

LIFE AND PEDAGOGICAL PATH OF A. M. ALEKSIUK, HEAD OF THE DEPARTMENT OF PEDAGOGY

Background. *Ukrainian pedagogical personalistics influence knowledge and understanding of the historical and pedagogical process. Educational and biographical research contributes to a better understanding of the past, the comprehension of the present, and the anticipation of the future, ensuring the unity, continuity, and inheritance of generational experience. The study of domestic scholarly works of various periods, aimed at recreating pedagogical portraits of public educators and specialists in the fields of education and upbringing, revealed that pedagogical personalistics possesses its own categorical framework, a clear research structure, and a well-established theoretical and methodological base.*

Results. *The growing interest of the academic community in historical-pedagogical personalistics is reflected in the successful organization of events dedicated to studying prominent educational figures, the active participation of scholars in pedagogical readings, meetings, scientific round tables, conferences, etc., and the writing of numerous dissertations on historical-pedagogical topics. The creative personality of Anatolii Mykolaiovych Aleksyuk – educator, researcher, public figure – draws the attention of many teachers and scholars due to his multifaceted nature and his wealth of relevant ideas.*

Conclusions. *The increased interest of the academic community in historical-pedagogical personalistics is evidenced by the successful organization of activities dedicated to studying prominent pedagogical figures, active participation of scholars in educational readings, meetings, scientific round tables, conferences, and the writing of numerous dissertations on historical-pedagogical topics. The creative personality of Anatolii Mykolaiovych Aleksyuk – educator, researcher, public figure, and Head of the Department of Pedagogy at Taras Shevchenko National University of Kyiv – attracts attention with his multifaceted contributions and his richness in relevant educational ideas.*

Keywords: *Pedagogical heritage, A. M. Aleksyuk, Head of Department, life path, Department of Pedagogy.*

Background

Among the outstanding figures of Ukrainian pedagogical thought, whose scientific heritage, educational and public work deserve comprehensive study and representation, is the renowned scholar, organiser of innovative processes in secondary and higher education institutions, state and public figure – Anatolii Mykolaiovych Aleksyuk. He was a Doctor of Pedagogical Sciences, Professor, Head of the Department of Pedagogy at Taras Shevchenko Kyiv State University (1975-1998), Deputy Minister of Education of the Ukrainian SSR (1968-1972), and a leading researcher at the Research Institute of Vocational Education of the Academy of Pedagogical Sciences of Ukraine (1998-2003). Anatolii Mykolaiovych Aleksyuk was born on 14 June 1932 in the village of Olizarivka, Dovbysh District, Zhytomyr Region, into a family of rural teachers. From an early age, he demonstrated excellent academic achievements, leadership qualities, and friendly relations with his peers, earning their respect and authority. His significant academic success was ensured not only by his hard work and perseverance but also by his natural abilities.

Each stage of A. M. Aleksyuk's educational activity was accompanied by methodical, scientific, organisational, administrative, teaching, and public work.

In August 1952, Anatolii Aleksyuk entered the Taras Shevchenko Kyiv State University, enrolling in the Faculty of Philosophy. He graduated with honours in 1957, specialising in philosophy and history, and qualified as a philosopher, historian, and secondary school history teacher.

During his studies at Taras Shevchenko University, Aleksyuk demonstrated remarkable abilities in scientific research. In his fourth year, based on the results of the competition for the best student research paper on the topic "On the Development of the Personality in Connection with the Development of Forms of Labour", he was recognised by the Rector's order in 1956 among the university's best students.

Results

Scientific Formation and Mentorship. An analysis of A. M. Aleksyuk's scientific heritage confirms that he continued the scholarly legacy of his mentor, Semen Kharitonovych Chavdarov – an Honoured Scientist of the Ukrainian SSR, Corresponding Member of the Academy of Pedagogical Sciences of the USSR, Doctor of Pedagogical Sciences, and Professor. In his research, S. Kh. Chavdarov had justified the methods of preparing students for practical activities, the specialisation of schools, additional education in specific areas chosen by students, the strong integration of theory and practice in education, and the importance of developing students' practical skills through extracurricular activities (Chavdarov, 1940).

The pedagogical views, lectures, experience, and personal interaction with this outstanding scholar profoundly influenced Aleksyuk's future academic trajectory. Even during his student years, he showed a strong inclination towards scientific research and creative inquiry. He successfully prepared a student research paper on the socio-economic foundations of the comprehensive and harmonious development of the individual and completed his diploma thesis on the problems of polytechnic education.

