

Poltava V.G. Korolenko National Pedagogical University, Ukraine

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*Scientific Schools of the Poltava V.G. Korolenko National
Pedagogical University*

Naukowe szkoły Połtawskiego Narodowego Uniwersytetu Pedagogicznego
im. V.G. Korolenki

ABSTRACT

The article highlights the experience of scientists, the founders of scientific schools of the Poltava V.G. Korolenko National Pedagogical University and analysis of their achievements.

Key words: scientific school; scholar; professor; students; followers; research and development

Reforming higher education of Ukraine towards integration into the European educational space involves the transformation of pedagogical universities into developed scientific centres that would generate new, current and future researches. The main ways of solving this problem is creation, preservation and increasing of scientific schools that support the image of Ukraine as a country with high scientific potential.

Scientific schools are an essential factor in the process of permanent progress. The effectiveness of scientific progress depends on the qualification of personnel resource, potential of improved and developed infrastructure that is constantly updated with highly skilled personnel who are active in social and cognitive terms, and are able to hold their own research position. This is reflected in the

steady growth of the role of the scientific community, which forms and develops scientific knowledge, contributes to strengthening the competitive academic environment, distributes and implements obtained scientific results. Therefore, the value of scientific school as an innovative centre of modernization of education increases.

Among the leading pedagogical universities of Ukraine which prepare skilled personnel for educational institutions, the Poltava National Pedagogical University (PNPU) named after V.G. Korolenko, which is a hundred years old, occupies a prominent place. The PNPU is the bearer of fundamental knowledge, high culture and spirituality, leading educative, scientific centre in the region, which is worried about the development of national pedagogy and its continuity of generations. The University successfully operates a system of training of the teaching staff through graduate school (14 majors) (<http://pnpu.edu.ua/ua/aspirantyra.php>) and doctorate (7 specialties) (<http://pnpu.edu.ua/ua/doctorantyra.php>).

Every year the number of candidates and doctors of sciences increase which improves the quality of training of the teaching staff, expanding the boundaries of group research of departments, implementation of scientific results in the educational process.

At the PNPU, where research and development is one of the priorities of the University and an indicator of the effectiveness of professional teaching staff, as well as ensuring the quality of professional teachers' training, there is an intensive development of powerful scientific schools.

The purpose of the article is to make identification of scientific schools that emerged in the course of many years of fruitful research activity of the PNPU.

As in the one article it is difficult to pay attention to all scientific schools of the PNPU, there will be a focus on the characteristics of the most powerful of them. Their selection is based on three main features: 1) the presence of scientific leaders, reference to their work; their scientific and professional status; 2) the number of PhD and Master's theses; presence of doctoral postgraduate degrees; 3) creative activity leader and members of the scientific school indicators which are published monographs, textbooks, scientific professional articles, training materials, thesis papers, other publications, citation of the leader's and his students' works (Nadvynychna 2003, pp. 114–122; Furman 2014, pp. 49–59; Sheyko 2011, pp. 1–5).

Based on the content analysis of scientific associations there were identified five leading scientific schools of the PNPU, achievements of which are well known in the domestic scientific and professional environment. The founders and leaders of these scientific centres have become professors A.M. Boyko, M.V. Grinyova, P.A. Kravchenko O.M. Nikolenko, M.I. Stepanenko. Each of the afore-mentioned scientific schools of the PNPU is a distinctive intellectual and creative association

of several generations of scientists characterized by significant scientific achievements as leaders, and members of the scientific school.

