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**STUDY OF PEDAGOGY AND PEDAGOGICAL DISCIPLINES
IN EDUCATIONAL INSTITUTIONS OF THE ORTHODOX CHURCH:
VIEWS OF EDUCATORS AND THEOLOGIANs
(the end of the 19th century – the beginning of the 20th century)**

Based on the analysis of primary sources and historical-pedagogical literature, the article presents educators and theologians' views on teaching Pedagogy and pedagogical disciplines in educational institutions of the Orthodox Church during the second half of the 1890s – 1918. These educators and theologians are Archimandrite Vissarion, I. Andreiev, D. Briantsev, A. Hrynevych, G. Maliarevskiy, M. Makkaveiskiy, P. Sokolov, N. Krasovskiy, A. Yurykas and others. It has been determined that theoretical ideas about the outlined problems were presented in publications in theological periodicals (such as “Theological Herald”, “Faith and Reason”, “Volyn Diocesan Information”, “People’s Education”, “Podillya Diocesan Information”, “Christian Reading”, “Church Herald”, “Chernihiv Diocesan Information” etc.). The article reveals the educators' and religious leaders' ideas about the tasks of pedagogical training, content, organizational aspects, forms and staffing for teaching Pedagogy and pedagogical disciplines in Orthodox theological academies, seminaries, women's educational institutions of the Orthodox Church, church-teacher schools and second-degree schools. It has been determined that the scientists again paid attention to certain problems that were of scientific interest for educators and theologians in 1860-1870s.

Key words: *theological academy; theological seminary; women's educational institution of the Orthodox Church; Pedagogy; pedagogical discipline; church-teacher school second-degree school.*

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Introduction. Nowadays gradutors of Orthodox theological seminaries and academies are responsible for teaching theological disciplines at higher and secondary theological schools, at theological departments of higher educational institutions of a different profile and teaching Religious Subjects at secondary schools. Modern theological school tries to provide all these directions with qualified personnel, competent teachers who are ready for creative search. So, theological school faces many conceptual, methodic and organizational problems. However, some of these problems were determined and discussed by pedagogues of educational institutions of the Orthodox Church and theologians at the end of the 19th century – at the beginning of the 20th century. Despite social-political changes, rapid development of science and improvement of methodic component of Pedagogy, some scientists' ideas about teaching Pedagogy and pedagogical disciplines in educational institutions of the Orthodox Church can be helpful for modern figures in the field of theological education.

The ideas and scientific heritage of the lecturers of Orthodox theological educational institutions in the 19th century – at the beginning of the 20th century were analysed in the works of M. Yevtukh, S. Golovaschenko, L. Pastushenko, M. Prysach, M. Tkachuk and other researchers. The specific features of teaching Pedagogy at different historical stages of the existence of Kyiv Theological Academy (KTA), theological seminaries, women's educational institutions, church-teacher and second-degree schools were investigated by V. Fazan, V. Fedorov, T. Kostylieva, S. Kuzmina, S. Meshkova, S. Nyzhnikova, T. Thorzhevskaya, I. Vazhynskyi, T. Zuziak and other researchers. The analysis of the state of scientific development of the problem gives reason to assert that the educators and theologians' views on development of Pedagogy and pedagogical disciplines in educational institutions of the Orthodox Church in the studied period has not been under careful consideration.

The aim of the article is to determine and reveal ideas about teaching Pedagogy and pedagogical disciplines in educational institutions of the Orthodox Church since these ideas were presented in scientific heritage of the educators and theologians of the second half of the

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1890s – 1918.

The educators and theologians’ ideas about teaching Pedagogy and pedagogical disciplines in educational institutions of the Orthodox Church at the end of the 19th century – at the beginning of the 20th century. In the studied period, the problems of development of pedagogical education in educational institutions of the Orthodox Church were mainly raised in articles of religious journals as before. However, unlike the previous period (the second half of the 1880s – the first half of the 1890s), the quantity of such publications increased greatly and the number of questions which worried educator and theologians also increased. In the conditions of social and political upheavals and attempts of the Holy Synod to reform religious educational institutions, in periodicals the scientists were not afraid to express their own thoughts realization of which could ensure the effectiveness of pedagogical education in educational institution of the Orthodox Church. They mainly presented their own views on teaching Pedagogy and pedagogical disciplines.

