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## DEVELOPMENT OF THE THEORY AND PRACTICE OF PHYSICAL EDUCATION OF DOMESTIC PRESCHOOL EDUCATION IN THE PERIOD OF THE RUSSIAN EMPIRE

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### Abstract

The article highlights the characteristic features of the concepts of physical education of preschool children of domestic pedagogy during the Russian Empire (18th-early-20th centuries). It is shown that the domestic pre-school practice promotes the idea of universal education, and innovative pedagogical ideas are used for the all-round education of the younger generation. Objectively, those pedagogical ideas and theories, which expressed the growing social demand for the improvement of forms and methods of upbringing contributed to the further development of pedagogical theory and practice in the field of physical education. The views and pedagogical ideas of P. F. Lesgaft, K. D. Ushynsky, I. A. Sikorsky, V. M. Bekhterev, S. F. Rusova, and others have been examined. It has been determined that the basic idea of domestic preschool pedagogy is the all-round development of a personality.

**Key words:** preschool children, domestic theory and practice, physical education.

**Наталія Пангелова, Наталія Москаленко. Розвиток теорії й практики фізичного виховання вітчизняної дошкільної освіти за часів Російської імперії.** У статті висвітлено характерні риси концепцій фізичного виховання дітей дошкільного віку, вітчизняної педагогіки за часів Російської імперії (XVIII – початок XX ст.). Показано, що вітчизняна дошкільна освіта висуває ідею всезагальної освіти, а новаторські педагогічні ідеї використовуються для всебічного виховання підростаючого покоління. Об'єктивно ці педагогічні ідеї й теорії, котрі виражали зростаючий соціальний попит на вдосконалення форм і методів виховання, сприяли подальшому розвитку педагогічної теорії й практики в галузі фізичного виховання. Розкрито погляди та педагогічні ідеї П. Ф. Лесгафта, К. Д. Ушинського, І. А. Сікорського, В. М. Бехтерева, С. Ф. Русової й ін. Визначено спрямованість основної ідеї вітчизняної дошкільної педагогіки – усебічний розвиток особистості.

**Ключові слова:** діти дошкільного віку, вітчизняна теорія й практика, фізичне виховання.

**Наталья Пангелова, Наталья Москаленко. Развитие теории и практики физического воспитания отечественного дошкольного образования в период Российской империи.** В статье освещаются характерные черты концепций физического воспитания детей дошкольного возраста отечественной педагогики во времена Российской империи (XVIII – начало XX в.). Показано, что отечественная дошкольная практика выдвигает идею всеобщего образования, а новаторские педагогические идеи используются для всестороннего воспитания подрастающего поколения. Объективно эти педагогические идеи и теории, которые выражали растущий социальный спрос на совершенствование форм и методов воспитания, способствовали дальнейшему развитию педагогической теории и практики в области физического воспитания. Раскрыты взгляды и педагогические идеи – П. Ф. Лесгафта, К. Д. Ушинского, И. А. Сикорского, В. М. Бехтерева, С. Ф. Русовой и др. Определена направленность основной идеи отечественной дошкольной педагогики – всестороннее развитие личности.

**Ключевые слова:** дети дошкольного возраста, отечественная теория и практика, физическое воспитание.

**Introduction.** Today's preschoolers will make the potential of the society in the first half of the 21st century. They will be the ones to solve complex social-economic, moral-ethical, national and other burning issues.

The changes that took place in the socio-political basis of Ukraine demand serious reforms in the system and content of educational institutions, and in pre-school education in particular.

At the same time, alarming data about a systemic deterioration of health, a decrease in the level of physical and motor preparedness of preschool children become commonplace. One of the important directions of solving this problem is optimization of the process of physical education in preschool educational institutions.

**The analysis of recent investigations and publications** has shown that the problems of improving the preschool physical education effectiveness were the subject of the research by O. H. Lakhno [1], N. S. Malyar [2], N. Y. Panhelova [4], V. M. Pasichnyk [5], and Y. A. Starchenko [6].

At the same time, there is a lack of research on the socio-historical direction of preschool physical education. Determining the preconditions for the emergence of trends in the development of ideas about preschool education will give an opportunity to objectively evaluate the effect of social laws in this area, identify, analyze and generalize new laws of its functioning, as well as it is worth further development.

**The aim** of this article is to analyze, generalize and systematize the data of literary sources concerning the development of the domestic physical education theory and practice of pre-school children during the Russian Empire (the second half of the 18th–the beginning of the 20th centuries).

We have used the following **methods and techniques** of scientific research as analysis, synthesis, generalization, and interpretation of scientific literature data.

