

Personalization Of Education History And Pedagogical Opinion In Ukraine: Influence Of Society Digitalization



Iryna Rozman, Lyubov Kartashova, Kateryna Movchan, Nataliia Bakhmat, Tamara Sorochnan

Abstract. *The article deals with the prerequisites, dynamics, tendencies, institutional base of development of modern pedagogical biography in Ukraine. It is emphasized that in the late 80's of XX - at the beginning of XXI century. there is a basis for a meaningful reflection on its historiography. Emphasis is placed on the accumulated historiography of significant volumes of various source materials. It is established that according to the results of the analytical review they are divided into three categories, covering the work, in which personification of the development of Ukrainian pedagogical thought and the study of pedagogical staff of Ukraine and abroad is carried out. It is found that bibliography, as a relevant industry resource, is a search infrastructure. It has been identified that there is a need to consider the use of digital bibliography. Studies show that the transformation of the bibliography of persons in the history of education and pedagogical thought in Ukraine into digital infrastructure of the state and world level is predicted, in accordance with the digitization (digitization) of society. It is emphasized that in specific pedagogical studies, scientists, as a rule, limit themselves to a brief interpretation of biography in accordance with the subject of their research.*

Key words: *pedagogical opinion, prosopography, spatial-temporal approach, identification, resource, informatization, digitalization.*

I. INTRODUCTION

Consideration of preconditions, dynamics, trends, institutional base, and other aspects of the development of modern pedagogical biography in Ukraine in the late 80's. XX – early XXI century is the basis for a substantive understanding of its historiography.

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Considering the historiographical accumulated of considerable volumes of various source materials, according to the results of the analytical review they are divided into three categories covering the works, which carry out the personalization of the development of Ukrainian pedagogical opinion and study on the pedagogical personalities of Ukraine and abroad. Based on the fact that the bibliography, as a relevant industry resource, is a search infrastructure, therefore it is a necessity to consider the possibility of using a digital bibliography. Thus, the transformation of the bibliography of the persons of the history of education and pedagogical opinion in Ukraine into the digital infrastructure of the state and the world level is predicted, in accordance with the digitization of society.

II. PROBLEM

The essence of the categories of basic terms of biography is determined by the pedagogical scientists: N. Dichek, A. Sukhomlynska, V. Chishko, N. Popik; scientists – philosophers: O. Valevskiy, I. Golubovich, V. Menjuli, and others; psychologists: B. Ananiev, N. Loginova, S. Rubinstein and others; scholars - historians: I. Belenko, L. Repin, P. Popyk, V. Chishko, A. Yas and others. Analytical review of scientific works has allowed revealing that the widely used basic concept of historical and pedagogical science as "pedagogical opinion" in fact has not yet become the subject of a special comprehensive terminological analysis. This is also evidenced by its absence in academic reference books [4]. In scientific and educational literature, it is often used quite arbitrarily, with an attachment to a certain period (epoch), country, subject of research, etc. In concrete-pedagogical studios, scholars, as a rule, are limited to its concise interpretation in accordance with the subject of study.

III. RESULTS AND DISCUSSION

The achievements of Ukrainian and foreign scientists provide important methodological benchmarks for understanding the essence of the phenomenon of "pedagogical opinion". So, O. Sukhomlynska notes that national pedagogical opinion is a broad concept of the spiritual and cultural sphere, which includes pedagogy, philosophy, religion, ideology, morals, ethics and a number of other components. It is always personalized, because it reflects the personality of the speaker with the own views, beliefs, and preferences. In the center of attention of pedagogical opinion are scientific knowledge and ontological search – finding, description, systematization of pedagogical facts, their evaluation [3].



The researcher T. Usatenko uncovered an important Ukrainian aspect of pedagogical opinion as a plural, polyhedral phenomenon. It is advisable to analyze through the prism of the main pedagogical theories, the content and paradigms of education, types of scientific knowledge, Ukrainian study orientations. She proves that pedagogical opinion is a separate direction of historical and pedagogical researches, has its own research space, its object, subject of study and didactic basis. Its development in the historical-pedagogical process of the nineteenth and twentieth centuries was determined by socio-economic and political factors, and pedagogical ideas and trends played a leading role [23].

The methodological aspect of the differences between the concepts of "pedagogical opinion" and "historiography" is explained by I. Strazhnikova. According to the researcher, the first one is "wider", because it covers a wider range of phenomena of spiritual culture (philosophy, ideology, morals, ethics) and, along with scientific and pedagogical knowledge, includes national pedagogy. A common aim for them is the personalization of the educational and pedagogical process, since they reflect the views of the authors, which are determined by various personal and social factors [20].

