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**TEACHING MORAL THEOLOGY AND PASTORAL THEOLOGY IN
MODERN HIGHER THEOLOGICAL EDUCATIONAL INSTITUTIONS
IN UKRAINE: USE OF THE BEST PRACTICES
OF THE 19TH CENTURY – THE BEGINNING OF THE 20TH CENTURY
AND INNOVATIONS**

Based on the analysis of the curricula, educational and professional training programs for students, timetables, descriptions of educational and methodical support, characteristics of staff and other information presented on official websites of modern Orthodox theological seminaries, academies, universities and institutes of Ukraine, the author has revealed the peculiarities of teaching Pastoral Theology and Moral Theology in these institutions. The traditions and innovations in teaching these subjects have been determined.

The essence of Moral Theology as Orthodox Christian doctrine about morality and theological educational discipline has been revealed in the article. Besides, Pastoral Theology has been considered to be a subject and a science about moral qualities and obligations of pastor of the Church. It has been determined that modern Orthodox seminaries provide education not higher than bachelor's degree, and theological academies, institutes and universities provide education for mainly bachelor's and master's degrees. It has been found that in these institutions Moral Theology and Pastoral Theology were compulsory subjects which may be called similarly to the corresponding branch of Theology or be presented with slightly modified names.

It has been proved in the article that rethinking the theological heritage of the times of the Russian Empire is the basis of educational literature on Pastoral Theology and Moral Theology, published in the 20th century – at the beginning of the 21st century. The author emphasizes on active use of manuals, textbooks, articles and monographs, which are dedicated to the problems of the indicated branches of Theology and dated back to the 19th century – the beginning of the 20th century (works of Antony (Amfiteatrov), V. Pevnytskyi, P. Soliarskyi and others), in the learning process of modern higher theological educational institutions. It has been determined that at the beginning of the 21st century in these institutions students and lecturers use such additional literature on Pastoral theology as “Pastoral Theology” by Archbishop Anthony (Khrapovytskyi), “Pastoral Theology” of Bishop Veniamin (Milov), “About Pastoral Service according to St Apostle Paul” of Metropolitan Varfolomey, “Priest's Handbook”,

“Pastoral Theology in Russia in the 19th century” by Hieromonk Inokentiy. The traditions and innovations in organization of students’ research work in modern higher theological educational institutions have been outlined in the article. The author presents the list of organizational forms of teaching Pastoral and Theology and Moral Theology in academies in the 19th century – at the beginning of the 20th century as well as in the higher theological educational institutions which function nowadays.

Key words: *higher theological educational institution, Pastoral Theology, Moral Theology, research work, educational and methodical support.*

Вихрущ В. О. Навчання морального богослов’я та пастирського богослов’я в сучасних духовних закладах вищої освіти України: застосування напрацювань ХІХ – початку ХХ століть і нововведення. У дослідженні на основі аналізу навчальних планів, освітньо-професійних програм підготовки здобувачів освіти, розкладів занять, описів навчально-методичного забезпечення, характеристик кадрового складу та іншої інформації, представленої на офіційних сайтах сучасних православних духовних (богословських) семінарій, академій, університетів та інститутів України розкрито особливості викладання пастирського богослов’я та морального богослов’я в означених закладах. Визначено традиції та новації у навчанні цих предметів.

У роботі розглянуто сутність морального богослов’я як православно-християнського вчення про моральність і богословської навчальної дисципліни. Схарактеризовано пастирське богослов’я як навчальний предмет і науку про моральні якості та обов’язки пастиря Церкви. Визначено, що сучасні православні семінарії надають освіту не вище бакалаврського рівня, а православні академії, інститути, університети – переважно бакалаврського і магістерського рівня. Встановлено, що в означених закладах вищої освіти викладаються моральне і пастирське богослов’я в якості обов’язкових предметів, які можуть називатись аналогічно відповідній галузі богослов’я або бути представленими з децю модифікованими назвами.

