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## **FEATURES OF THE RESEARCH OF IVAN FRANK'S PEDAGOGICAL IDEAS IN A HISTORICAL RETROSPECTIVE**

Peculiarities of studying the pedagogical views of Ivan Franko in historical retrospect are investigated. The socio-cultural and political prerequisites of French studies in different periods of research are clarified. The relevance of a comprehensive and more objective and diverse review and understanding of his heritage is argued. The importance of critical rethinking of the methodological approaches of Soviet French studies is proved. The necessity of systematization of pedagogical French studies and conceptualization of educational ideas of the thinker is substantiated. An axiological parallel between Franco and modernity is drawn.

**Key words:** Ivan Franko, French studies, pedagogical views, retrospective, rethinking.

**Aim:** to analyze the peculiarities of studies of Ivan Franko's pedagogical views in a historical retrospect. **General problematics of the topic.** For more than a hundred years, Ivan Franko's creative legacy continues to attract the attention of many scientists. But despite the large number of attempts to investigate Ivan Franko's views on the problems of education, his ideas are not sufficiently articulated and illuminated. The study of the mentioned scientific problem also requires a complex and interdisciplinary scientific approach. There is also a critical rethinking of methodological approaches of Soviet French studies. The ideological layering of this French studies period bears the imprint of subjectivism for modern times as well, especially in the "desire" to deny, rather than objectively investigate, the conclusions of Soviet French studies. **Analysis of recent research and publications.** Many modern scholars, including A. Pashuk, I. Syundyukov, R. Mnykh, V. Mykytyuk, and U. Khamar, addressed the problem of researching Ivan Franko's work in historical retrospect.

According to Roman Mnikh, the problem of French studies is significant and is turning into a social and ideological problem in Ukrainian society. "And in order for French studies to remain within the limits of scientific discourse, without crossing the line of popular-ideological clichés, at least two things are needed. First, the mentioned edition of the corpus of Ivan Franko's texts, verified and without notes. Secondly, a real historical-contextual approach to the study and interpretation of these texts, with a clearly defined object of research" (*Suchasne frankoznavstvo yak problema, 2016, 60*).

The need for a complete rethinking of pedagogical views, Franka, proves V. Mykytyuk, in particular artistic texts, prose, journalism and literary criticism, which carry pedagogical ideas, is ripe. "In order to solve this issue, first of all, it is necessary to systematize pedagogical French studies, and for this we will once again distinguish its main stages and main problem nodes" (*Pedahohichni kontsepty Ivana Franka, 2017, 50*).

**Presentation of the main research material.** I. Yushchyn, M. Kotsyubynskyi, M. Lozynskyi, O. Makovey, R. Zaklinskyi, S. Efremov, A. Krushelnytskyi were among the first to study the scientific works of the thinker, as well as to give them a high rating. In the magazine "Our School" in 1913, A. Krushelnytskyi published the article "Franko as a teacher: on the occasion of the 40-year anniversary of his writing", where he called the work of the thinker "through and through educational". According to the researcher, in any field of I. Franko's activity – whether educational or even in simple communication with students – "... a great pedagogical skill is manifested, in every work the soul of a great teacher can be heard" (*Krushelnytskyi, 1913, 1*).

Such respected researchers as A. Muzychka, B. Lepky, V. Doroshenko, I. Svientsitskyi, I. Tkachenko, M. Vozniak, M. Rudnytskyi, Ya. Gordynskyi, V. Vergan et al.

In the context of ideas on the education of young people, it is worth noting the editorials of the French-language publications "Native School", "Teacher's Word", etc. Also, many memoirs about I. Franko were published at that time, the authors of which were well-known Galician figures and colleagues of the thinker. These are A. Tchaikovsky, V. Shchurat, K. Studinsky, L. Ozarkevich, M. Biletska, M. Cheremshina, and others.

The next stage of French studies is the Soviet period, which lasted from 1939 to 1991. The most important works related to the outlined problem are the French studies of V. Savynets, V. Smal, H. Papernaya, O. Dzeverin, S. Wozniak, etc.

French studies continued abroad. If Soviet researchers focused on the image of I. Franko primarily as a revolutionary fighter, a loyal follower of socialism, then foreign researchers, who did not feel ideological pressure, saw him as a great humanist, a Ukrainian ally, a teacher of the nation and its leader.

The third stage of French studies is the post-Soviet period, which began with the restoration of Ukraine's independence. The most important feature of this stage is that scientists were able to look at the legacy of the thinker in a new way, to evaluate it more objectively, since the ideological pressure on them disappeared. It also made it possible to rehabilitate Franko in the context of many subjective assessments of his views and creativity. For more than twenty years, a corpus of works and studies of his socio-political, socio-philosophical, ethical and aesthetic, religious, pedagogical and psychological views, biographical moments has appeared, which allows us to approach the understanding of his humanistic ideas.

The pedagogical views of Ivan Franko, the conceptual foundations of national education in the vision of the thinker continue to be intensively studied by modern scientists, in particular H. Vasyanovych, D. Lutsik, Zh. Gushchak, M. Yevtukh, M. Stelmakhovich, R. Vyshnivskyi, and others. I. Franko's pedagogical ideas and views are also discussed in many modern textbooks on the history of pedagogy for universities.

**Conclusion and topics for further research.** The pedagogical heritage of Ivan Franko occupies an important place in the history of domestic and European pedagogy, and is also a powerful source for the development of national pedagogy. However, Frank's methodological concepts are insufficiently researched and require multifaceted interdisciplinary study and rethinking. It is important to avoid superficiality and one-sidedness in this process. Because for more than a hundred years of Franco studies, Franko was not only attached to views that were not characteristic of him, but also constantly pulled him under certain political and ideological systems for propaganda purposes. The study of Ivan Franko's pedagogical ideas, in a historical retrospect, is an important and

integral component of a holistic and comprehensive rethinking of the entire legacy of the thinker, and requires further research. It is also important to find in his legacy the main, fundamental core of the worldview of the scientist, which will allow us to look at Frank more objectively in philosophical, ideological, worldview, moral, interpersonal and pedagogical aspects.

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