

MENTALNOŚĆ SZKOŁY PODSTAWOWEJ W MIEJSCOWOŚCI WIEJSKIEJ, JAKO CZYNNIK PROGNOZUJĄCY JEJ ROZWÓJ

Przeprowadzono próbę pedagogicznego uzmysłowienia mentalnej konstrukcji duchowej w kształceniu narodowym im. in. w szkole podstawowej miejscowości wiejskiej, jako wielowiekowego centrum duchowego wsi, który zajmuje istotne miejsce w systemie kształcenia, wykonując nie tylko funkcję oświatową, ale również mentalną - zachowanie genetycznego potencjału etosu ukraińskiego, możliwość wychowywania przyszłych pokoleń w duchu wspólnoty, odpowiedzialności społecznej, przekazania wartości świata wiejskiego oraz zachowania pokoleniowego spadku duchowego. Mentalnościowo - twórcza funkcja kształcenia ogólnego w zakładzie I stopnia w miejscowości wiejskiej oraz poszczególne aspekty działalności nauczyciela i jego szczególna misja, są rozpatrywane w kontekście osiągnięć naukowych i wymogów czasowych.

Słowa kluczowe: szkoła podstawowa miejscowości wiejskiej, mentalność, funkcja mentalnościowo - twórcza, szczególna misja nauczyciela wiejskiego, modernizacja.



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THE MENTALITY OF THE PRIMARY SCHOOL IN RURAL AREAS AS A PROGNOSTIC FACTOR IN ITS DEVELOPMENT

An attempt is made to pedagogical comprehension of the mental construct of spirituality in national education, in particular in the primary school of the rural area, the ability to preserve the world's understanding of human, the possibility of education of future generations in the spirit of community, social responsibility, the transfer of values of the peasant world, preservation of spiritual continuity of generations. The urgency of the affected problem is conditioned by the peculiarities of the functioning of the primary school in rural areas as a centuries-old spiritual center of the village, which occupies a significant place in the educational system, performing not only educational but also mentally-oriented function - preservation of the genetic potential of the Ukrainian ethnos. Mentally-lining function of a comprehensive educational institution of rural areas, certain aspects of the activity of teachers, their special mission is considered in the context of scientific achievements and time requirements.

Key words: primary school in rural area, mentality, mentality creative function, modernization.

Problem statement. Primary schools in rural areas, as the centuries-old educational and spiritual centers of the village, continue to prepare the younger generation for life, work on their native land, while exercising pedagogical influence on the pupils' families and the rural environment, the entire social system. Infrastructure, the pace and quality of social transformations in the countryside, the ability to social resuscitation, depends largely on the state of their functioning and development prospects. Due to the activity of the teachers of the primary schools in the rural area, their special mission is the formation of humanistic relations in rural society, awareness of social, moral and professional responsibility, and the ability to develop creative potential. The state policy is being implemented, aimed at strengthening the intellectual and spiritual potential of the nation, preserving and enhancing the cultural heritage.

The genesis of the primary schools in rural areas is associated with economical and educational reforms of the 1960s; peculiarities of rural lifestyle; an educational mission of Ukrainian public figures, with an increase in attention to the problems of national education, the

foundations of which are preserved in the mental characteristics of the rural community, with deep reformist transformations in the socio-economic sphere. In view of the above, this type of educational institution should be considered in the context of socio-political, socio-cultural development of Ukraine, identifying the features of the national character, the need for their comprehension through the prism of the concept of "mentality" and consideration when reforming, restructuring and modernizing the primary school of rural areas in the modern socio-cultural situation, based on mental structures, correlated with the rural way of life.

Mentality is always concrete and expresses its essential characteristics through a defined cultural code that has temporal, social, national-spatial characteristics. This is a feature of world perception, a worldview that manifests itself in a culture, part of which is the system of education. It is natural that the phenomenon of the mentality of the primary school in rural areas through the prism of comprehension of pedagogical theory and practice allows us to present the construct of this category as the necessary basis for the development of national education in Ukraine. A special rhythm of life, which is inherent in the mentality of rural inhabitants - subjects of culture, on the one hand, allows to preserve its immutable features, providing reproduction, and on the other - changes it, contributing to further development.