The presence of the PNPUs' authoritative scientific leaders with their deep knowledge, broad outlook, leadership qualities, prognostic thinking, and the ability to select personnel, has created favourable conditions for the formation of powerful scientific schools. Successful functioning of scientific schools is due to the primarily figure of their leaders, who are famous scientists. In creating the characteristics of scientific leaders of the PNPUs, helps the knowledge that includes: the availability of the degree of Doctor of Science; the academic rank of professor; election to the National Academy of Sciences of Ukraine or sectoral Academy of Sciences (M.I. Stepanenko is an academician of the Academy of Higher Education of Ukraine, P.A. Kravchenko is at the National Academy of Pedagogical Sciences of Ukraine, A.M. Boyko is a member of the National Academy of Pedagogical Sciences of Ukraine, M.V. Grinyova is a Corresponding Member of the International Academy of Pedagogical Education); obtaining the honorary title of Honored Scientist of Ukraine (A.M. Boyko, O.M. Nikolenko, M.I. Stepanenko); honored worker of Ukraine (M.V. Grinyova, P.A. Kravchenko); career Rector (M.I. Stepanenko); Deputy Rector (A.M. Boyko, M.V. Grinyova, O.M. Nikolenko, M.I. Stepanenko); heads of departments (A.M. Boyko, M.V. Grinyova, P.A. Kravchenko, O.M. Nikolenko, M.I. Stepanenko); Deans (M.V. Grinyova, P.A. Kravchenko, M.I. Stepanenko); membership in the Expert Council of the Accreditation Commission of Ukraine (M.I. Stepanenko, O.M. Nikolenko); membership in Scientific and Methodical Commission MES of Ukraine (O.M. Nikolenko); membership in the National Union of Journalists of Ukraine (M.I. Stepanenko); membership in the National Union of Writers of Ukraine (M.I. Stepanenko); membership in boards of specialized scientists; participation in scientific editorial boards of professional publications of Ukraine: M.I. Stepanenko is a chief editor of the anthology "Native Land", collected papers "Historical Memory", "Philology", "Teaching Science" founded by the PNPUs, A.M. Boyko is a deputy editor of the collection of scientific works "Teaching Science" and is an editor of student's scientific magazine "Dydaskal".

O.M. Nikolenko is a member of the editorial boards of national scientific and methodological issues: "World Literature in Modern School", "Foreign Literature in Schools of Ukraine", "Subject", "Gogol's Studies", "Philology", "Native Land"; M.V. Grinyova is an editor of the collection of scientific papers "Sources of Pedagogical Skills" and a deputy editor of the magazine "The Image of the Modern Teacher"; P.A. Kravchenko is a chief editor of a professional magazine "Philosophical Horizons" and a member of the editorial board of the journal "Historical Memory". Persons mentioned above are authors of many reviews and oppose dissertations, organize and act in the plenary sessions of international and na-

tional scientific conferences, have the number of high-quality publications, their works are cited on the Internet and in the domestic and foreign scientific journals and others.

Preservation and enhancement of the traditions and values of scientific schools at the PNPU at the stages of formation, development and normal functioning, continuity in the process of formation of scientific and pedagogical personnel, capable of innovation in education, were possible owing to wise management of the University administrations who do not only care about the proper organization of research activities, but also bring their own thorough involvement in study of current educational problems.

Scientific research has always been an important part of a professional activity of Rector of the PNPU Mykola Ivanovich Stepanenko. Under his leadership, the University achieved a considerable success in: training qualified personnel, scientific development, creating appropriate conditions for training and education of students. This enabled the University in 2015 to take place in the top ten of educational institutions of Ukraine (<http://osvita.ua/vnz/rating/42227/>).

Doctor of Philology, Professor Stepanenko is well known in Ukraine and abroad. He is a linguist, literary critic, writer, journalist and head of the scientific school. His lengthy scientific field, abundantly engrafted philological significant gains. For many years, scientists have been successfully working on the development of topical issues of structural, semantic and functional syntax that the concept of Ukrainian identity has, which introduces the practice by involving in this his students and followers, whose numbers are growing every year (<http://pnpu.edu.ua/ru/rektor.php>; [https://uk.wikipedia.org/wiki/Stepanenko Mykola Ivanovych](https://uk.wikipedia.org/wiki/Stepanenko_Mykola_Ivanovych); <http://history-poltava.org.ua/?p=6498>).

Within the scientific school operates postgraduate specialty 10.02.01 – the Ukrainian language. Under the leadership of Professor Stepanenko there were trained 11 candidates. His students consider themselves as scientists, who under his leadership, wrote a thesis, and thousands of language and literature secondary schools teachers, as well as teaching staff from various institutions, are among those who cultivate love for Ukrainian words.

