

**PERIODISATION OF CHILDREN'S SOCIAL EDUCATION
IN UKRAINIAN BOARDING SCHOOLS
(1956 – the early XXI century)**

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ПЕРІОДИЗАЦІЯ РОЗВИТКУ СОЦІАЛЬНОГО ВИХОВАННЯ ДІТЕЙ В ІНТЕРНАТНИХ ЗАКЛАДАХ ОСВІТИ УКРАЇНИ (1956 – початок ХХІ ст.)

У статті представлено авторську періодизацію розвитку соціального виховання дітей в інтернатних закладах освіти України впродовж 1956 – початку ХХІ ст., обґрунтування котрої зумовлене результатами аналізу нормативно-правового забезпечення виховної діяльності шкіл-інтернатів, динамікою розвитку різних типів інтернатних закладів освіти й напрямів виховної роботи з дітьми, а також трансформаційними змінами змісту й методології соціального виховання дітей відповідно до потреб суспільства і стану соціально-культурного розвитку України в різні історичні часи.

Авторами порушено проблему дослідження змісту соціального виховання дітей, форм, методів й засобів його здійснення в інтернатних закладах освіти України у радянські та пострадянські часи. Зроблено порівняльний аналіз та виокремлено провідні тенденції, що сприяли розвитку та впливали на зміст виховної роботи з дітьми.

Доведено, що пануюча ідеологія та характерні для радянського періоду тенденції, форми й методи виховання дітей були провідними засадами формування їхньої життєвої компетентності в умовах інтернатних установ. З'ясовано, як кризові явища в економіці, суспільно-політичному й соціокультурному розвитку країни пострадянських часів, позначившись на збільшенні затребуваності інтернатних установ, вплинули на неможливість відповідним чином задовольняти освітні й соціальні потреби їхніх вихованців.

У статті відтворено ступінь забезпечення нормативно-правовим підґрунтям розвитку соціального виховання дітей із часів відкриття перших шкіл-інтернатів в Україні та впродовж їх функціонування в наступні півстоліття.

Визначено вектор трансформації освітньої політики в Україні у бік визнання пріоритетності інтересів і особливих потреб кожної дитини. Акцентовано, що, незважаючи на набуття безсумнівної соціальної цінності прав і свобод особистості, зокрема в сучасних умовах деінституційних змін, масове сприймання інтернатних установ у свідомості людей як прийнятної форми державного утримання й виховання залишається ще гостро актуальною соціально-педагогічною проблемою.

Ключові слова: соціальне виховання; школи-інтернати; методи виховання; нормативно-правова база; історико-педагогічне дослідження; соціально-виховна робота.

PERIODISATION OF CHILDREN'S SOCIAL EDUCATION IN UKRAINIAN BOARDING SCHOOLS (1956 – the early XXI century)

The article puts forward the authors' periodisation of children's social education in Ukrainian boarding schools in 1956 – the early XXI century, justified by

findings of the legislative environment analysis of boarding schools activities, the establishment of various types of boarding schools and the dynamics of educational work with children as well as transformations of the content and methodology of children's social education in accordance with the needs of society and the socio-cultural condition of Ukraine in different historical times.

The authors raise the problem of studying the content of children's social education, forms, methods and means of its implementation in Ukrainian boarding schools in the Soviet and post-Soviet periods. They propose their comparative analysis and sum up the leading trends underpinning educational activities and affecting their content. It has been proved that the prevailing ideology, trends, forms and methods of children's education typical of the Soviet period contributed the most to the formation of their life competencies in boarding schools. Also, it has been studied how the crisis phenomena in the economic, socio-political and socio-cultural development of the country in the post-Soviet period, having caused a growing demand for residential institutions, led to their inability to adequately satisfy educational and social needs of their pupils.

The article explicates the level of legislative support of children's social education since the moment boarding schools were first opened in Ukraine and during their operation over the next half century. It has been found out that the vector of educational transformations in Ukraine turned towards recognizing each child's interests and special needs as a top priority. It has been emphasized that despite an unquestionable recognition of the societal value of personal rights and freedoms, especially amid current deinstitutional changes, the socio-pedagogical problem of mass perception of boarding schools as an acceptable form of child care and education remains topical.

