

THE ROLE OF PUBLIC REVIEWS IN DEVELOPMENT OF RURAL PRE-SCHOOL INSTITUTIONS OF UKRAINE AND OTHER REPUBLICS OF SOVIET SPACE IN THE 60-70S OF THE 20TH CENTURY

Modern life brings new challenges to the individual. So, modern children need to be developed according to the challenges of our time. In the era of information boom, when all processes get huge acceleration, and time becomes stressful, rural child, having much more possibilities for learning environment, at the same time stays deprived of broad communication with the social environment.

Pre-school education is designed to ensure the harmony of unity with nature (From this point of view village children have great advantages over young citizens, who are being raised in urban kindergartens with reverse imbalance – enclosed space, dominance of communications, lack of direct contact with nature) and involvement to the dynamic, rapidly saturated by electronics today's world [6; 4].

It is time to adjust the national education policy, reviewing priorities. At the core of the new education policy should be assigned the priority pre-school education as the foundation for an integral system of lifelong education. In recent years, Ukraine has not only created the legal basis of functioning of the system of preschool education, but also the conditions for its development. Childhood and pre-school education gained significant legislative support – enacted laws of Ukraine “About Education”, “About general secondary education”, “About preschool education”, “About child Welfare” [6; 5].

Ukrainian preschool education in its development was on the development of its own national pedagogical principles. But in pedagogical culture of each nation we can note close mutual relations and mutual influences. Learning more about ourselves, we can assess the state of Ukrainian preschool education in comparison with the preschool education of the other nations, discover common and different features, determine the significance of the contribution of our

preschool pedagogic to the universal teaching culture, predict the prospects of its further development [7; 5].

In domestic education there are enough examples of successful organization of public preschool education in rural areas. Some aspects of the the problem we study are shown in dissertation works of T. N. Golovan', S. O. Ditkovskaya, Z. I. Nagachevskaya, S. S. Popichenko, N. P. Shevtsova and others. Having used the periodicals, archives and other publications in this article we want to show the role of public reviews in formation of rural pre-school institutions of Ukraine and other republics of Soviet space in the 2-nd half of XX-the century.

In late 60-ies of the XX century in republics of former Soviet Union All-Union review of collective and state farms for the best organization of pre-school organization took place. It was declared by Ministry of Education of the USSR, Ministry of Agriculture of the USSR, Central Committee of the Trade Union of Workers and officials of agriculture and harvesting of the USSR and magazine "Krestyanka" editorial office.

During the inspection, which lasted from 1967 to November 1, 1969, the issue of special buildings or good adaptation of existing buildings for permanent nursery-gardens were solved. Physical infrastructure of such buildings was to meet all the requirements of pre-school educational institution; with arranged and landscaped territory, well-equipped playing and fitness areas, a garden, vegetable garden, flower garden. The level of educational work in these nurseries should provide comprehensive development of children and prepare them for future schooling. Caregivers must have appropriate education and high level of special training and work diligently with children [3].

It was believed that high organizational level of the review is a matter of very necessary and important, which should provide greater transparency. Efficient result of mass public participation in the deployment and improvement of public preschool education in rural areas covered in the press and on the radio. However the idea to organize and lead the movement for the creation of kindergartens in every state and collective farms failed in some regions. Consultative Seminar, held

in Pyatigorsk in June 1970 was devoted to the conclusions of the Union review, and the discussion of radical improvement of the further development of public preschool education in rural areas. Reports and presentations were devoted to the efficacy of public preschool education in rural areas, determining the achievements and challenges. This reports showed the successful sides and shortcomings in the development of the kindergartens all over the Soviet Union, drawbacks in the strengthening of the material base of preschool institutions, establishing and improvement of educational work in them and other burning problems.

But the question of selection and training of personnel for collective preschools remained unresolved, they were still of low quality. Physical development of children, formation of their cultural behavior, instilling the love for nature and agricultural production needed an increased attention in the sense of rural preschool. The transition to the new elementary school program required that children entered the first class of a certain stock of knowledge, their language knowing level had to be high, they were to be disciplined and hardworking. Therefore it was necessary that the kindergartens visited as many children as possible, cause there, under the supervision of experienced educators, they could get necessary preparation before learning at school [4; 45].

