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**HUMANISTIC FUNCTIONS OF V. F. SHATALOV'S PEDAGOGY AIMED  
AT REVEALING AND CULTIVATING PUPIL'S NATURAL  
ENDOWMENTS**

V. F. Shatalov's scientific heritage has had different designations over time: an original methodology, an effective teaching/learning technique, a fantastic or brilliant methodological system of mastering the curriculum, etc. The analysis of the work of this talented educator from the point of view of the personality-centered methodological approach suggests that the term *cooperative pedagogy* used by some scientists and educators makes most sense in this regard. The pedagogy of Viktor Fedorovich Shatalov exists along with the pedagogy of J. A. Comenius, C. Freinet, V. Sukhomlynsky and many other outstanding creators of the science of teaching children. His scientific heritage has already expanded beyond the limits of methodology and techniques and reached the level of humanistic education as a science and art. Cooperation indeed lies in the heart of this pedagogy. However, the heritage of Viktor Fedorovich is formally not only about cooperation, but also about the personal pedagogical interaction between the teacher and the learner as a natural mechanism of realizing educational and developmental purposes of the pedagogical process.

The term "cooperation" highlights only the activity and communication dimensions of humanistic education, disregarding its personality facet. For this reason, it is important to talk about the humanitarian Shatalov's pedagogy of revealing and cultivating the learner's natural endowments by the teacher through the interaction of their personalities, as well as about the system of its functions. The problem of our research, in general, consists in outlining and revealing the humanistic functions of V. F. Shatalov's pedagogy.

The figure of V. F. Shatalov as an innovative educator has been studied for the first time by S. L. Soloveychik, who created necessary conditions for the educators in the USSR to understand the value of V. F. Shatalov's methodological system. However, the presentation of the theoretical and methodological beliefs of the innovative educator from Donetsk has never been elevated to the level of a pedagogical system in the articles by this brilliant journalist, writer, and scriptwriter.

In 1988, V. F. Shatalov's humanistic principles and methods came up for discussion by the scientists of Donetsk State University L. Ya. Bondarev, V. Yu. Nosach, P. V. Plotnikov [1, p.81–113]. They managed to generalize the views of V. F. Shatalov on the organization of teaching/learning in the secondary comprehensive schools, on the “learning with interest”, on the leading principles of the functioning of his methodological system. Their book *Experience and Masterhood of Innovative Educators* already addresses the significant didactic requirements to the activation of the learner's cognition.

S. M. Vinogradov, a Moscow researcher of Shatalov's comprehension-facilitating technique and pedagogical system, made an open and informed statement that Shatalov's system cannot be reduced to the use of supportive notes, but has a humanistic direction, humanistic academic performance rating system being its core. This statement is supported by such promoters of the pedagogical research of the Donetsk educator, as V. M. Ryzhov, V. B. Beshpal'ko, S. V. Vetrov, F. F. Sadovsky, V. F. Kaloshin et al. O. H. Kucheryavy revealed and described Shatalov's system of values-goals and values-tools [2, 29–37].

A part of the book by H. K. Selevok *Modern Educational Techniques* should be considered a thorough study of V. F. Shatalov's educational technique. However, the author fails to see the humanistic potential of Shatalov's pedagogy, reducing it to the technique of intensification of teaching/learning based on diagram and sign models of educational material [3].

Thus, it is necessary to talk about solving this problem only at the level of describing the problem situation associated with the contribution of the Donetsk pioneering educator into pedagogical science.

Object of this article is to reveal and specify the system of the functions of Shatalov's pedagogy.

Proceeding from such methodological approaches as axiological (philosophical level of methodology), systematic, synergistic, and acmeological (general scientific level of methodology), person-centered, culturological, and that of activity (concrete scientific level of methodology), we can analyze theoretical and methodological positions of V. F. Shatalov in terms of their pedagogical functions. In general, the functions of Shatalov's pedagogy are given in fig.1.



Fig.1. Humanistic functions of V. F. Shatalov's pedagogy

*Health-saving function.* Contrary to the traditional pedagogy, V. F. Shatalov's pedagogy aims at protecting mental, moral, and physical health of the 5<sup>th</sup> – 11<sup>th</sup> graders of the comprehensive school. First and foremost it provides four defending lines of pupil's health protection that were taken into account only in the primary school pedagogy. The first line ensures a high level of children's preparedness for the lesson by means of providing reference signals and safeguarding sufficient level of

their emotional and cognitive comprehension by learners in school and at home. Reference signals as the models of the content of education become “qualified assistants” to pupils when they do their physics, mathematics, chemistry, or native language assignments (in the primary school, parents are the ones who assist their children). The second defending line is an everyday assessment of pupils’ knowledge by the teacher, just like in the primary school. Every lesson, students reproduce a certain reference signal and express their opinions on its components and connections within it. All of them need to have their cognitive abilities assessed apace. Confidence that such positive assessment will take place lays the foundation for the prevention of mental disorders and retardation in general.