In the Ukrainian historical and pedagogical science, special methodological tools for research on the development of pedagogical opinion have not yet been developed. Under these conditions, we appeal to the scientific and theoretical experience of the prosopography – the interdisciplinary field of knowledge, which defines the principles, methods of studying of the collective biographies of certain groups of people, united by common features. According to the position at the implementation of the descriptive description may include the detection and comparison of components relating to:

- the ways and factors of their formation (family and social environment, sphere of activity, place of residence, etc.);
- personal characteristics (origin, psycho physiological states, relations with the environment, private life, etc.);
- the internal personal world, in particular, the relation to the cultural-scientific space, public life;
- ways of self-realization of the personality, etc.

Analytical review of these and other scientists (M. Petrova [18], I. Petrovskaya [17], I. Starovoytenko [19] Yu Yumasheva [23], etc.) about methodological approaches, techniques and their consideration is a rather important aspect for studying of individual genesis, groups, categories and other segments of pedagogical opinion and personification of the educational process in Ukraine. It is important to emphasize that the displayed characteristics, first of all, are necessary for understanding the common and personal pedagogical ideas and views of individuals and groups.

To solve this problem, we consider the proposed by V. Kurylo criterion-complex approach is very active. It involves the use of a set of criteria that reflect the totality of essential characteristics of pedagogical opinion, and provide multidimensional analysis and evaluation of current results [12]. In our interpretation, they are guided by clarification and consideration:

- methodological foundations of scientific studies and their thematic orientation;

- formation mechanisms of research issues;
- features of the procedure of pedagogical searches;
- level of development of scientific and pedagogical communication;
- novelty, originality of the results of scientific studies;
- the relationship and conformity of the internal logic of pedagogical science development, pedagogical opinion and educational practice;
- the level of preparation of scientific researches and the nature of scientific production;
- personal characteristics of speakers of pedagogical opinion.

Passing to the clarification of the problem of personalization of the history of education and pedagogical opinion in Ukraine, we note an important trend that characterizes the process of accumulating of studies devoted to it. In particular, it was found that since the mid-1990s of the 20th century their flow has grown rapidly – as a consequence of the influence of the rise of pedagogical biography. That is, the return of the non-existence of Ukrainian teachers and the introduction of foreign pedagogy into the scientific circulation and educational process contributed to expanding the range of personalities included in the variety publications. In spite of the objectively determined subjectivity of this process, nevertheless, a general picture of the pantheon of heroes that depict the development of Ukrainian and foreign education and pedagogical opinion had appeared.

In the reflections of contemporary pedagogical science, its structure is presented by academic reference books and encyclopedias, which, according to the opinion of the compilers, outlines a list of figures that made the most significant contribution to the development of Ukrainian and world education and pedagogy. As an example for analysis, we have selected two authoritative editions: "Ukrainian Pedagogical Dictionary" (1997) S. Goncharenko [7] and "Encyclopedia of Education" (2008), edited by V. Kremen [6], which reflect, post-Soviet and new pro-European educational and scientific paradigms.

In the Ukrainian Pedagogical Dictionary, according to our estimates, there are about 765 articles on personalities, which, according to the author, have achieved significant results in the "branches of education and pedagogical science" and deserve a "positive assessment" of their activities by the public [7]. Some of them are devoted to Ukrainian figures who are classified according to certain criteria (actual members and correspondent members of the Academy of Pedagogical Sciences of Ukraine, Ukrainian teachers, elected to the Academy of Pedagogical Sciences of the USSR and Russia and awarded with the title of Hero of Socialist Labor, a national teacher, an honored figure of education, authors of pedagogical concepts and textbooks; heads of institutions of education; teachers-innovators). The rest of the articles present the names of foreign scientists, representatives of various fields of knowledge and state and cultural figures who have made a significant contribution to the development and reform of education.

In the Ukrainian pedagogical science it is difficult to find a similar edition, which would systematize information about such a large number of personalities.

In the structural plan, the articles of the vocabulary consist of blocks that reveal their biographical data (place and date of birth and death, ethnicity); information about professions, degrees and titles, professional activity; list of basic scientific developments; definition of the essence of a personal pedagogical concept or scientific experience, etc.

