



From the System of Work of a School Principal to Creation of a Pedagogical System

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ABSTRACT

The paper deals with certain aspects of the system of work of a school principal of the worldwide known Pavlysh school that became the basis of a wholesome pedagogical system created by a prominent educator V.O. Sukhomlynsky. The key terms of the efficiency of this pedagogical system were the conditions that ensured high productivity of the educational process, the developed methods of various analyses of the school life, positive practice of long-term planning of the educational institution functioning, the trouble-shooting and functional approach in school management, clear signs of a united teaching staff and the model of formation of such staff, common values and standards adopted by all the subjects of school life etc.

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INTRODUCTION

In a pedagogical system, as in any other system, each component is tied to solving one specific task. However, at the same time all components are interconnected. The influence of each single component is intermediated by the influences of all other components. For example, if we take any component of education of a school student, be it moral, intellectual, labor or any other type of education, its implementation is necessarily tied to the implementation of any other component. And this connection has an impact not only on the level of achieving goals of the educational process, but the process itself and its structure.

It is well-known that the best result is obtained due to the sufficient number of links that comprise a certain system. This is the first condition. The second essential condition of an efficient system is interconnection and interdependence of all the links. The third essential condition is substantiality

of each link.

Here it must be noted that separate links that work perfectly on their own, but do not work well within the system are not capable to ensure the efficiency of the whole system.

THE EXTENT OF PRIOR RESEARCH.

Already in his lifetime V.O. Sukhomlynsky became a prominent thinker and an outstanding figure in pedagogy. No other educator of the 20th century attracted as much attention as the innovator from Pavlysh [3, 4, 6, 9, 11, 14, 18].

His legacy is studied by researchers from all over the former Soviet Union (M.Y. Antonets, N.V. Basiladze, A.M. Borisovsky, G.N. Volkov, A.G. Dzeverin, I.A. Zaziun, M.M. Manukian, M.I. Mukhin, E.G. Rodchanin, V.G. Ryndak, A.Y. Savchenko, V.Z. Smal, S.L. Soloveychyk, O.V. Sukhomlynska, I.G. Tkachenko, T.V.Chelpayenko et al.). Though the researchers in other countries take a great interest

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in the ideas of the prominent teacher as well, which is reflected in the works of A.Cockerill (Australia); S.Todorov, L.Milkov (Bulgaria); A.Petricash (Hungary); H.Wettstedt, U.Grosch, E. Günter, J.Polzyn, R. Steinik (Germany); Bi Shu-ji, Wang I-gao, Tang Chi-ci (China); M.Bybliuk (Poland); J.Treier (the Check Republic); T.Ijuyin (Japan) et al. The various aspects of the thought of the Pavlysh teacher became the main subject of more than 50 Candidate of Sciences and 5 Doctoral theses.

Many symposia, research-to-practice conferences, pedagogical readings and seminars are devoted to studying V.O. Sukhomlynsky's legacy. For the purpose of deeper investigation various societies, unions, clubs and groups are formed.

METHODS OF RESEARCH.

The leading method was the longitudinal method, which is characterized by three main features: integrity, collective creativity and continuity. Other used methods included observation, content analysis, extrapolation and modeling, systematization and generalization, evaluation of obtained results in retrospect and prospect.

RESULT

The Obtained Results are evaluated while taking into account the axiological and ontological aspects. A model of integral evaluation of the quality of the results was created on the basis of the ARAMIS method. The diagnostics of the type of thinking and creativity of students was conducted using J. Bruner's method.

Years of hard work and constant search were the driving force that helped V.O. Sukhomlynsky see the children's world from their perspective, develop teaching forms and methods based on the deep knowledge of children's psychology, integrating the best achievements of the national and global pedagogical thought. The innovator looked upon each pedagogical phenomenon as a system, as a logical unity of three factors: "first, what is given by life itself (a child comes to school with objective existing traits and peculiarities); second, what teacher does, and third, what is to be achieved" [16; vol.4, p.496]. When analyzing these factors, a teacher, on the one hand, sees their interdependence, on the other, and this is the most important thing, creates the pedagogical phenomenon itself. The teacher sees something new in common, familiar things and projects the perspective. Finally, this approach changes the teacher's view of his or her own work.

