

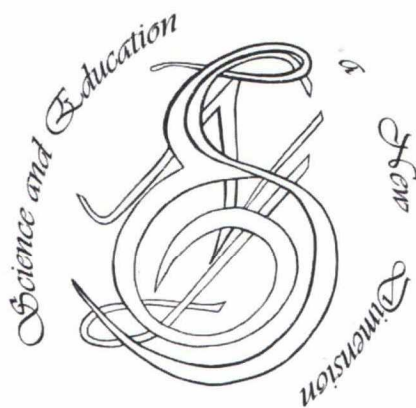
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## **Pedagogy and Psychology**



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## Ideas of education through work of preschool children in pedagogical press (50<sup>s</sup> -80<sup>s</sup> of the 20<sup>th</sup> century)

O. D. Litichenko

Department of Preschool education Borys Grinchenko Kyiv University, Kyiv, Ukraine  
Corresponding author. E-mail: o.litichenko@kubg.edu.ua

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**Abstract.** The article discusses the history of preschool education in Ukraine 50-80-ies of XX century. The value of education through work as a component of a of comprehensive development of preschool children. The attention is focused on the fact that in pedagogical process for the formation of labor activity is a means of formation of personal qualities . The influence on the development of pedagogical Pres preschool education system. Journal *Doshkilne Vychovannya* considered as the main means of dissemination and promotion of the ideas of preschool education in Ukrainian SSR

**Keywords:** preschool education, education through work, labour activity, pedagogical journal, pedagogical press.

**Introduction.** The studying of historical and pedagogical experience is an important aspect of educational development in the context of civilization changes, as generalization and interpretation of pedagogical ideas can assist appearing of new trends in searching of decision for actual tasks of modernity. Education is one of the main links in personal development. It must ensure the development of personality which is necessary for the society where a person lives.

*Doshkilne Vychovannya* is a starting point in forming of world outlook and socialization of the future generation in educational system. Scientists say that basis of social qualities are formed in preschool childhood that's why it is important to form in children effective attitude and conception of the world. All-round development includes many components of education which equally influences on establishment of personality. One of them is education through work.

Teachers and psychologists consider work as a very important activity in forming of personality of a preschool child (O. Kononko, V. Kuzmenko, M. Lisina, M. Mashovets and O. Urbanska).

Labour activity is a necessary condition of learning social and historical experience, forming of world outlook, interests, treatment of work and relations with others (V. Davydov, L. Zankov, O. Zaporozhets, V. Loginova, O. Petrovskyi and O. Usova). Attraction of children to labour activity in preschool institution and family promotes forming of the first imagination about adults' work and skills in labour, wish to work and later – the necessity in work (Z. Borysova, T. Vvedenska, V. Kotyrla, L. Poremska, L. Podolyak, U. Prykhodko and others).

Native pedagogy has a large experience in forming positive attitude to work in preschool children. An important role had the pedagogical press in popularization and spreading of theoretic achievements, advanced pedagogical experience on purpose to spread it among pedagogical community.

Scientists consider pedagogic press as an influential factor of establishment and development of educational system. From historical perspective they research the influence of periodicals on separate aspects of establishment of pedagogical ideas (G. Bygar, I. Dubinets, P. Gordii, I. Zaichenko, M. Kukhta, S. Laba) and professional development of a teacher (S. Loboda, A. Pugach, A. Onkovych). As materials of publications

always have subjective attitude, they are the source of studying of activity of such materials (N. Gupan, N. Zaichenko). Such scientists as N. Pobirchenko, N. Kolyada and N. Khmil consider that periodicals are influential means which helps in realization of state policy and scientific ideas in different educational fields.

Influence of pedagogical press on popularization of ideas of education through work of preschool children is important as the press has not only the function of the source of information but first of all it is the source of ideas. There actual problems are raised, important events and new trends in upbringing are covered.