Under the supervision of S. Kh. Chavdarov (Head of the Department of Pedagogy from 1944 to 1962), Anatolii Mykolaiovych Aleksyuk successfully defended his PhD dissertation in 1963. The dissertation was entitled: "The Interconnection of Didactic Methods in the Process of Studying New Material in Lessons as a Means of Increasing the Effectiveness of Teaching".

While still a young researcher, Aleksyuk, together with his scientific advisor, prepared a methodological paper: "Teaching Methods in Secondary Schools" (1962). Both A. M. Aleksyuk and S. Kh. Chavdarov believed that university lecturers, as educators – regardless of the subjects they taught – must adhere to a comprehensive approach to the educational process, considering all aspects of the development of future professionals (Aleksyuk, & Chavdarov, 1962).

For Aleksiiuk, a significant role model was also Mykyta Mynovych Hryshchenko, one of the founders of the theory and history of pedagogy in Ukraine. Hryshchenko's name is remembered as that of a prominent teacher, scholar, and organiser of education in Ukraine, who served as the Director of the Research Institute of Pedagogy of the Ukrainian SSR and later as the long-term Head of the Department of Pedagogy at Taras Shevchenko University.

From Hryshchenko, Aleksiiuk adopted a deep sense of responsibility towards information from historical-pedagogical sources. However, Aleksiiuk's success was also due to his own ability to grow and expand both his horizons and those of those around him (Hryshchenko, 1957, p. 19).

The pedagogical views, lectures, experience, and direct communication with distinguished scholars such as Hryshchenko significantly shaped Aleksiiuk's future academic journey. While working on his dissertation, Anatolii Mykolaiovych conducted extensive experimental research in schools across Ukraine. By the time of his defence, he had already published eight articles related to teaching methods in the context of school reform.

For his publications in the journal *Soviet School* and for his active participation in the journal's activities, Aleksiiuk was awarded a Certificate of Honour by the Ministry of Education of the Ukrainian SSR and the Central Committee of the Trade Union of Education Workers in 1962.

Following the completion of his postgraduate studies, on 1 September 1962, Aleksiiuk was appointed as Acting Assistant at the Department of Pedagogy at Taras Shevchenko University. In the university's archives, a character reference dated 20 November 1962 has been preserved, which notes that Aleksiiuk's dissertation was of great relevance and testified to his high level of theoretical preparation and readiness for independent scientific research.

During his postgraduate studies, he was also actively involved in public life, inspecting vocational education in the region on behalf of the Kyiv Regional Committee of the Communist Party of Ukraine and serving as Deputy Head of the University's trade union organisation.

Thanks to his systematic, meticulous, and intense work, following a detailed schedule, in January 1963 Anatolii Mykolaiovych submitted the manuscript of his dissertation, "The Interconnection of Didactic Methods in the Process of Studying New Material in Lessons as a Means of Increasing the Effectiveness of Teaching," to the Department of Pedagogy at Taras Shevchenko University.

After a lively discussion and the highly positive evaluation from reviewers and faculty members, it was decided to recommend the dissertation for defence. The defence successfully took place in February 1963. The dissertation attracted considerable interest, as it was one of the first fundamental studies dedicated to the application of didactic methods in the learning process. On 22 April 1967, Aleksiiuk was awarded the academic title of Associate Professor of the Department of Pedagogy.

Starting from the 1963-64 academic year, lecturers of the Department of Pedagogy at Taras Shevchenko University began delivering optional courses on Higher Education Pedagogy. The idea of establishing scientific research centres investigating various aspects of higher education became increasingly popular.

A significant step in the organisation of scientific research in higher education pedagogy was made at Taras Shevchenko University: In October 1966, by decision of the Rectorate, a Sector of Higher Education Didactics was created within the Department of Pedagogy, and the department itself was renamed the Department of Pedagogy of Secondary and Higher Education (Aleksiiuk, 1967). Additionally, a group from the sociological research

laboratory of the Faculty of Philosophy was reassigned to the new sector to conduct scientific-pedagogical research of university education.

When commencing its activities, the Sector emphasised that the theory of university education should not merely replicate the pedagogy of general secondary education. Aleksiiuk pointed out two major differences: "Firstly, at the university level, self-education plays a crucial role among students; Secondly, self-education is directed at mastering the essence of scientific knowledge. Teaching must be based on the latest research methods." (Aleksiiuk, 1967, p. 98).