The authors of "Encyclopedia of Education" in the selection of personalities relied on the methodological position according to which the priorities of their activities and creativity had to be the foundations of democracy and humanism, the pluralism of the interpretation of scientific ideas and concepts, and so on. According to our calculations, it contains about 130 articles about the figures, which, according to the author, have contributed most to the development of the theory and practice of native and foreign education [6]. This publication makes it clear the pedagogical opinion of speakers, starting from the time of Antiquity and to the present, intellectual and active peculiarity, which consists in integrating their ideas, experiences, innovations, accumulated in various branches of knowledge and social spheres. The scientific value of the materials collected in the encyclopedia consists in conceptualizing of the theoretical ideas and views developed by the personalities and the educational reforms initiated by them and proven educational technologies.

At the beginning of the XXI century, the main contours of personalization of the millennial history of the development of Ukrainian pedagogical opinion became evident. An extremely important role in this is given to the significant two-volume "Ukrainian Pedagogy in Personals" (2005), prepared by a team of reputable scholars edited by O. Sukhomlyn'skaya. The publication is a significant contribution to the development of scientific and methodological foundations for the study of pedagogical opinion. It is a question of substantive clarification of aspects relating to: a) the principles of the selection of personalities (representatives of the past who have made a "significant, noticeable or definite" contribution to native pedagogical science and / or have been removed from the historical-pedagogical process from the ideological, political considerations); b) focusing on the figures that influenced on contemporaries and their further development of science and education by their activities, philosophical attitudes; c) the emphasis on the idea of the unity of Ukraine, which, through its creative biography, allows us to recreate "the unitary pedagogical environment"; d) a new reading of the life of teachers through rethinking their heritage and the use of little-known facts, etc. [21].

Based on the methodologically grounded spatial-temporal approach, three main periods were identified, according to which the personalization of the development of Ukrainian pedagogical opinion was carried out:

- Prince's epoch and Cossacks (X-XVIII centuries);
- Pedagogy of the Enlightenment (XIX century);
- Educators of Ukraine in the XX century.

It is necessary to recognize its "convention", because, according to the conceptual plan, the articles included to work should combine the biography and reflection of the teachers of theorists and practitioners, whose activities took place in different socio-political conditions of the development of the Russian and Austro-Hungarian empires, as well as the personalities of Ukrainian foreign countries, which constitute a separate phenomenon of national pedagogical opinion. It required taking into account the

differences in their type of thinking, self-identification, and self-consciousness, which determined the content and directions of action and scientific interests [22].

Articles-essays of the edition are constructed according to a clear scheme, which involves: fixing of the biographical data of the person; definition of the essence of its activities and civil status; submission of the main works of the person and scientific studies about him, etc. In total, according to our estimates, it represents 164 pedagogical personalities. Their identification for certain periods and basic social status (professional teachers, literary figures, public, public, church figures, representatives of various branches of knowledge) is presented in Table 1.

Recognize the conditionality of the criterion "basic social status", but it nevertheless reflects the main, dominant identifier, which, in the first place, is personified in the general reference literature and public consciousness. In the context of our study, one can speak of the "double", even "multiple" identification of pedagogical personalities, for, for example, for the Cossacks age, most church leaders (the main social status) at the same time acted as both writers-polemists and as representatives of various branches of knowledge, etc.

Table 1 Quantitative indicators of the social status of the figures presented in the essays of the two volumes "Ukrainian Pedagogy in Personals" (2005)

The basic social status of the person	Prince's epoch and Cossacks (IX-XVIII centuries)	Pedagogy of the Enlightenment (XIX century)	Educators of Ukraine in the XX century
Educators	–	13	44
Figures of literature	8	15	8
State and public figures	3	3	9
Church figures	17	-	1
Representatives of various branches of knowledge	7	17	15

Despite the above-mentioned and other conventions presented in Table 1, the information reveals the main tendency according to which, in fact, teachers as speakers of pedagogical opinion began to stand out from the social environment only in the nineteenth century, and by the twentieth century they have already accounted for about half of the figures, whose life and work are studied from the standpoint of pedagogical biography. At the same time, a certain percentage of the representatives of different branches of knowledge and literary figures (many of which in this section are also distinguished conditionally) remained unobstructed for these two periods. An increase in the number of state and public figures is due to the interest in their activities in reforming the education system, etc.

Along with the mentioned edition, the problem of personalization of Ukrainian pedagogical opinion is devoted to a number of other researches of scientific, didactic, reference, and educational direction. Among them, as examples, we mention three editions. The first is the "Chronicle of Pedagogical Thought in Ukraine" (D. Luts'k, T. Logvinenko, 2000), which became one of the first attempts to present in a systematic way the way of life and creative ideas of its well-known representatives of different periods: G. Skovoroda, O.

