SPECIALIST IN EDUCATIONAL METHODS IN PRE-SCHOOL IN THE 2ND HALF OF THE 20TH CENTURY [IKIMOKYKLINIO AUKLĖJIMO SPECIALISTAS XX A. II PUSĖJE]

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Abstract
The topicality of the article is determined by the necessity to evaluate pre-school pedagogical system in the 60–80-ties of the 20th century. In this research pedagogical innovations and pedagogical activities to be evaluated positively and critically are analyzed from the viewpoint of today’s pedagogical experience. The results of the research testify on the one hand the active position of methodological work in a pre-school and the variety of methods used, but on the other hand the content of the teaching and education work in a pre-school was directed towards broadening children’s knowledge, mostly realizing frontal forms of lessons, strictly regulating pedagogical process, which showed soviet ideology. Practical educator and scientist interest and enthusiasm in working out methodological aids and programmes, in regular popularizing of recent information with the help of education system structure has to be stressed as positive.

KEYWORDS: pre-schools, methodological work, pre-school children, pedagogical process in a pre-school.

Auszug

SCHLUSSWÖRTER: Vorschulstätte, methodische Arbeit, Kind im Vorschulalter, pädagogischer Prozess in der Vorschule.

The topicality of the article is determined by the necessity to evaluate pre-school pedagogical system in the 60–80-ties of the 20th century. In this research pedagogical innovations and pedagogical activities to be evaluated positively and critically are analyzed from the viewpoint of today’s pedagogical experience. Analyzing the literature and historical documents about the methodological work in pre-schools in the 60-ties and 80-ties of the 20th century, firstly the historical situation in Latvia should be described. Being under the soviet occupation the organization of pre-school work in Latvia was strongly influenced by the education system of the USSR and the totalitarian one-party leadership.

\* Pranešimai skaityti tarptautinėje moksloje konferencijoje (2005 m.) „Ugdymo teorija ir praktika XX a. II puseje“, kuri skirta KU Pedagogikos fakulteto 30-mečiui ir Respublikos pedagoginio instituto 70-mečiui.
The aim of the research: to state the direction of the realization of methodological work in a pre-school, emphasizing successful and favorable pedagogical experience in the 60–80-ties of the 20th century. The research has been carried out basing on the literature and analysis of documentary evidences.

Results of the research. From 1940 till 1959 children’s up to three years old education is organized in children rooms at house management, in nurslng houses and day-nurseries, which were under the care of the Ministry of Health Protection. The children older than three by the order of Peoples Education Department (PED) were transferred to kindergartens which were under the care of the Ministry of Education. One of the main tasks in day-nurseries was to provide children with a sound nutrition, and it was done by a nurse under a strict control of a doctor and a senior nurse.

Following the resolutions by the Central Committee of the Communist Party of the Soviet Union and the USSR Council of Ministers being in force in the countries subjected by the Soviet Union in 1959, such pre-school establishments were organized as:

- A united day-nursery – kindergarten, where children from two months till seven years were brought up. This new institution promoted a uniform position about children education and better cooperation by parents and kindergarten staff members, as well as improved the realization of medically-prophylactic measures.
- Separately functioning pre-school establishments continued to work: day-nurseries (children 2 months – 3 years) and kindergartens (children 3–7 years). The maintenance of these institutions was determined by local territorial conditions. The kindergartens worked 9–12 hours, but the number of children was different – there were kindergartens having one or few groups of children and the kindergartens having even 10–12 groups (parallel one age groups were organized).
- Kindergartens or a children group working 24 hours were organized at plants and factories, where people worked in three shifts. In these kindergartens children lived all workdays together with the staff, parents took children home only on weekends.
- A special kind of a pre-school establishment – a kindergarten-sanatorium, organized mainly with the aim to strengthen children’s health and realize medically-prophylactic measures. In these kindergartens children received good nutrition, spent a greater part of time in a fresh air, and a doctor regularly inspected children’s health. Kindergartens-sanatoriums were located outside a city in the green area, and children were also educated there.
- There were also specialized pre-school establishments for the children having aural, visual, intellectual, speech or movement disturbances. A special teaching and education programme was realized in these institutions, to carry out corrections and prepare children for learning in special schools.
- A children’s home and pre-school children’s homes were established to provide orphans’ upbringing, as well as solve education problem situations in families having difficult conditions. Children till the age of three were in a children’s
home, but children aged 3–7 were in pre-school children’s homes. The state took care for these children, but the staff of these homes was responsible for children’s life, health, improvement of their abilities and skills, as well as development of their personality, preparation for school.