У статті доведено, що переосмислення богословської спадщини часів існування Російської імперії є підґрунтям навчальної літератури з пастирського та морального богослов’я, що побачила світ у ХХ – на початку ХХІ століття. Звернена увага на активне застосування у навчальному процесі сучасних закладів посібників, підручників, а також статей і монографій, присвячених питанням означених галузей богослов’я, що датуються ХІХ – початком ХХ століття (праці Антонія (Амфітеатрова), В. Певницького, П. Солярського та інших). Установлено, що в закладах духовної освіти початку ХХІ століття активно використовуються в якості додаткової літератури з пастирського богослов’я такі роботи, як: «Пастирське богослов’я» архієпископа Антонія (Храповицького),

«Пастирське богослов'я» єпископа Веніаміна (Мілова), «Про пастирське служіння за св. Апостолом Павлом» митрополита Варфоломея, «Настільна книга священнослужителя», «Пастирське богослов'я в Росії в XIX столітті» ієромонаха Інокентія. Висвітлено традиції і новації в організації навчально-дослідної роботи вихованців сучасних вищих духовних шкіл. Представлено перелік форм організації навчання пастирського богослов'я та морального богослов'я в академіях XIX – початку XX століття, а також у вищих закладах духовної освіти, що функціонують сьогодні.

Ключові слова: *духовний заклад вищої освіти, пастирське богослов'я, моральне богослов'я, навчально-дослідна робота, навчально-методичне забезпечення.*

Introduction. Owing to the processes of religious and spiritual revival of Ukrainian society, there has been an increase in scientific interest in various aspects of the activity of the Orthodox Church. Orthodoxy plays an important role in the restoration of Ukrainian national traditions, spirituality, morality and mentality of the Ukrainian people.

Theological educational institutions have a positive effect on the general moral state of Ukrainian society, since they relay the values of Orthodox Christian morality. Theological and secular higher educational institutions, having different directions, perform a common function of training their students, as well as public, moral and patriotic education, involving citizens in comprehension of deep layers of national culture, spiritual development of the individual and society.

Important spheres of activities of modern theological higher educational institutions are theological training, ensuring religious and moral impact on the population, and providing pedagogical education to their students. In this regard, it is necessary to study traditions rooted in the 19th - at the beginning of the 20th century, and innovations in teaching moral and pastoral theology in modern theological institutions of higher education in Ukraine.

Aim and tasks. The aim of the study is to reveal innovations in teaching Moral Theology and Pastoral Theology in modern Orthodox higher theological educational institutions and to detect their use of the best practices in teaching these subjects in the similar institutions, which functioned in the 19th century – at the beginning of the 20th century.

The tasks of the study are the following: to reveal the essence of Pastoral Theology and Moral Theology as branches of Orthodox Theology and subjects of theological institutions; to analyze the process of teaching Moral Theology and Pastoral Theology in modern higher theological educational institutions in Ukraine; to compare the process of teaching Moral Theology and Pastoral

Theology with organization of teaching these subjects in the similar educational institutions which functioned in the 19th century – at the beginning of the 20th century; to determine the traditions and innovations in teaching these subjects.

Research methods. During the scientific search, a complex of research methods was used: general scientific methods (analysis, synthesis, comparison, systematization, etc.) to summarize source materials that reveal the problem being studied; comparative-historical method, which made it possible to identify the features of the development of content, forms, staffing and educational-methodological support for teaching moral and pastoral theology in modern Orthodox spiritual (theological) higher educational institutions in comparison with those that functioned in the 19th century – at the beginning of the 20th century.

Research results. Moral Theology and Pastoral Theology are important components of education in higher theological educational institutions. Moral Theology is Orthodox Christian doctrine about morality and a theological discipline that was actively studied in Orthodox theological academies and seminaries in the 19th century – at the beginning of the 20th century. At the modern stage of development of higher theological school, it is also included in the content of education. Moral Theology looks upon moral consciousness and human behaviour in the light of the truths of Divine revelation – dogmas of the Fall, Incarnation, atonement, salvation etc.

The subject of Moral Theology is mainly determined by understanding of the relationship of dogma and morality, hierarchy of correlation of dogmatic and moral truths. In theological literature there are four points of view on the subject of Moral Theology and method of systematization of moral-theological knowledge. Christian morality is considered and taught: 1) in terms of the doctrine of virtue and sin as the opposite of it; 2) in terms of the idea of the Kingdom of God; 3) in terms of the doctrine of salvation; 4) in terms of the requirements of the moral law of God and moral obligations arising from it.

The study of Christian morality in terms of the doctrine of virtue and sin as the opposite of it is the most spread. Moral Theology is based on the supernatural nature of morality, the content of which is determined by God and is inherent in man as an inborn need in the form of a moral law. Hence, there is conclusion about universality of religious norms of morality, their eternity and immutability. At the same time, to justify the existence of evil on earth, Christianity leaves man free will: the ability to act in accordance with moral law or contrary to it. So, people do good by the command of God and they do evil on their own intentions; all good is from God and all bad is from man himself.