Dukhnovich, T. Shevchenko, K. Ushinskiy, Kh. Alchevskaya, T. Lubenets, I. Franko, S. Rusova, B. Grinchenko, M. Hrushevskiy, Lesja Ukrainka, Y. Chepiga, G. Vaschenko, A. Makarenko, V. Sukhomlynskiy, O. Savchenko. The second is "Persons in the History of National Pedagogy". It represents the creative work of 20 and 22 prominent Ukrainian teachers (2002, 2004) [22]. It seems that in the selection of personalities, the authors tried to combine, on the one hand, the "most significant" for the development of Ukrainian culture and science figures, for example, T. Shevchenko, M. Hrushevskiy, V. Vernadskiy, Lesya Ukrainka, etc., whose contribution to the development of the Ukrainian education, pedagogy and education is also indisputable. On the other hand, they included the names of dozens of "less-known" educators, who acted as the creators of the original pedagogical concepts and didactic systems.

These characteristics are certainly related to the third edition – "Essays on the History of pedagogical opinion development". It differentiated the personalities of foreign countries, in the unitary environment "the development of a national system of education". It introduced the figures of both Ukrainian and Russian pedagogical opinion (M. Lomonosov, G. Skovoroda, O Dukhnovich, K. Ushinsky, M. Korf, L. Tolstoy, I. Franko and others) and in the same perspective, 24 figures who personified the history of the development of "native pedagogy" of the twentieth century. [23]. The common purpose for the three well-meaning works mentioned above was an attempt to generalize and in a concentrated form to demonstrate the main achievements of Ukrainian pedagogical biography of the end of the twentieth and the beginning of the twenty-first centuries.

Also it is worthy to note is the information book "Famous Ukrainian Educators", in which biographical information on the way of life and creative activity of G. Skovoroda, G. Vaschenko, S. Rusova, V. Sukhomlynskiy and M. Stelmakhovich is complemented by a selection of core ideas of scientists on the problems of education and the development of personality, the bibliography of their main works and publications about them, as well as developed and tested by the author methodical development of educational measures based on the ideas of teachers [10]. Such a format raises the demand for a book that can be used in bibliographic, research, and didactic purposes.

Objectively conditioned concentration of modern scientists and educators on pedagogical personalities of the 19th and 30-s years of the 20th century replaced the post-Soviet decades. Under the conditions of the totalitarian regime, selfless work on the preservation and development of national cultural and educational values was continued. In these circumstances, the scientific and cognitive interest in publications such as the biographical collection "Heroes-Educators and Scientists of Ukraine" (2012), which presents a group of figures who were marked by the Hero of the Soviet Union, Hero of Socialist Labor, Hero of Ukraine for military actions and labor and creative achievements, is growing. This memorial research arbitrarily claims to be the status of a "collective biography", because on the basis of common features it recreates the way of life of several generations of figures and shows their spiritual connection. It proves the need for careful study of the lives and achievements of the outstanding figures that define the faces of education and pedagogy of the recent past.

This is a list of articles from the New World Encyclopedia in the field of biography. The choice of subject areas on this resource is a general guide and one of many ways to find an article. The New World Encyclopedia is put in alphabetical order by article and linked by hyperlinks from one article to another. The resource also has a powerful tool for quick search for articles - biographies of renowned teachers and US scholars on key words.

On this website, you can view articles in alphabetical order, choose a different subject area or click on hyperlinks to view the necessary material about the category "Biography".

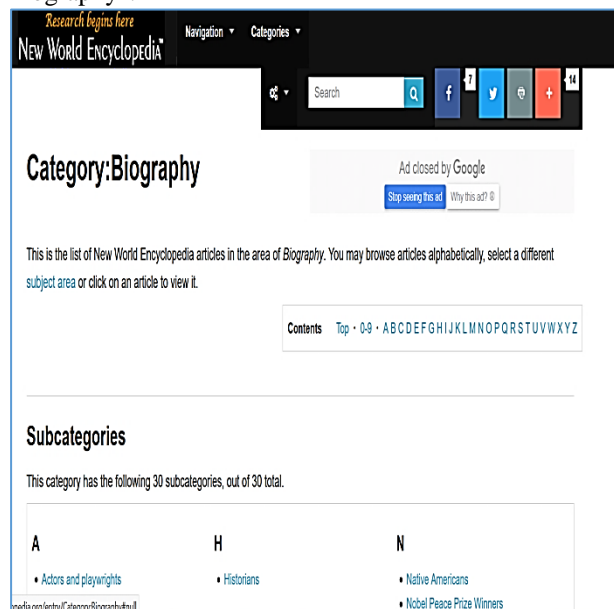


Fig. 1. The category "Biography" of the Encyclopedia of the New World

There are 30 subcategories in this category that contain hyperlinks to famous scientists, educators, philosophers, psychologists, etc.

