

CHAPTER 1

GENERAL PEDAGOGY AND HISTORY OF PEDAGOGY

THE HISTORICAL ANALYSIS OF PRESCHOOLERS` LABOR EDUCATION

Vita Yakovenko¹

¹postgraduate student, Lecturer of the Theory and Methods of Preschool Education Department, Municipal Establishment "Kharkiv Humanitarian-Pedagogical Academy" of Kharkiv Regional Council, Kharkiv, Ukraine, e-mail: vita.val2017@ukr.net, ORCID: <https://orcid.org/0000-0003-3826-037X>

Abstract. Innovative processes in Ukraine, the development of a new school and education need the comprehension of the native pedagogical thought of the previous periods. The teachers' ideas about the labor education of preschool children are of significant interest. These ideas take their origins from the time of antiquity. The works of teachers, doctors, psychologists, the formation of the theory of preschool education, the launch of the first public and private kindergartens have actualized the problem of the labor education of children in order to prepare them for life and work.

Issues of organization of labor education of the younger generation in general, and preschool children in particular are very relevant for the current stage of development of society. The creation of a new school requires a understanding of domestic pedagogical thought of previous periods. Of considerable interest in this context are the ideas and works of prominent teachers of the past on the labor education of preschool children. However, the results of the analysis of the sources show that the ideas of the representatives of the national pedagogical thought regarding the organization of the labor education of preschool children in the historical retrospective have not been comprehensively and systematically studied. This article considers the organization of labor education of preschool children from the times of Kievan Rus to the beginning of the XXth century. It is proved that the formation of issues of labor education of preschool children in different historical periods contributed to: the work of prominent domestic teachers, who emphasized that the labor education of preschoolers should be organized without coercion, be individual in nature, provided recommendations for acquaintance of preschool children with the work of adults, involving them in the possible participation in work. The work of clubs and playgrounds (performance of physical activity, including agricultural, nature observation, organization of hikes and excursions, which in turn contributed to the formation of children's diligence and respect for work), the organization of pedagogical museums, summer children's "colonies", holding the Kyiv Society of Folk Kindergartens exhibitions "Preschool Education "and" Child Labor", organization of the store "Preschool Education", as well as lectures on parenting, mass production of domestic pedagogical literature, publishing pedagogical magazines "Kindergarten", "Bulletin of Education", "Education and Training", "Free Education" and some others. Scientific and pedagogical sources are analyzed, which testify to the important role of pedagogical societies in the formation of labor education of preschool children.

Keywords: labor education, preschool children, organization, analysis, formation.

JEL Classification: JEL I0; I20

Formulas: 0; **fig.:** 0; **tabl.:** 0; **bibl.:** 10

Introduction. Innovative processes in Ukraine, the creation of a New School require the understanding of the native pedagogical thought of previous periods. In that respect, the teachers' ideas on the labor education of preschool children are of considerable interest.

Literature Review. Certain theoretical and methodological aspects of the problem under the study have been revealed in many scientific works. In particular, A. Bogush, Z. Borisova, G. Lyublinskaya, M. Mashkovets, A. Proskura, A. Savchenko have studied the issues of the labor education continuity of preschoolers and primary schoolchildren. N. Antonets, A. Barilo, L. Berezovskaya,

G. Bilavych, A. Bondar, A. Drach, Z. Nagachevskaya, S. Popichenko, I. Ulyukaeva, I. Sichkar, O. Sukhomlinskaya described various aspects of the preschool education and primary school development. The works of T. Vasilenko, A. Venglovskiy, A. Dzhus, I. Zaichenko, G. Ivanyuk, T. Kulish, A. Pshevratskoy, A. Sichkar, V. Sukhomlinsky have been devoted to the analysis of the specific personalities' contribution to the development of pedagogical thought.

However, the results of the sources analysis indicate that the problems, which are under the study, have not been comprehensively and systematically studied in the historical retrospective.

Aims. The aim of the article is to characterize the issues of organizing the labor education of preschool children from the times of Kievan Rus to the beginning of the XXth century.

Methods. The analysis was conducted with the help of automate content analysis. The historical-structural method provided an opportunity to systematize historical and pedagogical works on various aspects of the development.

