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CHILDCENTRISM – CHILD'S PEDAGOGICS AS HUMANUM

Childhood has been the issue that caused more and more interest and concern for the latest time in the society. Modern scholars have interpreted it mostly through traditional academic discourses, which are in division of childhood between psychology, sociology and anthropology thus, a part of such constructs as the process of development, socialization, etc. An interdisciplinary approach to childhood's research has been related to an integrated methodology for the study of problems concerning children's life and their defence, which, in turn, have created a modern interpretation "the child in context". This vision of childhood can be considered as one of the priorities in state policy of many countries. Research of childhood in contemporary social sciences has been often defined as the area that were laid in traditional theorization and recognition of a great number of public and childhood's reconstruction means, depending on time and place, age, sex, ethnic and religious differences etc.

The research related to children and childhood obviously has been maintained by various sciences. Different approaches to the research on children and methods of these researches are pointed out in accordance with it. Childhood have been scrutinized by some sciences (sociology, cultural studies) as a concept that required special treatment, while others (psychology, pedagogy) have been focused primarily on children and childhood.

The notion "child" refers to "teens", "immature" personality while the concept of "childhood" is more general, abstract and indicates the status of those who are called teens. Methods of adult's status creation are different.

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Adulthood should be determined by physical or sexual maturity, sometimes by legal capability. We might scrutinized, a notion "childhood" is concentrated mostly on the state of child's existence, not relating to the separately taken child; it presurposes the existence of excellent, separate, fundamentally another public category – "childhood".

1882 is considered a point of account of beginning of scientific systemic study of children. The fundamental work "The Soul of Child" of German physiologist W. Preyer was appeared in this year.The development of child beginning from the moment of birth up to the first 36 months, was overseen in this research. Having caused a considerable interest to the research of children, possibility of scientific analysis of first displays of psychical life and production of some methods for further research were shown in the work[1].

Study of child's problems by social and humanitarian sciences at the end of XIX – beginning of XXth century is impossible without pedology – science about the child established by the American psychologist Granville Stanley Holl (1846-1924).

Being a student of W. Wundt, he was one of the first, who paid attention to necessity of research of formation and development of a concrete child's psyche. S. Holl organized in the USA experimental laboratories, where psychical development of children were studied, mainly teens in 1883. The obtained materials in result of researches allowed him to lay down a complex description of teenagers, analysed their problems from the point of view of adults and child's positions, written in work "Adolescence" (1904) and "Educational Problems" (1911).

M. Basov, the well-known Russian scientist considered attributing of new science's origin to the later period, binding it to works of Î. Kristien – student and representative of S. Hall's genetic psychology school. It was Î. Kristien who gave the name for new science – pedology, and published a journal under the this title[2].

Due to S. Holl, pedology is a complex science about a child, in the basis of it lies the idea of pedocentrism – a child is in a center of many scientists interests – psychologists, teachers, biologists, paediatricians, anthropologists, sociologists. The primary aim of pedology was observation of recommendations for parents and teachers related to child's studies and education.

[1] W. P r e y e r, *Child's soul*, Moscow 1912, p. 460.
[2] M. B a s o v, *Common bases of pedology*, Moscow 1928, p. 433.

Scientist proved that the process of studies should be inferior to the certain stages of psychical development, as the basis for studies is maturity of organism of child, ńoming from the theory of recapitulation (brief reiteration of the basic stages of development of human community). S. Holl expounded the idea of creation of practical child's psychology, having united the requirements of pedagogical practice with the achievements of modern biology and psychology. Biologists, physicians, physiologists were considered pioneers in development of pedological problems, they owned objective methods of research, both physical and psychical development of child's organism. However, since the XXth of last century, the study and analysis of psychological and educational component of the new science stand in the foreground of pedagogical investigation. At this time, pedology becomes more pedagogically oriented.

The beginning to research of child's cognitive activity, particularly in a role of pupil was caused by this studies. The questions of physiology, psychical and public development of child, role of hygiene, health, possibilities of child were placed in the centre of research attention, which had appeared in the process of socialization within the limits of functioning of school, collective and prophylactic school activity for prevention school or public subzero success, to maladjustment to children, when a "child is main and major in pedagogics, its main object"[3].

S. Holl read the set of lectures in Boston in 1881 that attracted enormous attention of scientific public by an idea that pedagogics must be based on allround research of schoolchildren[4]. He marked that in the center of school education a student must stand with his queries and necessities, children didn't exist for school, but school existed for children[5].