Key words: *social education; boarding schools; methods of education; legislative framework; historical and pedagogical research; social and educational work.*

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Introduction

The problem of periodisation of social phenomena or educational paradigms is the most complex and integral problem of the scientific research. Indeed, «what is taken as the basis of periodisation, what context is invested in a particular period, what acts as the driving force for transformations influences the direction in which the research proceeds» (Sukhomlynska, 2002). The study of the problem of children's social education and the periodisation of its development in Ukrainian boarding schools has a theoretical and practical significance for the modern school and peda-

gogy as a whole as it promotes the understanding of the role of institutional facilities and their mechanisms of the social and educational influence on pupils retrospectively.

It is commonly known that social education is the prerequisite for socialization of orphans, children deprived of parental care and other pupils of boarding schools, their successful and viable integration into the social environment. However, certain contradictions have been discovered between requirements of the modern pedagogical science to intensify the process of educating a socially mature and competent person prepared for a socially and personally meaningful life, on the one hand, and inadequate implementation of this task in the Ukrainian boarding education system, on the other (Szelewa & Polakowski, 2019; Wainwright & Marandet, 2017). These are further worsened by the lack of historical and pedagogical research that would reflect trends and changes in the course of the evolution of children's social education in Ukrainian boarding schools. The above-mentioned factors determined the relevance of studying this phenomenon during the outlined period.

Analysis of recent publications and sources

Ukrainian scholars have made a significant contribution to solving the problem of periodisation of Ukraine's educational system touching upon a variety of aspects and in different historical periods. Their research helps to get an idea about the development of education in Ukraine during the second half of the XX – the early XXI centuries. Thus, adopting the cultural-anthropological and civilizational approaches O. Sukhomlynska (Sukhomlynska, 2002) distinguished 7 periods in the development of the pedagogical thought from the IX century until now. Out of them, a portion of the 6th period (1958–1985 – the Ukrainian pedagogical thought at the onset of its establishment and 1985–1991 – a modern stage in the development of the Ukrainian pedagogical thought within the Soviet discourse) and the 7th period (1991 – present – the development of pedagogy and schooling in Ukraine) are of considerable interest, since they reflect the trends in the development of the educational system in the time span studied.

When analysing the problem of girls' vocational training in Ukrainian schools, N. Sliusarenko distinguished the following periods in the second half of the XX century: the revival (1955–1968); the modernization (two substages: the first – 1969–1984, and the second – 1985–1990); the search for the renewal ways – since 1991 (Sliusarenko, 2010). O. Adamenko identified two stages in the development of the theory of education: 1) the 1950-80's – the domination of the Soviet paradigm of education; 2) the 1990's – the formation of a humanistic and democratically oriented national paradigm of education (Adamenko, 2006). A thorough analysis of these and other periodisations, however circumstantial with regard to the agenda of our study they may be, forms its solid foundation.

Of more relevance is A. Solodchuk's research paper which identifies eight stages in the process of formation and development of orphaned children's accommodation, support and social education in Ukraine in the XX – the early XXI centuries: 1) «1900–1917 – formation of a national system of orphan support in alongside

charitable societies and private educational institutions; 2) 1917–1926 – the emergence of various state forms of child support and education; 3) 1926–1945 – prioritizing orphanages as the main type of educational institutions; 4) 1945–1956 – improvement of children’s financial support and expansion of the network of orphanages; 5) 1956 – 1988 – the emergence of comprehensive boarding schools as new custodial educational institutions; 6) 1988–1991 – establishment of family-type orphanages, institutions of correctional-adaptive care; 7) 1991–2000 – reorganizing the state system of orphan support and education, taking into account the international child custody experience; establishment of charitable educational institutions; restoration of shelters, including non-state; extension of family-type orphanages; introduction of foster family care as a new form of child support and education; orientation towards family forms of child support and education; popularisation of adoption; 8) 2000–2014 – placing a family rather than state forms of orphaned children’s support and education at the centre of the state policy» (Solodchuk, 2015, p. 17).