By putting human being as the supreme value to the foreground of his system, V. O. Sukhomlynsky propelled humanization of goals, tasks, content and structure of the whole school system [2, 5, 8, 10, 11, 19, 20]. Implementation of goals of the pedagogical process, that is bringing out the

child's aptitudes and developing his or her abilities, his or her holistic growth, prompted the educator to solve a range of specific tasks that would be impossible to solve without a systemic approach.

Making children the center of his theory asked for deeper studying of children's personal traits, the system of their interaction, results of their activity, to wit, development of the "human-knowing" function [3, 7, 11, 12, 13, 19].

The innovator's truly peculiar managerial talent, titanic capacity for work, remarkable personal traits, based on kindness and humanism in its highest sense, helped him bring his ideas to life to such extent and in such unsurpassed quality. Vasyl Sukhomlynsky in his work went by the following premises:

The child is the ultimate goal of any educational work, including management;

The teacher is not an object, not means of achieving managerial goals. He or she is a person, which makes him or her the goal of management;

The child, in Sukhomlynsky's view, is an active participant of the educational process; the teacher is not the mere transferor of knowledge, but the organizer of the child's growth process, creating the conditions for bringing out his or her aptitudes and developing skills;

Humanistic nature of relationships in school: between the teacher and the student, among the teachers, among the students, between the administration and the teacher, between the teaching staff and parents.

School management is not management of objects or processes, but first and foremost of people; managerial goals can be reached only through the work of the whole teaching staff [2, 11, 15].

The goal of the educational process, according to Sukhomlynsky, is revealing and bringing out person's aptitudes, development of their abilities, talents, person's self-actualization. As the goal of school management he took creation of favorable conditions for maximum personal growth, development of person's skills and creative potential. And this concerns not only children, but teachers too.

Among the conditions of the most efficient educational process Sukhomlynsky gave more importance to:

- a) formation of a united teaching staff;
- b) formation of humanistic relationships among all subjects of school life [2, 15, 21].

Among the multiple methods that Sukhomlynsky used two prevailed: persuasion and example.

Among the functions of school management Sukhomlynsky set forth the analytical function. It was manifested in the following actions: the

system of studying children from the age of four to graduation, work of the psychological committee, pedagogical characteristic on each student containing not only information on the development level, but also the developmental prospects for each child. The innovator developed specific methodology for various kinds of analysis:

operational (analysis of a lesson or educational event, etc.)

thematic (the academic performance of the students of a certain age group, grade, analysis of teacher's performance)

final (analysis of results of a school year, analysis of teacher's or grade head teacher's performance over certain time, etc.) [2, 4, 11].

In our opinion, the idea of planning the school work for the whole study time (from the first grade to graduation) is very productive. Long-term planning directed the teaching staff to children's development, i.e. allowed to track the whole path of development of intellectual, spiritual and physical qualities of their students. The innovator from Pavlysh, as well as A.S. Makarenko, could not imagine education without prediction of its final result. Because "the skill to predict," as Sukhomlynsky put it, "is first of all, the skill to look back on the way you've come, review it, find there the sources of today's successes and failures" [16; vol.4, p.632].

The prospective planning of social development of the school complied with the main goal. The program of work with parents was designed for the whole time of studying in school.

In Sukhomlynsky's school management the trouble-shooting and functional approach prevailed. It was executed by the following algorithm: detection of "weak" spots in the performance of the teaching staff ⇒ problem statement (as contradiction between the reality and the ideal) ⇒ setting a goal ⇒ dividing it into tasks ⇒ organization of the teaching staff for solving the problem ⇒ collecting information on the progress (control) ⇒ analysis ⇒ correction [2].

Gradually a range of problems that Sukhomlynsky considered to be a priority and that he always kept in view was formed. Let us focus on one of them (a link in the system) in detail – formation of a united teaching staff and creation of creative atmosphere in school.

The teaching staff of Pavlysh school managed by V. O. Sukhomlynsky was notable for relative stability, rich intellectual life, diverse hobbies, active creative work.