It should be admitted that theoretical works on the problems of teachers and lecturers’ training in educational institutions of the Orthodox Church in the second half of the 1890s – at the beginning of the 20th century were not only limited to works on teaching Didactics at seminaries. This situation was characteristic for the middle of the 1880s – the first half of the 1890s (Tverdokhlib T. Pytannia rozvytku pedahohichnoi osvity..., 2018, p. 33). During the period under investigation, the educators and theologians presented their own views on transformation in organization of teaching Pedagogy and pedagogical disciplines at higher, secondary and primary schools of the Orthodox Church.

Like during the middle of the 1880s – the first half of the 1890s, the problem of the aim of pedagogical education in educational institutions of the Orthodox Church went unnoticed by article authors. However, in the second half of the 1890s – at the beginning of the 20th century, they tried to determine the tasks of pedagogical training in women’s diocesan schools. A. Hrynevych proved the necessity of organization of the seventh grade in these educational institutions and outlined such “professional task” of education in this grade as training for “teaching in lower schools” (Grinevich A., 1905, p. 599). At the same time,

Father Panormov, Reverend Seraphim of Samara and the author of the article “Modern tasks of women’s diocesan schools” determined new task of pedagogical education in women’s diocesan schools. In their opinion, these educational institutions should be aimed at preparing governesses and bonn for noble families. Home educators’ worldview was formed under the influence of the Orthodox Church, so they could attract to religion intelligent people who were far from it (Sh., 1905, p. 464).

Unlike the middle of 1880s – the first half of 1890s, in the studied period the educators and theologians showed particular interest in the problems of content of Pedagogy and pedagogical disciplines which were taught at church educational institutions. For example, G. Maliarevskiy advocated the extension of the content of pedagogical education at theological academies due to in-depth study of pedagogical anthropology, history, pedagogical ideas and theory of up-bringing (Maljarevskij G., 1906, p. 220-221). At the same time, one of article author, who signed as “S. P.” and wrote for the journal “Christian Reading”, had different view on extension of the content of Pedagogy. He kept a column “School and life” in this journal and put forward the idea of considering the material on the theory of Didactics, which was taught at seminaries, in the content of Pedagogy at academies. He insisted that professors, while drawing up their courses, should pay attention to seminary programs. He asserted that “professors who teach Pedagogy almost always forget about existence general and partial Didactics (methodics) at seminaries” (S. P. Shkola i zhizn': Eshhe po povodu preobrazovanija..., 1897, p. 155). In another publication, “S. P.” suggested that the content of Pedagogy could be extended due to some additions to methodics of teaching Didactics at seminaries. He considered desirable for “professors to acquaint students (both future seminary and school teachers) with educational literature through analysis (with books in hands) of the most popular textbooks and training manuals, to determine their advantages and disadvantages, the degree of their compliance with seminar programs etc. It was particularly important to analyze textbooks which were recommended to use at seminaries and schools in order to determine where and how they can be added (what journal

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article or chapter of other books should be used)” (S. P. Shkola i zhizn': Eshhe po povodu preobrazovanija..., 1897, p. 154-155).

The educators and theologians expressed their opinions not only about knowledge as a component of the content of future teachers' education. They also paid much attention to the ideas of formation of academy students' pedagogical skills and abilities. The analysis of the articles of I. Andreiev, G. Maliarevskiy, M. Makkaveiskiy and the article author who signed as “S. P.” (Andreev I. D., 1899, p. 97; Maljarevskij G., 1906, p. 223-224; Makkavejskij N., 1906, p. 238; S. P. Shkola i zhizn': Eshhe po povodu preobrazovanija..., 1897, p. 155) allows to conclude that the idea about the necessity of organization of academy students' pedagogical practice became popular with theologians and educators. This idea was first presented in the project of I. Malyshevskiy, P. Lashkariov and P. Linytskyi, KTA lecturers, in 1873 (Tverdokhlib T. Navchannia pedahohiky..., 2018, p. 28-29), but it was forgotten during the second half of 1880s – the first half of the 1890s, however it was substantiated at pages of theological periodicals. It was partly due to organization of pedagogical practice at secular higher educational institutions, for instance, at Nizhyn Historical and Philological Institute and Novorossiysk University. However, article authors had different views on conducting pedagogical practice. For example, “S. P.” reduced it to academy students and professors' attending lessons of teachers of seminary and school which were situated near the higher theological educational institution (S. P. Shkola i zhizn': Eshhe po povodu preobrazovanija..., 1897, p. 155). The program of pedagogical practice, presented in the project of G. Maliarevskiy and publication of M. Makkaveiskiy, was much wider. In order to form academy students' pedagogical skills, M. Makkaveiskiy suggested using “local theological primary and secondary schools adapted for it” (Makkavejskij N., 1906, p. 238). Academy students had to carry out observations and give lessons, analysis of which had to be conducted in Pedagogy classes at academy.