All above mentioned kinds of pre-school establishments were under the care of Peoples Education Departments (Loginova, Samorukova, 1983).

As it is stressed by V. Jonite, joining day-nurseries and kindergartens there was a necessity to work out a new education programme, and it was done by the USSR Academy of Pedagogical Sciences. The following government resolution was the basis for long term changes and changing of the education system (Sakums, Nr. 1, 2005).

On February 27, 1960 according to the resolution by the USSR education system authorities the education minister of LSSR V. Krumins with the resolution Nr. 8/7 accepted the regulation about the joined pre-school establishment – a day-nursery-kindergarten, that was the first legal document where it was spoken about the introduction of previously nonexistent pedagogical profession – a senior educator (today – a pre-school education methodologist) – in the education system to manage the work of the nurses. A senior educator was chosen from the best pedagogues, had a higher or secondary special education, had undergone the qualification courses for work in small children groups and had work experience at least for two years. A senior educator was a deputy of the head of the day-nursery-kindergarten in teaching and education work, she managed and controlled the work of educators-nurses, was responsible for the realization of the programme and for a qualitative children preparation for school. She organized the methodological work in the day-nursery-kindergarten: hold consultations, seminars, open classes, investigation and application of the best experience, as well as together with the Board of Parents organized a broad pre-school pedagogical propaganda among parents and inhabitants.

Only on August 8, 1960 the order by the USSR Council of Ministers Nr 1197 “On the personnel of pre-school establishments – day-nurseries-kindergartens” was issued approving day-nurseries-kindergartens personnel and explaining that for three children groups there was a pedagogue post with 0.5 workload, but for four or more groups – one pedagogue post workload. The kindergartens at factories and plants were financially better provided and were the first to introduce pedagogue workload.

The following decade was a time of great changes in the work of pre-school establishments with fulfillment of government decisions and five-year plans, which influenced the building of education institutions in LSSR. In 1961 25 000 children attended pre-schools, although the plans envisaged to double this number, and new pre-schools were built where pedagogues, new programmes and methodological aids were needed.

The following articles published in the newspaper “The Teachers’ Newspaper” by the Education Ministry of Latvia SSR prove these facts:

- “The Teachers’ Newspaper” Nr. 5 on January 30, 1963 – the article “Building of Education and Children Establishments in Our Republic” described building
of the new Riga pedagogical school and reported about a new kindergarten in Riga, Kijeva street.

- “The Teachers’ Newspaper” Nr. 18 on May 1, 1963 wrote about student enrollment in Liepaja Pedagogical Institute, in the day department of the Faculty – Pre-school Pedagogy, training pre-school education work inspectors, methodologists and educators for pre-school institutions. The study length – four years, the students could also acquire additionally the specialty of logopede.

- “The Teachers’ Newspaper” Nr. 23 on June 5, 1963 invited teachers and pre-school staff to attend in-service training, organized by Teacher Qualification Institute, Latvia SSR, during summer months.

- “The Teachers’ Newspaper” Nr. 4 on January 23, 1963 published a very important article “Kindergartens Work According to New Programmes” which characterized the popularization structure of the offered ideas. A four day seminar, organized by the Teacher Qualification Institute, was held for kindergarten inspectors and methodologists. The main theme of the seminar – teaching and education work in kindergartens according to the new programmes to improve educator’s work quality and provide a successful work with pre-school children. The head of the Pre-school Education Department, Ministry of Education K. Aleksejeva pointed out that the main attention should be paid to promoting children’s many-sided development, preparation to systematic learning. T. Cebere, the head of the Pre-school Office, Teacher Qualification Institute, stressed the idea that kindergartens needed a good material basis and tasteful facilities. The participants of the seminar attended several Riga kindergartens. The reports were read about a game as an organizer of children life and the changes in movement development programme. The participants emphasized the topicality of close teacher cooperation with kindergarten staff members.

