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1.10. THE DEVELOPMENT OF THE IDEA OF ENSURING "HAPPY CHILDHOOD" IN UKRAINE (1954-1990)

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Abstract. *The article is dedicated to description and analysis of the specific period (1954-1990) that was characterized by the development of the idea of ensuring "happy childhood" in Ukraine. On the one hand, this period was distinguished by increased influence of the state on all spheres of human life. On the other hand, humanistic ideas became widespread in education during this period. It caused the definition of the legal framework and principles of work with children, activation of scientific researches of childhood (theory of cultural-historical development of childhood, new theories and concepts of education), establishment of cooperation between parents and schools, improvement of educational-material base of educational institutions, strengthening of practical orientation of pedagogical process, creation of integrated state system of children's social protection. It meant the reformation of orphanages, improvement of quality of state medical care for children, expansion of a network of health institutions and permanent canteens in children's institutions, determinations of standards for children's food, centralized state support for needy children.*

Key words: *child, childhood, ensuring "happy childhood", state system of children's social protection, theory of cultural-historical development of childhood, practical orientation of pedagogical process.*

The processes of humanization and democratization, which influence the development of educational system in Ukraine and in many countries of the world, are based on the ideas of self-worth of childhood, considering it as the most important stage in human life when the foundations of further formation of personality are laid.

However, the processes of informatization and technization, children's excessive intellectual load in educational process, demographic crisis, emergence of children's entertainment industry and social movements that are against having children (for instance, "Child-Free") lead to neglect of the peculiarities of children's development, formation of adults' indifferent attitude to children and inattention to a child. It causes the separation of the adult community from children, the emergence of the idea that childhood is not desirable or necessary and, as a result, the disappearance of childhood as a unique and valuable world (Ph. Aries, H. Hengst, N. Postman, M. Winn).

In return, children are the future of the nation, and creation of favourable educational environment for a child as a bearer of childhood, influence of society (social and educational institutions) on person's acquisition of experiences accumulated by mankind, person's formation and his involvement in social life are significant components of development and revival of nation.

Taking it into consideration, the problem of childhood becomes dominant in the system of modern scientific knowledge. Childhood is an important stage

in human life, self-worth, unique period of person's formation, when his intensive physical, mental, moral and spiritual development and his preparation for life occur. It is impossible to avoid this period, and it influences child's future life and the fate of mankind.

That is why, the problem of considering and preserving the specifics of childhood, satisfaction of children's educational-cultural and social needs is topical at the modern stage of social development.

The particularly valuable in this context is appeal to the educational experience of pedagogy of the second half of the 20th century when the adult community awareness of the importance of childhood took place and different educational, cultural and social events, which were aimed at promoting child's comprehensive development and preserving the specifics of childhood, were realized.

The scientific analysis of the researches has proved that the problem of childhood was of great interest to the scientists of the past and modern researchers. They carried out the investigations of the problems of childhood in certain directions. The *philosophic* direction means revelation of the essence of childhood and childishness in philosophic-anthropologic context (N. Gavrysh, O. Linnyk, Ye. Smotrutskyi, L. Ukrainets). The scientists of the *psychological* direction studied the age peculiarities of children's mental development and children's adaptation in educational institution (O. Bodelan, O. Kononko, S. Maksymenko, O. Mishchuk, V. Romenkova, V. Solovienko, O. Stoliarenko). The scientists of the *sociologic* direction studied the problems of socialization and children's subculture, the peculiarities of relationship between adults and children in families, protection of children's rights and negative influence of informational world on children (I. Golubeva, O. Karaman, L. Olhovyk, G. Radchenko, I. Rogalska, G. Sviatenko, L. Varianytsia, I. Zagarnytska). The scientists of *culturological* direction investigated children's spiritual-cultural development, revelation of image of a child in works by famous writers and scientists (I. Kovalska, L. Kudryk, U. Leshko, G. Pokydko, O. Rraytskyi). The scientists of the *historical-pedagogical and comparative-pedagogical* directions studied the problems of childhood in the context of development of national education, the ideas of childhood in heritage of outstanding educators, approaches to children and childhood in world pedagogical thought (L. Berezivska, S. Biletcka, V. Fediaieva, O. Ionova, M. Levkivskyi, V. Shpak, O. Suhomlynska, S. Zolotukhina). The *ethnographic* direction depicts Ukrainian traditional forms and methods of education (Ye. Gaiova, L. Mayevska). The *ecological* direction reveals careful attitude to children and preservation of specifics of childhood (A. Bogush, O. Ionova, O. Lukashenko).

However, the problem of childhood has not been under system study. The above-mentioned works have not revealed methodological-theoretical basis of investigation of the problem of childhood as the main component of human life cycle, development and implementation of the ideas of childhood in Ukrainian pedagogical thought, in particular during 1954-1990.

The purpose of the article is to reveal and analyze the peculiarities of implementation of the idea of ensuring "happy childhood" in Ukraine in 1954-1990.

