

*I. O. Petukhova, National University of State Tax Service of Ukraine*

## **CHILD AS AN OBJECT OF PSYCHOLOGY-PEDAGOGICAL RESEARCHES (THE HISTORY-PEDAGOGICAL ANALYSIS)**

Petukhova I. O.

Child as Object of Psychology-Pedagogical Researches (the History-Pedagogical Analysis)

In article the historic-pedagogical analysis of psychology-pedagogical researches of the children's person is carried out Ukraine from pre-revolution times to the end of 30th XX of century. The personal payment of home teachers is described on business research of child. Work of Kyiv is analysed, Kharkiv psychological schools and other specialized establishments in relation to methodology of research.

*Key words:* tests, a pedology, the Kharkiv psychological school, the Kiev psychological school.

Comprehensive Psychology-Pedagogical research of a child contains long and vague history, it has not lost its relevance in the modern educational science and school practice. The idea of an integral study of a man transforms into a key methodological principle which is basic for a general Psychology as well as for educational one. The attempts to implement this idea already took place at the beginning of formation of national science that is why application to the analysis of the experience of the Psychology-Pedagogical research seems necessary. The purpose of this article is to carry out the History-Pedagogical Analysis of child's psychology-pedagogical researches of the late XIX – the first third of the twentieth century. The proposed time frames are determined due to the massive entry of testing into the educational area as a means of Psychology-Pedagogical assessment.

The massive interest in the study of the child among doctors, teachers, parents began to occur in the late nineteenth century. At this historical period the child served as the object and subject of a particular science, pedology, because it was characterized by its originality, physical and spiritual uniqueness, differences at various age stages [2]. The pedology's main objective was a comprehensive study of

the spiritual and the physical nature of the child with the help of basic techniques such as biographical method of observation, natural and laboratory experiment , the method of studying children's products of creativity , questioning and testing. Under the influence of Russian Psychology-Pedagogical elite's representatives A. Bernstein, V. Bekhterev, P. Kapteryev, K. Kornilov, O. Lazurskii, A. Nechaev, M. Rybnikov, G. Rossolimo, M. Rummyantsev, who in their turn got the ideas of the foreign scientists (A. Binet, B. Buckingham, F. Galton, G. Ebbinghaus, D. Cattell, C. Kourtis, H.Münsterberg, D. Rice, T. Simon, E. Thorndike, L. Terman, S. Hall, J. Childs, W. Stern ) native researchers of pre-revolution times (S. Anan'yin, M. Lange, M. Pavlova, I. Sikorsky, J. Chipiga) have been developing their own test trials which were designed to study child's psyche taking into account the authenticity of Ukrainian society.

S. Anan'yina's research interests focused around the study of mental processes and functions of the individual: "Doslidzhennya z teoriipiznannya" [The Study Of The Theory Of Knowledge] (1912), cognitive interest of the individual: "Interes u vchenni suchasnoi psichologii i pedagogiky" [The Interest In The Teachings Of Modern Psychology And Pedagogy] (1915), study of pupils' moral ideals: "Dytiachi ideally" [Baby Ideals] (1911), goals, objectives, educational content: "Istoriya pedagogiky" [History Of Education] (1911), "Narysy z pedagogiky serednoji shkoly" [Essays On Education In High School] (1914), "Suchasna doba I vyhovannja" [The Modern Age And Education] (1922), "Do pytannja pro znesennja klasno-urochnoji systemy" [On The Demolition Of Class-Task System] (1924), coverage of an aesthetic: "Estetychne vyhovannja" [Aesthetic Education] (1922), and in particular of music: "Psichologija myzuchnyh perezgyvan" [Psychology Of Musical Experiences] (1923), "Do vyvchennja muzuchnogo bokuditej ta ditjachoji muzychnoj izdibnosti" [On The Study Of Music By Children And Children's Musical Abilities] (1924), of fine arts: "Dytjacha hudozgnja tvorchist I pedagogichne zbochennja" [Children's Arts And Educational Perversion] (1928), of labor education: "Trudove vyhovannja, jogo mynule I suchasne" [Labor Education, Its Past And Present] (1924), of innovative teaching methods: "Ekskursijnyi metod

vykladannja” [Guided Teaching Method] (1922), “Pedologichni seminar pry Kyjivskomu INO” [Pedological Seminar In Kiev ISE] (1923) and child development: “Pedologija” [Pedology] (1923), foreign educational experience: “30 sliv do Pedagogichnoji enciklopediji” [30 Words To The Educational Encyclopedia] (1924), “Z pedagogichnogo zhittja Nimechinny” [About The Educational Life In Germany] (1924), “Aktualni pytannja pedagogiky na Zahodi” [Current Issues Of Pedagogy In The West] (1924), “Istorija pedagogichnyh techij” [History Of Teaching Currents] (1929) [6].

