

УДК 374.7.091

DOI 10.11603/m.2414-5998.2021.3.12612

N. O. Fedchyshyn¹ORCID <https://orcid.org/0000-0002-0909-4424>

ResearcherID Q-5422-2016

Scopus Author ID 5720283382

N. I. Yelahina¹ORCID <https://orcid.org/0000-0002-5423-8327>

ResearcherID Q-4615-2016

Scopus Author ID 57217651019

O. O. Shevchuk¹ORCID <https://orcid.org/0000-0003-2473-6381>

ResearcherID B-5259-2016

Scopus Author ID 55915913100

O. A. Makovska²¹*I. Horbachevsky Ternopil National Medical University*²*Kyiv National University of Technologies and Design***OLD AGE AS A PEDAGOGICAL PROBLEM****Н. О. Федчишин¹, Н. І. Єлагіна¹, О. О. Шевчук¹, О. А. Маковська²**¹*Тернопільський національний медичний університет імені І. Я. Горбачевського МОЗ України*²*Київський національний університет технологій та дизайну***СТАРИСТЬ ЯК ПЕДАГОГІЧНА ПРОБЛЕМА**

Abstract. The article deals with the substantiation of the theoretical and methodological principles of the old age phenomenon. It has also been analyzed positive and negative stereotypes related to aging and old age in the aspect of intergenerational relations. The characteristics of the phenomenon of old age, content, forms of attitude to the elderly are considered. This is important at the level of personal development, rational interaction of generations, no less important are the social and economic aspects. This issue gained special importance at the beginning of the XXI century, when the elderly found themselves in the position of social outsiders, and that was important both for society as a whole and for each person. The importance of addressing the topic is substantiated, as the development of many aspects of social life has led to a significant increase in the number of elderly people, and the ratio between workers and retirees has caused concern among economists. The attention is paid to the fact that demographic change, which means that our society continues to age and the prevailing view that the old man is no longer needed, it is emphasized the importance of recognizing the strengths of old age and their use.

Key words: gerontopedagogy; aging process; elderly person; preparation of the younger generation.

Анотація. У статті зроблено спробу обґрунтувати теоретико-методологічні засади феномену старості. Проаналізовано позитивні та негативні стереотипи, які пов'язані зі старінням і старістю в аспекті відносин між поколіннями. Розглянуто характеристики феномену старості, змісту, форм ставлення до людей похилого віку. Це має значимість на рівні особистісного розвитку, раціональної взаємодії поколінь, не менш важливими є соціально-економічні аспекти. Особливої ваги ця проблематика набрала на початку XXI ст., коли люди похилого віку опиняються на позиції соціальних аутсайдерів, а це має значення як для суспільства в цілому, так і для кожної людини. Обґрунтовано значущість звернення до теми, оскільки розвиток багатьох аспектів соціального життя обумовив значне зростання кількості людей похилого віку, а співвідношення між працюючими і пенсіонерами викликало тривоги економістів. Звернено увагу на демографічні зміни, які означають, що наше суспільство продовжує старіти, і переважання думки, що стара людина більше не потрібна, зацентровано увагу на важливості визнання сильних сторін старості та їх використання.

Ключові слова: геронтопедагогіка; процес старіння; людина похилого віку; підготовка підростаючого покоління.

Introduction. In the process of social workers' professional training considerable experience has been gained in working with the elderly. The number of specialized institutions is constantly growing, the quality of their work is gradually improving. However, the researched problem has a number of pedagogical

aspects. First of all, it is an individual perception of the aging process, preparation of the individual for the final stage of life, rational use of time, normalization of relations, cycle planning, overcoming the fear of death. Meanwhile, the process of purposeful preparation of the younger generation, starting from preschool institutions, to the positive perception of the elderly, understanding of their problems, willingness to help, respect becomes especially important.

The aim – is the substantiation of the old age phenomenon and the analysis of the positive experience related to elderly people.

Theoretical framework. The problem of old age, death, mourning remains the least studied in pedagogical theory and in pedagogical practice is characterized by the everyday level of solution. The solution of the researched questions actualizes the necessity of interaction of ethnopedagogy, religion, philosophy, sociology, psychology, biology, pedagogy, etc. for a systematic assessment of the issue, the development of appropriate special training courses for higher education institutions, as well as for the promotion of relevant knowledge among people who are approaching old age and completing the life cycle [1, 4].