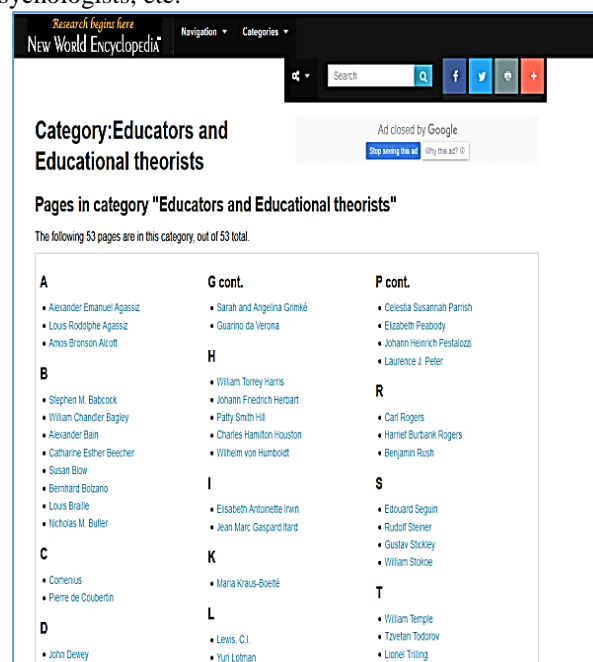


Fig. 2. Pages in the category "Teachers and Theoreticians of Education" of the New World Encyclopedia

The website of the National Biography of Finland [26] is a collection of biographies of 6,500 Finns, dating back to ancient times, which was prepared as one of the largest historical projects for the Finnish Historical Society in 1993-2001.

The national biography of Finland contains not only examples of great people in the country, but also many less-known figures who were representatives of their industry or several of them, all periods and different segments of society.



Fig. 3. Home page of the National Biography of Finland
Based on the main profession of prominent people, they represent the following branches: governors, ministers, parliamentarians (13%), scientists, educators (14%), writers, journalists, publishers (10%), public officials, judges (10%). etc. The national biography of Finland is published both in the form of a book and on the Internet. Biography Online was founded in 2006 by Tayvon Pettenger as information about people in different historical epochs and the present, their rights, religious tolerance, works of art, and most prominent scholars [4].

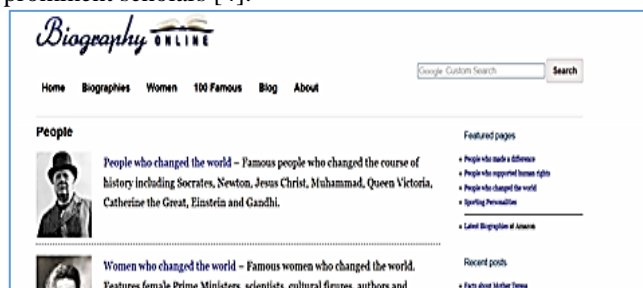


Fig. 4. Home page of Biography Online
Biographies on this resource are hosted by such industries as inspiring people, acting parties, art workers, entrepreneurs, humanists, writers, military men, musicians, poets, politicians, royal authorities, academics, sports, religious leaders. Category of scholars has biographies by sections: famous scholars, scientists 17-21 centuries.

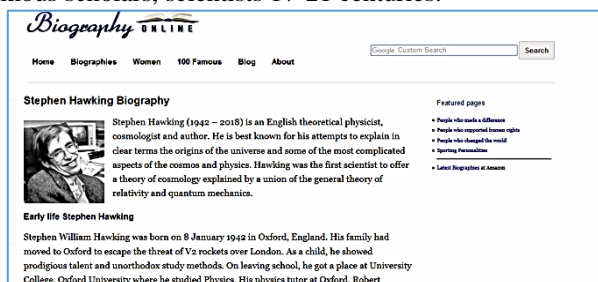


Fig. 5. Steven Hawking biography on Biography Online

Encyclopedias, dictionaries, atlases and several almanacs, which include statistics, facts and historical records, the resources of the entire Help Center are located on the

Infoplease resource [11]. It is designed for parents, teachers and librarians to receive factual information on a variety of topics, including current events, pop culture, science, government and history.