Native researcher M. Pavlova examined the child's mental processes, states, interests under condition of natural experiment, because the conditions under which the test took place were familiar to the child, and he had no idea that he was the object of observation. “Putting a child in natural, familiar conditions, we come closer to him, to his life, we make his memory, attention, imagination, his intellectual interests, ideals and other aspects of his personality manifest” [7, p. 10]. M. Pavlova advised to use natural experiment when observation and biographical method could not give full information about the child's reaction. The natural experiment, according to the researcher, occupied an intermediate position between observations and laboratory experiments, until recently it was close to this: the experimenter deliberately creates conditions which help the observer to watch the display of child's psyche. Several researchers (M. Pavlov, P. Kapteryev, K. Kornilov, M. Rybnikov, V. Smirnov, N. Rumyantsev) saw the tests as a kind of natural experiment.

Psychiatrist I. Sikorsky's Scientific-Pedagogical activity focused on the research of children's working capacity and tiredness (1870); on the study of mental work and morale growth (1911). The researcher paid a particular attention to the scientific-research work with "defective" childhood. In order to detect deviations in children's mental development and behavior Ukrainian researcher established the Medical and Pedagogical Institute (1903) in Kiev, which contained psychological laboratory and teaching clinic, where specialists performed psycho-educational assessment, correctional effect, provided consulting services [5].

Scientist's diversity of research interests reflected in numerous scientific papers: "Pro zaikannja" [About Stuttering] (1889), "Zbirka naukovyh statej po pytannjah zagalnoji psyhologiji, vyhovannja ta nervovo-psihologichnoji gigieny" [Collection of Scientific Papers on the Issues of Psychology, Education and Neuro-psychological Care] (1900), "Duscha dytyny" [Child's Soul] (1901), "Zagalna psyhologija z fizionomikoju u iljustrovanomu dodatku" [General Psychology with Physiognomy in Illustrated Appendix] (1911), etc.

Due to tedious work of the Ukrainian psychologist, teacher M. Lange at the University of Novorossiysk (Odessa), Ukraine has opened the first psychological laboratory (1895), where experimental researches on the study of perception, attention and will were carried out [1]. Creating of this laboratory was the impetus to the introduction of experimental methods for the study of children's personality into the educational area of Ukraine.

Native pedologist J. Chipiga defended feasibility of a comprehensive study of the child's psyche within pedology as a science that should replace pedagogy that does not meet the requirements of the society: "in the past knowledge about a child obtained with the help of random personal observations or your personal feelings, emotions, ideas and memories about your child's events and behavior. Child's school life, its mental work were not investigated by scientific experiments, but mostly were fantasy, thoughts and personal opinion. And such important displays of school life as tiredness, ideas, suggestions, types of perception, memory, etc. could not be studied by simple observation, they needed accurate and constant science of researches, they needed experiment. The need in the accurate science of a child as an object of education made experimental pedagogy, or pedology appear" [8, p. 5].

Thus, in the pre-revolution times researches on individual psychological characteristics of the child's personality, giftedness and retardation, formation of mental processes, educational achievements, etc. obtained its urgency. "Pre-revolution" research has been focused on the individual approach to the work with child on the bases of observation, experiment, testing.

Ukrainian pedagogical science of the 20s of the XXth century was characterized by progressive and rapid development of psychology-pedagogical viewpoints. Using the foreign schools' ideas in practice and branches, native workers created their own flows (pedagogy, experimental psychology, reflexology, pedology, psychotechnics), in which the study of child's nature was carried out. The 30s of the XX century were marked with massive reformatting of teachers' attention from child's personality research to the research of the child's group as the main factor of educational influence. With this in mind, "Soviet test" was mostly group (collective) and was characterized by the direction on the determination of achievements not of the separate individual, but of the individual who is a part of the school community.

Specialized institutions, including the Ukrainian Scientific Research Institute of Pedagogy (USRIP), Institute of Health of Children and Adults (IHCA), medical and educational classrooms, experiential pedological stations introduced experimental methods of studying individual psychological characteristics of school-age children, the dynamics of child's group development and functioning. In addition to the above institutions, psychology-pedagogical researches were actively introduced into psychology schools.

