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МЕТОДОЛОГІЯ ДОСЛІДЖЕННЯ ПРОБЛЕМИ СОЦІАЛЬНО-ПЕДАГОГІЧНОЇ ПІДТРИМКИ МАТЕРИНСТВА Й ДИТИНСТВА В УКРАЇНІ (XX – ПОЧАТОК XXI СТ.)

Анотація. Статтю присвячено методологічній основі дослідження соціально-педагогічної підтримки материнства й дитинства, яка розкрита на філософському, загальнонауковому та конкретнонауковому рівнях. На філософському рівні (загальні принципи пізнання і категоріальний склад науки загалом) – засади діалектики та принципи розвитку, міждисциплінарності, загального зв'язку та детермінізму в єдності з аксіологічним, антропологічним, системним підходами забезпечують можливість визначити філософські засади єдності теорії і практики соціально-педагогічної підтримки материнства й дитинства (XX – початок XXI ст.).

На рівні загальнонаукової методології (ключові теоретичні положення, підходи, що використовуються в більшості наукових дисциплін) – термінологічного (для співвіднесення термінологічного апарату й авторського трактування базових категорій); культурологічного (для дослідження соціальних, педагогічних, психологічних та інших явищ та об'єктів кризь призму феномену культури); соціокультурного (для вивчення соціально-педагогічної підтримки материнства й дитинства в міждисциплінарному просторі); інноваційного (для імплементації досвіду становлення соціально-педагогічної підтримки материнства й дитинства з метою максимального використання позитивних здобутків минулого на сучасному етапі).

На рівні конкретнонаукової методології (сукупність парадигм, теорій соціальної педагогіки, підходів, принципів, що реалізуються в науковому дослідженні) – парадигми (особистісна, особистісно-соціальна); теорії (соціалізації (циклічна, соціалізації-ювенізації, факторна)), соціального капіталу, статусно-рольова), підходи (особистісно-соціально-діяльнісний, середовищний, етологічний, біхевіористський, психоаналітичний, матеріноцентричний, дитиноцентричний, родинноцентричний, історико-педагогічний, наративний, хронологічний та принцип діахронії).

Зроблено висновок, що використання вищезазначених методологічних підходів допоможе розглянути на теоретичному та практичному рівні й об'єктивно відтворити та окреслити концептуальні вектори досліджуваної проблеми соціально-педагогічної підтримки материнства й дитинства.

Ключові слова: методологія, соціально-педагогічна підтримка, материнство, дитинство, Україна, XX – початок XXI ст.

METHODOLOGY OF RESEARCHING THE PROBLEM OF SOCIAL AND PEDAGOGICAL SUPPORT OF MOTHERHOOD AND CHILDREN IN UKRAINE (XX - BEGINNING OF XXI CENTURY)

Abstract. The article is devoted to the methodological basis of the study of socio-pedagogical support for motherhood and childhood, which is revealed at the philosophical, general scientific and specific scientific levels. At the philosophical level (general principles of cognition and the categorical composition of science in general), the principles of dialectics and the principles of development, interdisciplinarity, general connection and determinism in unity with axiological, anthropological, systemic approaches provide an opportunity to determine the philosophical foundations of the unity of the theory and practice of socio-pedagogical support for motherhood and childhood (XX - early XXI centuries).

At the level of general scientific methodology (key theoretical provisions, approaches used in most scientific disciplines) - terminological (to correlate the terminological apparatus and the author's interpretation of the basic categories); cultural (to study social, pedagogical, psychological and other phenomena and objects through the prism of the phenomenon of culture); socio-cultural (to study socio-pedagogical support for motherhood and childhood in the interdisciplinary space); Innovative (to implement the experience of establishing social and pedagogical support for motherhood and childhood in order to maximize the use of the positive achievements of the past at the present stage).

At the level of a specific scientific methodology (a set of paradigms, theories of social pedagogy, approaches, principles implemented in scientific research) - paradigms (personal, personal-social); theories (socialization (cyclic, socialization-eventualization, factor)), social capital, status-role), approaches (personal-social-activity, environmental, ethical, behaviorist,



psychoanalytic, maternal-centered, child-centered, family-centered, historical and pedagogical, narrative, chronological and the principle of diachrony.