The main achievement of this school is to develop topical issues of grammar and style of the Ukrainian language, including multi-organization proposal. Representatives of the scientific school of Stepanenko explore the interaction of formal grammatical and semantic structure of the sentence, lexical-semantic constitutive nature of its position; clarify the symmetric and asymmetric relations in sentences; establish invariant, variant, synonyms, antonymic syntactic structure of the object, attributive, adverbial, subject, type of syncretic syntactic-semantic relations. The circle of scientific interests of Professor Stepanenko includes the literary output of famous writer from Poltava – Oles Honchar and works by Gregory

Skovoroda, Ivan Kotlyarevsky, Panas Mirny, Peter Rotach, which helped him to identify dialects role in the formation of a new Ukrainian language.

The school has more than 400 scientific and methodical publications, including the author's books, textbooks, dictionaries, reference books – there are more than 20, a.i. the world high marks monograph *History, Grammar, Poetics of the Ukrainian Word, Journalistic Heritage of Oles Honchar: Language, Linguistic and Some Other Problems, Literary Space, Diary by Oles Honchar* and others. The effectiveness of Stepanenko's grammar school also shows a large number of articles in domestic and foreign publications, approvals of research results at international and national scientific conferences (over 200 performances), reviews of monographs, collections of scientific works (<http://pnpu.edu.ua/ru/rektor.php>; [https://uk.wikipedia.org/wiki/Stepanenko Mykola Ivanovych](https://uk.wikipedia.org/wiki/Stepanenko_Mykola_Ivanovych); <http://history-poltava.org.ua/?p=6498>; Ponomarenko 2008, pp. 274–275; *Ukrainian slovo poklonnyk...* 2008, p. 228).

Among PNPu research teams that have won wide acceptance in Ukraine and abroad, is a distinguished scientific school of Doctor of Philology, Professor O. M. Nikolenko. Her main achievement is the development of scientific school of topical issues of contemporary literary challenges, tradition and innovation, the development of genres and styles in literature of the 20th century. Scientists initiated the opening of postgraduate studies in specialties: 10.01.02 – Russian literature (1996), 10.01.04 – world literature (from 2015) and doctorate studies in specialties: 10.01.02 – Russian literature (2011), 10.01.04 – world literature (from 2014). There were defended 1 doctoral and 22 Master's theses on literary criticism under her leadership. Nikolenko is an author of over 300 scientific and methodical publications, including copyright books, teaching monograph, textbooks, foreign literature for basic and high schools ([https://uk.wikipedia.org/wiki/Nikolenko Olga Mykolaivna](https://uk.wikipedia.org/wiki/Nikolenko_Olga_Mykolaivna), <http://philo.pnpu.edu.ua/kaf/zarybignoyliteratyr/nikolenko-m.html>).

Development of science teaching in Poltava region and generally in Ukraine coexists with an enthusiastic scientific research and pedagogical ideas imbued with creativity and innovative technologies in professional education, including founding well-known scientific schools. Among those making a significant contribution to the development of science teaching is Doctor of Education, Professor Alla Mykytivna Boyko. Identifying scientific school of Boyko allows her active educational activities and long-term performance that is characterized as quantitative and qualitative indicators. She has about 400 publications on topical issues of education and education of pupils and students. Boyko as a representative of scientific schools issued 54 self and collective monographs, over 500 scientific publications, including training manuals, textbooks for high school curriculum ([https://uk.wikipedia.org/wiki/Alla Mykytivna Boyko](https://uk.wikipedia.org/wiki/Alla_Mykytivna_Boyko), <http://maths.pnpu.edu.ua/kaf/ped/boyko-am.html>).

Scientists have brought a whole galaxy of scientific supporters and associates willing to broadcast and otherwise enrich ideas of Boyko, who promotes passionately and selflessly national education. Professor Boyko works successfully on scientific change. The number of defended works under her direction is around 40 dissertations, 7 of which received a doctorate degree, that proves mastery of her scientific and educational cooperation with students.

There has been created a scientific school which thoroughly explores topical issues of 1) professional education of children and youth in Ukrainian educational institutions, with reference to the national, cultural traditions of the Ukrainian people, 2) teacher training institutions' organization (III-IV accreditation) as an educational complex of general training and youth education in higher educational institutions of Ukraine in terms of European integration. What is more, creative figures of outstanding teachers from the past do not remain unnoticed. Professor Boyko and students of the school have attempted to bring back to remembrance the Ukrainian people who were unjustly forgotten and who lost the names of teachers, social workers and their educational past. Revealing the new pages of Ukrainian pedagogy's history, they made actualization of the creative heritage of V.I. Vernadsky, M.V. Ostrogradskiy, V.M. Verhovynets, A.S. Makarenko, V.O. Sukhomlynsky, G.G. Vashchenko and others in the context of the modernization of the national education system (Boyko 2009, pp. 18–25).

