

PECULIARITIES OF FORMATION OF IVAN FRANKO'S PEDAGOGICAL VIEWS

The article examines the worldview principles and factors that influenced the formation of Ivan Franko's pedagogical views. The author analyzes the origins of humanistic ideas, starting from the early years of the thinker. It is proved that the leading idea of creativity and worldview is to work for the common public good. The importance of fostering high ideals and values in young people in the context of building the Ukrainian state is argued. An axiological parallel between Franco and modernity is drawn. The importance of a comprehensive rethinking of the pedagogical heritage of the thinker and its use in the context of the needs of the present is substantiated.

Key words: Franco, pedagogical views, youth, education, educational space.

Purpose: to analyze the worldview principles and prerequisites for the formation of Ivan Franko's pedagogical views. **Statement of the problem in general.** The needs for the development of modern Ukrainian education actualize the importance of a comprehensive and impartial rethinking of the pedagogical views of prominent Ukrainian thinkers of the past. Their experience and ideas have inexhaustible potential for both improving the educational paradigm and personal growth of contemporaries. Ivan Franko's pedagogical ideas and advice are important and relevant at the present stage of moral and spiritual search.

Ivan Franko was not a professional educator, but he was well aware of the state of affairs in education, as evidenced by his writings. He also deeply penetrated and studied many problems with educational aspects. The main object of his interests was always a person, and love for people was the core of his worldview.

Despite the fact that I. Franko is one of the most prominent Ukrainian thinkers, his pedagogical views and ideas are not sufficiently articulated and presented to the Ukrainian and world community.

Analysis of recent research and publications. Despite the fact that modern French studies has accumulated a large number of scientific studies of the thinker's legacy, numerous objective and subjective factors that influenced the formation of his worldview, including his pedagogical views, remain unclear. The depth of influence of seemingly trivial factors has often been overlooked.

According to N. Horbach, an analysis of Ivan Franko's work is impossible without clarifying and analyzing the formation of his worldview (Horbach, 3). In order to provide a broader coverage of Ivan Franko's worldview and work, U. Hamar argues, "it is necessary to study, first of all, individual links, details, episodes, aspects, problems of the idea, to single out works and their value, etc." (Hamar, 13). A. Pashuk's reasoning also sounds in unison: "In order to present Ivan Franko's views in their objectivity, it is necessary, first of all, to grasp the essence of the issues contained in his work, to realize the content of his ideological wealth concerning philosophical, religious, scientific, natural, socio-political and other issues of the scientist's worldview" (Pashuk, 11).

Analyzing various studies of Ivan Franko's worldview and the prerequisites for the formation of his pedagogical views, we cannot say that they are completely consistent. After all, in Francophone studies there is no holistic study and comprehension of the factors that influenced the formation of the thinker's worldview.

Presentation of the main research material. In order to analyze the origins and foundations of Ivan Franko's pedagogical views, it is necessary to equally approach the study of his biographical moments and his works. When analyzing his creative heritage, one should understand that not all questions can be posed and solved in works of fiction and not all pedagogical problems can be clearly and accurately verbalized in scientific articles.

His family and the educational institutions in which Franko studied had a tremendous influence on the development of the thinker's worldview. The writer himself emphasized this. In his younger years, Ivan Franko had a difficult time

dealing with the early death of his parents, and his arrests and imprisonment also had a strong impact on him. It is axiomatic that the people Franko met, and even random events that occurred in his life, could or did influence his worldview. All possible factors must be taken into account. However, it must be admitted that it is almost impossible to objectively investigate and weigh them.

Ivan Franko was also greatly influenced by various scientific works and concepts that he was interested in and admired at different times. It is worth noting that the thinker was professionally engaged in social science, history, and literary studies, and was well acquainted with the philosophy of the Western European trend. This is evidenced by a number of scientific articles written by him. Franko as a teacher, writer, and outstanding thinker was shaped by European and national worldview and philosophical traditions, and is both European and very Ukrainian.

The transitional nature of the era in which he lived also had a significant impact on the thinker. The complex processes that were taking place in Europe and Galicia at that time affected each of his contemporaries in one way or another.

Franko's legacy, in particular his pedagogical views, has a pronounced ethical and humanistic orientation. Moral and educational issues occupy an important place in his work.

Conclusions and Prospects for Further Research. As we have already mentioned, the thinker was influenced in one way or another by everything he touched in his life. The educational institutions he studied in, the early loss of his parents, arrests and imprisonments, people he communicated with and made friends with, various socio-philosophical concepts and works he studied, his own interests and hobbies, and simply the events that took place in his life, all led to complex reflections and conclusions that were reflected in his worldview and creativity. We have to admit that it is almost impossible to take everything into account and study it objectively.

The leading idea that permeates his work is the common public good, the development and building of the Ukrainian nation. And this, he believed, can be achieved only in one way, through the education of a conscious, highly moral, patriotic young generation. After all, "what is the youth, is the future of the people," Franko said. We consider a holistic rethinking and conceptualization of Ivan Franko's pedagogical views to be a promising further research.

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