K. Chertova distinguished the following stages while analysing the development of pupils’ social education in the theory and practice of Ukrainian education in the second half of the XX century: 1) «the 1950’s – early 1960’s – implementation of economic reforms and an active social policy of the state, significant changes in the social and political life; 2) the late 1960’s – 1980’s – the idea of an «open school» loses its priority, and the academic tasks related to the provision of universal secondary education come to the fore; 3) the 1990’s – elaborating the fundamentals of the state’s social and youth policy and formation of mechanisms for its implementation» (Chertova, 2007, pp. 9–10). However, the problem of children’s social education in boarding schools, periodisation of its development since boarding schools were first opened in Ukraine, and the study of the evolution of social and educational work with children remain relevant to this day.

The purpose of the research is to substantiate the periodisation of children’s social education and transformation of its content in Ukrainian boarding schools in 1956 – the early XXI century based on a holistic retrospective analysis.

Justification underlying the periodisation of children’s social education in Ukrainian boarding schools in 1956 – the early XXI century

The results of the historical and pedagogical analysis of children’s social education in Ukrainian boarding schools defined chronological boundaries of the research encompassing the period from 1956 to the beginning of the XXI century. The lower boundary is set by the adoption in 1956 by the Central Committee of the Communist Party of Ukraine (the CPU) and the Council of Ministers of the Ukrainian Soviet Socialist Republic (the UkrSSR) of the Resolution «On Organization of Boarding Schools in the Ukrainian SSR», which were to accept children of war veterans, retired workers and single mothers, orphans, and children who were not provided with adequate living conditions by their families. During this period, the foundations of the modern system of boarding schools were laid, the innovative movement towards the establishment of new-type educational institutions (boarding schools) and creation of an effective system of children’s social education gained momentum.

The upper chronological boundary (the early XXI century) is determined by the socio-economic and political developments that have taken place in Ukraine over the last few years. This period is characterized by significant socio-economic changes, a qualitative shift in the value orientations of the country. A new attitude towards orphan protection, support and social education has been formed, and the issue of reforming the system of boarding schools as well as the system of social support of orphans and children deprived of parental care has become urgent.

The conducted research allowed to distinguish the following periods in the development of children's social education in Ukrainian boarding schools in 1956 – the early XXI century: I) ideological-organizational (1956 – the early 1960's) – the domination of an authoritarian system of children's social education; II) socio-pragmatic (the late 1960's – 1990's (1 subperiod – 1965–1984, 2 subperiod – 1984–1990)) – searching for ways to improve the content, forms and methods of social education of children in institutions of social support; III) child-centred (1991 – the beginning of the XXI century) – updating the established system of boarding education as well as social education of children. We will describe each of the specified periods in more detail. The rationale for the periodisation of children's social education is the analysis of boarding schools' legislative environment; the dynamics of the development of various boarding schools and educational work with children, transformational changes in the content and methodology of children's social education in accordance with the needs of society and Ukraine's socio-cultural development in different historical times.

The first period (ideological-organizational) represents the domination of an authoritarian system of children's social education (1956 – the early 1960's). Its commencement is associated with the adoption by the Council of Ministers of the USSR and the Central Committee of the Communist Party of the Soviet Union (the CPSU) on June 29, 1956 (in pursuance of decisions of the XX Party Congress) of the Resolution «On Organization of Boarding Schools». Their function was to «prepare well educated builders of communism» («Pro orhanizatsiiu shkil-internativ», 1956, p. 3). For the first time the document covered the issues of social protection of disadvantaged children. In October 1956, a month after the adoption of the Resolution, the Central Committee of the CPU and the Council of Ministers of the UkrSSR adopted a new one «On Measures for Further Development of the Network of Boarding Schools in the Ukrainian SSR», which ensured that they provided the necessary conditions for successful training and raising of children. The UkrSSR Minister of Education I. Bilodid ordered that «in 1957–1958 all boarding schools should be equipped with classrooms, workhouses, laboratories, textbooks and classroom supplies, and promote friendly, active and industrious cooperation of teachers and pupils» («Pro vykonannia postanovy», 1957, p. 13).

