

PEDAGOGICAL SCIENCES

CHARACTERISTICS OF THE CONCEPTUAL FIELD OF STUDYING THE ISSUE ON DEVELOPING INTERNET TECHNOLOGIES OF SCIENTIFIC-PEDAGOGICAL COMMUNICATION IN UKRAINE (THE OF END THE 20TH CENTURY – THE BEGINNING OF THE 21ST CENTURY)

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In pedagogical science and education, as in any other field of human activities, new telecommunication technologies have become widespread in the last decade. Along with traditional means of scientific and pedagogical communication, such as scientific pedagogical periodicals, scientific pedagogical conferences, under the conditions of development of information and communication technologies, new means of scientific-pedagogical communication are emerging, which are developing in the electronic environment.

The end of the 20th century left to the descendants a glorious pedagogical heritage, which can be the basis for the further progress of the national pedagogical science under the conditions of increasing requirements for scientific works in the field of pedagogy and research culture of pedagogues, spreading modern means and technologies of scientific-pedagogical science.

The popularity of using the Internet technologies in education is due primarily to the didactic properties of the World Wide Web: publication of educational-methodological information in hypermedia, pedagogical communication in real time between subjects and objects of the educational process, as well as open access in time and space to information resources.

One of the important directions of development of educational informatization is the new computer technologies. Interactivity, intensification of the educational process, feedback are notable advantages of these technologies, which have led to the need for their being applied in various fields of human activity, especially those related to education and vocational training. Nowadays, the number of studies that have focused on using information and communication technologies in the educational process has grown significantly. This topic in Ukraine is investigated in the works of such

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scientists as V. Bykov, V. Bulakhova, O. Bondarenko, V. Zabolotnyi, H. Kozlakova, O. Mishchenko, O. Pinchuk, O. Shestopal, etc.

The theoretical-methodological foundations of the investigation of scientific communication have been laid out in the works on philosophy, sociology of science, science studies, documentary science and history of science of foreign and domestic scientists M. Bonits, W. Harvey, R. Hiliarevskiy, H. Dobrov, H. Diumenton, S. Ivanov, O. Konovets, O. Korinnyi, R. Kocherovets, S. Kuleshov, R. Merton, E. Myrskiy, O. Myrska, O. Mykhailov, J. Price, V. Sadovskiy, O. Chorniy, etc.

Among the large number of means of transmitting the scientific-pedagogical information, the most common and expedient ones are the scientific-pedagogical periodicals, scientific conferences, electronic means (electronic scientific journals, Internet conferences, web forums, etc.), which in different years have been investigated by: O. Adamenko, I. Dubinets, I. Zaichenko, M. Kukhta, S. Laba, L. Lytvyn, I. Melnyk, E. Panasenko, B. Stuparyk, H. Shchuka and some others (peculiarities of formation and development of particular issues of pedagogical theory and practice on pages of the pedagogical press); S. Loboda (peculiarities of functioning of modern pedagogical journalism) and others.

Scientists' attention to the problems of using new information and communication technologies as a means of scientific communication has increased in the last decade (V. Borshchev, R. Hiliarevskiy, S. Dudchenko, N. Zaichenko, S. Ivanov, L. Kalashnikova, L. Kompantseva, N. Kopytova, I. Kuchma, O. Lavryk, S. Matvieieva, O. Myrska, S. Hitchcock, N. Khmil, H. Shemaieva, T. Yaroshenko, etc.). Peculiarities of pedagogical and vocational communication in the academic Internet communities are presented in the dissertation research of I. Rozina. T. Kosenko's dissertation analyses the role of electronic pedagogical journal as a means of quality assurance of pedagogues' scientific-research activities.

However, at present there is a lack of studies that would cover the overall picture of the development of the Internet technologies of scientific-pedagogical communication in Ukraine at the end of the 20th century – at the beginning of the 21st century, the prospects for the development of scientific-pedagogical communication in science have not been determined yet. The insufficient examination of the problem and its relevance have determined the choice of the subject-matter of the research «Development of Internet Technologies of Scientific-Pedagogical Communication in Ukraine (the End of 20th Century – the Beginning of the 21st Century)».

The chronological boundaries of the study cover the end of the 20th century – the beginning of the 21st century. The lower boundary (the 90s of the 20th century) was marked by the adoption of the Law of

Ukraine «On Education» (1991), the State National Program «Education» (Ukraine of the 21st Century) (1993), which led to a change in the vector of development of scientific-pedagogical research, systematization means and technologies of scientific-pedagogical communication (conferences, symposia, seminars, electronic and paper periodicals, official sites of scientists and organizations, electronic libraries, databases on topics of coordinated and performed scientific studies, on advanced pedagogical experience, etc.). The upper boundary (2016) is conditioned by the adoption of the Law of Ukraine «On Scientific and Scientific-Technical Activities» (2016), which exacerbated the need to disseminate modern means and technologies of scientific-pedagogical communication.

