, objectives and content of family upbringing, its conditions, ways and means (O. Dukhnovych, M. Pirogov, T. Shevchenko) have been analyzed. In the accumulated scientific and pedagogical experience there can be traced a tendency of searching ways of consistency, unity and continuity of social and family education, as well as their functions (K. Ushinskiy). A certain contribution has been made to solving the psychological aspect of the problem – the study of child psychology, problems of personality development and identity formation; psychological foundations of a game as a powerful means of child's education and development (K. Ushinskiy, M. Pirogov).

Key words: family upbringing, the theory of family upbringing, the basic structural elements of the theory of family upbringing, the public and educational movement, the views on family upbringing.