On December 24, 1958 the Supreme Soviet of the USSR adopted the «Law on Strengthening the Bonds between School and Life and Further Development of the National Education System in the Country» which changed the structure of school education, its content, forms and methods. Ukrainian boarding schools started to

adopt social education of children. After the Law's adoption and introduction of the eleven-year school education, which also incorporated labour training, pupils' community work became an educational and disciplinary priority (Chertova, 2007, p. 13). On May 26, 1959 the Central Committee of the CPSU and the Council of Ministers of the USSR issued a special resolution which recommended raising the number of pupils in the new type educational institutions to 2.5 million and ensuring that in the future boarding education be accessible to everyone. During 1959–1965 Soviet Union Republics had to reorganize orphanages into boarding schools considering local peculiarities and available resources. Moreover, the Government Resolution «On Measures for the Development of Boarding Schools in 1959–1965» stated that these recently formed institutions «were widely recognized by the working people of our country and proved to be the most successful form of children's upbringing and education» («Pro zakhody shchodo rozvytku shkil-internativ», 1959, p. 2).

Thus, in 1956 – the early 1960's, one of the leading socio-pedagogical ideas, documented in the state and party documents, was that of strengthening the social character of education calling for the use of new, quality forms of incorporation – social education of children in boarding schools and extended care groups. Studying had to be combined with productive work. Education was considered effective if it implied youth participation in reasonable community activities. This period saw accumulation of empirical material about the activities and educational potential of boarding schools within the prevailing authoritarian system of social education. From the late 1960's, «the organization of social labour is placed outside the educational process and into the sphere of extracurricular and out-of-school educational activities which determined a more active engagement of pupils for both social and educational purposes. The most common forms of social labour were pupils' unions: production brigades, school forest rangers, labour teams, labour and entertainment camps» (Chertova, 2007, p. 14).

During the second period (the late 1960's – 1990's), the idea of children's social education in boarding schools was fundamentally changed. They were no longer called educational institutions of the new type; their expansion was called off. It was decided that only special boarding schools (for children with mental and physical disabilities, children with neurological disorders), sanatorium-forest schools and sports boarding schools would be expanded. In other words, boarding schools started to stagnate which, accordingly, led to attempts to improve the content, forms and methods of children's social education. This period in the study is described as socio-pragmatic.

On December 8, 1966 the Central Committee of the CPSU and the Council of Ministers of the USSR adopted Resolution No. 900 «On Measures for Further Improvement of Secondary School», which became an important step in the development of the social component of children's social education. The document maintained that the Soviet school should remain comprehensive, labour-oriented and polytechnic, and its main task is to «provide pupils with a strong knowledge of basic science, to form their high communist consciousness, prepare for life and a well-thought

choice of profession. By intertwining educational work with life, the school should equip pupils with an understanding of the laws of social development, to educate them in the revolutionary and labour traditions of the Soviet people; to develop in them a high sense of Soviet patriotism, to educate the readiness to defend the socialist Homeland ...» («Pro zakhody dalshoho polipshennia roboty», 1966).

Another consequence of the ideology dominance in the communist period, in addition to excessive trust in institutional child care, became disapproval of social labour. The latter was not considered as a separate professional segment based on knowledge and skills, since the Soviet dogma denied the efficiency of direct work with disadvantaged families – it was much better to take children away from their families (Karter, 2005, p. 12). In order to introduce the principles of polytechnic and labour training, the Central Committee of the CPSU and the Council of Ministers of the USSR obliged the ministries of education and research institutes of the country to develop and implement scientifically based curricula and programs that would make provisions for increasing labour and arts class hours, and the development of pupils' versatile interests and abilities through optional classes. Subsequent years were characterized by attempts to further improve the system of children's social education in accordance with socio-political preconditions.

Thus, on December 22, 1977 the Central Committee of the CPSU and the Council of Ministers of the USSR adopted the Resolution «On Further Improvement of Pupils' Education and Preparation for Work», which focused on the school's function to help pupils acquire a solid knowledge of basic science and work skills. It pointed to the essential unity of children's education and upbringing, the close connection of mental, labour and moral education, as well as the necessity to combine studying and labour. Particular attention was paid to the organization and content of children's education through extracurricular and out-of-school activities.