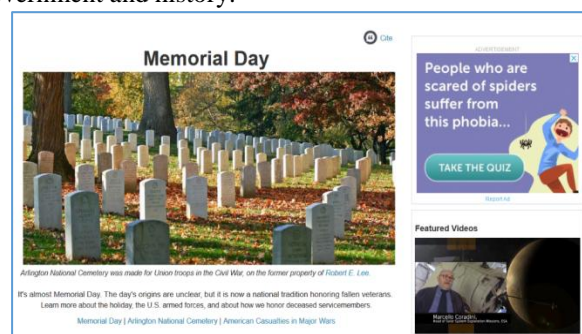


Fig. 6. Home page of Infoplease

The resource menu in the People category contains a science section that includes biographies of astronauts and aviators, researchers in mathematics and statistics, scientists in the field of applied sciences and technology, earth sciences, life sciences, physical sciences, African-American scientists and inventors, Asian-Pacific American and Latin American scholars, women scientists, etc. In the menu category "Society, Culture and Humanitarian Education" personalization of teachers and scientists with a hyperlink to their biography has been made.

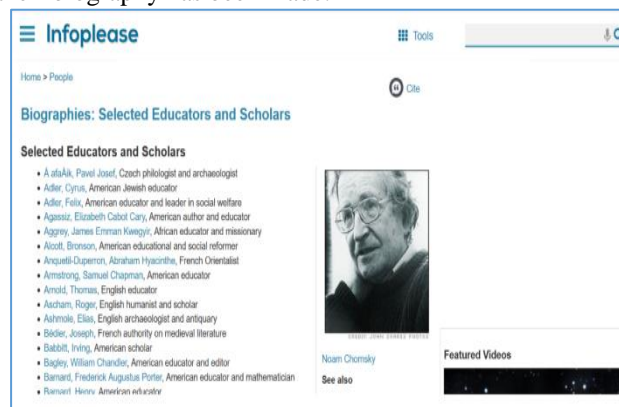


Fig. 7. The category "Outstanding Teachers and Scientists" in website Infoplease

The Ahlul Bayt DILP company created the world's largest digital Islamic library on the Internet [10]. On the resource, in addition to biographies, a comparative study of the general views of Muslim and non-Muslim scientists on philosophy and education have been carried out.

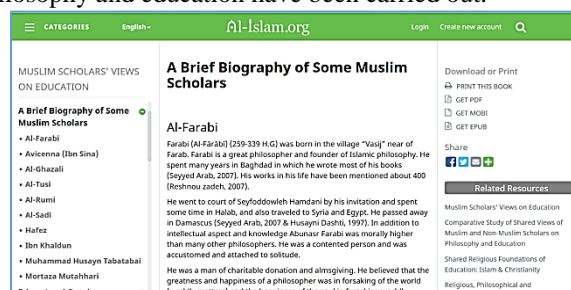


Fig. 8. Al-islam.org home page

The website "The famous people" in the propagandist category has the list of famous teachers with their biographies, which include trivia, interesting facts, timeline and history of their lives. Here you can make the choice by profession, nationality, gender, birthday, etc.



Fig. 9. Website "The famous people: Teachers"

The generalization of the experience of development of world information and informational and educational resources allows concluding that a powerful system of bibliography, which functions in a modern dynamic environment and provides a high level quality of expansion of people's outlook and access to affordable general secondary and higher vocational education in general was developed in countries.

The not clear enough the status of memorable calendars, which are published in book or article formats, is considered indistinct in the scientific and informative field of Ukrainian historical and pedagogical science and is considered as a kind of teaching and methodological support, bibliography, etc. By any approaches they contribute to the development of pedagogical biography and they are demanded by scientific and pedagogical workers, teachers, educators, students, etc.

The "Calendar of significant and memorable dates in the field of education and pedagogical science" founded in 2002 by V.O. Sukhomlynskyi State Scientific and Pedagogical Library of Ukraine in the format of the bibliographical guide serves as an example. Its annual issues have a well-established structure: in the sections "Important dates of the year", "Ceremonial and memorable dates in months," "Scientists of the National Academy of Pedagogical Sciences of Ukraine – heroes of an anniversary of 20** year", etc., in chronological order information about important events of development of Ukrainian and foreign education and pedagogical opinion; biographical essays on outstanding pedagogues, educators, public figures, innovative teachers, etc. is presented.