The documentary material and eye-witness evidences at that time testify that wide competitions were started about the most successful projects of pre-school buildings and territories, children game area, exhibitions of sport equipment, toys and games, etc. envisaging medal awarding on republican level for the best works. Many pre-school establishments could be proud of the received gold medal in All Union Exhibition for furniture provision for the new kindergarten and many educators received gold medals for methodological aids and works made by children. The analysis of pre-school pedagogy, carried out by V. Jonite, shows that on the basis of the methodological work there was introduction of a new programme, as well as regulated controlled pedagogical work done by kindergarten methodologists (Sakums, Nr. 3, 2005).

V. Jonite (Jonite, 2005) points out that the order Nr. 41, issued by the LSSR Education minister E. Elvihs on March 14, 1963 “On Pre-school Establishment Transfer to the New Programme” was very important. The order envisaged not only the introduction of a new education programme starting from September 1, 1963, but
also a number of coordinated events for working out methodological directions and planning education work. It also envisaged methodological events to educate pedagogues and improve the control. Evaluating the “Kindergarten Education Programme” (1962), carried out practically from September, 1963, it could be pointed out that it was stated to use more everyday life situations in children education, as previously children’s intellectual and aesthetical education was carried out only during the classes. According to M. Shabajeva, out-of-class activity time was not pedagogically organized (Shabajeva, 1989).

In the programme skills, abilities and knowledge of different age-group children were characterized, as well as character qualities that pedagogues should pay a special attention to. A game was considered not only as the main children’s activity, but also the form of children’s life organization.

A list of classes, stating the number of classes in a week, was given in the programme (Table 1).

### Table 1

<table>
<thead>
<tr>
<th>Kinds of classes</th>
<th>2nd junior group (3–4 years old)</th>
<th>Middle group (4–5 years old)</th>
<th>Senior group (5–6 years old)</th>
<th>Preparatory group (6–7 years old)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquainting with environment and speech</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>development class</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Basic maths concept forming class</td>
<td></td>
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<td></td>
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<tr>
<td>1 (starting from 2nd half of the year)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Drawing</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1/2*</td>
<td>1/2</td>
<td>1/2</td>
<td>1/2</td>
<td></td>
</tr>
<tr>
<td>Modeling</td>
<td></td>
<td>1/2</td>
<td>1</td>
<td>1/2</td>
</tr>
<tr>
<td>Appliquing</td>
<td></td>
<td>1/2</td>
<td>1/2</td>
<td>1/2</td>
</tr>
<tr>
<td>Designing</td>
<td></td>
<td>2</td>
<td>1/2</td>
<td>1</td>
</tr>
<tr>
<td>Musical education</td>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Physical culture</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

* a class is hold once in two weeks
In this programme a greater attention was paid to educating pre-school children at work, the necessity was stressed to use different kinds of work according to children possibilities. Methodological works concerning the content of the programme were published as issue of publications or monographs. For example, D. Dzintare states that all kindergarten staff members together with parents should solve education problems. The tasks of adults are:

- to form in children a positive attitude towards adult work, its result, to create wish to help other people;
- to educate in children such character qualities as love to work, helpfulness, leniency to work equipment and materials, readiness to participate in any work, purposefulness, perseverance and diligence;
- to form in children basic abilities necessary in planning both individual and collective work (the skill to divide work in separate stages, to divide duties, to prepare everything necessary for work, etc.);
- to develop the skill to work in a collective, to work friendly, to help each other, to evaluate one’s own and other’s work;
- to give basic knowledge about professions, their meaning, work equipment, materials and their usage (Dzintare, 1974).

In the issue of publications by the Russian authors “Pre-school Children Education at Work” the concepts “work” and “game” are formulated. The authors think that actions which children perform in the process of game often reflect some work process that children have observed in adults work: preparing of food, washing up, tidying of the room, washing of the clothes. It shows children’s wish to imitate adults. But there is a moment when a game becomes work process. But work process differs from a game with its character, content, reasons and motives. In work process the aim is forwarded and means are searched to achieve it, action sequence is thought over and the result is achieved. Work process is real, a child has real things (Bure, Nechajeva, 1974).