Sukhomlynsky managed to single out:

a) The signs of a united teaching staff:

Unity of value orientations;

Humanism of work;

Creative atmosphere. In Pavlysh school each teacher investigated a certain aspect of the educational process. The innovator emphasized that "by its very logic, philosophical basis, creative nature a teaching staff cannot exist - without elements of research". At the same time he did not mean research in its narrow sense – research concluded by scientific generalizations. "By this we mean," he wrote, "research of problems that can be solved by pedagogy, but each time originally approached by a creative teacher as soon as they become a mediator between theory and practice" [16; vol.4, p.495]. According to Sukhomlynsky, a teacher who cannot delve into the sense of facts, into the cause-and-effect relations among them turns into a hack, and the work without appropriate abilities becomes a torment". This is why all teachers in Pavlysh school were engaged in research;

Preservation and increase of traditions;

Relatively stable staff. Among 35 teachers two thirds worked in the school for ten and more years. In the latter years the school was refilled by its former graduates;

Team-spirit in management;

Positive microclimate;

School principal's leadership.

b) Areas of principal's work in formation of a united teaching staff:

I. Monitoring of teacher's work.

Constant, thorough and deep analysis of each teacher's work allowed V.O. Sukhomlynsky:

- 1) not to overlook the buds of positive experience, to help understand it;
- 2) to see in each teacher the potential that turns into creative individuality;
- 3) to single out the creative core in staff;
- 4) to find "weak" spots;
- 5) define concrete ways of growth of each teacher's pedagogical skill [2., 11, 14, 21].

Constant monitoring of teacher's work (by coming to lessons and educational events, analyzing them, conducting interviews, - purposeful observation) gave the innovator an objective pedagogical performance review. This review reflected the teacher's mindset, their axiological creed, pedagogical creed, knowledge of their subject, the level of lesson preparation and systemic preparation, their rhetoric, intelligence, culture, their will and other personal qualities, pedagogical optimism, attitude towards a student.

II. Detection and strengthening of the teaching staff core. Formation

of shared value orientations and requirements¹.

The only true and safe way of united teaching staff formation, according to Sukhomlynsky, is uniting **on the basis of shared value orientations and standards accepted by all subjects of school life:**

On **human being as the utmost value.** In Pavlysh school teachers fostered in their students the humanistic thought and the idea of human being as the supreme value;

On **the school's goal and tasks.** Understanding of goal as detection and development of children's aptitudes and abilities;

In the approach **to understanding of student's personality** as an active participant of the pedagogical process;

On the **systemic approach.** From the idea of personality as a wholesome and systemic formation V. O. Sukhomlynsky drew a conclusion that education of such personality must be systemic;

On **morals as a system-forming factor in a comprehensive structure.** The education efficiency was reached because the moral aspect was at the core of the educational process and cemented all its aspects and all forms of student life;

On the **problem of universal human values.** In the structure of universal human values that were taught by Pavlysh school a few levels are observed: 1st level – Life, Universe, Earth, Nature; 2nd level – Human, Family, Staff, Nation, Humankind; 3rd level – Universal human values;

On **the principle "teach everyone and teach well"** (J.A. Comenius). V.O. Sukhomlynsky's pedagogical system enables to teach all children and teach them well from the first grade to graduation without their division into the gifted and into the weak;

On the **interconnection of learning and personality formation.** Learning and personality formation are by their very nature inseparable. However, no one else in the world managed to approach the problem of unity of knowledge acquisition and personality formation the way V.O. Sukhomlynsky did. In Pavlysh school they influenced child's personality to instill motivation for learning and taught to motivate a child to become a good person. This is the core of V.O. Sukhomlynsky's humanistic teaching method;

On **universal skills and competences.** The main skill that primary school must instill in a

child for future productive learning **is the skill to learn;**

On **individualization and differentiation** in the educational process. This principle rose to the level of the main educational goal – formation of a well-rounded personality, and in broader sense education of an individual that fully fulfills all their potential and talents;

On the **development of individual initiative.** Sukhomlynsky's students are active and initiative personalities. They "do not learn to become an adult", but live "a rich, exuberant, spiritual life already in their school years";

On **the correlation of a team and an individual.** Not submission of personal interests to the team ones, but their organic merge and unity;

On **labor.** Labor was viewed as an essential means of developing students' self-awareness. In labor children assert themselves, get to know their strengths, discover their potential and talents;

On **the role of folk pedagogy.** Folk pedagogy is a bridge that connects family education with school education and family with school.