This problem hasn't become first and foremost for modern scientific researches and hasn't got detailed lighting up in changed social and cultural conditions of the present time, despite of important theoretical and practical experience in organization of education through work of preschool children. During the last 20 years publications about theory and practice of education through work are almost missed on the pages of pedagogical press.

Specialists mention the negative influence of child excessive intellectualization and lack of attention to education through work. Insufficient covering of this question on the pages of pedagogical press has an important influence on the level of professional competence of specialists in the field of preschool education. Actuality of problem is caused by it.

**Literature Review.** Preschool childhood is the friendliest period for development of all mental processes and for creation of conceptions about the world we live in, getting of experience and formulation of moral position in life. Nowadays preschool childhood is admitting original and unique period in the life of a person in sociocultural realities of (V. Andrushchenko, L. Artemov, I. Bekh, A. Bogush, V. Bondar, G. Belenko, N. Gavrysh, O. Kononko, V. Kudryavtsev, M. Mashovets etc.). In this period basic potential important kinds of activities which are so important for his/her development are brightly expressed.

In educational process work plays the role of formation personal qualities, that's why for development of the next labour activity the first experience of a child, understanding of aims and motives of the work, formation of culture in work are very important. Child labour doesn't create neither material nor cultural values. The



result of work has only educational character. That's the pedagogical values.

The modern pedagogy identifies the concept "education through work" as a purposeful process of forming in children labour skills, honor to the adults' work and habits of labour activity.

Considering the question of treatment of the theory of education through work of preschool children in USSR Z. Borysova singles out 2 main directions:

1. The theory of question (educational possibility of child labour, its means, the influence of different kinds of labour activity for forming child moral qualities).

2. The methodic of leadership for child labour (the most reasonable system of upbringing of positive treatment of child labour, creation concepts about adults' labour) [1].

Tasks for education through work for preschool children are:

1. Forming of motivation (needs, interests, sense of duty and responsibility), positive and emotional value care of work as for form of existence and the methods of self-realization of a person.

2. Forming of the system of knowledge which is necessary for labour activity, choice of a profession, social, professional and vital self-determination.

3. Forming experience of activity, ability of using theory on the practice and ability to the creative work.

It is not enough to have only desire when we speak about a child who should like labour, he/she should acquire the technical side of the work (skills and practice) and discover for himself the nature of the work as a base of life of human society. Such generalized actions as ability to organize work, to control and check it are improved in the work. Besides specific qualities of a person such as assiduity, working capacity, habit for the regular work, necessity to be useful, to help are forming during work. Labour activity has very positive influence on the development of independence, subjectivity and creativity of a child. He/she studies to express his/her initiative influence on the thoughts and feels of others through the results of his/her labour.

Domestic pedagogy has wide experience in education in preschool children positive attitude to work. Scientists say that the main methods of approach to the problem of education through work have been changing step-by-step and purposeful. They have been also transforming from the beginning of the 20<sup>th</sup> century till nowadays (L. Artemova, Z. Borysova, G. Belenka, M. Mashovets, T. Eskova and others).

**Materials and Procedure.** Dwelling upon the historical development of education in Soviet Ukraine we should denote its inherent thorough ideas which were in touch with all social spheres and all educational fields.

S. Loboda says that Ukrainian education at the beginning of 1920<sup>s</sup> had important achievements on the way of creation of a single labour school. These achievements were based due to the efforts of previous national-democratic governments [3]. It means that during entering of Ukraine to the Soviet Union domestic scientists S. Rusova, Ya. Chepiga, T. Lubenets made treatments of methodic of education through work for preschool children.

A new period in the educational system began together with formation of young soviet country. First stages were characterized by choice experimentation of methods and means of teaching children and youth. But educational direction in 20<sup>s</sup>-30<sup>s</sup> had general labour direction because all educational areas were subordinated beginning with preschool education. This task was the result of polytechnization of education, the main task of it was forming working skills and ability to work in group. Ideas of using child labour in generally useful aims were priority, but N. Krupska, the deputy of National Commissar of Education, was definitely opposed to this idea as she stood up for childhood. She pointed out that children should get information about adults' labour, realistic conceptions about social processes. It is necessary to form positive treatment of work in them but to use child labour in manufacture for generally useful aims is inadmissible. Never mind that the main role in upbringing children was group N. Krupska said that component of a group is a personality [4, p. 232].