The volume of the calendar of 2018 affirms the significant scientific and educational resource of this and it contains about 570 events and memorable dates, 340 are devoted to personalities. The use of such volume of information is facilitated by an auxiliary device consisting of a personal index, abbreviations and used literature. Scientific and educational-methodical value has a bibliographic part, where new pedagogical and educational publications are announced.

As a result of the subject-search work, it was discovered that from 2008 to 2009, the practice of preparing and presenting calendars of significant and memorable calendars on their Internet sites has been intensified by librarians. Keeping peculiar format, they have a different content orientation. Thus, the calendars of the National Library of Ukraine Yaroslav Mudry, Kyiv Lejsa Ukrainka public library, in the traditional style, in months, the birthday of the well-known and anniversaries of the little-known lessons of history, culture, education, and also the banner of the events of Ukrainian history and culture fixe.

The calendars of the Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University are distinguished by a dense, almost daily, format of such fixation. Calendars of regional, district, city libraries and regional universities, along with nationwide, record memorable dates and events associated with local figures and events. Many publications such as the calendar of the Ivano-Frankivsk regional library for youth has a clear educational orientation, which manifests itself in the placement of materials and recommendations for the organization of educational events to honor the memory of famous figures, the use of their creative work in the educational process. The approach of the personification of the educational process deserves to be disseminated in educational institutions of different types.

Non-periodic calendars of significant and memorable dates of Kamianets-Podilskyi Ivan Ohienko National University have other content. They present information on the activities of higher and anniversaries of its employees in the form of bibliographic essays. We consider such publications as another new phenomenon in the development of pedagogical biography of Ukraine.

The significant modern resource is the database "Scientists of the Khmelnytskyi Region" – a regional information resource that maximally reveals the way of life and scientific activity of scientists with the title "Doctor of Sciences", "Professor". Individual categories are placed by alphabet of family names contain a brief biographical note, a list of scientific works and a list of literature of the individual (Fig. 10).

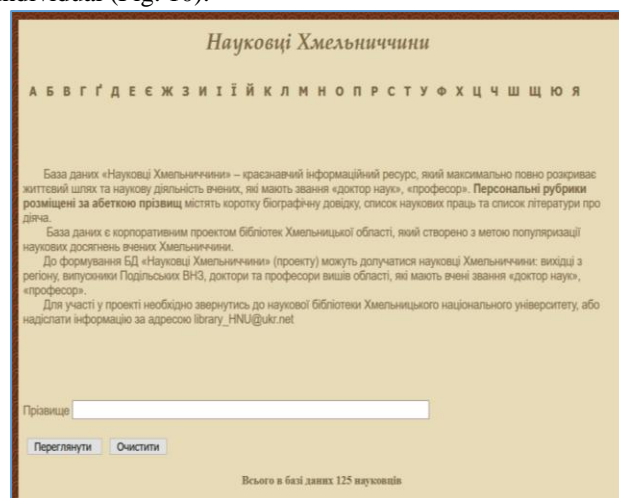


Fig. 10. Database "Scientists of Khmelnytskyi Region" (home page)

The database is a corporate project of libraries of the Khmelnytskyi Region, which was developed with the purpose of popularizing of the scientific achievements of researches of Khmelnytskyi region. Scientists from the Khmelnytskyi Region: graduates of the higher educational institutions, doctors and professors of the region's higher educational establishments with academic degrees "Doctor of Sciences", "Professor" [3] (Fig. 11) are involved in the formation of the database "Scientists of the Khmelnytskyi Region" (project).



Fig. 11. Biography page of Sergey A. Kopylov, rector of Kamianets-Podilskyi Ivan Ohienko National University, Doctor of Historical Sciences, Professor

The diversity of approaches, interpretations, presentation formats, and other aspects of personalizing the history of development of education and pedagogical opinion in Ukraine is reflected in textbooks on the history of pedagogy. After reviewing two dozen such publications for the subject analysis in the specified context, the works of L. Artemova (2006), I. Zaychenko (2010), M. Levkovskiy (2004), O. Lyubar, M. Stelmakhovich, D. Fedorenko (1993), L. Medvid (2003) and educational publications edited by O. Dubaseniuk (1999), V. Kremen (2002), G. Trotsko (2008), etc. were chosen.