Methods of the research. A complex of methods has been used for this study. They are: general scientific methods, namely: historical-pedagogical analysis, synthesis, generalization, retrospective and chronological method (for the study of procedural-content components of state reforms in education during the second half of the 20th century; comparative method (for comparison of scientists' thoughts about the problems of childhood, for distinguishing similar and different ideas); retro- praxymmetric method (for the analysis of the experience in implementation of the ideas of childhood); problem-objective method (for comparison of documentary sources and archive materials that revealed the development and realization of the ideas of childhood under investigated period).

The period of 1954-1990 is characterized as the stage of development of the idea of ensuring "happy childhood". The peculiarities of the studied period were: focus of the state on the problems of childhood and improvements of children's living conditions, gradual shift of emphasis from considering a child as a social being on understanding of originality and uniqueness of a child. Nevertheless, this period was contradictory: on the one hand, there was state control over implementation of the ideas of childhood, which sometimes led to the neglect of urgent needs in providing children with necessary things; but on the other hand, humanistic ideas caused by social changes, connected with liberalization of all spheres of life became widespread [5; 7; 12].

A child was considered as a biosocial creature, and heredity, environment, activity and education were thought to be the main factors of his development. A child was recognized as a unique person who has his individual peculiarities, own inner world and requires careful attitude. In turn, childhood was considered to be not only the period of preparation for life but a peculiar and unique stage in human life, which has own specific features (children's language, relationships with people around and characteristic features, such as naïveté, trust, frankness etc.).

One of the most important achievements of the period under investigation was the definition of legal bases of work with children, in particular legal recognition of the status of childhood by the adult community (ratification of such international documents as "Declaration of the Rights of the Child", 1959, "Declaration of Social and Legal Principles relating to the Protection and Welfare of Children", 1986). It contributed to the fact that the concept of "children's diplomacy" appeared in the society and many countries started to hold children's international congresses and creative forums.

State focus on the problems of childhood, the emergence of humanistic educational ideas caused activization of scientific child-centered researches of childhood. Besides the scientific directions which had been initiated before, physiological-psychological investigation of peculiarity of child's nature (B. Ananiev, L. Bozhovich, V. Davidov, D. Elkonin, G. Kostyuk, O. Leontiev, S. Rubinstein, O. Zaporozhets), the new directions of investigation of childhood and children's development appeared. They were: the theory of cultural-historical development of childhood (V. Davidov, D. Elkonin), new theories and concepts of children's education, namely: developing training (V. Davidov, D. Elkonin, L. Zankov), advanced training (S. Lysenkova), programmable learning (N. Talyzina), problem learning (I. Lerner,

A. Matiushkin, M. Makhmutiv), the theory of stage formation of mental actions (P. Galperin, N. Talyzina), the theory of development of cognitive interest (V. Lozova, T. Shamova, G. Shchukina), the theory of optimization of educational process (Yu. Babanskyi). The principle of humanism in education began the basis for emergence of alternative pedagogical thought, appearance of innovative teachers (Sh. Amonashvili, Ye. Ilyin, V. Karakovskiy, V. Shatalov, M. Shchetinin, I. Volkov). Their ideas were distinguished by value attitude to children and childhood, creativity, democratic relationships between teachers and pupils, taking into account the individuality of each child in educational process.

Famous Ukrainian pedagogue V. Sukhomlynskyi was one of educators who organized his work with children on humanistic basis. The concept of childhood acquired a new meaning in his works: "Childhood is the most important period of human life; it is not preparation for future life – it is real, bright and unique life" [1, p. 12]; "Childhood is a bright, full, expressive life of heart, game of feelings and emotional movements" [2, p. 429]. In his works V. Sukhomlynskyi revealed how foundations for future development, activity, behavior and culture of a person are laid and his values, views and beliefs are formed.

It should be noted that at the state level most of children's problems, which had been before the period investigated (the fight against homelessness, children's involvement in the system of education), had been solved. That is why the focus was on improvement of conditions of children's life and education, in particular strengthening of educational-material base of educational institutions, improvement of pedagogical process at them as well as modernization of the system of education and children's social protection from the standpoint of humanity and the principle of social justice.

Taking it into consideration, the implementation of the ideas of childhood was aimed at children's comprehensive development, formation of their patriotism and labor skills and was carried out in the following directions: establishment of cooperation between parents and schools, further expansion of a network of children's institutions and increasing the number of children involved in the system of education, strengthening of practical orientation of pedagogical process, promotion of intensive development of the sphere of children's literature, press and cinema, creation of integrated state system of children's social protection.

The establishment of cooperation between parents and schools was based on subordination of family education to the general task of the development of Soviet society and ideas of communistic education, strengthening of focus on child in family education. It was due to substantiation of child-centered concept of family education by V. Sukhomlynskyi, pedagogical experiments (family of the Nikitins), active discussion of the problems of family education in pedagogical press (Sh. Amonashvili, S. Soloveichik).

Much attention was paid to children's preparation for real life that was done due to use of different educational methods. During this period non-traditional lessons, methods of problem, education and technical means of education became popular.