When developing the problem of content of Didactics for secondary theological educational institutions, the educators and theologians' searches were mostly aimed at determining the ways of optimal combination of seminarians' theoretical and practical

pedagogical training. For instance, “S. P.” insisted that reconstruction of educational material would help to increase the effectiveness of practical classes in an exemplary school. In his opinion, the themes dedicated to methodics of teaching subjects at primary schools should be transferred from grade 5 to grade 6. Introduction to the techniques, “which revealed the practice of school education, would transform five-grade students’ visit to an exemplary school into a meaningful and helpful class and would become good preparation for giving lessons at school” (S. P. Shkola i zhizn': Eshhe po povodu specializacii..., 1897, p. 498). In order not to overload the program of the fifth grade with training material, the article author of the journal “Christian Reading” suggested that such themes as “Duties and qualities of a true teacher”, “Upbringing value of training” and “External arrangement and inner organization of school” should be taught not in the fifth grade, but in the sixth grade. D. Briantsev also tried to “adapt” educational material on Didactics to the needs of pedagogical practice. He recommended to give opportunities to make changes in the order of themes taught depending on the possibilities of visualization of them due to observations in an exemplary school. Besides, D. Briantsev considered important to extend the content of seminary Didactics due to information on history of the science (Brjancev D., 1906, p. 171). Unlike many other educators and theologians, P. Sokolov’s views on the problem of content of Didactics at seminaries were not connected with practice. In the article “On the question of transformation of our theological school” (1905) he opposed detailing the training programs in different seminary subjects and the theory of training, in particular. The author of publication offered to determine “only main parts of the subject” in the programs and give some freedom to lecturers in formation of the content of these parts and the order of learning them (Sokolov P. A., 1905, p. 941-942).

Some scientists expressed their ideas concerning organization of pedagogical practice of students of secondary theological educational institutions. For example, G. Maliarevskiy considered expedient to start learning pedagogical disciplines from the first grade of seminary and insisted that seminarians should have pedagogical practice in an exemplary church parish

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two-year school before their fourth year at seminary. According to G. Maliarevskiy's project, in their fifth and sixth years seminarians should improve their pedagogical skills in the second-degree school that should be organized at secondary theological educational institutions (Maljarevskij G., 1906).

Innovations of the studied period were theoretical ideas about the content of pedagogical education at church-teacher schools. For example, the problems of extension of pedagogical education due to involvement of students of church-teachers schools in studying history of Pedagogy were revealed in the work "Some words on the question about organization of Pedagogy and Didactics at church-teacher schools" written by N. Krasovskiy in 1911 (Krasovskij N., 1911, p. 456).

During the second half of the 1890s – the beginning of the 20th century, the educators and theologians again paid attention to forms of organization of teaching Pedagogy and pedagogical disciplines at theological educational institutions. This problem was first presented by scientists in the second half of the 1860s – the first half of the 1880s, but it was not considered carefully by the educators and theologians during the second half of 1880s – the first half of the 1890s. In the studied period, Archimandrite Vissarion in his work "Project of the reform of theological school" (1906), D. Briantsev in the article "About organization of theoretical and practical training for teaching at theological seminaries" (1906) and the article author, who signed as "S. P." in the journal "Christian Reading", in his articles suggested increasing the quantity of weekly classes in Pedagogy and Didactics at theological seminaries and women's diocesan schools (Arhimandrit Vissarion, 1906, p. 7; Brjancev D., 1906, p. 168; S. P. Shkola i zhizn': Eshhe po povodu specializacii..., 1897, p. 498-499; S. P. Shkola i zhizn': Nashi eparhial'nye..., 1897, p. 820-821).