Despite the quantitative increase of membership, the scientific and pedagogical schools of Boyko continued active research and teaching. Now scientists are an acting head of specialized academic council on protection of Master's dissertations at the PNU. She also initiated the opening of the Ukrainian Pedagogical Institute. The Institute will conduct scientific and research work, integrate the latest experiences in the educational space. In particular, its provisions offer a combination of methodological advances of outstanding figures of Ukrainian culture and strengthening of Ukraine in relation to the conservation of national traditions and Europeanization of Ukrainian Ethnology (<http://pnu.edu.ua/ua/news.php?news=1035>).

Heirs and followers of her ideas are: Doctor of Education, Professor B.V. God, O.U. Ilchenko, L.M. Kravchenko, L.A. Semenovska, V.V. Fazan, I.V. Tsebriy, N.I. Shiyani who increase the research traditions of scientific school of Boyko and implement effective training of the teaching staff, and form a network of "subsidiary" scientific associations.

Doctor of Education, PNU Professor – Grinyova Marina Viktorivna is a scientist who successfully nurtures recent changes. Scientists attached to her have created a strong team of like-minded teachers within scientific school based on the assumption: "Self-regulation as a basis for successful pedagogical activities". 3 doctoral and 25 Master's dissertations have been successfully defended under her leadership. The innovative work of scientific school is aimed at three parts:

the student – teacher – educational environment, where self-regulation is a higher level of activity that equips the ability to learn throughout life. In the interests of the scientific school of Grinyova there are represented the development and application of theoretical principles of the idea-centred approach to students in the educational process. In recent years, scientific research of graduate students focused on research and development of innovative methods and forms of management of educational institutions and projects that explore promising ways of training future managers. Marina Viktorivna and her students reflected the current problems of pedagogy, ecology, natural methods of teaching subjects in about 500 publications ([https://uk.wikipedia.org/wiki/Grinyova Marina Viktorivna](https://uk.wikipedia.org/wiki/Grinyova_Marina_Viktorivna), <http://logos-ukraine.com.ua/project/index.php?project=nued3&id=1132>, Grinyova 2011).

At the same time, the PNPU established the scientific school of Doctor of Philosophy, Professor Petro Anatoliyovych Kravchenko. The main range of scientific interests of representatives of his school is associated with social philosophy, philosophy of history with modern political culture and a state. The main purpose of Professor Kravchenko's school is the study of cultural and historical determination of human development in the formation of a civil society and rule of law in Ukraine; study Ukrainian state strategy through reconstruction of national, cultural and historical experience and its involvement in the Ukrainian state-structure concept. The Professor has supervised 2 doctoral and 6 Master's dissertations. Among the reserve's scientific schools are about 400 published works, 13 of which are individual and collective monograph. With the support of Kravchenko, a scientific journal "Philosophical Horizons" entered scientific metric database Scopus, which expanded the information field test results of scientific work of graduate students and seekers to the international level ([https://uk.wikipedia.org/wiki/Kravchenko Petro Anatoliyovych](https://uk.wikipedia.org/wiki/Kravchenko_Petro_Anatoliyovych), <http://www.logos-ukraine.com.ua/project/index.php?project=nued2&id=701>, <http://historic.pnpu.edu.ua/kaf/philos/kravchenko-pa.html>).

CONCLUSIONS

Summing up, we can say that today, the Poltava National Pedagogical University has powerful, authoritative, scientific schools with significant cognitive capabilities, which have a significant scientific achievements, steel tradition, and long experience of fruitful scientific communication, regional and national recognition and create a high scientific ranking of educational institutions in the country. Young scientific leaders who work together and aim at high performance research activities, as well as the effective transfer of professional competence, promote the introduction of new generations in science. Scientific schools of the PNPU create research and creative innovation space and become innovative research and training environment and realize the creative potential of teaching staff.

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STRESZCZENIE

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Słowa kluczowe: szkoła naukowa; uczone; profesor; studenci; kontynuatorzy; badania i rozwój