He believed that didactic issues of higher education should be studied as complex phenomena involving experts from related disciplines. In developing the general theoretical concept of their research, scholars placed particular importance on the issue of continuity in education between the senior years of secondary school and the initial years of university study.

From 1965 to 1968, A. M. Aleksiiuk served as Acting Associate Professor, and later as Associate Professor of the Department of Pedagogy at Taras Shevchenko University. During this period, he successfully combined teaching activities with scientific research. With his characteristic dedication and commitment, he enthusiastically engaged in developing and delivering courses across various faculties, establishing good relationships with colleagues and students, supervising teaching practice, preparing educational materials, and continuing work on his doctoral dissertation focused on teaching methods. He also led the Sector of Higher Education Didactics within the Department of Pedagogy.

One of the most important phases of his educational career was his move into management and administration. On 17 June 1968, by Resolution No. 294 of the Ministry of Education of the Ukrainian SSR, Anatolii Aleksiiuk was appointed Deputy Minister of Education of the Ukrainian SSR, a position he held until March 1972. During this period, Aleksiiuk represented Ukraine at an important European Seminar on Teaching and Learning organised by UNESCO's Pedagogical Institute in Skepparholmen, Sweden (29 July – 23 August 1968). For his active participation in this international seminar, he received a letter of gratitude from the Rector of Taras Shevchenko University, I. Shvets.

Throughout his tenure as Deputy Minister, Aleksiiuk did not abandon his commitment to organisational and public work, particularly in the upbringing of the younger generation and in improving the functioning of education authorities.

On 16 November 1971, following his application, he was reappointed to the position of Associate Professor at the Department of Pedagogy at Taras Shevchenko University.

The creative period of A. M. Aleksiiuk's career from 1972 to 2014 is remarkable for its breadth and diversity. In addition to his longstanding interest in pedagogical science and the improvement of the learning process, this phase of his life was also characterised by significant contributions to educational methodology and public educational initiatives. This period encompassed several key areas of activity: – Scientific research – Public education and outreach – Educational-methodological work – Teaching activities

On 26 September 1974, he was appointed Scientific Supervisor of the Scientific and Methodological Centre for Technical Teaching Aids at Taras Shevchenko University. In November 1974, he successfully defended his doctoral dissertation titled: "The Development of the Theory of General Teaching Methods in Soviet Pedagogy (1917-1971)". By the time of his defence, he had already published 40 scientific works (approximately 70 printed sheets).

In June 1975, A. M. Aleksyuk was appointed Head of the Department of Pedagogy at Taras Shevchenko University. He immersed himself completely in organisational, teaching, scientific, and public activities. With great effort, he formed a cohesive team united by a shared idea and directed their activities towards: - Developing a new concept of teaching - Researching the history of pedagogy - Advancing higher education pedagogy - Enhancing didactics.

By a resolution of the Higher Attestation Commission of the USSR Council dated 24 September 1976, Aleksyuk was awarded the academic degree of Doctor of Pedagogical Sciences. On 18 February 1977, he received the academic title of Professor of the Department of Pedagogy.

Professor Aleksyuk taught the General Pedagogy course at the Faculty of Philosophy at a highly theoretical and scientific level. He also delivered courses on Higher Education Pedagogy for postgraduate students and university lecturers.

Throughout his work at the university, Aleksyuk established himself as a masterful lecturer, a progressive educator, and a dedicated scholar, who always remained deeply concerned with the state of education at all levels. He stayed continuously engaged in scientific research, remaining well-informed about the latest developments in the field of pedagogy.

For many years, Aleksyuk worked on improving the educational process in both secondary and higher education. He developed key directions for the study of general teaching methods in secondary schools and the modular-tutor system of organising learning in higher education institutions.

The teaching and research work of the Department of Pedagogy, led by A. M. Aleksyuk, closely aligned with his own scientific interests and life principles. The department's activities focused on organising the educational process in higher education and improving teaching methods.

Thanks to the tireless energy of Anatolii Mykolaiovych, the department initiated a wide range of educational and methodological work: - Several scientific conferences and methodological seminars were held annually. - Members of the department actively engaged with students, teachers, and the general public in Kyiv and across the region, discussing urgent issues in education and youth upbringing.