Due to S. Hall, a new pedagogical movement under the title "pedology" purchased wide distribution. It should be noted that by translation from Greece the term "pedology" literally means "the science of kids" – childleading[6].

[3] B. Ś l i w e r s k i, *Pedagogika dziecka. Studium pajdocentryzmu*, Gdańsk: Gdańskie Wydawnictwo Psychologiczne 2007, p. 240.

[4] S. H a l l, *Collection of articles on pedagogy and pedolody*, Edited by N. Vynohradova and A. Hrombaha, Moscow: Moskow Bookpublishing 1912, p. 444.

[5] Ibidem, p. 429.

[6] Ibidem.

By S. Hall's definition, pedology is a part of psychology, pedagogy, partly anthropology, medicine and hygiene. He used methodological and instrumental methods of many sciences in order to clarify one main issue – the nature of the objects of education in his research[7]. There were 27 laboratories for the study of children and 4 special journals were published, devoted to this problem in the USA in 1894[8].

While the development of pedology in America had a distinct application and practical orientation, theoretical researchers were dominated in Europe. Besides the already mentioned W. Preyer, A. Lay, E. Meiman, K. Gross, K. Buller, W. Stern and others worked in Germany in this field, I. Ten, A. Binet, T. Simon – in France, W. Anri, D. Romanes, D. Selli, Drummond – in England[9].

Having noticed at chance, pedological movement was actively developed in Ukraine. The medically-pedagogical institute was founded by the well-known psychologist I. Sikorsky in Kyiv in 1878, its main aim – an experimental study of child's psychology[10].

Having overcome Western Europe and America, pedological movement was getting about in Russia, Poland, Czech Republic, Bulgaria, later in Japan and other countries. The first international pedological society was established in Antwerp in 1900. S. Hall organized the Intenational pedological union with the laboratory center in Klarks university in 1903.

The set up tasks by the supporters of new direction were proclaimed by one of them – I. Kristien – "to collect everything, that touches existence and development of child, to combine it into one systematic unit complex naturally-scientific study of a child that conduces to the complete understanding of his nature study of a child in all volume of his creature, thus pedology exists apart, on its own place"[11].

Interest were showed up to the pedagogical aspect of problems of pedology in a greater measure in Western Europe, comparatively with America. Experimental pedagogics was distinguished from pedology and tried to occupy relatively an independent place. It should be marked that both – the first

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[7] Ibidem.

[8] A. P e t r o v s k y, M. Y a r o s h e v s k y, *History of psychology*, Moscow: Nauka 1997, p. 371.

[9] E. S t e r n, *Applied psychology*, Gosizdat of Ukraine 1925, p. 112.

[10] S. B e l o k o n, A. H u b k o, I. S i k o r s k y, *Ukrainian Soviet Encyclopedia*, vol. X, Kiev: Main edition of Ukrainian Soviet Encyclopedia 1984, p. 206.

[11] *Readings on History Education*, sost. I.F. Svadnovsky, Kharkov: Sov. School 1936, p. 327.

and the second term is often used as synonyms for denotation of new pedagogical movement.

The valued orientation and view on the child, childhood on the whole and modus education were changed gradually. Contradictions between the traditional system of education, uncapable to give independent intellectual, creative personality to society, contradictions between the needs of economic and political life of countries, displacement of accent from the ideal of culture to pragmatism caused the origin of "new pedagogical view" and "new schools"[12].

The first "new school" was founded on the basis of principles of new education by S. Reddi in England in 1889, then "School Rosh" of E. Demolins (France), "Rural educational houses" of G. Litz (Germany were appeared). In 1892, supporters of the new education created "International Bureau of new schools", led by A. Feryer to share experiences and develop specific positions and principles specific to the activities of the "new school"[13].

As has been seen, the end of XX^{th} – beginning of XX^{th} century was characterized by an increased interest of scientists, especially psychologists, doctors and teachers to the complex research of problems of child (physical, psychological, emotional, mental development, adaptation to the social environment, active voice in public life). Beginning of the First World War, political and economic changes in many countries were put on brakes development of new pedagogical movement, distracted attention of public from educational problems. However, pedagogical activity of teachers-reformers begins to be opened out in post-war time.

Movement for "new education" was purchasing status of international pedagogical motion for updating of school and education in an intermilitary period. "New schools" in France, pedagogics of reforms, "school of labour" in Germany, progressive pedagogics in the USA, "active school" in Switzerland and Belgium, "creative school" in Poland, not identical in a form, but in maintenance association's emphaticness in unperception of traditional Herbart's pedagogy.