30<sup>s</sup>-40<sup>s</sup> in the 20<sup>th</sup> century were characterized by revision of tasks and positions of *Doshkilne Vychovannya* by confession of fallibility of some ideas (pedology), by searching of new educational means, methods and methodic of upbringing and children development. For some period we see reconsideration of new priorities of education through work. G. Belenka notes that "...a new idea has appeared to connect child labour activity with observation of adults' work and reflection of it in his/her labour activity [2, p. 330].

In 50<sup>s</sup> in the country ruined by the war the main aim of *Doshkilne Vychovannya* was supply of basic needs in nourishment and care of children and educational tasks had the secondary role. In postwar years was a tendency to lightening education through work beyond measure of moral education. It was conducive by research of psychologists and active experimental work of research institutes.

In Ukrainian SSR a new period in the system of education especially in *Doshkilne Vychovannya* was consolidated together with the law "About strengthening of connection between school and life and about the next development of educational system in USSR" (1958) and with the decision "About measures of the next development of preschool institutions, improvement of education and medical care for preschool children" (1959). In 60<sup>s</sup> passed laws and decisions became the impulse for active researches in the field of preschool education, considerable attention was exact to the education through work of preschool children.

Large amount of dissertations on the area of Soviet Union were dedicated to the question of education through work for preschool children. They had a strong hold over the development of the theory and practice of *Doshkilne Vychovannya* never minds that all of them were defended in Russian SSR. Prosperity of soviet pedagogy was in 50<sup>s</sup>-80<sup>s</sup>. A lot of methodological literature was published, specialized researchers and conferences were made, and the materials of researchers were widely printed on the pages of periodicals.

Professional pedagogical press has an important role of development and spreading of leading ideas not only among specialists but also among the public at large.



Due to investigation of the question of pedagogical press development in 50<sup>s</sup>-80<sup>s</sup> of the 20<sup>th</sup> century it was made clear that state power paid attention to the question of spreading the press. They consider the press as an important source of spreading ideas in communist society. The decree of the Central Committee of the Communist Party of Ukraine and Council of Ministers of Ukrainian SSR from 19<sup>th</sup> of June 1959 №949 is "About measures to the next development of child preschool institutions, improvement of education and medical care for preschool children". It is in the 12<sup>th</sup> paragraph said "Entrust to the editors of republic, regional, city and district newspapers, journals *Doshkilne Vychovannya*, *Radyanska Shkola*, *Radyanska Zhinka* and to others to publish regularly materials about upbringing and child health care, to light up the condition of social preschool education in cities and villages, to popularize wide the initiative of organizations, enterprises, institutions and collective farms of creation of child institutions and to improve their work, to expose their faults and obstacles in this affair". In such a way the state policy concerning preschool pedagogical press was regulated on the legislative level.

*The Chronicle of Journal Articles* was a fortnightly organ of bibliography in Ukrainian SSR where journals were assigned according to "Classification of literature in the authority of state bibliography". We have analyzed the publications which were contained in the basic branch "24. Culture. Education" and sub branch "24.9.11. Preschool Education". According to *The Chronicle of Journal Articles* (CJA)" during 1950<sup>s</sup>-1980<sup>s</sup> most of them were from professional journal *Doshkilne Vychovannya* (115-160 articles per year) and only a couple of articles per year were from other periodicals (such as *Khliborob Ukrainy*, *Fizkultura i Sport*). In fact the methodical journal *Doshkilne Vychovannya* was a single source which provided connection between scientists, practical workers and parents.