On **relationships in the system "teacher – student".** The main components of these relationships are *love and respect to the student, sincere humanity, empathy and kindness, genuine care for student's growth, for full realization of their potential and for their health, faith in each student as the main condition of education efficiency, comprehensive studying of children, ability to see and understand the world through their perspective, care for student's personality and dignity, sincerity and reasonable exacting;*

On **the role of the educational environment.** At the school during all years of its functioning the principal and the teachers created and maintained an educational environment. There three levels were identified: personality-reflecting, school and territorial.

On **the lesson** as a complex system, as the main form of the educational process, as a means of personality formation, not only as a means of knowledge transferring;

On **evaluation.** The ethical aspect of evaluation was brought to the forefront. Evaluation was never a means of punishment. Its purpose, according to Sukhomlynsky, is to reward for hard work and reflect student's progress;

On **punishment.** School life was based on curiosity and willingness to learn. The school

general and the peculiar, as the unity in the main and the substantial and diversity in the approaches of its implementation.

¹ Here let us note that V.O. Sukhomlynsky never considered the uniformity of thought as a template. He understood it as the unity in its diversity, as the harmony of variety, as the combination of the

eliminated violence and forcing [1, 2, 4, 11, 14, 15].

III. Determining the direction of team work as the basis of team building:

- 1) team analysis of their work;
- 2) team studying of experience;
- 3) team problem investigation;
- 4) team leisure, etc. [2, 11, 18].

IV. Formation of creative atmosphere for the teaching staff.

According to Sukhomlynsky, education should be creative; otherwise it will not be educational. The innovator viewed combination of practice and elements of research as the highest stage of creativity.

The substance of educational creativity, as any other type of creativity, is an idea, a thought connected to solving a problem. In other words, creativity starts where a new idea comes into being in response to a practical issue. And an issue arises when there is a potential for improving one's results.

In the initial stage of his research and educational work Sukhomlynsky published an article "Experiment by the teaching staff of a secondary school" [17], in which he describes the methodology of collective experiment conducted and led by him in his school. The teacher tried to "turn the rough gem of education to the teaching staff with the face that would reveal to the teachers" the investigated problem [16; т.4, с.427]. This is the first condition. And the second he aimed to engage the whole teaching staff into the experiment and later into implementation of its results.

When speaking of the educational process, the teacher named its three main sources: science, skill and art. Hence, the main components that define the level of a school or a teacher, according to Sukhomlynsky, are a comprehensive academic background, a great skill and art. To be a good principal, a teacher of teachers, he emphasized, as well as being a good teacher, means to constantly "enrich and renovate oneself", perfect one's skill – the skill of a teacher and an educator, polish one's skill of penetrating the mind of a young human being, - the skill of pedagogical stimulation of children's development.

V. Good moral and psychological climate in Pavlysh school is again the result of major systemic effort: targeted intellectual communication of teachers, constant exchange of spiritual values, various kinds of team effort, maintaining and development of the high level of pedagogical culture, adherence to the norms of

pedagogical ethics, "care for all and everyone", "care of all for everyone", "care of everyone for all".

The model of formation of a teaching staff of like-minded professionals includes 5 stages:

1st – the preparatory stage is aimed at creating conditions for productive team work by analysis of collected information;

2nd - formulation of a team goal is aimed at getting the teachers interested in the team development of a common goal;

3rd - projecting is aimed at defining the main direction of each teacher's share in team work;

4th - formation of shared pedagogical views is aimed at creating favorable creative atmosphere, formation of shared value orientations and defining standards for various aspects of the educational process accepted by all subjects of school life:

5th - obtaining results and correction is aimed at summarizing the results, their analysis, defining new directions of creative search [2, 11, 14].

Formation of humanistic relationships in the system "teacher – student".

Humanization of teacher-student relationships is at the core of student's wholesome personal growth. Wholesome personal growth in its turn is impossible without wholesome comprehensive education that organically includes: a) learning, b) extracurricular and c) out-of-school work.

The wholesome educational process in pedagogical practice of the Pavlysh innovator incorporated all three levels of socialization:

I. Subject;

II. Communication and activity;

III. The educational institution itself – the school.

The logical interconnection of these three stages, as known, forms the whole social system (level IV), for which a personality is formed [11].

CONCLUSION.

On just a few examples from the rich practice of Pavlysh school the paper presents some elements in its principal's work that became the basis for creation of an original pedagogical system. This system enriched the theory and practice of education with productive ideas, helped to see the world with children's eyes, develop educational forms and methods based on deep knowledge of children's psychology and leading to impressive results.

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