Aleksyuk paid particular attention to the moral education of students, consistently conducting lectures and discussions on moral values and ethics.

He was not only involved in supervising dissertations but also performed extensive organisational, managerial, and coordinating work related to the awarding of scientific degrees. Under his supervision, 25 candidates and doctors of pedagogical sciences successfully defended their dissertations.

At various times, A. M. Aleksyuk served as: - Head of the Specialised Academic Council for the defence of candidate dissertations in pedagogy - Later, Deputy Chair of the Specialised Academic Council for doctoral dissertations - Chair of the Expert Council on Psychological and Pedagogical Sciences of the Ministry of Education of the Ukrainian SSR.

Each year, he analysed dozens of dissertations, abstracts, monograph manuscripts, and other scientific works; he acted as an opponent, reviewer, and prepared numerous expert evaluations on behalf of leading institutions.

A significant portion of his time and effort was devoted to editorial activities: - He served as Deputy Editor-in-Chief of the national scientific-methodological collection Pedagogy. - He was a member of the University Editorial Board for the publication of educational-methodological literature. - He

actively participated in the Republican Committee of the Pedagogical Society.

Throughout these years, Aleksyuk's activity was marked by great intensity and productivity, resulting in a substantial pedagogical legacy - over 250 scientific and pedagogical works published in Ukrainian, Russian, and English.

Among his most well-known works are:

- General Teaching Methods in Schools (1973, 1981).
- Teaching Methods and Learning Methods (1980).
- Higher Education Pedagogy: A Course of Lectures. Modular Learning: A Textbook (1993).

Pedagogy of Higher Education in Ukraine: History and Theory: A Textbook (1998) and many others.

Public Educational Contributions. Alongside his professional and scientific activities, Anatolii Mykolaiovych engaged in extensive public educational work.

In 1995, he participated in a conference at the University of Illinois at Urbana-Champaign (USA), presenting a paper on: "Educational and Pedagogical Problems of Ukrainians and Ethnic Minorities in Ukraine." The conference addressed topics such as: - Ethnic minorities in Ukraine and their role in state-building - The Ukrainian diaspora: its development and connections with Ukraine.

From 1996, Aleksyuk voluntarily chaired the Bureau for Problems of Higher Education Pedagogy at the Academy of Sciences of Higher Education of Ukraine and conducted radio lectures on issues related to the upbringing of children.

His public outreach included work as: - History teacher - Deputy headmaster of a secondary school - Head of the Department of Pedagogy - Deputy Minister of Education of the Ukrainian SSR - Party organiser at the department - Performer of various tasks assigned by the party committees.

Results

The tireless professional, scientific, and public activities of A. M. Aleksyuk received widespread recognition and approval from academic communities, educational collectives, and public and governmental organisations.

Anatolii Mykolaiovych Aleksyuk firmly believed that the era of Ukrainian independence opened unprecedented opportunities for scholars and educators. In an interview with A. Kryshtalskyi, he noted: "Today, scientists in Ukraine have real, not merely declared, opportunities for free development. The diversity of educational institutions, the academic growth of personnel, access to foreign achievements, experiences, and culture, as well as far greater opportunities for publishing scientific works - these are the achievements of democracy, which cannot be denied" (Kryshtalskyi, 2002, p. 4).

From 1996, he voluntarily served as Head of the Bureau for Higher Education Pedagogy Problems at the Academy of Sciences of Higher Education of Ukraine and continued delivering radio lectures on the upbringing of children.

His public educational work embraced a wide range of responsibilities, from history teacher to Deputy Minister of Education, including extensive social engagements at all levels.

His relentless professional, scientific, and public efforts received the recognition and appreciation of academic communities, educational institutions, and public organisations.

From April 1998 to August 2003, Aleksyuk worked as a leading researcher in the field of higher education pedagogy and its history at the Research Institute of Vocational Education of the Academy of Pedagogical Sciences of Ukraine.

His pedagogical ideas and good deeds are now carried forward by his students, many of whom have become noted scholars, educators, and education leaders.

Anatolii Mykolaiovych had a profound understanding of the problems of pedagogy as a science and the specificities

of the educational process as a complex, socially conditioned phenomenon, influenced individually by each participant – from teacher to student.