**Results and Discussions.** Russian and Ukrainian thinkers strongly advocated for the protection of the rights of childhood and humane education. The upbringing and education of a child is a leading theme of pedagogical theories of such outstanding teachers and scientists as M. V. Lomonosov, F. I. Yankovich, and M. I. Novikov. They combine the ideals of spirituality, humanism and harmonious development of a man, where the ideal and the material, that is, the spiritual and the physical are interrelated and interdependent components of an individual.

F. M. Rtishchev (1626–1673), an outstanding statesman of the second half of the 17th century, organized a school at the St. Andrew's Monastery in Moscow. A monk, Epiphany Slavinetsky (a graduate of the Kyiv-Mohyla Academy), who was one of the first in Russia to become a theorist of physical education, was invited to work there.

One of the reformers of the education system Ivan Betskoy (1704–1795) proposed to create educational institutions for the «new breed of people» in order to protect them from the «dissolute environment», he initiated the opening of educational homes for abandoned children. He recommended active games, as well as jogging, jumping, dancing for diversified physical development. According to I.I. Betskoy, active motor activity in childhood will provide health and longevity in adult life.

At the beginning of the 18th century physical education was introduced into the system of noble education: horseback riding, fencing, wrestling and various active games were wide spread. In the life of the peoples of Russia, active games and physical exercises continued to be cultivated.

In Ukraine H. S. Skovoroda (1722–1794), a philosopher, poet, and educator, interpreted the idea of natural correspondence in his own way. In his work «Noble Erodiy» he argues that children should receive physical education from the first years of life, which «will strengthen them in such a way that it will help them to know sciences better».

The development of science and culture on the territory of the Russian Empire contributed to the further development of the scientific and pedagogical foundations of physical education. Thus, in the last quarter of the 18th century the educator M. I. Novikov (1744–1818) considered three components of education: physical, moral and mental in his pedagogical works. He regarded body care as the most important thing. M. I. Novikov talked about the need for physical education from the first days of life and that this process should continue until the complete formation of the body. Particular attention should be paid to cold hardening of the body and control of the child's posture.

A. P. Protasov, an anatomy professor, introduced the concept of «physical education» in Russia. In his works on physical education he explained the necessity of movements for health promotion.

His contemporary, medical researcher N. M. Maksimovich-Ambodik persistently popularized the need for harmonious upbringing of children. In contrast to existing traditions, he believed that from the first days of life the child should be given the opportunity to move instead of being swaddled too tightly. The scientist recommended cold hardening and active games for children. According to N. M. Maksimovich-Ambodik, every age period has its own characteristics, and therefore education (including physical one) should be approached individually.

O. M. Radishchiev (1749–1802), a Russian writer, also paid great attention to the physical education of children. He believed that the improving of physical strength through exercises contributes to the improvement of health.

Thus, Ukrainian and Russian teachers and philosophers of the 16–18 centuries scientifically based and actively promoted the need for physical development of the individual, which combined broad education and physical perfection.

Teachers, doctors and public figures made significant contributions to the theory of physical education of children, in particular, E. A. Pokrovskyi, E. M. Dementiev, M. I. Pyrogov [7].

M. I. Pyrogov (1810–1881) was an outstanding Ukrainian physician and teacher, who emphasized the need for a scientifically based preschool and school system of physical education in a number of his works for the first time.

E. A. Pokrovskiy (1838–1895) wrote over 70 works on physical education. In his book «Physical education of children in different nations, mainly Russia», he substantiates that the development of the general culture of a society depends on the development of physical education of children and young people. E. M. Dementiev (1850–1919) wrote his fundamental work «Gymnastics or Games», in which, among the means of physical education, he put the highest priority to action-oriented games as the most beneficial ones to children.

K. D. Ushynskiy (1824–1871) had a priority in a new approach to the problem of raising children. He believed that the process of teaching and education should be preceded by learning everything about a child. The pedagogical process should take into consideration physical and psychological development patterns of children. He emphasized the correlation between mental and physical education. He particularly emphasized action-oriented games, which he considered a universal means of development of children.

E. M. Vodovozova, a student and follower of K. D. Ushynskiy, created the theoretical manual for the training of kindergarten teachers «The intellectual and moral upbringing of children from the first manifestation of consciousness to school age», issued in 1871. The book substantiates the importance of organizing activities of a child in shaping the moral habits, will and character in an inextricable connection with the development of consciousness (games, exercises, work, reading books, conversations), as well as the physical sphere of a preschool child.

The Ukrainian theory and practice of physical education of preschool children was largely formed under the influence of the works of the teacher, anatomist and doctor P. F. Lesgaft (1837–1909). In his fundamental work «The Guide to Physical Education for Schoolchildren», he scientifically substantiated the concept of physical education of a person, which contained the following ideas:

- Systems of physical education are subject to the laws of physiology. Along with the development of physiology, physical exercises must be constantly reviewed and improved.
- Physical education is a necessary means of forming a harmoniously developed personality.
- Harmonious development is based on the unity of the physical and educational forces of a man and occurs under the condition of a leading role of consciousness.
- Teaching in physical education is, in fact, partial transfer of educational material accumulated by a community in the course of history.
- Normal physical development of a child can only be achieved on the basis of a scientifically proved system of physical education.