Results. On the territory of the Ukrainian state, the first mentions on the organization of preschoolers' labor education date back to the period of Kievan Rus, when the upbringing of children was carried out by the family. The purpose of such upbringing was to prepare children for work, for life in society. Riddles, fairy tales, folk games were the main means of forming a child's personality. The children were brought up to love work and people of labor, to respect the elders [1].

The study and generalization of native pedagogical sources allow us to conclude that a vivid example of the propaganda of the children labor education ideas in the family is "Vladimir Monomakh's Sermonizing to Children", who noted: "Do not be lazy in the house, but look after everything ... And when you are able to do something – do not forget that, and if you do not know how to do, learn that ” [2, v. 2, p. 26]. Vladimir Monomakh considered the native work and crafts to be the main types of child's labor education in a family.

Professor and rector of the Kiev-Mohyla Collegium I. Gizel (1600-1683) formulated the goal of upbringing a child, which was to educate a hardworking personality with a high intellectual level.

A certain contribution to the development of the preschoolers' labor education ideas was made by I. Pososhkov (1653 - 1726) - a scientist, entrepreneur and inventor, who emphasized the need to educate children to be hardworking, to organize honest and feasible work "not for fear, but on the conscience" in his pedagogical work "Testament to Parents" (1719 - 1720).

The famous Ukrainian educator G.S. Skovoroda (1722 - 1794) also paid great attention to the issues of labor education of the individual. In particular, he formulated principles that were based on the idea of "affinity" as the basis for human development. Labor education, according to G.S. Skovoroda, should be the parents' responsibility. The improvement of inclinations, inner wirings is necessary for every child. G.S. Skovoroda considered being the duty of teachers to take into account and further develop those things that the child inherits by "nature", to help in improvement and correction of their inner wirings. The educator considered labor

education as the basis for the diligence formation, and labor as a criterion of morality. Thus, in "Fables of Kharkiv" he noted: "He who does not apply labor, will not come to good" [2, vol. 2, p. 91].

The organization of the preschoolers` labor education was also facilitated by the opening the first orphanage for children from 2 to 14 years old on the territory of the Russian Empire, which included Ukraine at that time, in 1763. It should be noted that children from 2 to 7 years old were brought up mainly in labor affairs and games. The boys studied gardening; girls were engaged in household chores and housekeeping [3].

The famous educator and writer V. Odoevsky (1803 - 1863) made a significant contribution to the development of preschoolers` labor education issues. The most famous works of the teacher include "The Tales of Grandfather Irenaeus", which introduced children to crafts, real phenomena and objects. Also V. Odoevsky was the organizer of the first shelters for children from poor families. The educator developed a regulation on shelters, clearly formulated the task of shelters for organizing children labor education. He recommended educators and parents to give children basic knowledge and skills of crafts and handicrafts [3].

The idea of labor education of the individual was further developed in the works of the outstanding Russian educator K.D. Ushinsky (1824 - 1870). Thus, in the work "Labor in its mental and educational meaning" the educator believed that the main task of the tutor is to help the child find his place in life, prepare him for work, for life. He fairly noted that "Free labor is necessary for a person ... to develop and maintain a sense of his human dignity" [2, vol. 2, p. 230]. Speaking about the organization of the educational process, the educator noted that "it is upbringing, if it wants happiness for a person, should educate him not for happiness, but prepare him for work" [2, vol. 2, p. 240]. Also, K.D. Ushinsky, when organizing children labor education, put forward such requirements for teachers-tutors as: the presence of firm convictions; have a good example to follow; love children, be able to be both a teacher and a tutor; own pedagogical tact; actively participate in the life of the people [4].

The merit of K,D, Ushinsky is that he divided labor into physical and mental, and considered it in its unity. On this occasion, he wrote: "... Physical labor is necessary for the development and maintenance of physical strength, health and physical abilities in the human body ... But not everyone is aware of the need of mental labor for the development of strength and a healthy normal state of the human body" [2, vol. 2, p. 234]. "Of course, the most beneficial for human health is the case when physical and mental labor were combined in its activity, but the complete balance between them is hardly needed" – the scientist continues his thought [2, vol. 2, p. 235].