In the studied period, the problem of staffing in teaching Pedagogy and pedagogical discipline in educational institutions of the Orthodox Church was presented in theological periodical, like during the middle of the 1880s – the first half of the 1890s. However, at that time, educators and theologians searched for the ways to improve the position of teachers of theological seminaries. In the studied period, the educators and theologians mainly wondered

about the problems with staff turnover and social insecurity of pedagogical staff at women's diocesan schools. In particular, this problem was developed by the authors of the articles "On the question about full-time teachers at women's diocesan schools" (1897), "On the question about organization of women's diocesan schools" (1906) and the article author, who signed as "S. P." in the journal "Christian Reading". They criticized the attempts to involve part-time teachers in teaching different subjects, including Didactics, at these schools and suggested creating own teaching staff. For this purpose, the authors of the articles considered necessary to equate completely the position of teachers of these schools with the position of teachers at seminary and men's schools. Besides, they substantiated the need to transfer women's schools to direct economic subordination to the Holy Synod, not to diocesan clergy. The educators and theologians asserted that it was worth raising salaries of teachers of women's diocesan schools, establishing pension for them and assigning to certain departments at least, if the above-mentioned measures failed to realize (A. P., 1897, p. 1105-1109; K voprosu..., 1906, p. 1601; S. P. Shkola i zhizn': Nashi eparhial'nye..., 1897, p. 817).

The problem of staffing in teaching Pedagogy and pedagogical discipline at theological seminaries and church-teacher schools was only revealed in a few studies. The article author, who signed as "S. P.", wrote that the status of teachers who taught Didactics in secondary theological educational institutions should be improved due to introduction of full payment for leading the practice. As for church-teacher schools, N. Krasovskyi suggested that teaching Pedagogy and pedagogical disciplines should be assigned to one teacher who was to have special education. This specialist should "give typical exemplary lessons to learners in church parish four-year school, lead manage their practical classes there and view learners' diaries" (Krasovskij N., 1911, p. 457).

In the studied period, organizational aspects of teaching Pedagogy and pedagogical disciplines were much spoken about in theological periodicals. Though some educators and theologians confined themselves to stating the need to improve the organization of pedagogical education in various educational institutions of the Orthodox Church, most of

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them substantiated the specific ways to improve it. For instance, the author of the article “Theological school pedagogy” (1911) only called “to organize systematic, correct scientific-pedagogical training of teachers in order to have good teaching staff and avoid didactic disadvantages of school education” (M., 1911, p. 1308). At the same time, I. Andreiev, M. Makkaveiskyi, the article author who signed as “S. P.” in the journal “Christian Reading”, the author of the article “Preparation for pedagogical activity of lecturers of theological schools and new academic statute” (1912) who signed as “I. B.” and some other scientists provided specific practical recommendations. In particular, the latter connected strengthening pedagogical training at theological academies with grouping of related subjects and giving students the right to choose a group of disciplines to learn. In this way, the conditions for competence growth of future teachers of theological educational institutions could be formed (I. B., 1912, p. 186). The article author who signed as “S. P.” supported this idea as well. He both suggested returning the specialization at theological academies and considered necessary to refer Pedagogy to church-practical department (S. P. Shkola i zhizn': Eshhe po povodu preobrazovanija..., 1897, p. 167). In another publication, this author suggested founding a pedagogical department or society at theological academies to improve pedagogical training in these educational institutions. “S. P.” wrote that “such a society would be as good for theological educational institutions as the pedagogical department at Kharkiv Historical and Philological Society since it dealt with training future teachers and directing current teachers and mentors” (S. P. Shkola i zhizn': Pedagogicheskij otdel..., 1897, p. 790).

M. Makkaveiskyi considered reorganization of the Department of Pedagogy to be the main way to increase the effectiveness of academy students’ training for teaching activity. In his works “Pastoral Theology and Pedagogy in the course of the sciences of theological academies” (1898) and “Department of Pedagogy at theological academy. On the question about preparation for educational activity at theological school” (1906) he emphasized the urgent need for independent functioning of the department. In the scientist’s opinion, it would give an opportunity of “wider activity of it, concentrating teacher’s interest and all his forces in one field” (Makkavejskij N., 1906, p. 238). At that time, there was the Department of

Pastoral Theology and Pedagogy, but its functioning was not successful enough. The educator was sure that low efficiency of it was caused by the fact that a teacher, who has the same attitude to both subjects, could not have more than two lectures a week for each subject (Makkavejskij N., 1906, p. 237). M. Makkaveiskyi's works were the response to P. Linytskyi's work "State and needs of our theological, mainly higher education" (1897), in which the philosopher and KTA lecturer insisted on removal of the Department of Pastoral Theology and Pedagogy from the structure of theological academies. P. Linytskyi considered Pedagogy to be a dependent science and thought that it should only be taught at secondary school, as it "has nothing to do" at academies (Linickij P., 1897, p. 363). I. Andreiev continued to consider the theme of department, raised by M. Makkaveiskyi and P. Linytskyi, but from another point of view. He thought that theological academies should have the Department of Didactics, besides the Department of Pastoral Theology and Pedagogy. He proved that its functioning could provide scientific substantiation of Didactics and research of insufficiently-studied problems on theory of education, raising the level of academy gradulators' training for teaching activity as well as the preparation of qualitative scientific and methodic literature in Didactics (Andreev I. D., 1899).