Comparative studies play an important role in this issue. Carrying out comparative research (according to a single plan, by groups of specialists representing different countries) will help to identify patterns, enrich pedagogical science and practice, and help people solve difficult problems of life and death.

Gerontology as a science of the laws of human aging has long taken its certain place. However, there was no such a mass interest in this issue before. There are several reasons for this.

The growth of the level of education, the level of culture every year will increase people's attention to the quality of their lives at different stages of development. The more complex the system, the more it cares about its self-preservation. The humanities, from pedagogy to philosophy and sociology, are paying more and more attention to personal problems. Gradually, definitions in which "formation" dominates, one-sided influence on society of man and other mythologies are dying out. The holistic approach, the personal approach, the idea of continuous development from the prenatal period to death prevails.

The founder of pedagogical gerontology can be considered Ya. A. Komens'kyy. In the first half of the XVII century he singled out the school of old age in an age-old periodization the first time in the history of mankind. Emphasis was placed on the issues of the fi-

nal stage of life, in particular the fear of death, the need for a dignified completion of the life cycle.

Termination of a professional career entails radical changes in all spheres of life of an elderly person. The "shock of resignation" also affects mental processes i. e. thinking, memory, attention, which do not receive the full load they had before. Changes in the social environment, which often comes down to narrowing the circle of communication in old age, loss of their social role, change in society, often accompanied by a decrease in material security – all this has a negative impact on the psyche and health of the elderly.

Experts O. Kovalenko, V. Rybalka, A. Shamne, A. Vykhreshch, Yu. Yepak [3, 5–7] note the dependence of the mental and somatic state of the elderly on a number of factors. The loss of ability to control events, to make decisions, to participate in common life is negatively affected by a decrease in the number of personal contacts in the family. If an elderly person has the ability and desire to plan his future, builds plans and tries to implement them, responds to difficulties constructively, without delegating his powers to the immediate environment, then his physical condition is usually more prosperous.

"People who plan their lives in retirement, often perceive resignation as a release from social restrictions, prescriptions and stereotypes of the working period" [2, p. 381].

In the changed conditions new opportunities and abilities which were hitherto not demanded open. Interest in the details, even the little things of life is awakening. Such retirees come to the circles of cutting and sewing, enthusiastically grow new varieties of plants in their gardens, learn new roles for their mother-in-law, father-in-law, grandfather and grandmother.

It is noted that the interests seem to be closed through generations consequently for retirees the best in communication are preschoolers and boys (girls). A similar pace of speech and movement is related to preschoolers, and children's creativity is of interest. For young people, the elderly are a source of life wisdom, not abstract, but specifically embodied in their own lives. But for such interaction it is necessary to have a conscious philosophy of life i.e. intelligence which allows an aging person to treat the results of their work, their efforts as a thing of the past, that is, to see in them both absolute and relative value.

It is very important to help an elderly person to expand their life context, to find a social application for this group. They are ready to teach, but not everyone knows how to do it. The way out can be very simple,

it is necessary to have more frequent communication, even on the phone, they always have something to tell, not to ironize on new hobbies, but to understand why they are fond of it, to support in this endeavor.

In the special literature [6, p. 77] there is evidence that in not very old people (up to seventy years) a sudden sharp decline in intelligence is a harbinger of rapid death.

Researchers are not yet unanimous as to which intellectual functions are deteriorating in the first place, but the phenomenon of the “last recession” is one of the prognostic signs of approaching the end of life. “The model of the recent recession states that a person maintains the same level of behavior, and only in the last months before death, his abilities noticeably deteriorate, as if his intellect “shrinks” sharply in preparation for death” [5, p. 53].

The literature on gerontology (the science of old age) provides numerous examples of how “organizing a creative and fruitful evening of life” helps to maintain an active state of the elderly. However, it emphasizes the fact that “smart people live longer”. This is how the relationship and interdependence is formulated i.e. a smart (thinking) person strives to stay active as long as possible. And not always activity is connected with strong physical health, it is known that most often the person with a serious physical illness amazes all with the viability and fruitful activity.

On the other hand, hyperactivity, dictated by the rejection of aging, which is often associated with the fear of expecting the devastating effects of age on health, also has an adverse effect on the life of the elderly. The desire for integration becomes optimal - when one activity becomes impossible, there is another; there is a reasonable limit to what is done, and many older people give up responsibility in exchange for a sense of security. In the case when it is associated with immersion in your inner world, as the ability to perceive external events weakens, a new kind of creativity is observed.