L.N. Tolstoy (1828 - 1910) made a definite contribution to the organization of the children labor education, the establishment of its connection with family education, and the clarification of the requirements for the teacher-tutor. The educator rightly noted that children tend to interact with adults, they have great opportunities for education and development. One should keep it in mind, that the teacher must do

his job faithfully and carefully, it is essential to know the student, respect him and never use inhuman measures to influence on him. L.N. Tolstoy embodied all his pedagogical ideas into the practice of the Yasnaya Polyana school-laboratory [5].

The organization of preschoolers` labor education was also facilitated by the creation of special orphanage departments by orphanages, starting from 1847, where children were kept around the clock. Craft classes and schools were opened on the base of these shelters [6]. The new Regulations on Shelters (1891) provided the admission of children from 3 to 12 years old to these institutions. The purpose of creating such shelters was to "supervise poor children, ... provide them with both primary and vocational education and prepare children for independent productive work" [6]. In addition to the primary school and craft workshops, departments for preschool children (from 4 to 7 years old), nurseries for children whose parents could not provide full-fledged care for their children (parents went away to earn) were also opened at orphanages [6].

E. Vodovozova (1844 - 1923) in her works provided pedagogically valuable recommendations for kindergarten tutors and parents on organizing the preschoolers` labor education, teaching them to feasible work. The educator rightly noted that the best method of upbringing young children is the example of adults, but not lecturing and sermonizing [7].

K. Wentzel (1857 - 1947) also made a certain contribution to the development of preschoolers` labor education issues. To that end, he proposed to open "Homes of a free child" for children from 3 to 13 years old. In these houses, children, together with adults, were asked to engage in productive creative work. Also, the educator substantiated the need to use an individual approach in the children labor education. He fairly believed that it is labor education that contributes to the development of child`s will, freedom and character [7].

The establishment and further development of preschoolers` labor education issues in Ukraine was also facilitated by the organization of pedagogical museums, which were engaged in the dissemination of the famous foreign educators` works on the content, characteristics, methods and forms of organizing labor education of children [8]. The origins of the formation the preschoolers` labor education ideas can be attributed to: mass production of native pedagogical literature (V. Zenkovsky, N. Iordansky, A. Kalashnikov, A. Makarenko, Ya. Mamontov, A. Muzychenko, etc.); mass publication of pedagogical journals, on the pages of which the questions on content, aims, tasks, principles, forms and methods of organizing children labor education began to be developed.

Until 1917, such magazines included: "Journal of the Ministry of National Education", "Pedagogical Digest", "School", "Teacher", "Russian School", "Light", "Kindergarten", "Bulletin of Education", "Education and training", "Free education" and some others.

Frebel societies, which began to appear in the second half of the XIXth century in Kiev, Kharkov, Odessa and other cities of Ukraine, were of the great importance for the organization of labor education of preschool children. These societies opened preschool institutions, children's colonies and playgrounds [8].

The emergence of the first kindergartens in Poltava (1839), Kiev (1871), Nikolaev and Odessa (1866), the opening of shelters for young children from poor families, the creation of a private kindergarten (1882), the opening of centers for children of preschool and school age, the work of zemstvos, which organized nurseries to care for children in the 90s of the XXth century, also contributed to the formation of organizing the preschoolers` labor education issues in Ukraine. These institutions built their activities on close cooperation with parents, parents together with their children participated in various labor matters, excursions, they were given recommendations on the labor education of their own children.

The analysis of scientific and pedagogical sources indicates that pedagogical societies, which began to arise in Ukraine at the end of the XIXth – beginning of the XXth centuries, played an important role in the formation of preschoolers` labor education issues. The Kiev Society of Public Kindergartens and the Frebel Pedagogical Society, founded in 1907, as well as the Kiev Society for Promoting Education and Protecting Children, which opened the first public kindergarten in 1902, made the greatest contribution to the development of the studied issues.

It is necessary to pay attention to the fact that the Kiev Society of Public Kindergartens had developed a special "Regulations on kindergartens" (1908) and "Program of activities in kindergarten" (1910) where the types of activities for preschool children from 4 years of age were clearly defined. Manual labor was separately identified among these types.

The development of preschoolers` labor education issues at the beginning of the XXth century was facilitated by the exhibitions "Preschool Education" (1908) and "Child Labor" (1910), organized by the Kiev Society of Public Kindergartens, and the "Preschool Education" store, which demonstrated toys, materials for classes in kindergarten, work of preschool children, and also organized lectures on the questions of educating children.