It is concluded that the use of the above methodological approaches will help to consider at the theoretical and practical level and objectively reproduce and outline the conceptual vectors of the studied problem of socio-pedagogical support for motherhood and childhood.

Keywords: methodology, social and pedagogical support, motherhood, childhood, Ukraine, XX - early XXI century.

INTRODUCTION

The problem formulation. In the context of structural reorganization, renewal of the state and society, accompanied by crisis phenomena, Ukraine's accession to the EU, and a new socio-economic reality, the problem of social support for the institution of motherhood and childhood arises. These circumstances encourage a new vision of motherhood - from the perspective of ensuring the rights of mother and child, which actualizes the search for new forms of social and pedagogical support for motherhood and childhood.

Analysis of recent research and publications. The theoretical foundations of the problem under study at the present stage are considered in scientific works on the history of pedagogy and social pedagogy (O. Bezpalko, I. Zvereva, A. Kapska, O. Kvas, V. Kravets, N. Lysenko, J. Petrochko, I. Trubavina, T. Yanchenko, etc.)

A number of scientific studies are devoted to the issues of social and pedagogical support for children and youth (T. Alekseenko, I. Makarenko, L. Oliferenko, L. Romanovska, V. Stynska, V. Teslenko, etc.) Given the complexity, multifacetedness and interdisciplinarity of the problem of socio-pedagogical support for motherhood and childhood in Ukraine, there is a need to study its methodology.

THE AIM AND RESEARCH TASKS – to analyze methodological approaches to the study of the problem of social and pedagogical support for motherhood and childhood.

RESEARCH METHODS: systematic analysis, scientific-pedagogical and special literature synthesis and generalization.

RESULTS OF THE RESEARCH

The study of the problem of social and pedagogical support for motherhood and childhood, due to its diversity, requires a detailed study at the methodological level.

It should be noted that methodology is the doctrine of the rules of thinking when creating science and conducting research. D. Chernilevskyi (2010, p. 165) was of the opinion that the issue of methodology is complex, which leads to a significant number of its interpretations. Namely, as: in the broad sense - the doctrine of the method of cognition or a system of scientific principles on which research is based and the choice of means, techniques and methods of cognition is made, and in the narrow sense - as the theoretical basis of some special partial methods and means of scientific cognition in specific scientific disciplines; a system of activities for acquiring knowledge and justifying programs, logic and methods, assessing the quality of special scientific research; the doctrine of the rules of thinking in creating a theory of science; a set of research techniques and methods used in a particular field of knowledge; the doctrine of the method of activity, which includes principles, methods and knowledge (Stynska V., 2019, p. 103), etc.

Traditionally, the following general scheme of levels of methodology is distinguished: philosophical (fundamental), general scientific, specific scientific and procedural (technological).

The highest level of methodology, which determines the general strategy of the principles of cognition of the peculiarities of phenomena, processes, and spheres of activity, is considered to be the philosophical methodology, which is represented in the context of the study of socio-pedagogical support for motherhood and childhood by principles (dialectic, development, interdisciplinarity, general connection, determinism) and approaches (axiological, anthropological, systemic).

The axiological approach is a philosophical and pedagogical strategy based on the principle of functional meaning or value as a specific prism that refracts various social and pedagogical processes.

The axiological approach in the context of the problem under study provides a combination of theory and practice of socio-pedagogical support for motherhood and childhood; taking into account the diversity of the value content of socio-pedagogical support by family and institutional forms of its implementation, which will contribute to the implementation of the humanistic approach of child-centeredness, family-centeredness, maternity-centeredness, socio-pedagogical activities focused on the needs of mother and child.

The anthropological approach as a systematic use of data from all human sciences in solving pedagogical problems was applied by K. Ushynskyi. According to A. Chorna, two specific features of the anthropological approach can be distinguished, namely: recognition of a person as a basic value; focus on the natural characteristics of a person, his/her spiritual development at all stages of the historical process (Chorna O., 2016). This allows us to consider socio-pedagogical support for motherhood and childhood as a socio-pedagogical category that is reflected in the realization of human needs for education, health care, spiritual development, etc. and to understand the various features of pedagogical ideas, theories and practices of previous times.