Pastoral Theology is educational theological disciplines and theological science about moral qualities and obligations of pastor of the Church, about rules, norms and methods of pastoral service. The latter means pastors' service by preaching the word of God, performing sacraments and "reconciliation of sinners with God by parental control".

Though the beginning of systematization of the doctrine of pastoral dates back to the times of Charles the Great, even at the modern stage this science is not developed enough yet. There is no single understanding of the subject of the science. Based on the study of theological literature (Bishop Veniamin (Milov), Archbishop Anthoniy (Khrapovytskyi), N. Konovalov), the following definitions of the subject of Pastoral Theology are presented:

- pastor and pastoral care, pastoral service as divine gracious service in the Church of Christ (I. Milov);
- explanation of the life and work of pastor, who revives congregation spiritually by the grace of God, and description of laws of spiritual-gracious revival of pastor (Archbishop Anthoniy (Khrapovytskyi));
- pastorate of Christ the Savior (A. Solertinskyi);
- rules and instructions, which provide successful pastoral service in the Church of Christ and use of the Christian religion for the purpose of saving people (Archimandrite Antony (Amfiteatrov));
- pastor's obligations (Archbishop Kyryl (Naumov));
- pastoral asceticism (N. Konovalov).

Nowadays, Pastoral Theology is focused on pastor's activities, his personality, qualities, vocation, training and possible temptations, art of pastoral service and care, spiritual guidance of parishioners, tasks that arise in the way of pastoral service and are connected with pastor psychoanalysis, pastor psychology and different pastor problems.

The Greek word "pastor" is interpreted as "the one who feeds, protects and directs the flock". The tasks of his activities are to take care of weak and defenceless people and to have educational influence on them. Pastor helps to understand the Scriptures, approves the rules of piety and protects against destructive doctrines.

These subjects are taught in all modern Orthodox theological educational institutions as separate educational disciplines. Let us reveal the peculiarities of teaching them in Orthodox seminaries (educational institutions which provide education only for bachelor's degree) and then in Orthodox academies, institutes

and universities (educational institutions which provide education for bachelor's and master's degree).

In seminaries the content of Moral theology and Pastoral Theology is mainly based on the achievements of theologians of the 19th century – the beginning of the 20th century. For instance, in order to do independent work on Pastoral Theology, students were offered to study the textbooks and manuals by Veniamin (Milov), Archimandrite Cyprian (Kern), Archbishop Anthony (Khrapovytskyi) and others. These works were published in the 20th century – at the beginning of the 21st century, and to some extent they are the result of rethinking the theological heritage of the days of the Russian Empire. Bishop Veniamin, like the authors of the textbooks and manuals of the 19th century, is mostly based on the works of John Chrysostom, Basil the Great, Gregory the Theologian and some other Church Fathers. Besides, the bishop uses the works of domestic theologians of the 19th century and focuses on works of Archimandrite Antony (Amfiteatrov) and V. Pevnytskyi, the scholars of Kyiv Theological Academy (Veniamin, 2019).

Research work was a compulsory part of theologian's training in Kyiv Theological Academy in the 19th century – at the beginning of the 20th century. It included writing graduation theses as final works. Students had right to choose the subject they wanted to write theses on and the theme. These works concerned almost all subjects, which were taught in the academy, and Moral Theology and Pastoral Theology, in particular (Tverdokhlib, 2019). At the same time, students of Orthodox theological seminaries were not involved in research work. Nowadays, students in most seminaries should prepare research work on Moral Theology and/or Pastoral theology. It should be noted that these are course works today, not final works. For instance, in Rivne Theological Seminary students should write a course work on a cycle of theological disciplines (Osvitno-profesiina prohrama pidhotovky bakalavra RDS, 2019).

So, the traditions of organization of students' education in theological schools in the 19th century – at the beginning of the 20th century have significant influence on educational practice of modern Orthodox theological seminaries.