Widely known was Kharkov Psychological School, which began its own activities in 1931 and remained the core of not only Ukrainian, but also Russian psycho-educational thought. The major challenge that stood before the workers of this scientific and practical institution was to investigate the means, goals and motives of child's activities through the study of sensory activities (V. Asnin, A. Zaporozhetc), mental activities (V. Asnin, A. Zaporozhetc, K. Khomenko), mnemonic activities during random and involuntary memorizing (P. Zinchenko), perception of aesthetic features (D. Aranovskyi, A. Zaporozhetc, O. Kinceva, T. Titarenko), realization of the language during the game (G. Lukow), the formation of conceptual thinking (O. End), the study of children's group (O. Zaluzhniy) [9].

Kyiv Experimental School comprehensively investigated features of child's psyche. Within this institution were studied questions of personality psychology (G. Kostyuk, O. Raevskiy), polytechnic education, psychology of

profession consulting and career guidance (P. Paley, L. Gordon), development of cognitive, emotional areas of personality, of psychological aspects of training and education (D. Nicolenco), correction of tiredness (I. Karpova), the foundation of children's psychophysiology (E. Vudro) [4].

The tests are commonly used to diagnose the motivation of minors' deviant behavior. Thus, if we work with students tests to determine the level of school achievements and cognitive development were urgent, for dealing with the aforementioned category of children were used diagnostic methods such of the emotional sphere which defined incentives of dominant hyper and hipo emotions, which in their turn contributed to subject's deviation behavior from the rules established by the state and society. These included: Binet's, Gregor's, Meiman's , Stern's, Shulkofa's test [3].

Native psychology-pedagogical researches of the first third of the XXcentury are associated with the activity of G. Vashchenko, A. Zaluzhniy, G. Kostyuk, A. Mandryk, J. Chipiga. Axiological analysis of progressive educators' scientific heritage letus analyze personal contribution into theory and practice of psychology-pedagogical diagnosis of the child. Thus G. Vashchenko developed a system of tests on giftedness (1926) and made a massive inspection of children in Poltava schools (1927). A. Zaluzhniy presented his own classification of tests (1926), created a genuine test to determine the level of organization of the children's group (1930), which can be regarded as a fundamental principle in creation of method of sociometry, analyzed scientific works of the foreign and native colleagues, which covered the testing methodology (1926). He stood at the position of the tests as anadditional method of studying children's personality and collective. G. Kostyuk's scientific interests are focused on achievement tests as a way of accounting school work and overall children's development (1928), he was the author of "paperless" tests (1928). A. Mandryka outlined the theoretical premises of tests' origin (1925), proposed his own classification of tests (1925), raised the question of teacher assessments' objectivity (1926), proved test's reliability in comparison to the other methods of diagnosis (1928), determined the influence of task's place on final result

(1928). J. Chipiga's research activity is focused on methodological grounds of testing: requirements of testing procedures, principles of testing structure, requirements for persons who are engaged in testing (1926), analysis of international test methods in arithmetic (1926), Reading (1926) in order to adapt them later to the terms of the national school .

Thusly our historiographical analysis let us affirm that the research of the child's personality in high school in the 20s of the XX century was carried out by use of tests of general and special giftedness. Testing of the 30s of the XX century was reoriented on the research of children's group, as a result researches of labor of school group's members begun to spread widely. Analysis of the research of a child during World War II and during the rule of the Soviet regime should be transferred to the prospects of further scientific exploration.

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Петухова І. О.

Дитина як об'єкт психолого-педагогічних досліджень (історико-педагогічний аналіз)

У статті здійснено історико-педагогічний аналіз психолого-педагогічних досліджень дитячої особистості в Україні від дореволюційних часів до кінця 30-х рр. ХХ століття. Описано персональний внесок вітчизняних педагогів у справі дослідження дитини. Проаналізовано роботу Київської, Харківської психологічних шкіл та інших спеціалізованих установ щодо методології психолого-педагогічного дослідження.

*Ключові слова:* тести, педологія, Харківська психологічна школа, Київська психологічна школа.

Петухова И. А.

Ребенок как объект психолого-педагогических исследований (историко-педагогический анализ)

В статье представлен историко-педагогический анализ психолого-педагогических исследований детской личности в Украине с дореволюционных времен до конца 30-х гг. ХХ века. Описано персональный вклад отечественных педагогов в деле исследования ребенка. Проанализировано работу Киевской, Харьковской психологических школ и других специализированных учреждений относительно методологии психолого-педагогического исследования.



*Ключевые слова:* тесты, педология, Харьковская психологическая школа, Киевская психологическая школа.

Information about the author

*Iryna Oleksiivna Petukhova* – Associated Professor of Psychology and Sociology Department of National University of State Tax Service of Ukraine.

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