If a person is reasonable in limiting his capacity in old age, capable of creativity, capable of “summing up”, the well-being of this elderly person is much better than those who live only on radio and television and do not spend energy on creative activities.

The paradox of the modern sciences of the humanities is manifested in the fact that they mostly brilliantly explain all issues until it comes to man. As soon as a person “appears” with his biological, social, individual problems, science begins to move to the level of scientific similarity, avoiding simple and clear answers to complex questions. Old age is no exception. The first problem that inevitably arises is to determine the on-

set of aging. It could be said that we begin to age from the first day after birth, but it will be more of a literary thesis. To solve this problem, it is advisable to consider several factors. The individual features of aging are obvious. After all, you can often see a forty-year-old man, tired of life, who not only morally, emotionally, but also physically resembles a representative of the aging generation and a 60-year-old sports fan. But the recipe and wishes that you just do not have to age, deserves the attention of experts in gerontology.

It is important to have a certain social norm for counting old age. A unified indicator could be the beginning of retirement age, which partly takes into account such indicators as life expectancy, health status, level of social protection, national traditions. Since this age is different in each European country, and in the US the pension is not provided at all, it may be worth using the average figures. There is a problem, if you follow this criterion, the different beginning of retirement age for women and men. We can say that on average women age faster, but live longer. In our opinion, in modern conditions, a kind of psychological beginning of the transition to old age is 60 years. The thesis that went “seventh decade” at the level of consciousness and sub-consciousness inevitably necessitates the summing up of previous lives, correction of life plans, self-esteem, preparation for the end of professional career, readiness to change status, concern for health, and others. Understanding the conditionality of the division, we think that this period ends in 70 years. The average age of 70–80 years is characterized by a gradual decrease in vitality and physical capabilities, cessation of professional activity, loss of loved ones. Late old age begins at age 80 and ends in death [3, p. 16].

The pedagogy of old age has another little-studied aspect. It is about the suicides of the elderly. The scale of the tragedy is confirmed by the statistics of the World Health Organization, according to which suicide is committed every 40 seconds, 800 thousand people voluntarily kill themselves every year. This is the most common way people over 70 die. Men are three times more likely than women to commit suicide. The primitivism of the proposed preventive measures is striking. Having set an ambitious goal to reduce the number of suicides by 10 % by 2020, instead of deep social, psychological and pedagogical programs, restricting access to firearms and toxic chemicals is considered a panacea. Obviously, when the decision is made, the remedy will be found. It is important to understand the causes of the phenomenon. Generalization of literature sources allows us to name among the

main causes loneliness, poverty, depression, pain, lack of purpose, alcoholism and others.

It is worth paying attention to one interesting feature. Theoretical aspects of the problem of old age and death prevail in European pedagogy. There are relatively few specific methodological findings that deserve special attention. It is essentially necessary to have methodical manuals on the researched problem. The school program deserves attention, which included four areas such as meetings with a beautician, physical exercises for participants; exchange of experience, joint activities, preparation of a puppet show; acquaintance with the technology of children's free time (games, games aimed at language development, toys for the Christmas tree, drawing Easter eggs, children's literature, art of storytelling, motor music, group games); mastering the psychology of children (preschool child development, values in education, communication in the family, good touch, activities in difficult situations, first aid, children's nutrition).

At all levels, it is necessary to begin to change the assessment of old age in society. Clumsy attempts by economic losers to explain the main threat from the growing number of retirees (by the way, they have been earning their meager pensions for a long time), can have such consequences that the unconfirmed experience of Sparta will seem amusing. If the status of "rector's advisor" is used, though not always, why not expand this list of mentorships for teachers, lecturers, and finally all specialties. This would not only prolong the lives of older people, but would also have a significant economic effect. It is no coincidence that the world community values the experience of "seniors" so much.

It should be emphasized that a qualitatively new level of professional training of social workers, coordination

of efforts among pedagogical and medical educational institutions is a requirement of time. It is also necessary to integrate the efforts of representatives of various sciences in order to solve these problems with the help of international conferences, under the auspices of UNESCO.

As a positive fact, we should note the attention to the issue of old age at the international level. Suffice it to mention the International Day of Older Persons (October 1), a number of documents at the level of the UN and the International Health Organization, the original program on cities friendly to the elderly (2002), international conferences. Universities of the third age are becoming more and more popular, programs aimed at raising the level of information culture of the elderly, including communication via the Internet, computer games.