Despite the differences in structural content, they reflect a common tendency when the restoration of state sovereignty of Ukraine in the 90's of the twentieth century the search for new approaches to the coverage of the history of the development of national education and pedagogical opinion was intensified. The important mean of establishment of the nationally-oriented paradigm was the personification of this process, which became more dense in the projection of the approach to modernity. Gradually the informal pantheon of significant figures that personify individual periods: Polish-Lithuanian XIV – XV centuries (P. Rusin, Y. Drohobych, etc.); national revival XVI – XVIII centuries. (G. Skovoroda, O. Dukhnovich and others); imperial XIX – early twentieth century (T. Shevchenko, M. Kostomarov, P. Kulish, M. Pirogov, K. Ushinsky, M. Drahomanov, B. Grinchenko, I. Franko, Lesja Ukrainka, etc.); the UPR epoch (I. Ogienko, M. Hrushevskiy, S. Rusova, G. Vashchenko, etc.); the interwar period of the 20th and 30-s years of the twentieth century, from which in separate editions [1] "Western Ukraine" lands fall (A. Makarenko, P. Blonskyi, S. Shatskii, Y. Chepiga, A. Mamontov, O. Zaluzhnyi, O. Muzychenko, T. Lubenets, I. Sokolianskyi and others); the Soviet period of the 50's and 80's of the twentieth century (O. Sukhomlynskyi and others) was outlined.

IV. PRACTICAL TASKS

The format of the presentation of the person was chosen depending on his role and influence on the development of education and pedagogical opinion. As a rule, the most complete way of life and directions, the content of professional, creative and social activities of the most significant figures, with a focus on proving the novelty

and significance of their ideas and practical experience is revealed. Attempt to enclose the widest possible circle of figures and reveal their creativity often led to a descriptive style of filing the material in the form of chronological order of essays. For example, in the book edited by O. Lubar, the section "National School and Pedagogy in the Ukrainian People's Republic" is actually presented through the prism of I. Steshenko, I. Ohienko, M. Hrushevsky's life [13]. This approach leads to the leveling of the general historical-pedagogical context of the development of education and pedagogical opinion.

We can state that at the beginning of the 21st century scholars presented a general chronicle of the millennial development of Ukrainian pedagogical opinion. One of the manifestations of this is the fundamental work of I. Zaychenko, which presents the creative heritage and educational activity of several hundred pedagogical personalities [8]. The accumulation of factual and theoretical materials actualizes the need for synthesis and comparison of pedagogical ideas and biographies at the level of creation of collective portraits, which would present educational and pedagogical phenomena of separate periods and generations of educators and pedagogues.

As one such example, we will note the edited by O. Sukhomlynska "Essays on the history of Ukrainian schooling. 1905-1933". Through the prism of the public-pedagogical movement for the national education of the late nineteenth and the beginning of the twentieth centuries and the struggle for the Ukrainian school during the epoch of the liberation struggles of 1917-1920 and the establishment of the Soviet regime in 1920-1933, the biographies of S. Rusova, Boris and Maria Grinchenko, S. Cherkasenko, G. Grinko, O. Shumskyi, Ya. Ryappo, M. Skrypyk, O. Zaluzhnyi, Ya. Chepiga, I. Sokolianskyi, O. Muzychenko, T. Lubentsa were presented. They reflect the development of pedagogical science and education for a certain period.

The accumulated empirical database of biographical information in various fields of knowledge stimulates the development of collective biographies of representatives of separate educational and pedagogical centers not only in modern conditions, but also in the historical retrospective. As an example, we note the work of V. Mykytas "The Old Ukrainian Students and Professors" (1994) [15]. In the context of the coverage of the scientific and educational activities of Ukrainian humanists, the researches of the Ostroh School-Collegium, the Kyiv-Mohyla Academy, the functioning of various kind of associations of intellectuals, etc., their expanded biographical characteristics are presented.

V. CONCLUSIONS

The conditions of modern society renovation, emphasizing the personalization of the history of education and pedagogical opinion in Ukraine as a branch, need to consider the digitalization as an instrument for its development. Their systematic use will significantly stimulate the development of a dynamic information bibliographic resource as one of the essential factors of development of personification of the history of education and pedagogical opinion in Ukraine.

The digitalization of this industry in Ukraine will cause and motivate the emergence of new forms of partnership and cooperation of researches. Based on the resources analyzed in the work and their specifics, the need to create them in the format of structured digital environment (web environments), which should be open for branching, addition and correction of users (in condition of their extended authorization), has been emphasized. In the future, the development of the personification of the history of education and pedagogical opinion in Ukraine, thanks to digital technologies, will enable, through gigantic steps, to move from a traditional, outdated environment to modern or ultra-modern systems – digital infrastructures.

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