Methodological system of V. F. Shatalov, as a component of a broader pedagogical system, allows the teacher to adjust the amount of homework assigned to students. In 1969, he drew the attention of the scientific and pedagogical community to the so-called “subject egoism”, which conscientious pupils repay with gastrointestinal and nervous system disorders, as well as visual deterioration. His system requires the compulsory regulation of the homework scope, and this measure is considered to be an important pedagogical action that creates the third defending line. This approach is most effective when a teacher is responsible for many subjects across the curriculum.

The fourth defending line is a result of individualization and differentiation of education. Applied concurrently, they help organize teaching/learning taking into account the results of the diagnostics of the actual development and the zone of proximal development of each pupil and contribute to the formation of his/her mental and moral health.

V. F. Shatalov has always been and remains to be a healthy life style advocate. For all his life, he has promoted among pupils the importance of physical exercises, has been the educator who sets a personal example engaging students in recreational activities. Many of his pupils reached significant achievements in sport (S. Goldberg, O. Tishchenko, O. Borodkin, etc.). And Viktor Fedorovich, their Teacher, jogged even when he was 85.

*Development of personality.* The pedagogical philosophy of V. F. Shatalov focuses on the pupil's personality with its needs, actual spiritual and moral, cognitive, emotional-volitional, and social-psychological development. Many outstanding figures in the Commonwealth of Independent States have been grateful to him. In particular, in 1986, Eugenia Taratuta, known, in the first place, as a writer and the author of *In the Footsteps of 'The Gadfly'*, bowed down to him for his "noble work, which is equal to a feat". A bit earlier, in 1981, Hryhorii Polonsky, a scriptwriter of the movies *Live to See Monday, Translation from English*, etc. called V. F. Shatalov "a legendary person" and wrote, "I am impressed, dear Viktor Fedorovich, by your enormous performance facilitation and your courage. I wish you sound health for the years to come – to the benefit of children".

Realization of the pedagogical ideas of V. F. Shatalov allows time in the curriculum for the pupil's creativity, sport, self-cultivation and self-education. Supportive notes (the psychological and pedagogical principle which they realize) are crucial for the implementation of these tasks. These notes are based on the graphical formalization of teaching material. In practice, educational process built in accordance with this innovative system turns into self-education as the source of personality development. The cultivation of pupils' ability to develop supportive notes on the basis of the skills formed in the process of working with the supportive notes offered by the teacher boosts the potential of the educational environment in terms of developing pupils' creativity.

Such creative products, especially praised by the dear teacher, are transformed, in the scientific context, into the means of both successful learning and the development of cognitive, emotional and volitional spheres of each pupil. The solution of non-algorithmic mathematics, physics, and chemistry problems is of great importance. Group (collective) solving of creative problems aimed at generating ideas and forming communicative skills, plays a significant role in V. F. Shatalov's teaching practice.

A strong foundation of the individual and collective creative activity of pupils is the profound knowledge of educational material, which bears an intrinsic value for

pupils (solid knowledge is the foundation of V. F. Shatalov's pedagogical system, which, in the first place, is based on the principle of continuous feedback, continuous reporting of each student).

This is the happiness that children glow with when gaining victory over themselves (the victory obtained after mastering any part of the curriculum, as well as during the creative process) that ensures the formation and development of pupils' motivation to learn, as well as motivational sphere in general.

*Development of high culture.* The core of the cultural direction of Shatalov's pedagogy is the culture of learning, which aligns with the assessment culture (i.e., assessment done by the teacher and by the student him/herself) and the culture of working with the sources of information.

The culture of learning, which emerges as a result of pupils' engagement in the process of learning, is based on their preparedness to certain work manifested as a complex of various specialized skills important for the retention of learning material (curriculum in general). Humanistic dimension of Shatalov's pedagogy materializes when pupils develop such systemic personality quality as the ability *to create their own learning patterns*.

The presence of this systemic characteristic in secondary school graduates is an essential condition for the developing of the national culture. The more country's graduates have an experience of creative activity, the better its cultural development.

According to V. F. Shatalov, the culture of learning begins with mental math and concise manner of verbal expression. Both the teacher and parents are to create the conditions encouraging children, already in the process of reviewing the statement of the problem, to come up with some ideas towards its resolution. Experimental classes of the innovative teacher cultivate speaking the solution through, performing all counting operations exclusively orally.

An important aspect of this culture is the preparedness to ensure *provability* of the results obtained. Another aspect is the conscious commitment to get ready for classes. Preparedness to assess own work independently or in groups is also an important part of this culture.