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[12] H. K e m i n, *The theory and practice of the "new education" in the West, European pedagogy* (*the end XIXth – mid of XXth century*), ed. H. Kemin, Drohobych: Drohobych Circle 2004, p. 124; N. B o r d o v s k a y a, *Pedagogy: learning textbook*, ed. N. Bordovskaya, A. Rean, St. Petersburg 2006, p. 304.

[13] *Encyclopedia of Education*, ed. V. Kremen, Kiev: Acad. of ped. Sciences of Ukraine, Yunikor Inter 2008, p. 1040.

"The process of self-development of personality was matched against authoritarian influence on a child; studies exceptionally after books against individual, vitally important experience; the tight discipline against free internal activity; mastering of separate abilities and skills though mechanical overlearning against capture by them during implementation of independent activity; preparation to future life against organization of active vital functions"[14].

"New education" was a reaction on the change of human mentality in the end of XIXth – middle of XXth century. It extended both individual freedom and whole community, assisted on democratization of political relations, protected the citizen right for personality.

The main distinguishing feature of "new school" from traditional was the aim not only to study but also to educate children, all-round harmonious development of all forces and capabilities of personality. "Common for new schools was a rely on pedocentrism", marked H. Kemin'"[15].

Within the origin of new pedagogical direction of pedocentrism (gr. *pais* – a child, lat. *centrum* – a center, environment) in obedience to that, as aforementioned, organization and methods of studies were determined only by direct, spontaneous interests and necessities of children, new scientific maintenance purchased the concept of childcentrism, as in foreign so in domestic pedagogics. However, a problem of childcentrism was actual not only for reformative pedagogics but also for ethnopedagogy, christian and humanistic pedagogy.

Childcentrism became one of the most essential postulates that were qualificatory for most of that time pedagogical directions on the border of XIXth and XXth centuries. It went down to history of education as a pedagogical movement or original world-view in relation to child's education.

Concept of childcentrism wasn't restricted to well-known establishment to be one of directions in pedagogics, that was arisen up in modern pedagogical science in XIXth century. Childcentrism or pedagogics of childhood is presented on the fields of any investigation that classifies modern pedagogical directions and movements regardless of its philosophical and socio-political łdeograms.

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[14] K e m i n, *The theory and practice of the "new education" in the West*, p. 124; zob. także *Encyclopedia of Education*, p. 1040.

[15] K e m i n, *The theory and practice of the "new education" in the West*, p. 124; zob. także *Encyclopedia of Education*, p. 1040.

Prospects for the fundamental theoretical comprehension of childcentrism on principles of humanism were realized by the research inheritance in pedagogics and modern sciences about a man (P. Blonsky, A. Ventzel, Ń. Hessen, A. Disterweg, D. Dewey, I. Zyazun, J. Comenius, V. Kremen', Y. Korzchak, A. Makarenko, I. Pestalozzi, K. Rodgers, V. Suchomlynsky, K. Ushynsky) and realization of its fundamental ideas in the context of development of domestic pedagogics (I. Beh, A. Boyko, O. Vyshnevsky, V. Kravets', V. Lozova, O. Suchomlynska, H. Shevchenko).

It is possible to distinguish three directions in childhood's researches, which took place in social and humanitarian sciences in the end of XXth century: the first one is concentrated on separate researches of a child as an individual, member of social group and childhood in social status (in the structure of the age-related groups and generations). Thus an important role is taken to ethnologic researches of family status of child and changes that took place at interpretation of childhood from the point of view of family and society.

The second direction is determined as a constructivism. It is concentrated on children as designers of their own life, environment and development. Thus the search of answer goes to the question of children's self-education measuring and environmental observation. Most radical in this direction are sociological researches which were concerned to autosocialization and geterosocialization. Children come forward as an objects of research, as (co-) creators of their development (children put themselves in socialization), they develop independently their own reflecsive "I", come forward as subject of their own socialization, the children are socialized within the framework of the homogeneous age-related groups without participation of adults.

The third direction is concentrated on history of childhood, historical aspects of public construction of childhood. The researchers of this direction systematize knowledge in relation to different conceptions of childhood – from medieval character of child as "small adult" through idealization of philosophy of happy child and childhood of J.-J. Rousseau from the XVIIIth century to XIXth century with determination of childhood as the transitional stage to the grant to status of adultness in historical development.

The content of the reformed education and updating of educational system is directly connected with the change of educational paradigm, as a reflection of action of totality of theoretical principles on the whole process of peda-

gogical activity[16]. Semantic filling of fundamental notions "education" and "study" directly depends on pedagogical paradigm, which is the basis of educational process.