Summer children "colonies", clubs and playgrounds made a great contribution to the organization of preschoolers` labor education. As it is known, the first summer children colony in the native area was created in 1887. Its founder K. Orlova used such basic forms of children`s labor education as: performing feasible physical work, including agricultural work (this contributed to the formation of diligence and children`s respectful attitude to work), observing nature, organizing hiking tours and excursions, which developed initiative and endurance, formed the ability to help comrades [9, p. 50; 10, p. 95-96].

Discussion. It has been emphasized that researchers have recently shown a decline in interest in the issues of child labor education. The scientists` works are oriented on studying regularities of pedagogical process construction with the purpose of holistic in-fluence on labor development of children, formation of ideas about labor and profession of adults, development of basic children`s qualities in the process of labor activity, establishment of place of labor education in the conditions of search of new approaches of educational process organization. It has been proven that the scientific heritage of the past is an integral part of the development of new pedagogical thought. After all, a retrospective analysis of the problem will allow us to

take into account the best experience and to use it in the process development and updating of the content of preschool children labor education in modern conditions.

Conclusions. Thus, the works of native educators (Vladimir Monomakh, I. Gizel, I. Pososhkov, G. Skovoroda, V. Odoevsky, K. Ushinsky, L. Tolstoy, E. Vodovozova, K. Wentzel), the organization of pedagogical museums, summer children "colonies", clubs and playgrounds, the exhibition of "Preschool Education" and "Child Labor" by the Kiev Society of Public Kindergartens, the organization of the "Preschool Education" store, mass production of native pedagogical literature, publishing the educational magazines facilitated the formation of preschoolers` labor education issues.

References:

1. Babishin, S. D. & Mitjurov, B. N. (1985) Antologija pedagogicheskoj mysli Drevnej Rusi i Russkogo gosudarstva XIV – XVII vv. [Anthology of educational thought of Ancient Russia and the Russian state of the XIV-XVII centuries]. Moskva : Pedagogika, 367 p. [in Russian]
2. Trotsko A. V. (Ed) (2011) Khrestomatiiia z istorii pedahohiky [Readings on the history of pedagogy]: v 2 tomakh. Kharkiv : KHNADU [in Ukrainian].
3. Egorov S. F. (Ed) (1999) Istorija doskol'noj pedagogiki v Rossii [The history of preschool pedagogy in Russia] : Hrestomatija, Moskva : Izd. centr «Akademija», 520 p. [in Russian].
4. Ushynskiy K. D. (1993) Tvory: v 6 t. [Works: in 6 volumes], Kyiv : Radianska shkola, V.6. 1995. 580 p. [in Ukrainian].
5. Katalog statej (2019) [Catalogue of articles]. Retrieved from <http://centro.at.ua/> [in Russian]. (2019, May, 05)
6. Pop O. I. (2013) *Orhanizatsiia sotsialnoho vykhovannia pidlitkiv na Zakarpatti u 20-30-ti roky XX stolittia*. [Organization of social education of adolescents in Transcarpathia in the 20-30's of the XX century] (Candidate`s thesis). Kharkiv, Ukraine [in Ukrainian].
7. Trotsko A. V. (Ed) (2008) Istoriiia pedahohiky [History of pedagogy] Kharkiv : KhNPU imeni H. S. Skovorody, 545 p. [in Ukrainian].
8. Nastol'naja kniga po narodnomu obrazovaniju (1901) [Handbook on public education] : v 3 t. T. 1. O pedagogicheskikh muzejah. SPb, P. 1493–1494. [in Russian].
9. Kudinov V. A. (2000) Faktory razvitija detskih ob#edinenij. Sociokinetika: kniga o social'nom dvizhenii v detskoj srede. [Factors for the development of children's associations. Sociokinetics: a book on the social movement in the children's environment]. Moskva, Ch.1. P. 41-54. [in Russian].
10. Minjukova S. A. (1999) Voprosy vospitanija v otechestvennoj pedagogike vtoroj poloviny XIX – nachala XX v. [Questions of education in domestic pedagogy of the second half of the XIX - beginning of XX centuries]. *Pedagogika*. №7. P. 93-97. [in Russian].

Received: December 28, 2020
Approved: January 22, 2021