Systemic approach. It should be noted that the concept of «system» is a philosophical category (from the Greek *systema* - a combination of parts), which is interpreted as a set of elements that are in relations and connections with each other, thus forming a certain integrity, unity.

It is also important to consider such a category as systemicity in interaction with the categories of integrity and emergence as a methodological guideline for socio-pedagogical support for motherhood and childhood.



The essence of the systemic approach in the context of the problem under study is that it allows to analyze the socio-pedagogical support of motherhood and childhood as a complex systemic historical and social phenomenon; to consider such relatively independent categories as childhood, motherhood, socio-pedagogical support in their interconnection and dynamics; to integrate the connection between socio-pedagogical support and social policy, which was formed in the twentieth and early twenty-first centuries in Ukraine; to show the development of socio-pedagogical support for motherhood and childhood in the field of health care, education, social services and organizations, which is due to the correlation of tasks and their dominance in unity at each historical stage due to socio-political and economic conditions (Stynska V., 2019, p. 112).

The second, equally important aspect of the systemic approach is the study of socio-pedagogical support for motherhood and childhood in Ukraine in the twentieth and early twentieth centuries at different levels (macro-, meso-, micro-). Such a structural setup, according to J. Petrochko, will ensure the integrity of the system's development, positive dynamics of change, and a combination of the individual and the typical.

Thus, in our opinion, the defined principles of dialectics and the principles of development, interdisciplinarity, general connection and determinism in unity with axiological, anthropological, systemic approaches allow us to determine the philosophical foundations of the unity of the theory and practice of social and pedagogical support for motherhood and childhood (XX - early XXI centuries) and give grounds for the definition of a general scientific methodology.

In the context of the studied problem of socio-pedagogical support for motherhood and childhood in the twentieth and early twenty-first centuries, general scientific methodological approaches include: terminological, cultural, socio-cultural, and innovative. Let us consider them in more detail with extrapolation to the problem under study.

Terminological approach. This approach is based on the analysis, development, clarification, and deepening of the categorical apparatus, and establishment of the interrelation of concepts.

In the context of the scientific problem under study, substantiating the theoretical and methodological foundations of socio-pedagogical support for motherhood and childhood, scientists of the period under study developed its conceptual apparatus, substantiated the essence of the category «socio-pedagogical support for motherhood and childhood», which in the legislation and scientific literature of the twentieth century was replaced by the term «protection of motherhood and childhood». This led, based on the analysis, to the formation of the author's definition of the basic categories of the problem under study in the broad and narrow pedagogical meanings, taking into account the socio-pedagogical context.

A relatively new method of studying the problem of theory and practice of social and pedagogical support for motherhood and childhood in the twentieth and early twenty-first centuries is the innovation approach. Innovation is understood as a complex process of creating, disseminating and using a new tool to meet social needs. It involves fundamentally new, unconventional approaches and solutions to both new and existing problems (Stynska V., 2019, p.114).

The principle of unity of the traditional and innovative plays a special role in the consideration of historical and socio-pedagogical problems from the standpoint of an innovative approach.

In the context of the problem under study, we consider the innovative approach as: the implementation of the experience of the formation of socio-pedagogical support for motherhood and childhood in order to maximize the use of the positive achievements of the past at the present stage; the evolution of ideas about socio-pedagogical support for motherhood and childhood in the history of world pedagogy.

The cultural approach makes it possible to study social, pedagogical, psychological and other phenomena and objects through the prism of the phenomenon of culture, which is viewed as a multilevel hierarchical system. The logic of this approach is based on the recognition of the integration and unity of national and universal culture as the basic - fundamental and systemic - factor in the formation and development of the categories of «motherhood and childhood» as a social unit of society. Following this logic, it can be argued that the implementation of the achievements of world culture as a unity of national and universal culture constitutes the foundation and content of the process of social and pedagogical support and therefore should be carried out in all historical, pedagogical and social and pedagogical systems and constitute the leading criterion of their activities (Stynska V., 2019, pp. 115 - 116).