In the early 1980's, in view of the tasks formulated at the XXVI Congress of the CPSU (1981) and at the Plenum of the Central Committee of the CPSU held in June 1983, labour training was defined as one of the key directions of school activities, as a primary economic, social and ethical task. However, not only the training of pupils, but also schooling required improvement. That is why in 1984 a reform of general and vocational school education was carried out, in which an attempt was made to overcome the existing shortcomings in the educational system, as well as in the forms and methods of raising children. The focus was laid on a more effective training of boarding school pupils for independent living and work. So, again, efforts were made to institute general vocational education. Obligatory extracurricular community work and a new discipline «Fundamentals of Production Process. Career Choice» were introduced. The main purpose of the reform was to improve the quality of youth's education and training, to ensure better preparation for life and work. The reform directed school and pedagogy towards the dramatic improvement of youth's vocational training, finding rational ways of combining general secondary education with vocational preparation, the enrichment of social functions and the

role of general and vocational schools, improving the social prestige and authority of the teacher. Apparently, Ukrainian boarding schools were also affected by this reform.

Thus, two sub-periods were distinguished in the second period of social education development – 1) 1965–1984; 2) 1984–1990. The next (third) period of the establishment of children's social education in boarding schools was 1991 – the beginning of the XXI century. It is characterized by modernization of the system of children's social education as a whole, innovation of its content as a result of adjusting social education to the post-Soviet paradigm of national education and reforming the established system of state accommodation and education of children. In this study, it is described as child-centric. The proclamation of state independence by our country in 1991 began a new stage in the development of Ukrainian boarding schools. The crisis, which touched on all aspects of Ukrainian society, exacerbated social contradictions and led to a significant increase in the number of socially unprotected children. On the other hand, crisis phenomena could not but affect the financial, medical and educational capacities of boarding schools servicing children who required social protection. Some of the boarding schools were closed, their financing and material security were hampered, the feasibility of their operation was questioned.

On September 27, 1991 the UN Convention on the Rights of the Child came into force in Ukraine. It stated that «a child needs to grow in a family environment, in an atmosphere of happiness, love and understanding, for the full and harmonious development of his personality» (Zadorozhnii, 2004). However, institutional forms of child care and education have not lost their relevance and remain an essential part of the educational system in Ukraine and the state support of orphans and children deprived of parental care. In the early 1990's the government laid the foundation of the state's social and youth policy and mechanisms of its implementation through various state structures and agencies, which regulated professional activities of social teachers and social workers as well as their training in higher educational institutions. The development of a new educational policy, which corresponded to market reforms in the economy, democratization of public life, the crisis in the social sphere, began (Karpenko, 2016; Kobernyk, 2018).

The reformation of Ukraine's school education in the first decade of independence (1991–2002) can be assessed as a transitional and dramatic period, a so-called bridge between the authoritarian paradigm of education that went back into the past and a new democratic personality-oriented paradigm that opened new horizons for its development (Berezivska, 2012). During this time certain positive changes in the operation of boarding schools took place. New opportunities emerged for their financing through extrabudgetary funds. New pedagogical technologies started to be used in social-educational activities of boarding schools. In 1993, a new «Resolution on Educational Institutions for Orphans and Children Deprived of Parental Care» was adopted defining the main tasks of these institutions as follows: creation of the most favourable home-alike conditions for children's life and development; pupils' timely access to education, preparation for independent life and career choice.

On April 5, 1994 the Resolution of the Cabinet of Ministers of Ukraine «On Improving Education, Training, Social Protection and Material Support of Orphaned Children and Children Without Parental Care» was enacted. The document emphasized the need to improve the quality of education of orphans and children deprived of parental care in the new independent state of Ukraine. The Decree of the President of Ukraine No. 1153/97 «On Measures for Improvement of the Condition of Orphans and Children Deprived of Parental Care» dated October 17, 1997 drew attention to social exclusion, a low level of pupils' preparation for independent living, and, consequently, the necessity to develop new forms and ways of family upbringing of children. On April 26, 2001 the Verkhovna Rada of Ukraine passed the Law «On Protection of Childhood», according to which the central bodies of executive power, which ensure the formation of the state policy in the field of education and science, were entrusted with explication of the educational potential of state-financed educational institutions. Its result was development of the Conventional Program of psychological and practical preparation of orphans and children deprived of parental care for work and professional self-determination of pupils taking into account their abilities and interests as well as needs of the regions («Pro okhoronu dytynstva», 2001).