Conclusions and Prospects for Research. The pedagogy of old age should become the logical conclusion of textbooks on pedagogy of the new generation, in andragogy, which is a complex and controversial process of formation in Ukraine. The problems of aging, mourning, and death must find a proper scientific substantiation, using the achievements of geriatrics, sociology, psychology, and philosophy. A series of monographic studies on the problem of old age in the history of pedagogy, pedagogy, world religions, philosophy, psychology is needed. The pedagogy of old age can focus on the following issues: the role of the elderly in society, individual characteristics of aging, intergenerational conflict, creative abilities of the elderly, phobias, stress, information culture, communication, opportunities for development, completion of the life cycle and others.

List of literature

1. Антонов В. М. Гендерно-статева акмеологія / В. М. Антонов. – Одеса, 2016. – 128 с.
2. Антонов В. М. Освіта та наука – як рушій сталого розвитку творчого гендерного потенціалу акме-особи / В. М. Антонов, Ю. В. Антонова-Рафі. – К., 2017. – 564 с.
3. Вихрущ А. В. Педагогіка старості в контексті персонології / А. В. Вихрущ // Освіта дорослих: теорія, досвід, перспективи. – 2015. – Вип. 1. – С. 15–31.
4. Гладкова В. М. Основи акмеології : підручник / В. М. Гладкова, С. Д. Пожарський ; М-во освіти і науки України. – Л. : Новий Світ-2000, 2011. – 320 с.

5. Коваленко О. Теоретичні та методичні засади професійної підготовки майбутніх психологів із соціальної психології старості / Олена Коваленко // Педагогіка і психологія професійної освіти. – 2019. – № 1. – С. 38–45.
6. Рибалка В. Психологічна профілактика суїцидальних тенденцій проблемної особистості / В. Рибалка. – К. : Шк. світ, 2009. – 128 с.
7. Шамне А. В. Уявлення про старість і ставлення до неї в юнацькому віці / А. В. Шамне, Ю. І. Євпак // Humanitarian studios: Pedagogics, Psychology, Philisophy. – 2018. – Vol. 9, No. 5. – P. 78–85.

References

1. Antonov, V.M. (2016). *Genderno-stateva akmeologiya [Gender and sexual acmeology]*. Odesa [in Ukrainian].
2. Antonov, V.M., & Antonova-Rafi, Ju.V. (2017). *Osvita ta nauka – yak rushiy staloho rozvytku tvorchogo gender-noho potencialu akme-osoby [Education and science – as a driver of sustainable development of creative gender potential of the acme-person]*. Kyiv [in Ukrainian].
3. Vyhrushh, A.V. (2015). *Pedahohika starosti v konteksti personolohiy [Pedagogy of old age in the context of personology]*. *Osvita doroslyh: teoriya, dosvid, perspektyvy – Adult Education: Theory, Experience, Prospects*, 1, 15-31 [in Ukrainian].
4. Gladkova, V.M., & Pozharskyi, S.D. (2011). *Osnovy akmeolohii [Fundamentals of acmeology]*. Lviv: Novyj Svit-2000 [in Ukrainian].
5. Kovalenko, O. (2019). *Teoretychni ta metodychni zasady profesijnoi pidhotovky maibutnih psyholohiv iz socialnoi psyholohii starosti [Theoretical and methodological principles of professional training of future psychologists in social psychology of old age]*. *Pedagogika i psyhologija profesijnoi osvity – Pedagogy and Psychology of Vocational Education*, 1, 38-45 [in Ukrainian].
6. Rybalka, V. (2009). *Psyholohichna profilaktyka suit-sydalnyh tendencyi problemnoi osobystosti [Psychological prevention of suicidal tendencies of a problem personality]*. Kyiv: Shk. svit [in Ukrainian].
7. Shamne, A.V., & Jevpak, Ju.I. (2018). *Uiavlennia pro starist i stavlennja do nei v yunackomu vitsi [The idea of old age and attitude to it in adolescence]*. *Humanitarian studios: Pedagogics, Psychology, Philisophy*, 9(5), 78-85 [in Ukrainian].

Received 03.09.21
Recommended 14.09.21

E-mail address for correspondence: fedushunno@tdmu.edu.ua