These and other systemic personality qualities of the pupil as the subject of the learning culture are based on a solid foundation, i.e., competence in thinking patterns, generation of productive ideas, ability to organize own learning. “Think like ‘I’ do, create like ‘I’ do, work like ‘I’ do” are the cultural goals that penetrate the entire pedagogical system of the Donetsk master.

For example, while interpreting to the students the content of certain supportive notes (model), the teacher him/herself performs logical operations and generates ideas, etc. It is the Teacher who serves as an example for children. It is reasonable to talk about such categories of Shatalov’s theory as the culture of communication, speech, world outlook, etc.

*Activity-catalyzing function.* Paradoxically, but none of Shatalov’s pupils, who worked selflessly both in the classroom and at home, was forced to be an example of diligence (in learning, in the first place). To achieve this, wise Viktor Fedorovich just created necessary and sufficient conditions that were also conducive to the development of the responsible attitude to learning, self-education skills, and work in general. Such personal characteristics, as self-organization, self-motivation, self-control, and self-discipline perceived as a personally meaningful feature, play a decisive role in this process. The whole educational system of V. F. Shatalov as a distinct personality-centered integrity based on the natural human need for having knowledge of the world around, him/herself, self-actualization and self-realization in work is also of great significance. The only thing the wise teacher was to do was to create conditions for children to become aware of these needs, strengthen confidence in their capabilities. Such awareness led to the development in pupils of learning, work, self-education, health care and other motives.

“Create conditions ...” is easier said than done. It required meticulous work from the Teacher, the work that, though creative and rewarding, was accompanied by numerous “battles” with officials of various levels and representatives of the dogmatic pedagogical science. Creating favorable conditions for pupils was a feat on his part. And each of his pupils has always seen persistence in work as the highest human value, the essence of human existence.

*Assertiveness training.* The emphasis of V. F. Shatalov's pedagogy on the mental and emotional development of his pupils, encouragement of their daily work are in harmony with the cultivation of ways of assertiveness training. His system forms an adequate self-esteem of pupils, awareness of their own capabilities. It helps discover those capabilities in the process of successful learning and builds self-belief. It excludes a priori any fraud and fake success at the expense of classmates (e.g., as a result of scholarly cheating). Shatalov's pedagogy focuses on such learning environment that provides pupils with equal opportunities to assert themselves. This system is fundamentally spiritual and moral, because it contributes to strengthening the spirit of each child. In the first place, it gives him/her the confidence that "each student's success is measured in accordance with the highest standard of justice" (e.g., when using group control registers, working with consultants, etc.). Lessons organized according to V. F. Shatalov's system are elevated to a new level in the quality of assessing students' knowledge, which eliminates any leveling. A combination of this approach to assessment with the psychological comfort and competitiveness of learning explains numerous instances of pupils' turnarounds towards "self", their self-consciousness. It is known that their self-assertion is nothing but a result of understanding the differences between the ideal and the real images of "self" as a person capable of learning triumphantly.

*Pupils Advocacy.* Theory of education by V. F. Shatalov ensures legal protection and confidence of the teacher, the pupil, and his/her parents. It reinforces the idea of the teacher being the pupil's advocate in the process of assessing his/her work by the classmates, as well as the grade being a classical legal act. Giving presentations in front of the class, pupils should be aware of their right to make insignificant mistakes or let their tongue slip. The teacher, as an advocate, shall make sure that pupils know their rights in a difficult psychological situation. To this end, the teacher in advance offers the class a line of action: *it is the class and the class only that is the co-author of excellent grades of any of its students; corrections made by the classmates do not lower the grade* (it is lowered only if the teacher has no other choice but to correct the mistake him/herself). This line of action contains two



statements of the school code of honor developed by the teacher-innovator, and the third statement reads, “The one who is making the presentation is not entitled to self-defense” (he/she is to listen and keep silence).

As the advocate of pupils’ rights, the teacher should proceed from the presumption of pupils’ innocence in the situations when the assessment of their work is ambivalent. As doubts are a legal category, V. F. Shatalov believes that from the humanistic point of view the results of the continuous and final assessment should be interpreted in pupils’ favor.

The same goes about the right of both the pupil and the teacher not to answer certain questions of the members of various committees inspecting the educational process in comprehensive schools: random responses, taken together, can lead to accusatory and biased conclusions by the inspector.

According to V. F. Shatalov, innovative teachers as researchers and authors of innovative techniques should be able to defend not only their own products of creative pedagogical work, but also the results of the scientific and experimental research of the entire schools or regions with a large number of teachers as researchers, as well.

The pedagogy of students and teachers advocacy emphasizes the role of the school psychological counselor: just like the teacher, he/she needs to be competent in legal matters. This places a practical order with higher educational establishments to train teachers-advocates and psychological counselor-human rights activists.

*Acmeological function.* In pedagogical thinking and theoretical positions of V. F. Shatalov pupil is considered to be the highest value of nature, the paramount priority and the creator of the society. It is in this aspect that the child is the object of acmeology, a science that studies the laws and mechanisms of human development and especially the highest level in this development.