«Central executive authorities in the spheres of culture and arts, education and science, health care, families and children, as well as local state administrations and local self-government bodies were entrusted with» continuous improvement of the forms and methods of preparation for «independent and family life of pupils graduating from institutions for orphans and children deprived of parental care, by way of support and mentoring, among other things» («Pro zabezpechennia orhanizatsiino-pravovykh umov», 2005). However, the conspicuous unpreparedness of boarding school graduates for independent living and the lack of necessary social skills and capabilities called for drafting guidelines for further modernization and reformation of residential institutions. In 2017, in accordance with the Resolution of the Cabinet of Ministers of Ukraine «On the National Strategy for the Reformation of the Institutional Care and Education of Children in 2017–2026», a new period began in the disadvantaged children's accommodation and education system (Andreeva, 2004). However, this period of «reloading» the state system of child care requires a more thorough analysis to assess the expected results and the effectiveness of the pupils' social education.

Leading trends in development of children's social education and transformation of its content in Ukrainian residential institutions during the outlined historical periods

Several leading trends influenced the content of children's social education and its development in residential institutions within each of the specified periods. Thus, during the first period – the ideological-organizational (1956 – the early 1960's) – there was an increase in the educational potential of boarding schools and the adaptation of certain areas of children's education to the paradigm of the authoritarian and Communist Party-led society. The concept of comprehensive development of pu-

pils and their preparation for independent life made it impossible for boarding schools to formulate and spread alternative views among children and design an individual trajectory for the development of their personality. The predominant trends that influenced the operation of boarding schools and, accordingly, social education of their pupils, were as follows: combining children's social education with productive labour; formation of a «new» generation of people by involving them into self-service and community work; professionalization of the educational process by incorporating labour training into industrial specialties.

The second socio-pragmatic period (the late 1960's – 1990's) marks accumulation of empirical material based on party views on ways to improve the content, forms and methods of children's social education in residential institutions. During this period the distribution and development of residential institutions in Ukraine is slowing down. At the same time, the key objective is to improve the content and methods of children's social education. The most significant trends that contributed to the development of children's social education in boarding schools include: a differentiated approach to social education (taking into account individual inclinations, interests, abilities and talents of pupils when choosing forms and methods of education); joint efforts of boarding schools, the public and state organizations, industrial enterprises and groups, mass media and other social institutions related to children's social education; increasing attention to the professional orientation and vocational education of the younger generation as a means of their preparation for independent life.

The third period of the evolution of social education is characterized as child-centred (as it implies modernization of a well-established system of boarding education and, accordingly, social education of children) (1991 – the beginning of the XXI century). At this time a new content of education is formed within a humanist-oriented national paradigm. Regulatory and legal grounds for further reformation of state support and education of orphans and children deprived of parental care are provided. Social education gravitates towards democratization and individualization of the educational process, creation and effective operation of new family-type child care institutions (family-type children's home and foster family), prioritizing personal development of the child taking into account personal needs, interests and capabilities, as well as provision of adequate conditions. The main trends in the development of children's social education in residential institutions were: the final transition from communist education to personally oriented; revival of traditions of national, national-patriotic and civic education; prevalence of interests and personal needs over the interests of society; devaluation of the moral and ethical component of children's social education (Sultanova, 2019).

Conclusions

The conducted study of the periodisation of children's social education in Ukrainian boarding schools (1956 – the beginning of the XXI century) corresponds to the genesis of the pedagogical thought in Ukraine and encourages further historical and pedagogical research. Substantiation of the periodisation of children's so-

cial education made it possible to determine the basic factors of its development in the residential institutions of the country and the leading trends in the formation and transformation of its content. The definition of the latter enables to design a further trajectory of the evolution of children's social education in boarding schools and prevent mistakes and evade shortcomings in educating the younger generation in Ukraine.

Prospects for further study. The study does not exhaust all aspects of the issue raised and emphasizes the relevance of further studying the problem of children's social education in the context of deinstitutionalisation changes.

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