Analysis of recent researches and publications. Historical and pedagogical retrospective of the functioning and development of primary schools in rural areas were investigated by Y. Bagno, S. Brychok, G. Ivanyuk, G. Shchuka and others. The scientific achievements to justify theoretical basics of foundations, functioning and development of the rural school were made by such scientists as: O. Bida, V. Kuz, Z. Onyshkiv, N. Prysyzhnyuk, etc. Modeling the development of primary schools in rural areas was studied by V. Meleshko, O. Savchenko and others. In the perspective of the studied problem, the scientific approaches with the consideration of the mentality phenomenon were made by B. Gershunskyi, O. Donchenko, O. Shpengler, M. Danilevskyi, M. Khramova, E. Onatskyi, O. Kulchytskyi, B. Tsymbalistyi, M. Shlemkevich, M. Kostomarov, V. Lypynskyi and others.

The purpose of the article: to highlight the problem of functioning, development and modernization of the primary school of rural areas through the prism of mentality. A set of research methods was used to achieve this goal: a theoretical analysis of philosophical, historico-pedagogical and psychology-pedagogical sources, their classification and systematization, interpretation and generalization, on the basis of which the study of materials of scientific researches, coverage of progressive ideas influencing the development of primary school of rural areas, its mentality; terminological analysis that provided the substantiation of the conceptual apparatus of the study; modeling, which contributed to prediction of the variational model of organization of the mental space in the conditions of the project paradigm.

Presentation of the main research material. The problem of mentality in the idealistic positions of the philosophy of life was one of the first attempts by I. Herder, M. Danilevskyi, O. Spengler and others. In particular, the rational grain of the philosophical and historical credo of O. Spengler, the doctor of philosophical sciences V. Khramova sees in the "accentuation of attention on a unique spiritual basis - the soul of culture, which captures the internal unity of a concrete historical cultural complex. It was, in fact, the mentality of the nation, which determines the uniqueness of its worldview, and therefore the life [6, p. 6].

According to the results of scientific researches of scientists (Y. Bromley, L. Gumilev, V. Khramova, etc.), psycho-behavioral archetypes that arose at the first stages of the formation of an ethnic group and were modified during the course of historical development, preserve "a certain psycho-behavioral invariant, realized on a common language, cultural, moral and ethical basis. It allows people to preserve their identity in all historical events, through all "small Apocalypse of history, ethnic consciousness, as, perhaps, the only obligatory feature of the ethnic group. This invariant is one of those hard-lining features of a national character, fixed at the level of the oldest archetypes of world perception and behavior, which in the metaphysical plane are called "the spirit of the nation", "the soul of the people" [6, p. 8 - 9].

Scientists versatily explore the above-mentioned problems, relying on the theoretical foundations of world and national philosophy, cultural studies, analytical psychology, history of pedagogy, using methods of historical-genetic analysis and socio-cultural anthropology (E. Onatskyi, O. Kulchytskyi, B. Tsymbalistyi, M. Shlemkevich, M. Kostomarov, I. Nechui-Levitskyi,

V. Lipinskyi, etc.) consider the mentality (Ukrainian soul) as an emotional-sensual, poetic-song integrity, and in concrete manifestations based on certain worldviews guidelines, emphasize on conditioned by cultural and historical factors variability of Ukrainian manners, exploring the mechanism of transfer of national character etc.

In the context of the study, a big interest was given to the proposed by B. Simbalist's own method, the socio-cultural anthropology, which essentially limited to the fact that culture determines the way of life of a nation, and hence the individual, because of the social heritage acquired by it. The cultural structuring of human existence seeks to create a "person of culture" as an ideal model of human type, which belongs to a certain national culture. Each historical paradigm "filtering the ethnos" leaves the traditional, unchanging, acting as the regulator of the progressive development of culture and national education as part of it. The scientist suggests that the influence of culture on an individual character, on the mentality and mankind happens in a childhood through the family, which reproduces the cultural environment of the ethno group. What is common in the method of family education, and forms certain features of the national character, which are mainly manifested in the traditions and norms of this culture, which are personified by their parents [6].

In the New Explanatory Dictionary of the Ukrainian Language, the definition of "mentality" is interpreted as "a mental person, a mental composition of a nation; psyche, intelligence, character [4, p. 605]. The category "mentality" has several different definitions: "intellectual ability", "world perception", "social settings", etc. O. Donchenko calls the mentality as a societal psyche, which means "the substance of society's life, which is passed down from generation to generation in the form of a product of continuity, which includes the geographical, climatic and landscape conditions of life of people who lived and live in this territory," noting that certain guidelines of the social psyche are objectified in culture, customs, traditions, folklore, historical layers of fate, beliefs, relationships between people, art, forms of social life, orientation of social intelligence, etc. [3, p. 31-32].