It becomes obvious that the educational practices of V. F. Shatalov built through the prism of his theoretical concepts, can also be a productive acmeological practice. The fact is that this teacher has always been interested in resolving one of the leading tasks of acmeology as a science. Its essence is the search for such

characteristics of an individual during the preschool and primary school periods, as well as adolescence and youth, which contribute to the formation of the personality as the creator of its own life strategy on the stage of maturity. Personality-developing life strategy has been worked out and is being implemented by hundreds of his former pupils. Among them are such creative personalities, as Leonid Lesyk, Doctor of Technical Sciences, Lev Vinnikov, Doctor of Physical and Mathematical Sciences, Viktor Val'kov, Doctor of Physical and Mathematical Sciences, Petro Plotnikov, Doctor of Pedagogical Sciences, Vladylen Popov, Doctor of Philosophical Sciences, Olexandr Myloslavsky, Doctor of Physical and Mathematical Sciences, Anatoly Borodkin, Candidate of Physical and Mathematical Sciences, Valentyn Osyka, Candidate of Technical Science, Volodymyr Ryzhov, Candidate of Physical and Mathematical Sciences, Olexander Kuznetsov, Candidate of Economic Sciences, Edward Loktev, Candidate of Economic Sciences, Alexey Tarasov, Candidate of Technical Sciences et al.

What was that significant feature given to them by Victor Fedorovich Shatalov during their school-days? *Self-belief. Eagerness to achieve excellence in any activity. Striving for victory. Creativity. Readiness for daily hard work. Skills in self-improvement. General learning skills, etc.* Taken together, these systemic features are optimal contributors to the holistic self-actualization of the individual in the society, his/her highest professional achievements.

In conclusion, it is important to state that the sum of various interrelated functions of V. F. Shatalov's pedagogy creates a system of ideological orientations to organize the educational process in such a manner that humanism and child-centrism become its core, and the pedagogical process itself acts as a source of the individual development. Furthermore, V. F. Shatalov's pedagogy, containing ideas of cooperative pedagogy and pedagogy of co-creation, respect for the pupil's personality, dialogue and collaboration, and today introduces to the national culture the potential of creation, the principles of enriching education and pedagogical science with the philosophers' stone of the development of the Ukrainian education.

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### **Кучерявий О. Г. Гуманістичні функції педагогіки В. Ф. Шаталова: розкриття й реалізація природних резервів особистості учня**

У статті розглянуто сім функцій гуманістичної педагогіки донецького вчителя та їх застосування на практиці. Автор розкриває переваги цієї системи, приділяє особливу увагу її впливу на всеосяжний розвиток дітей, формування їхньої мотивації та прагнення до знань. Підкреслено значення шаталівської системи навчання для акмеологічної практики. Розглянуто перспективи ідей В. Ф. Шаталова, важливість співтворчості, поваги до особистості учня, педагогіки співробітництва та діалогу для розвитку вітчизняної педагогіки.

*Ключові слова:* функції шаталівської педагогіки, гуманізм, педагогіка співробітництва, духовно-моральне виховання, культура навчання й культура праці.

### **Кучерявый О. Г. Гуманистические функции педагогики В. Ф. Шаталова: раскрытие и реализация природных резервов личности ученика**

В статье рассматриваются семь функций гуманистической педагогики донецкого учителя и их применение на практике. Автор раскрывает преимущества данной системы, уделяет особое внимание её влиянию на многостороннее развитие детей, формирование их мотивации и стремление к знаниям. Подчёркивается значение шаталовской системы обучения для акмеологической практики. Рассматриваются перспективы идей

В. Ф. Шаталова, важность сотворчества, уважения к личности ученика, педагогики сотрудничества и диалога для развития отечественной педагогики.

*Ключевые слова:* функции шаталовской педагогики, гуманизм, педагогика сотрудничества, духовно-моральное воспитание, культура обучения и культура труда.

**Kucheryavy O. H. Humanistic Functions of V. F. Shatalov's Pedagogy Aimed at Revealing and Cultivating Pupil's Natural Endowments**

This article covers seven functions of the humanistic pedagogy of the Donetsk teacher and their application into practice. The author reveals the advantages of this system, pays a particular attention to its impact on the all-round development of children, formation of their motivation and desire for knowledge. The importance of Shatalov's educational system for acmeological practice is emphasized. The article also addressed the potential of his ideas, the importance of co-creation, respect for the pupil, pedagogy of cooperation and dialogue for the development of national pedagogy.

*Key words:* functions of Shatalov's pedagogy, humanism, pedagogy of cooperation, spiritual and moral education, learning culture and culture of work.

*The article was received by the Editorial Office on 19.06.12*

*The article was put into print on 31.08.12*