The promotion of intensive development of the sphere of children's literature (A. Barto, M. Nosov, K. Paustovskyi, M. Prishvin, O. Tolstoi), press and cinema was aimed at satisfaction of children's cognitive interests in science and art, revelation of child's inner world, the specific features of his thinking and development.

The creation of integrated state system of children's social protection included reformation of orphanages, improvement of their living conditions for children, carrying out the wide educational work with juvenile offenders, improvement of quality of state medical care for children, expansion of a network of health institutions and permanent canteens in children's institutions, determinations of standards for children's food, establishment of assortment of dishes at children's canteens according to the fundamentals of rational nutrition, providing children who have chronic diseases with special dietary foods, centralized state support for needy children.

Health care measures for children included: providing educational institutions with medical personnel that conducted children's examination, medical control over Physical Education lessons and physical therapy; organization of pre-school and school departments at children's clinics and hospitals for providing medical and preventive care to children; conducting medical examinations of children with participation of different specialists (eye specialists, otolaryngologists, surgeons, pediatricians, neuropathologists), preventive children's examination for various diseases and implementation of preventive vaccination; implementation of preventive vaccination; dispensary registration of children who had deviations in health, drawing up a schedule for children's examinations and re-examinations; organization of stationary dental surgeries for dental health of children at town schools and organization of movable dental surgeries for children in the country; providing control over organization of medical and preventive care for children at health establishments [6].

Moreover, special work with homeless children and juvenile offenders was done. It included registration of children who are prone to delinquency and families that did not create necessary conditions for children's living and education; organization of boarding schools and extended-day groups for children; increasing responsibility of heads of children's educational establishments for organization of compulsory education; children's involvement in educational work (giving the public orders to children who needed special attention of pedagogues, organizing talks with these children, watching films in which different problems of drunkenness, hooliganism, immoral acts were revealed); providing students who had gaps in knowledge with pedagogical-psychological help; discussing different question about children's homelessness and crimes at all state levels, conferences, councils and involvement of different people, companies and organization in this activity; study of children's individual peculiarities and organization of teachers' special work with children with special educational needs; examination of children's living and educational conditions; training pedagogues for organization individual work with children; improvement of extracurricular activities, which meant children's involvement in interesting leisure activities in different groups and clubs (for example, tourists' groups, radio clubs) etc. [3; 4; 8; 9; 11].

So, during the studied period the state created an integrated system of child care. The state made attempt to reform this system on the basis of humanism principle. There was children's establishments that realized the measures aimed at recovery, correction and compensation of disturbed psycho-physiological functions, state, personal and social status of sick and disabled children. The system of children's social care encompassed nearly all children's population in Ukraine.

It should be noted that it was not only the state that realized the ideas of childhood but also patronage of different organizations over children and children's organizations became widespread. The patronage was aimed at providing schools and families with assistance in bringing up the young generation and involved educational, cultural and social work with children [8; 9; 10].

The study of the problem of development of the idea of ensuring "happy childhood" in Ukraine during 1954-1990 makes it possible to involve the generalized experience of realization of the ideas of childhood in the process of interaction of children's establishments and parents, public societies and mass media with the aim of solving the tasks of childhood, promoting the value of it and forming adults' pedagogical culture. This experience can also promote the formation of educational concepts focused on person's comprehensive development, ensuring availability of extracurricular education and children's involvement in reasonable leisure activities due to improvement of educational-material base of children's after-school facilities. It is possible to use the generalized experience of realization of the ideas of childhood in publishing educational-methodic literature for parents, pedagogues on the problems of organizing children's free time, work with juvenile offenders and homeless children, conducting health care activities, organizing the production of high-quality goods for children etc.

Conclusions and results. So, despite the excessive state control over all spheres of children's life, ideology and bureaucracy in the system of education in Ukraine during 1954-1990, the positive changes on social life caused the rapid development of humanistic educational ideas. It promoted the legal recognition of the status of childhood, the growth of teachers' creative activity, emergence of alternative pedagogical thought. The idea of ensuring "happy childhood" meant focus of educational process on child's personality, improvement of the conditions of children's life and education.

The perspectives of further researches. The conducted study does not cover all aspects of the problem under investigation. The perspective topics may be the following: the study of the problems of childhood in world pedagogy, the detailed analysis and revelation of the specific features of realization of children's socio-cultural support in different regions in Ukraine, the analysis of activity on implementation of the ideas on childhood by Ukrainian public educational and cultural societies.

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1.11. PASTORAL THEOLOGY AS A SUBJECT IN EDUCATIONAL INSTITUTIONS OF THE ORTHODOX CHURCH (THE SECOND HALF OF THE 60S OF THE NINETEENTH CENTURY - 1884)

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Abstract. *The development of Pastoral Theology in the second half of the 1960s - 1884 as a subject in the Orthodox theological seminaries and academies functioning in the Ukrainian provinces of the Russian Empire has been covered in the article. Special attention has been paid to the pedagogical potential of the studied discipline. Basing on information from archival sources, the changes in the content of pastoral theology in the Kyiv Theological Academy have been determined and positively appreciated. The peculiarities of the content of the subject in theological seminaries have been established.*