At the conference the heads of regional executive committees, regional councils, departments of education, heads of farms, farm honored leaders of the Stavropol region, Ivanovo, Novosibirsk, Moscow region, heads of kindergartens – winners of the review, inspectors of the Ministry of Education of Moldavian, Georgian, Tajik republics shared the experience of organization the preschools in the collective and state farms. The speakers said that the costs of maintaining of the collective and state farms preschool were justified: with the opening of nursery-gardens mothers could work in producing constantly. It was also noted that teachers who work in collective preschools should be provided with benefits and they have to receive the same wages as the teachers of municipal kindergartens. The speakers also expressed wishes to ensure collective preschools with furniture and equipment for physical development and gaming activities [4; 46].

The supply of collective preschools with children's furniture was limited. In Ukraine, they were made to order collective farms at the enterprises of local industry and school workshops. First time in 1967 for collective preschools it was allocated limit the amount of which was one million rubles for the purchase of furniture [5; 5], in 1969 for collective farms it was allocated limit the amount of which was about 2609600 rubles. This was a significant breakthrough in comparison to previous years. However, the limits allocated by Gosplan of Ukrainian SSR for the purchase of furniture were enough only for new buildings and it remained very little for the replacement of the furniture in existing kindergartens [2; 5].

Engineer – economist of the Ministry of Agriculture of the Latvian SSR, N. S. Yeremeyeva, told the participants of the conference about the measures done to develop the grid of kindergartens in the collective and state farms, criticized the existing standard designs of the premises of the kindergartens, as they do not meet modern requirements and does not take into account the specificity of rural area and economic feasibility. The question of providing preschool collective and state farms with the furniture, sports and play equipment was solved positively in the Latvian SSR: it was made by specialized shops created in some collective farms. The supply with kitchen utensils and dishes and other equipment by trade organizations were taken under control of the Department of Agriculture, and the orders made by collective farms were merchandised to the full. Also N. S. Yeremeyeva told the participants about the great interest that show mothers, the toilers of agriculture, in the education of children in kindergartens, their desire to continue the work that the caregivers do with children at home, request to attract children to work more, to perform job duties.

In his speech the head of Kherson Regional Department of Education I. G. Kasyanenko talked about organizational role of educators in the development of public pre-school education of children in the Ukrainian. He focused on the active explanatory work of the employees of public education among farmers on the need of organization of kindergartens, wide popularization of the beginning of

Velykolepetysky district, which was the first one in the region to take the commitment to create permanent preschool in each collective farm. The experience of this collective farm and other farms of this region was widely covered at meetings of workers of collective farms, posters were released, for managers of farms it was organized the display of work of the best preschools. The attention of the heads of the farmers, party and Komsomol organizations, farmers were constantly attracted to the question of creation rural preschools and the adjusting of their work. As a result, in all collective and state farms in the region created regular nursery-gardens, most of which are exemplary pre-school educational institutions [4; 46].

The participants of the conference listened with great interest to the reports of the scientists on the latest topics of contemporary public preschool. Deputy Director of the Research Institute of Preschool Education of the Academy of Pedagogical Sciences of USSR T. A. Markova in her speech spoke about the scientific development of basic questions of physical, moral, intellectual and aesthetic education of preschool children, the scientific study of the problem of sensory education. Topical and based on the major theoretical and practical basis were reports of researchers of the Research Institute of Preschool Education Academy of Pedagogical Sciences of the USSR V. N. Avanesova entitled "Education and teaching of children in rural kindergartens", V. I. Dobreytser – the mode of the day as means of physical education of pre-school children. The report of F. O. Sohlin on issues of preparing children to school was also valuable [4; 47].

As an example, in February 1969 60% of children six years of age were brought up in childcare of Crimean region and trained in preparation for school groups. Particularly rapidly there was created a large grid of preschool institutions. At that time in each collective and state farm of the region there were organized permanent preschools [1; 20]. A deputy chief editor of "Krestyanka" N. E. Pitsyk noted that the review showed not only leading but also those who lag behind – who needed active intervention of the Central Commission in the course of local inspection [4; 47].

Public review – the force that was able to raise public pre-school education to the next higher level. Agricultural building gradually turned organized settlements in the ordered villages, the best place in which, of course, was given to children. Questions of scientific bases about placement of preschools and meet the needs of the rural population in them need to be studied further. Evidently, there is a need for rethinking our own and foreign teaching experience in our country, overcoming the stereotypes and excessive regulation of education. Ukrainian pre-school institute requires adjustment to individual needs of the person for the development of his natural and acquired skills and talents. Therefore, the main order of the modern Ukrainian state remains an order to educate an independent person who will own in the future the most important skill for him – to live in a society [6; 5].

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