At this time, within the framework of the cultural approach, the socio-cultural approach is being developed - a theory and methodology of socio-cultural reproduction that actualizes the unity of culture and sociality, based on the scientific achievements of various sciences (cultural studies, pedagogy, ethnography, sociology, historical and psychological anthropology, social communication theory, etc.)

Within the framework of the outlined approach, the theory and practice of socio-pedagogical support for motherhood and childhood in the twentieth and early twenty-first centuries will be considered as a socio-pedagogical phenomenon that requires correlation of the terminological apparatus and the author's interpretation of the basic categories; research of social, pedagogical, psychological and other phenomena and objects through the prism of the phenomenon of culture; study of socio-pedagogical support for motherhood and childhood in the interdisciplinary space; implementation of the experience of formation of socio-pedagogical support

These approaches at the general scientific level outline the specifics of socio-pedagogical support for motherhood and childhood in the twentieth and early twenty-first centuries and encourage an in-depth definition of the specific scientific level, which will be represented by paradigms (personal, personal-social); theories of social pedagogy and specific approaches.

Referring to the works of I. Zvereva (Zvereva I.D., 1999, p. 11), we note that in the personal paradigm, the main thing is not the intellectual, but the emotional and social development of the child. The child is seen as an individual who can choose the path of education that will help him or her achieve the best results. The main task of social educators in this



approach is to help the child interact with the world around him or her as effectively as possible. The requirements for children in this approach cannot be rigidly fixed.

The essence of the personality-social paradigm is the integration of personal relationships, in which the nature and intensity of a child's development depends on his or her personal qualities and a system of socially oriented relationships, the form of organization of which is certain groups that are connected to society by various dependencies. The formation and development of a personality is determined by the unity of its individuality (personalized relationships) and social formation (a system of socially significant relationships).

Referring to the considerations of I. Zvereva (Zvereva I.D., 1999, p. 12), we can state that in the context of the personal and personal-social paradigms, it is important to apply a number of theories that are currently relevant in social pedagogy to study the problem of social and pedagogical support for motherhood and childhood. First of all, let us consider the socio-pedagogical theories that serve as a methodological guide in the context of our study.

Taking into account the considerations of N. Seiko (2009, p. 6), we can state that in the process of studying the theory and practice of socio-pedagogical support for motherhood and childhood in the twentieth and early twenty-first centuries, it is advisable to consider theories of socialization (cyclic, socialization-eventualization, factor) at the level of a specific scientific methodology, which define the socialization of a person as a continuous and multifaceted process that lasts throughout a person's life. In this context, socio-pedagogical support at the macro-, meso-, and micro-levels is significant and can be the object of research in the history of social pedagogy.

The cyclic theory of socialization views human life as a natural chain of crises that must be learned to overcome. This theory is applicable to the social and pedagogical support of motherhood and childhood, since mother and child as a whole need support from the state, as well as from various social institutions and families (macro-, meso-, and macro-level).

V. Lisovsky's concept of socialization-eventification is interesting for the socialization of parents and their preparation for responsible parenthood. In terms of socio-pedagogical support for motherhood and childhood, this theory will be successful if it is twofold: 1) as a form of accepting help from social institutions in the field of preparation for responsible parenthood (people's universities of pedagogical knowledge, catechetical schools, social centers for motherhood and childhood support); 2) as a form of juvenilization - a form of renewal of society through the inclusion of parents in its life, who become subjects of social activity and family policy (I. Trubavina). In the context of the problem under study, juvenilization is social and pedagogical support for childhood and motherhood in educational and health care institutions (Stynska V., 2019, p. 118).

The factor model of socialization by A. Mudryka considers socio-pedagogical support as a subject and object of socialization under the influence of various factors, which unites almost all previous theories. Taking into account the factors of successful family functioning by A. Mudryk, the prerequisites for the development of socio-pedagogical support for motherhood and childhood include: socio-economic (various types of assistance to mother and child); socio-political (regulatory and legal support, state policy to combat homelessness and neglect, health care for mother and child, etc.), socio-pedagogical (activities of national universities of pedagogical knowledge, catechetical schools, social centers), which allows us to consider socio-pedagogical support for motherhood and childhood in the health care sector, in the field of education, in the activities of social services and organizations.

