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**THE PHENOMENON OF  
IVAN BABYCH'S EDUCATIONAL  
INFLUENCE**

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***Анотація:** На основі аналізу біографічних даних та свідчень сучасників про відомого перекладача, педагога Івана Бабича розкрито виховний вплив його особистості.*

***Ключові слова:** Іван Бабич, особистість викладача, виховання, виховний вплив.*

An important aspect of the study of the biographical world of the Ukrainian translator of French origin, teacher, and polyglot Ivan Babych, is the educational impact of his personality on his students.

The Ukrainian biographer L. Buriak rightly noted that the space of a talented person is a depth, diving into which a researcher always finds out the hidden pearls. Each of them is an invaluable finding, because it can not only supplement the already existing biographical reconstructions, but also cardinally change them. Once unobserved facts or the unknown ones as well as evidences, considerations, and reflections all of a sudden begin to play the key role in restoring the holistic picture of a person's biographical life, confirming the variability and flexibility of a biographical reconstruction [1, p. 67–68].

We consider the phenomenon of Babych's educational influence to be the part of his pedagogical activities, without which any reconstruction of the image of a senior lecturer of the Foreign Languages Department of Poltava V. G. Korolenko State Pedagogical Institute (PSPi) would be incomplete and half-finished.

The review of pedagogical studies [2, 5] made it possible to determine that that educational influence is a process of educators' and students' co-activities organizing and the implementation of their determined actions aimed at changing the



psychological characteristics of educational influence (such as, for example, motivation, needs, attitudes, values and personal traits etc.). So, the behaviour restructuring in view of the characteristics of a particular historical period helps to research the real social conditions and challenges together with the ways of personality's adaptation to them. The content of educational influence, hence, is connected with attitudes, views, beliefs, principles and behaviour style which an educator wants to make directly or indirectly on another person – a student. This personal content is implemented in certain forms of academic and personal communicating with students [2].

Particularly, the colleagues' memoirs about I. Babych as a higher education institution lecturer, convinced that over the years his creative and academic activities have flowed in interaction and harmony, increasing both in the sophistication of the literary style and in pedagogical skills [3].

As a matter of fact, I. Babych's attitude to his students based on humanistic ideas, the desire to facilitate, to motivate the learners to acquire understanding of the French language and culture not by words but by deeds and actions, is becoming especially relevant nowadays. In this regard, we consider the phenomenon of I. Babych's educational influence to be inseparable from the intellectual space of the lecturer.

According to L. Danyiuk, Ivan Babych's intelligence was manifested even in the fact that he was fluent in French, Ukrainian, English, German, Polish, Russian, he could read and communicate in many other European languages not only in the linguistic sense, but first of all, in the cultural sense. Both the colleagues and the students admired of the richness of his knowledge and interests [4, p. 56].

However, knowledge in itself cannot be considered an educational factor without human content. The investigated archival sources contain the information that I. Babych enthusiastically used the full range of his inner world in educational practice. He initiated radio lectures in foreign languages in the halls of residence, he personally corrected student materials, and trained the reporters who not only informed



the peers about the events at the institute, but also recited poems in several foreign languages, sing songs etc.

The future teachers of Physics and Mathematics, Chemistry and Biology were involved in learning an optional course of technical translation. It attracted those who had to defend their diploma papers in a foreign language (paradoxically, but in the odious “Iron curtain” period, in contrast to the current time of widely declared European aspirations and entering the common space of education, foreign language training at the PSPI lasted during four or five years of study (depending on the specialty) and ended up with a state exam or defense of a diploma project in a foreign language) [6].

It was especially important to create conditions for the entry of the personality of the future specialist into the culture of translation in the educational environment of higher education institution. I. Babych founded a circle of technical translation, he also headed the organizing committee of the literary translation competition (the event was held in two categories: prose and poetry) [4, p. 21]. The lecturer always tried to ensure that every one acquires the capacity to express himself through a foreign language. It was an effective way to stick a young person to the values of the foreign language culture in the broad sense of it, which is not reducible to a narrow professionalization.

As a tutor, he organized a varied educational projects for his student group, trying to take into account not the dominated ideological line, but the young people’s real interests [5]. In light of this kind of understanding of the young minds, it is important to note that, by his way of facilitative teaching, behaviour and attitude Ivan Trokhymovych motivated the students’ creativity both in academic and in extracurricular activities. He tried to make an educational environment in which the conditions arise for the many-sided introduction of students to French culture as well as for team building. It was a form of recognition of students’ life experiences value, their opinions, and their point of view as an equal point of view of their lecturer.

Thus, I. Babych’s humanistic orientation, his desire to involve students in the interesting, informative, creative activities,



non-violence approach, recognition of the individual's uniqueness as the values, which are not affected by time and place, can be considered among the factors of his educational influence.

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**Summary:** *Based on the analysis of biographical data and the contemporaries' memory discourse about the famous translator and university lecturer Ivan Babych, the educational influence of his personality is revealed.*

**Keywords:** *Ivan Babych, upbringing, educational influence.*