– Physical education is a function of general pedagogy. In the process of teaching physical exercises, more attention should be paid to the following methodological statements: consistency and gradualism in learning; taking into account age-specific characteristics of children; adherence to other general principles of didactics.

Until our time, the basic statements of the theory of physical education, developed by P. F. Lesgaft, have not lost their relevance. The idea of harmonious development, the need to manage the didactic principles of teaching physical exercises to children, the technique of mastering the movements in stages are completely transferred to the modern system of children physical education [3; 7].

P. F. Lesgaft's student V. V. Gorinevskiy (1857–1937), an outstanding specialist in sports medicine, continued developing his ideas. He was the first scientist to deal with the medical control issues during the physical education. Besides, V. V. Gorinevskiy was the author of many works concerning children's physical education, hygiene and cold hardening. His guidance manual «Physical Culture of the Pre-school Children» was the first publication, which considered the system of physical education (physical exercises, hygiene factors, health-improving forces of nature), which positively contributed to the improvement of health and physical development of children.

The views of the teachers-experimentators of the beginning of the 20th century I. A. Sikorskiy and V. M. Bekhterev concerning the integration of physical and mental education of children were insufficiently investigated, though, are of a particular interest nowadays. They are known for their originality and are based on the research of the psychophysical development of children during «early childhood». It is not by accident that pedagogy is generating tremendous interest among prominent psychiatrists. V. M. Bekhterev and I. A. Sikorskiy believed that emotional development of a child is the basis of moral education. They made the emphasis on the importance of «ethical emotions» for the formation of the personality as a social unit. As for V. M. Bekhterev, providing positive emotional background for the child's activities is the main task of emotional development. For this purpose, he recommends taking care of the whole physical well-being of a child's organism, providing it with the optimal moving mode during classes that will be of the child's interest.

The essence of the pedagogical concepts of I. A. Sikorsky and V. M. Bekhterev is as follows: application of the physiological and psychological research methods during the experimental observation allowed to get the results proving that moral feelings, and particularly the preceding emotional-volitional ones, are directly related to the physical activity of a child and require their development from the first days of life. In addition, I. A. Sikorsky (1842–1919) founded the Froebel Institute in Kyiv, which became the center of research in the field of preschool pedagogy.

In the second half of the nineteenth century not only the theory, but also the practice of preschool education (including physical education) developed. One of the first special preschool establishments in Ukraine was founded in 1858 on the initiative of the wife of the editor of the newspaper «Kyiv Guberniya News» O. M. Chernyshova. Especially popular among the Ukrainian intelligentsia was the kindergarten, opened in the early 70's of the 19th century by sisters Mary and Sophia Lindorfs (Rusova), where the ideas of national preschool education were first introduced.

S. F. Rusova (1868–1940) made a significant contribution to the development of the theory of full development of preschool children. Emphasizing the attention of preschool workers on the necessity of physical education as an integral part of the harmonious development of a child, she proposed to broaden the use of active games in the educational process of a pre-school institution as a universal means of development and upbringing of children.

At the beginning of the 20th century the movement for the association of scientists and teachers-practitioners who were involved in the issues of upbringing preschool children activated: in 1901 the Kyiv Society for the Promotion of the Education and Protection of Children was organized, in 1902 the Kyiv Society of Kindergartens, which on charitable basis carried out a large-scale organizational scientific-methodical, and advisory work, began to function.

Thanks to charitable societies, up to 1917 in Kyiv there were 11 national and 13 private kindergartens. The preschool institutions were opened in Zhytomyr, Sevastopol, Kharkiv, Cherkasy, and Chernihiv. In Ukraine there were 38 of them.

The Society of Public Kindergartens and the Freibole Society in Kyiv introduced training of pedagogical staff for preschool education. In 1908 the Froebel Women's Pedagogical Institute was founded.

**Conclusions.** In general, national educational practice and related theoretical pedagogy were influenced by dominant humanistic views, which developed in the late nineteenth and early twentieth centuries and began to be used in practice in preschool institutions. First of all, the system of kindergarten offered by F. Froebel was reformed and updated, and much attention was paid not only to means and methods of preschool pedagogy, but also to the care of the body, various types of physical activity of a child. The basis of the pedagogy of the kindergarten was playing through which children, imitating adults, practiced in the rules and norms of morality, trained their bodies, developed imagination and creativity. Didactic materials for the development of sensors and knowledge of the world (the so-called «gifts» (balls, cubes, and cylinders) were widely used.

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