The ideas about organization of teaching Pedagogy at higher theological school sounded in unison with the ideas about organization of pedagogical education at secondary theological schools. These ideas were about organization of independent Department of Didactics at seminaries (Brjancev D., 1906, p. 173) and organization of teaching Pedagogy in these educational institutions. Let us consider the latter in details. G. Maliarevskyi advocated the introduction of this discipline and concentric presentation of educational material on the subject. He offered "to study the first section of Pedagogy in the first year of seminary" and to study the second part in the fifth and sixth years. In his opinion, in last years of study, "Pedagogy could have scientific ground and be taught on the basis of psychology and hygiene" (Maljarevskij G., 1906, p. 189). The author of the article "Pedagogy at theological seminaries" (1911), defending the need for such a discipline, emphasized that it should not be

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taught as in secular school: “At seminaries ... much attention should be paid to the themes of Pedagogy, in which religious-moral upbringing is revealed”. Such Pedagogy is vital for seminaries graduates as Church pastors and headmasters of church parish schools (Pedagogika ..., 1911, p. 108).

The educators and theologians thought that introduction of pedagogical class caused positive changes in organization of pedagogical education at women’s schools of the Orthodox Church. This idea was first presented in the second half of the 1860s – the first half of the 1880s and drew attention of authors of articles in theological periodicals. When expressing such an idea, A. Hrynevych suggested introduction of Didactics and Pedagogy into training course of the seventh pedagogical class. In his opinion, due to study in this class the students could have an opportunity to prepare for entry to higher educational institutions and working activity (Grinevich A., 1905, p. 599). The article author who signed as “S. P.” in the journal “Christian Reading” also worried about the problem of organization of the seventh pedagogical class, but he focused on financial aspect of the problem. He proved that such a class could be organized at the expense of the local clergy of the Holy Synod in case the diocese did not have enough finance (S. P. Shkola i zhizn': Nashi eparhial'nye..., 1897, p. 820-821). At the same time, A. Yurykas in his article “On the question about the reform of women’s diocesan schools” (1906) revealed the problem in a different way. He substantiated the need to introduce the eighth grade in women’s diocesan schools. Pedagogical education should be concentrated in it, and the author of the article planned to make the seventh grade comprehensive (Jurikas A., 1906, p. 645).

The questions of organization of pedagogical education at second-degree church schools were new for our research. For instance, the idea about expansion of network of women’s second-degree schools was revealed in the work “Women’s second-degree schools. Their significance in general structure of church schools” (1904). The author who wished to remain anonymous determined such advantages of this expansion as attracting as many peasants as possible to pedagogical education and providing a complete training of a teacher of rural grammar school (Zhenskie vtoroklassnye shkoly..., 1904, p. 716). The same idea was in the

article “About opening the second-degree schools at women’s monasteries”, but the focus was on the role of monasteries in training rural clergy daughters for pedagogical activity at church parish schools (Ob otkrytii..., 1897, p. 322).

Conclusions. So, during the second half of 1890s – the beginning of the 20th century, the problems of teaching Pedagogy and pedagogical disciplines in educational institutions of the Orthodox Church were actively investigated by educators and theologians. In comparison with the middle of the 1880s – the first half of the 1890s, the range of problems, which they considered, expanded significantly and covered higher, secondary and primary schools of the Orthodox Church. The authors wrote articles to religious journals. The articles were about the tasks of pedagogical training, the content of Pedagogy and pedagogical disciplines, forms of teaching them, staffing and organizational aspects of teaching these subjects in educational institutions of the Orthodox Church. The scientists again paid attention to the problems that were interesting for educators and theologians in 1860-1870s. These were the ideas about: organization of pedagogical practice of students of theological academies, lesson as a form of organization of teaching Pedagogy and Didactics, introduction of pedagogical class in women’s schools of the Orthodox Church. In the studied period, new theoretical ideas, concerning the development of pedagogical education in church-teacher and second-degree schools, appeared. The perspectives of the further research are: revelation of organizational forms of teaching Pedagogy and pedagogical disciplines at Orthodox theological seminaries and women’s diocesan schools at the end of the 19th century – at the beginning of the 20th century.

