

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

Summary. 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 views of Metropolitan Andrey Sheptytskyi on the moral and worldview education of youth in historical retrospect. **General problematics of the topic.** Education and development of young people is a significant social need. It is especially important on what moral and worldview principles it is based on. Since the values formed in a person are his worldview rod and compass in life. And therefore society in general. Metropolitan A. Sheptytsky also paid great attention to this problem. The thinker left us a lot of valuable advice and thoughts that have not lost their relevance. Delving into them, we can confidently say that the metropolitan's pedagogical ideas correlate with the tasks and challenges facing modern Ukrainian society.

Analysis of recent research and publications. The problem of researching the views of Metropolitan Andrey on the moral and worldview education of youth was addressed by many modern scientists, in particular O. Oghirko, N. Zayachkivska, O. Budnyk, O. Kekosh, and others.

A researcher of Metropolitan Andrey Zayachkivska N.'s pedagogical views writes, "Throughout his life, the Metropolitan was concerned with the problems of educating

the youth. He reflected on what real education should be, addressed people with these thoughts, doubts, strong convictions and advice. (*Zayachkivska, p. 153*). O. Oghirko proves that "the spiritual heritage of the great metropolitan, by means of spiritual and moral education, directs our youth to focus on higher ideals, to strive to become as useful as possible for society, the family, and also to work on enriching their spiritual and moral outlook (*Ogirko, p. 218*). According to O. Budnyk, "the views on the education of Metropolitan Andrey Sheptytskyi are formulated in the traditions of neo-Thomism. The religious figure stood on the positions of the objectivist interpretation of moral values, considered them a gift of God, and therefore eternal. He was deeply convinced of the need to form Christian virtues, patriotic feelings, and love for one's Motherland in children and youth, starting with family and school" (*Budnyk, p. 78*).

A comprehensive analysis of recent studies of Andrey Sheptytskyi's pedagogical views tells us about the sporadic nature of some works. This allows us to claim that our scientific research is relevant. **Presentation of the main research material.** Educating Ukrainian youth was one of the most priority tasks for the youth of Metropolitan Andrey Sheptytskyi. "Good science and good education of children is something so important and so valuable that there is almost no price for it," he wrote (*Sheptytskyi, 2007, p. 746*).

The family is the basic institution and center of education and personality formation. In his message to "Christian Family", the Metropolitan strongly emphasizes: "Remember that your house is the first and most important school, in which your children should learn to love God and people. And what will this school be like - obviously, science will be like that! And what your family will be like - that will be the upbringing that you will give to your children!" (*Sheptytskyi, 2007. 62*). It is in the family that the foundation of a child's moral and worldview education is laid, the thinker believed. "The educational work of the mother, the careful care of the father, the example of older brothers and sisters, well help the child to develop Christian virtues, and therefore to educate well" (*Metropolitan Andrey Sheptytskyi, 2014, p. 213*).

According to Metropolitan Andrey, an important factor in moral education is the school institution. According to Metropolitan Andrey, the school is the foundation of the present and future society. "The entire future of the young generation depends on whether there is a school or not, and whether the school is good or bad. Where there is no school, children grow up wildly, as it were, in the forest. They do not have any enlightenment and cannot give themselves advice in life" (*Sheptytskyi, 2007, p. 743*). Education, the thinker believes, should be practical, combined with life. Pupils should develop independence, initiative, and individuality. It is important to reinforce everything with your own example: "...set a good example for the youth with your own behavior. An example ... this is also a teaching ... without comparison is more pronounced than words" (*Pastoral Epistle of Bishop Andrew, p. 13*).

"Formation of their axiological core is extremely important in raising children. The value system is a fairly accurate indicator of the spiritual development of society and the social progress of mankind. Values constitute the meaningful dimension of a person's human existence, starting with the understanding of the social norm and ending with the awareness of the meaning of life" (*Matkovsky, 2023, 103*). This was also emphasized by the metropolitan. Cultivating a noble heart requires no less than cultivating the mind.

In our opinion, society should realize the urgency and importance of this problem, because it is values that shape the worldview of each person and determine his life path. The formation of a human personality, a citizen of society, who is able to participate in active social life and state formation, is not possible without passing through the prism of the formed value system formed in society. Also, each person forms his own value orientations on this basis.

The activities of the Metropolitan, both during his lifetime and after, had a great impact on the formation of the Ukrainian nation. It is an example of wisdom, love and service to God and people. Therefore, it is axiomatic to take from his legacy and assimilate everything that resonates with the needs of today, in particular in the context of educating young people, capable of radically shifting national self-awareness, rebuilding the structure of our memory.

Conclusion and topics for further research.

Studying the legacy of Metropolitan Andrey, we conclude that the educational ideas of Metropolitan Andrey are relevant and consistent with the tasks facing Ukrainian society. The main principles on which education should be based are Christian virtues, principles of humanism, comprehensive development, development of the ability for independent creative thinking, improvement of moral qualities, and diligence. We consider a comprehensive rethinking and conceptualization of Metropolitan Andrey Sheptytskyi's views on the role of the teacher in the upbringing and development of youth to be a promising further study.