In contemporary sociological and philosophical studies in the study of social among the main approaches, scientists allocate a mentality-transcendental approach, in which the absolute (higher) values, norms, models, etc. are based on social phenomena and processes. "It is the mentality, - notes V. Yastrebova, - different rural and urban community" [7, p. 28]. Other scholars of this problem point out the common features of the mentality of the countryside. In particular, L. Baiborodova, A. Chernyavskaya note that "the socio-cultural environment of the village is more conservative, stable and traditional. As a result, parents, fellow villagers have a great influence on the upbringing of children. In the rural areas the greater extent is payed than in the city to the integrity of the national consciousness, internal spiritual wealth, attitude toward the Motherland and nature... [1, p. 4 to 5].

The village school is considered by the scholars as a universal institution of influence on the mentality: "For all destructive tendencies in its development, the school preserves the ability to comprehend a person, the possibility of educating the young generation in the spirit of community, social responsibility, peasant morality ... And this side of its life - the ability to preserve the spiritual continuity of relations, spiritual heredity of generations, transfer of values of the peasant world - should be valued above all. This is its mentality function "[5, p. 9].

In our opinion, the specifics of rural society require from the primary school of rural areas the implementation of such mentality functions that are not specific to city or urban schools, namely: 1) socio-pedagogical - preserves the genetic potential of the Ukrainian ethnic group, acts as the initiator of social work with children and their families; 2) socio-economic - carries out pre-professional agricultural training of future rural workers; 3) "village-forming" - cares about the revival of the moral and everyday foundations of peasant life, promotes the rooting of graduates in the village as landlords; 4) socio-cultural - acts as the center of intellectual and cultural life of the village; reproduction of the mentality in the Ukrainian rural areas.

As the scientific sources attest, it is the mentality that is the basis of rationally constructed and logically meaningful pedagogical theories, concepts, systems, reflecting the way of thinking, spiritual attitude of a person's world view or a social group belonging to a particular culture [1, 5, 7]. The personality mentality is a feeling of personal belonging to a nation, a national consciousness, aimed at preserving and developing the national being represented in all social

institutions, and, above all, in the system of education, which is a part of culture. The content of the mentality of the individual is mobile, therefore, the personal factor, that is, personal changes are decisive in reforming and modernizing the education system. Such a format shows that the mentality serves as the basis for reforming education, including the forecasting of the variational model for organizing the mental space of the primary school in rural areas.

Modernization of the primary school in rural areas makes the model of subordination obstructed by the model of subject-subject interaction, participation of adults and children in common affairs. Formation of subject-subjective educational relationships brings together a teacher and children, ensures their co-operation, interaction. Implementation of the updated paradigm of education is primarily due to the identification and organization of the system of educational relationships (interaction), the system linking which is the relationship "teacher-student". The nature of the relationship between "teacher-student" depends on the attitude of students to the surrounding reality, on the basis of which forms the system of student relationships. Thus, the awareness of the essential characteristics of the mentality will allow for an analysis of the systems of relationship "teacher-teacher", "parent-teacher", "teacher-student", "student-student", etc.

Obviously, there is every reason to assert that in today's socio-cultural situation, which is characterized by a personally oriented paradigm, reforming and modernizing education, the study of the mental structure of spirituality requires a well-meaning pedagogical comprehension. At the same time, according to our belief, the success of reforms will largely depend on what mental constructs can be based on, modernizing the field of education in relation to the rural way of life, as well as what innovations will succeed in the presence of certain stable mental structures.

The paradigm of personally oriented education determines the values of the pedagogical culture of the primary school of the countryside, which include: the system of national education, national educational traditions and customs, creative pedagogical experience, significant events in the life of the state, schools, villages, rural communities, pedagogical culture of student families, educational Activity of pedagogical environment and others like that. At the same time, the mentality is the conceptual basis of the project paradigm, which is formed in the education system, defining the phenomenon of the primary school of rural areas and variational strategies for its development, the possibilities and conditions for its integration into the simulated educational and informational space, the objective basis of which is the sociocultural environment of rural students life.

Conclusions and perspectives of further research. An attempt is made to consider the historical and pedagogical problem of the development of primary school in rural areas in the context of the phenomenon of mentality, which is due to the peculiarities of socio-political and socio-economic development of Ukraine. The realization of the potentials of a mentality that embodies national values, taking into account Ukrainian spirituality in its cultural and historical variability, in the conditions of modernization of the modern primary school of rural area, can improve the livelihoods and self-worth of the individual, the school community, and the rural society as a whole. Such an active position of a rural educational institution, a variegated modeling of the pedagogical system in conjunction with the social environment will lead to positive changes, the organization of the mental space in the context of the project paradigm.

The material outlined in the article does not cover the entire volume of material from the identified problem. Perspective, in our opinion, is a further study of constructive historical and pedagogical experience in organizing the mental space of the elementary school in rural areas.

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