In modern Orthodox theological academies, universities and institutes, like in higher theological schools in the 19th century – at the beginning of the 20th century, much attention was paid to teaching Moral Theology and Pastoral Theology (Navchalnyi plan na 2019/2020 navchalnyi rik, 2019; Rozklad lektsiinyh zaniat u KPBA na II semestr 2019 / 2020 navchalnyi rik, 2019; Navchalno-metodychne zabezpechennia dlia pidhotovky bakalavriv za spetsialnistiu Bohoslovia, 2019). Only some theological educational institutions

slightly modify the names of these subjects at the second level of higher education. For instance, such a subject as Topical Issues of Pastoral Theology is taught to students for master's degree in the fourth term in Kyiv Theological Academy (Vykladatskyi sklad, 2019).

Lectures, seminars, practical classes and students' independent work are the main forms of teaching Moral Theology and Pastoral Theology in modern Orthodox theological academies, universities and institutes. The independent work means writing and defence of essays by students as well as making notes of works (monographs and articles) of famous theologians. The final control is organized in the form of modular control works, tests and exams. Introduction of tests and modular control in test form indicates the impact of modern secular school (Navchalnyi plan na 2019/2020 navchalnyi rik, 2019).

In Ukrainian higher theological school in the 19th century – at the beginning of the 20th century, students did not have opportunities to gain and improve the ability to preach in churches. Only members of preaching club, which existed in Kyiv Theological Academy at the beginning of the 20th century, gave sermon in the churches in Kyiv. Nowadays, the situation has changes – and preaching practice is organized for students in some higher theological educational institutions. For example, the curriculum for bachelor's training in Kyiv Orthodox Theological Academy includes preaching-missionary practice for students in the fifth-eighth terms. Four credits are allocated for it (Navchalnyi plan na 2019/2020 navchalnyi rik, 2019). Master's students also have one credit for this practice in each term. Postgraduate students of Kyiv Orthodox Theological Academy have liturgical preaching practice in each term throughout the period of study (five credits).

Traditions of education in higher theological school in the 19th century – at the beginning of the 20th century can be traced in staffing, educational and methodological support of teaching Moral Theology and Pastoral Theology in Orthodox theological academies, universities and institutes, which function in today's conditions. Like in the period of the Russian Empire, these subjects are taught exclusively by lecturers with higher theological education. The educational literature dated back to the 19th century – the beginning of the 20th century or is based mainly on these works. For example, in Uzhgorod Ukrainian Theological Academy, 50 % of works on the list of basic literature on Pastoral Theology were published in the 19th century – at the beginning of the 20th century. Another part of educational and methodical support includes manuals “Pastoral Theology” by Archbishop Anthony (Khrapovytskyi) (1994) and by Bishop Veniamin (Milov)

(2000), article “About Pastoral Service according to St Apostle Paul” of Metropolitan Varfolomey (1952), work “Priest's Handbook” (2005) and research work “Pastoral Theology in Russia in the 19th century” by Hieromonk Inokentiy (1989). The basic literature on Moral Theology in this higher educational institutions includes works published in the 20th century (50 % of basic literature) and works published in the 19th century – at the beginning of the 20th century (50 % of basic literature). The works published in the 19th century – at the beginning of the 20th century make up half of the additional literature (Rozklad lektsiinyh zaniat u KPBA na II semestr 2019 / 2020 navchalnyi rik, 2019; Navchalno-metodychne zabezpechennia dlia pidhotovky bakalavriv za spetsialnistiu Bohoslovია, 2019).

Discussion. Pastoral Theology in retrospective was studied by archimandrite Inokentiy (Pustynskiy), M. Makkaveiskiy, V. Pevnytskyi, M. Glubokovskiy, G. Florovskiy, N. Suhova and other scholars, and Moral Theology was studied by A. Bronzov, M. Korzo, M. Olesnytskyi, K. Sutorius and other scholars. This article will help to fill a gap in development of the peculiarities of teaching Pastoral Theology and Moral theology in theological educational institutions. This gap is caused by insufficient study of the creative use of the best practices in teaching the determined subjects in the 19th century – at the beginning of the 20th century in modern theological school.

Conclusion. So, teaching staff of modern higher theological educational institutions in Ukraine use the best practices in teaching Pastoral Theology and Moral Theology of the similar educational institutions in the 19th century – the beginning of the 20th century. Nowadays, it means teaching the determined branches of Theology as separate subjects, organization of teaching them by teachers with higher theological education, use of educational literature published during the time of the Russian Empire, use of lectures, seminars, practical classes and independent work as the main forms of education. The innovations are connected with students' compulsory involvement in preaching practice, introduction of tests and modular control in test form, compulsory preparation of course papers by students.

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