According to N. Bordovska and A. Rean, the paradigms of education were folded up and developed during centuries, depended on prevailing of certain element in the system of basic education parameters as sociocultural phenomenon. Such parameters for educational paradigmatic determination are ideas about the system of knowledge and abilities, necessary to the man of concrete historical epoch, realization as of culture and methods of development in the process of mastering; principles of coding and information transfering; a comprehension of value of education in society; realization of cultural development of a person; a role of education in society; idea about the place of teacher as a transmitter of knowledge and culture in an educational process; character and place of child in the structures of upbringing, studies and education[17]. To our opinion, to the basic pedagogical paradigms belong childcentrism – child's pedagogics as humanum.

There is no doubt that childcentrism assists on integral interpretation of pedagogics in a historical prospect, because pedagogics changes with the change of generations. Experience of this area of knowledge allows the future researchers to comprehend the polisemanticy of pedagogical terms that were entered in scientific turnover by the representatives of different pedagogical movements. In this case speech goes about the necessity of examining of all historical way which was passed by pedagogics of childcentrism from the period of becoming and triumph to the decline for regenerating again.

Childcentrism has a new value nowadays. According to V. Kremen, president of National Academy of Pedagogical Sciences: "Childcentrism in education – when education and studies of every child is realized on the basis of development of his natural capabilities. There is a necessity to draw studies and education as nearer as possible to every child – to his essence, concrete capabilities, future vital trajectory. I call this phenomenon – childcentrism in education".

To our mind, under the childcentrism by the modern interpretation of this term, we can comprehend the personality-oriented model of child's upbrin-

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[16] V. A n d r u s c h e n k o, *Reflections on Education: articles, essays, interviews,* Kyiv: Ukraine's Knowledge 2004, p. 804.

[17] N. B o r d o v s k a y a, *Pedagogy: learning textbook,* ed. N. Bordovskaya, A. Rean, St. Petersburg 2006, p. 304.

ging, the aim is – life's way extension and self-humanization based on the real life of the child, having increased attention to the system of values and interests to form a life competence.

Significant changes in civil opinion toward legal recognition of the special status of the child have occurred during the last 30-40 years:

1959 – adoption of the Child Rights Declaration,

1979 – is declared the year of the child by UNESCO,

1989 – adoption the International Convention on the Child's Rights.

These milestones legally confirmed the changes in public opinion, which had been scheduled at the end of the last century (Elenn Key's Book "Century of a child", published in 1900 – a kind of manifest, which declared self-worth of childhood and uniqueness of child, free from the power of family, school and adults in general, in the 30th of the XXth century – Janusz Korczak Foundation of "Charter of free child", which became later the basis for the Declaration of the Rights of the Child etc.).

It is important to note the emergence of international children congresses, "children's diplomacy", children's creative forums and associations.

Since the main focus of education is announced by a self-centered model, with purpose of empowering competent choice of child's life and its self-development, the priority in evaluating the effectiveness of education and training should be a humanitarian criteria, especially the criteria for success and development of the child as a person. It requires humanization of real baby's life, inhancing attention to baby's system of values and interests, concentration on the childcentrism basis in order to form his competence of life.

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CHILDCENTRISM – CHILD'S PEDAGOGICS AS HUMANUM

S u m m a r y

The article deals with childcentrism or pedagogics of childhood which is presented on the fields of any investigation that classifies modern pedagogical directions and movements regardless of its philosophical and socio-political łdeograms. It is determined the necessity of examining of all historical way which was passed by pedagogics of childcentrism from the period of becoming and triumph to the decline for regenerating again.

Key words: child, childhood, childcentrism, pedocentrism, pedology.

PAJDOCENTRYZM – PEDAGOGIKA DZIECI JAKO LUDZI

S t r e s z c z e n i e

W artykule autorka podejmuje problematykę pajdocentryzmu – pedagogiki dzieciństwa. Pajdocentryzm został przedstawiony tu na wielu polach rozumowania, klasyfikując nowoczesne kierunki i ruchy pedagogiczne, niezależnie od ich filozoficznych i społeczno-politycznych uwarunkowań. Pedagogika dzieci jest określana poprzez konieczność badania wszystkich historycznych uwarunkowań, które zostały przekazane przez politykę pajdocentryzmu z okresu powstania i triumfu aż do upadku i ponownej regeneracji.

Słowa kluczowe: dziecko, dzieciństwo, pajdocentryzm, pedologia.