The methodological basis for studying the history of social pedagogy is the theory of social capital, which was spread in Western sociology thanks to the work of R. Putnam (Seiko, 2009, p. 6). In the context of our study, this theory can be used at the macro level.

Thus, according to V. Yelagin's scientific vision, it is the state that has a sufficient number of tools for the development of social capital forms in society; it is a by-product of religion, historical experience; it contributes to the creation of social capital by providing the necessary social and economic freedoms, subsidies, etc.

In this context, the scientific vision of our problem can be traced to the state's assistance in various historical periods in the development of social and pedagogical support for motherhood and childhood: the introduction of various types of childbirth assistance, assistance to large families and single mothers, updating the regulatory framework for social guarantees, assistance in the opening and functioning of people's universities of pedagogical knowledge, the development of a network of maternity and childcare facilities, the development of various forms of combating neglect and homelessness, etc.

The methodological basis for the study of the category of motherhood is N. Seiko (Seiko, 2009, p. 6), who singled out the status-role theory, according to which a person is described by means of functions and behavioral patterns that are learned and accepted by her (internalization) or forcedly performed - roles that stem from her social status in a given society or social group. The main provisions of the theory of social roles were formulated by J. Mead and R. Linton.

In this context, the scientific vision of our problem can be traced to the identification of a new role for women - as a mother, which, accordingly, implies changes in society's attitude towards her. After all, motherhood is not only status and prestige, it is a new social role, the fulfillment of which requires assistance and socio-pedagogical support at different levels - macro-, meso-, micro-.

Thus, the outlined theories provide grounds for considering the problem of socio-pedagogical support for motherhood and childhood and need to be strengthened at the specific scientific level by special approaches, namely: personal-social-activity (consideration of socio-pedagogical support for motherhood and childhood in two perspectives: dualistic, aimed at solving life issues of mother and child as a whole, arising at the intersection of social and pedagogical problems; situational, which involves solving problems of mother and child within the various socio-pedagogical situations), environmental (to outline the place and role of socio-pedagogical support for motherhood and childhood in the overall system of social interaction), ethological with theories (selfish gene, parental contribution) (to consider motherhood as an epiphenomenon



of animal behavior in connection with caring for offspring), behaviorist with theories (social learning, maternal deprivation) (to consider motherhood in the context of social experience), psychoanalytic with theories (attachment, object relations) (to consider the problem of motherhood within the framework of child-parent interaction with an emphasis on child development), maternal-centered with theories (social practice, prenatal development) (to substantiate motherhood from the standpoint of ensuring the rights of the mother), child-centered with theories (socio-cultural theory of childhood development, childhood emancipation, identity, social support for the child, social care, childhood crisis, purposeful formation of the need-motivational sphere of the personality, recovery) (to outline socio-pedagogical support from the perspective of ensuring the rights of the child), family-centered (to outline socio-pedagogical support through the provision of socio-pedagogical services based on the rights of the mother and child in the family and society), historical and pedagogical (to outline the development of socio-pedagogical support for motherhood and childhood in historical retrospect), narrative (to represent the past experience of socio-pedagogical support for motherhood and childhood in theoretical and practical planes), chronological in unity with the principle of diachrony (to trace the chronology and develop a periodization of the development of socio-pedagogical support for motherhood and childhood in Ukraine across time). More details on the special approaches of a specific scientific methodology are presented in the dissertation research of V. Stynska (Stynska V., 2019).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Therefore, we consider it necessary to focus on the author's idea in the context of the studied problem of socio-pedagogical support for motherhood and childhood - the substantiation of the mother-centered approach, the essence of which is to direct socio-pedagogical support at the macro-, meso- and micro-level to create conditions for the realization of mothers' rights in society and the family. The mother-centered approach to socio-pedagogical support for motherhood and childhood appeals to ensuring women's rights to health, well-being, preservation of reproductive function, combining motherhood with a career, etc.; highlighting the socio-pedagogical component of the work of various public and private sector institutions; providing the basis for their cooperation in the interests of realizing the right of the mother (Stynska V., 2020, p. 252).

Thus, we can state that the use of the above methodological approaches will help to consider at the theoretical and practical level and objectively reproduce and outline the conceptual vectors of the problem of social and pedagogical support for motherhood and childhood.

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