His versatile talents and personal qualities were vividly described by Andrii Kryshchalskyi: "When you encounter such a grand scientific legacy – embodied in textbooks and monographs – and feel the powerful intellectual force of the interlocutor, you realise: even brief communication with such a person is a true blessing" (Kryshchalskyi, 2002, p. 4).

After analysing the life and creative path of A. M. Aleksyuk, we can identify the key areas of his educational and scientific-pedagogical activities:

- Research into the history of Ukrainian education;
- Development of ideas regarding national education and upbringing;
- Advancement of the didactics of higher education;
- Analysis of the pedagogical ideas of prominent personalities;
- Application of the modular-tutor system in higher education;
- Preparation of pedagogical and scientific-pedagogical personnel;
- Management in the education sector;
- Development of the theory of general teaching methods.

Aleksyuk combined the educational process with the upbringing process, considering them inseparable elements

He argued that learning and upbringing must complement one another to foster the full formation of the individual in specific social circumstances.

Throughout his works, he treated didactic issues and educational theories as inseparable phenomena, highlighting the importance of integrating learning and personal development into a unified educational process.

One of the important themes of Aleksyuk's research was the development of higher education didactics. He successfully provided clear and comprehensive definitions of the object and subject of higher education pedagogy, distinctions that remain widely used in contemporary research.

According to Aleksyuk:

- The object of higher education didactics is the learning process within higher education institutions.
- The subject is the purpose and tasks of higher education, the determination of educational content,

identification of the regularities of the learning process, substantiation of principles and rules, and development of forms, methods, and techniques of teaching, along with the selection of appropriate educational resources.

Discussion and conclusions

Analysis of archival and scientific sources establishes that A. M. Aleksyuk was one of the leading specialists in Ukrainian pedagogy. He: Explored the content of education and upbringing in both secondary and higher schools. Developed and implemented the methodology of modular and modular-tutor learning. Introduced the binary classification of teaching methods, based on two key features: – The nature and level of cognitive independence and activity of students – The sources from which students acquire knowledge.

- Defined teaching methods as one of the most important components of the educational process, essential for achieving educational aims and tasks.

- Divided teaching methods into special and general methods, thoroughly characterising each. Furthermore, his studies of educational management reveal his significant contributions to the theory and practice of administration within secondary and higher education institutions.

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ЖИТТЄВИЙ І ПЕДАГОГІЧНИЙ ШЛЯХ А. М. АЛЕКСЮКА, ЗАВІДУВАЧА КАФЕДРИ ПЕДАГОГІКИ

Вступ. Українська педагогічна персоналістика впливає на знання й уявлення про історико-педагогічний процес. Освітньо-біографічні дослідження сприяють кращому пізнанню минулого, осмисленню сучасного й передбаченню майбутнього, забезпечуючи єдність, наступність і спадкоємність досвіду поколінь. Вивчення вітчизняних наукових праць різних років, покликаних відтворити педагогічні портрети громадсько-освітніх діячів і фахівців із питань виховання й навчання дозволило встановити, що педагогічна персоналістика має власний категоріальний апарат, чітку структуру досліджень, а також сформовану теоретико-методологічну базу.

Результати. Підвищений інтерес наукової спільноти до історико-педагогічної персоналістики знаходить свій вияв у успішному проведенні заходів, присвячених вивченню вагомих педагогічних постатей, активній участі учених у педагогічних читаннях, засіданнях, наукових круглих столах, конференціях тощо та написанні численних дисертаційних робіт на історико-педагогічну тематику. Творча особистість Анатолія Миколайовича Алексюка – педагога, науково-педагогічного працівника, ученого, громадського діяча, привертає до себе увагу багатьох педагогів, науковців, учених своєю багатогранністю, насиченістю актуальними ідеями.

Висновки. Анатолій Миколайович Алексюк зробив вагомий внесок у розбудову української вищої школи. Його науково-педагогічна спадщина – результат плідної праці на посаді професора кафедри педагогіки, завідувача кафедри в Київському національному університеті імені Тараса Шевченка, заступника міністра освіти. Під керівництвом А. М. Алексюка було захищено докторські й кандидатські дисертації, він був головою спеціалізованої вченої ради із захисту дисертацій. За підручниками з педагогіки вищої школи навчаються нинішні студенти, що засвідчує актуальність ідей ученого-педагога.

Ключові слова: Педагогічна спадщина, А. М. Алексюк, завідувач кафедри, життєвий шлях, кафедра педагогіки.

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