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ИЗУЧЕНИЯ ПЕДАГОГИКИ И ПЕДАГОГИЧЕСКИХ ДИСЦИПЛИН В УЧЕБНЫХ ЗАВЕДЕНИЯХ ПРАВОСЛАВНОЙ ЦЕРКВИ: ВЗГЛЯДЫ ПЕДАГОГОВ И БОГОСЛОВОВ (конец XIX - начало XX века)

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В статье на основе анализа первоисточников и историко-педагогической литературы представлены взгляды архимандрита Виссариона, И. Андреева, Д. Брянцева, А. Гриневича, Г. Маляревского, Н. Маккавейского, П. Соколова, Н. Красовского, А. Юрикаса и других педагогов и богословов, касающиеся изучения педагогики и педагогических дисциплин в учебных заведениях Православной Церкви в конце XIX – начале XX века. Установлено, что теоретические наработки по указанным вопросам представлены в публикациях духовных периодических изданий «Богословский вестник», «Вера и разум», «Волинские епархиальные ведомости», «Народное образование», «Подольские епархиальные ведомости», «Христианское чтение», «Церковный вестник», «Черниговские епархиальные известия» и другие. Определены и раскрыты идеи педагогов и религиозных деятелей относительно задач педагогической подготовки, содержания, организационных аспектов, форм, кадрового обеспечения изучения педагогики и педагогических дисциплин в православных духовных академиях, семинариях, женских учебных заведениях Православной Церкви, церковно-учительских и второклассных школах. Установлено, что ученые вновь обратили внимание на некоторые вопросы, которые их интересовали в 60-х и 70-х годах XIX в.

Ключевые слова: *духовная академия; духовная семинария; женское учебное заведение Православной Церкви; педагогика; педагогическая дисциплина; церковно-учительская школа; второклассная школа*

ВИВЧЕННЯ ПЕДАГОГІКИ ТА ПЕДАГОГІЧНИХ ДИСЦИПЛІН В ЗАКЛАДАХ ОСВІТИ ПРАВОСЛАВНОЇ ЦЕРКВИ: ПОГЛЯДИ ПЕДАГОГІВ І БОГОСЛОВІВ (кінець XIX – початок XX століття)

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У статті на основі аналізу першоджерел та історико-педагогічної літератури представлено погляди архімандрита Віссаріона, І. Андреєва, Д. Брянцева, А. Гриневича, Г. Маляревського, М. Маккавейського, П. Соколова, Н. Красовського, А. Юрикаса та інших педагогів і богословів стосовно навчання педагогіки і педагогічних дисциплін в закладах освіти Православної Церкви в кінці XIX – на початку XX століття. Встановлено, що теоретичні нароби з означених питань представлені в публікаціях духовних періодичних видань «Богословський вестник», «Вера и разум», «Волынские епархиальные ведомости», «Народное образование», «Подольские епархиальные ведомости», «Христианское чтение», «Церковный вестник», «Черниговские епархиальные известия» тощо.

Визначено і розкрито ідеї педагогів і релігійних діячів стосовно завдань педагогічної підготовки, змісту, організаційних аспектів, форм, кадрового забезпечення навчання педагогіки і педагогічних дисциплін в православних духовних академіях, семінаріях, жіночих навчальних закладах Православної Церкви, церковно-учительських і другокласних школах. Доведено, що найбільше думок вони присвятили змісту і організаційним аспектам педагогічної освіти в навчальних закладах Православної Церкви. Дописувачі журналів висловлювалися за розширення змісту педагогічної освіти в духовних академіях і церковно-учительських школах, переструктурування навчального матеріалу з метою оптимального поєднання теоретичної і практичної педагогічної підготовки учнів семінарій, відміни деталізації семінарської навчальної програми з дидактики тощо. Встановлено, що розглядаючи питання організації навчання педагогіки і педагогічних дисциплін, вони більшою мірою зосередилися на православних вищих духовних навчальних закладах. Педагоги і богослови висловлювалися за віднесення педагогіки до церковно-практичного відділення духовних академій, заснування педагогічних відділів чи товариств, розділення кафедри педагогіки та пастирського богослов'я, уведення окремої кафедри дидактики в вищих духовних навчальних закладах. З'ясовано, що науковці знову звернули увагу на деякі питання, що становили науковий інтерес для педагогів і богословів у 60-х і 70-х роках XIX ст.

Ключові слова: *духовна академія; духовна семінарія; жіночий навчальний заклад Православної Церкви; педагогіка; педагогічна дисципліна; церковно-учительська школа; другокласна школа.*