The journal *Doshkilne Vychovannya* is the main source which reflects genesis of preschool education development over a long period. As professionals of source study admit that press is a source of full value which lights up not only the chronology of events but also reflects moods, social and political relations. Tendencies, ideas and the best experience of preschool education are lighted up on its pages. Almost all the time of its existence the journal *Doshkilne Vychovannya* was the only source of dialogue between theory and practice. And only in independent Ukraine a number of editions appear which widely show the experience of pedagogues especially in all directions of development of preschool children.

The journal *Doshkilne Vychovannya* has centenary history. It was established in 1911 by Natalya Lubenets to support preschool affair and to light up ideas of preschool education separately from school ideas. The journal has become an irreplaceable assistant of the development of the field and widening of system of preschool institutions. In 1931 the journal was published under the title "For Communist Education of Preschool Children". In the time of the Great Patriotic War the journal was not

published, the last edition was in June 1941.

In the Report to the Council of Ministers Central Committee of Communist Party about preschool education in 1950 we find out a statement that the only preschool education journal in USSR was the journal *Doshkilne Vychovannya* (Russian SSR). It was published monthly 25600 of printed copies at the rate of 4 printed pages. 840 copies of the journal came to the territory of Ukrainian SSR but it was not enough taking into account that the number of preschool teachers was more than 10 000. There were no other periodicals about preschool education neither in RSSR nor in Ukraine. In connection with the urgent appeal of director of Preschool Education Department of Ministry of Education of Ukrainian SSR N. Pereverzeva, in 1951 the publication of the journal was renewed under the title *Preschool Education*. It has been publishing till now.

**Results.** Thus ideas of education through work underwent changes in connection with social transformations. On a basis of made analyses of the journal *Doshkilne Vychovannya* we distinguish a list of ideas for education through work of preschool children in 50<sup>s</sup>-80<sup>s</sup> of the 20<sup>th</sup> century: idea of uniting labour and playing activity; idea of moral education of preschool children through work; idea of training assiduity as a basic quality; idea of harmonious education through work.

**Conclusions.** The necessity of attraction preschool children to work is specified by natural abilities to work. Education through work is very important direction of child's education as all of the next life is connected with work. In educational process work is a mean of forming of personal qualities that's why for the next development of labour activity the first child's labour experience, realization of aims and motives of work, forming of culture are very important.

The idea of education through work had been treating and developing during the whole period of existence of Ukrainian SSR. Beginning with 1920<sup>s</sup> the task of politicization of education had the aim to create priority education through work in all fields of soviet education.

Influence of pedagogical press on the popularization of ideas of education through work of preschool children is important, as the press has the function not only the source of information but also the source of ideas. Here actual problems are raised; important events and new tendencies in child upbringing are lighted up. Ideas of education through work need reinterpretation and modernization according to modern conditions. Deficient lighting up of the question on the pages of pedagogical press has an important influence on the level of professional competence of specialists in the field of preschool education.

The journal *Doshkilne Vychovannya* was the one professional journal represented in Ukrainian SSR. It raised questions of preschool education field, and we can also observe all changes and redirections in preschool science, policy and practice. Perspective is studying of experience which was lighted up on the pages of professional editions and reconsideration of ideas of education through work from the perspective of modern science.

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#### Идеи трудового воспитания детей дошкольного возраста в педагогической прессе (50-е - 80-е гг. XX века)

Литиченко Е. Д.

**Аннотация.** В статье рассматривается история системы дошкольного образования в Украине 50-80-х годов XX века. Значение трудового воспитания как компонента всестороннего развития детей дошкольного возраста. Акцентируется внимание, на том что в педагогическом процессе трудовое воспитание выступает средством формирования личностных качеств. Анализируется влияние педагогической прессы на развитие дошкольного образования. Рассматривается журнал «Дошкільне виховання» в качестве основных средств распространения и пропаганды идей дошкольного образования в Украинской РСР.

**Ключевые слова:** дошкольное образование, трудовое воспитание, трудовая деятельность, педагогический журнал, педагогическая пресса.