The purpose of the study is to reveal the peculiarities and tendencies of genesis of the Internet-technologies of scientific-pedagogical communication of Ukraine at the end of the 20th century – the beginning of the 21st century.

The objectives of the study are:

1. To highlight the socio-economic, scientific-pedagogical preconditions and the bases of formation and use of the Internet technologies of scientific-pedagogical communication.

2. To characterize the evolution of scientists' views on the problem and to carry out the structural-procedural analysis of the terminology «scientific-pedagogical communication», «Internet technologies of scientific-pedagogical communication», «means of scientific-pedagogical communication».

3. To summarize the main types and forms of scientific-pedagogical communication in Ukraine during the period studied.

4. To identify and substantiate the stages of development of the Internet technologies of scientific-pedagogical communication in Ukraine at the end of the 20th century – the beginning of 21st century.

5. To outline the perspective directions of further development and use of scientific-pedagogical communication means and technologies in the context of reforming modern education and science.

The object of the study is the development of the technologies and means of scientific-pedagogical communication in Ukraine at the end of the 20th century – the beginning of the 21st century.

The subject of the study is theory and experience of using the Internet-technologies of scientific-pedagogical communication in Ukraine at the end of the 20th century – the beginning of the 21st century.

The methodological basis of the study consists of: the *interdisciplinary approach* which has allowed to summarize the opinions of philosophers, scientists, pedagogues concerning the analysis of the means of scientific communication as a component of science in general and pedagogy in particular; the *systematic approach* that has allowed to consider the means of

scientific communication as a subsystem of the system of scientific communication and as a subsystem of the system of pedagogical science; the *chronological approach* that has required consideration of the means of scientific communication in the chronological sequence of their development; the *factual approach* according to which the study has been based on the identification, systematization and interpretation of facts. The research has been carried out on the general scientific principles of historicism, continuity, systematicity, integrity, objectivity.

The expected scientific novelty of the obtained results is that: *for the first time*, the peculiarities of the development of the means of scientific communication as a component of pedagogic science, and the general tendencies of the development of the means of scientific communication in the pedagogic science in Ukraine in the second half of the 20th century – the beginning of the 21st century are determined and uncovered; the stages of the development of the means of scientific communication in the pedagogical science in Ukraine in the second half of the 20th century – the beginning of the 21st century are identified; the scientific ideas about the essence of the concepts of «scientific communication in pedagogical science», «means of scientific communication in pedagogical science», the role and functions of the means of scientific communication in pedagogical science and their prospects have got *the further development*; the classification of the scientific pedagogical journals, scientific pedagogical conferences *has been improved*.

The practical essence of the obtained results is in the fact that during investigation the following materials have been collected and systematized: the Ukrainian scientific pedagogical periodicals and issues, the scientific events of the pedagogical direction of the second half of the 20th century – the beginning of the 21st century, the data of the Ukrainian web resources on the scientific-pedagogical subjects which can be the bases for different bibliographical reference-books as well as be useful for students, undergraduates, postgraduates, lecturers, scientists while searching necessary information on this or that pedagogical problem are summarized.

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PRESS COVERAGE OF THE PROBLEMS OF PHYSICAL ACTIVITY OF CHILDREN AND JUNIORS IN BUKOVINA ON THE XX CENTURY («BUKOVINER STATEMEN»)

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Topic of the press coverage of the problems of physical activity of children and juniors in Bukovina on the XX century has covered not only a wide specter of theoretic articles and practice recommendations and developments: games, complexes, etc., but also an advertising of sport equipment, photos from public events such as festivals, occasions and learning or refresher courses for teachers, coaches in communities and everybody, who wants to join. One of the most important and biggest part of it is a group of articles, reports, letters and descriptions which analyze national traditions of rising children and their education in family and also the experience and views of Ukrainians on the sanitary standards of their own homes, traditions and rules of nutrition, features of folk rituals and the role of hygienic procedures, moving and musical games, dances and moving activity. In addition, the authors of a significant number of articles raised topical issues of education of a healthy, educated, happy Ukrainian woman.

In turn, the health-preserving themes in press of those time synthesized knowledge about creating conditions that allowed to form and not to lose, and also to preserve the good physical and mental health of children. One of the

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