The ideological understanding in children education is expressed in the following opinion: “Children work in a kindergarten although organized differently most often is directed towards satisfying of collective needs. Even the children’s individual aim often is to serve a collective” (Azarov, 1979).

To provide the management of methodological work by pedagogical staff, to summarize pedagogical experience and to provide material basis methodological offices were established at the People Education Departments.

The establishment of such materially well-provided offices as a support in pedagogue work is topical also today. Unfortunately, such libraries with methodological works are available only in high developed countries, for example, in Denmark.

Favorable is also the glorification of the successful experience of that time which is not very popular today, there are more critical articles. “The Teacher’s Newspaper” Nr. 49 on December 2, 1964 invited to participate in the article competition
“Educator”. The editorial offices of the newspaper “The Teacher’s Newspaper” and the magazine “School and Family” asked to hand in descriptions about good educators, pioneer leaders, kindergarten educators, children parents, etc.

With a great pathos the conferences for pre-school staff, as a possibility to obtain information operatively and exchange experience, were organized, and should be evaluated positively.

“The Teacher’s Newspaper” Nr. 39 on September, 1965 published the article “Pre-school Staff Conference” where we can read: “On September 23 and 24 this year The Fifth Republican Pre-school Staff Conference was held in the assembly hall of the Science Academy.

Already in the previous years coming together pre-school staff members discussed the questions of teaching children, physical education, games and others, and since 1963 in the centre of their attention are the question about moral education.

Educating of communist high-mindedness, international friendship, love to Motherland – these are difficult questions”.

From 11 reports read, 4 reports were about small children. S. Laizane, the head of Riga United Children Institution Nr 13 told about organizing movement games and physical education for pre-school children. Under the leadership of the educator of Kindergarten Nr 13 V. Ripa children demonstrated these games to the participants of the Conference. In the conclusion of the Conference the film by Moscow producers about life in Riga kindergartens was shown. 10 best pre-school staff members received the badge “Best in Education Work” and 22 people received honorary diploma by the Ministry of Education.

In the 70-ties of the last century the teaching forms used in kindergartens were stated. V. Loginova explains that teaching forms are a specially organized action by an educator and a child that are done according to a definite plan and is held observing a definite regimen (Loginova, 1983).

The author forwards the following teaching forms (Figure 1).

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### Teaching Forms

- **Frontal**
  - with all group simultaneously

- **Subgroup**
  - group is divided into smaller groups

- **Individual**
  - with each child separately

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**Figure 1**
The frontal form is characterized as the most important as all children are involved. The pedagogical process was strictly regulated, the time of the class had to be observed strictly. The structure of the class included the following parts: introduction, the main part and conclusion.

Although at that time the research by A. Leontjev, D. Elkonin, A. Zaparozec about the role game and the importance of games in children development is known, the content of studies is acquiring of a definite knowledge system. As A. Lublinska points out “the psychological side of the teaching work is the acquiring process of different content and knowledge of different difficulty degree and the process acquiring of this knowledge application ways” (Lublinska, 1971). In the teaching work the children’s ability development is not emphasized, but the main task is to broaden knowledge amount.

In the 70-ties and 80-ties of the last century the research in pedagogy, psychology and physiology were carried out and the new “Standard Education and Teaching Programme for Kindergartens” was prepared. Practical pedagogical situations show that at pre-school age not only the level of knowledge and skills increases but also a child’s abilities and moral qualities develop simultaneously, the character traits influencing a child’s development in the future become more stable” (Shabajeva, 1989).

In this standard education and teaching programme the part of physical education was bigger, as well as a greater attention was paid to a child’s moral education and artistic skill development.

The sensor education that forms basis for a child’s further intellectual development was taken a wider look at. A child’s preparation for school, learning skill development, acquiring of basic mathematics and grammar also were very important.

An additional part of a pedagogical work was a systematic Russian language teaching in national kindergartens, as well as involvement of 6-years old children in the teaching process at school.

During the active years of changes a pre-school methodologist who had also control functions helped to analyze and realize practically the innovations of soviet pedagogy. Therefore the fact that a kindergarten teacher’s – methodologist’s work load was stated by the Order of the USSR Education Ministry on December 31, 1971 should be evaluated as positive.

Conclusions

1. The research shows an active position of the methodological work in pre-schools, the necessity of a methodologist in pre-schools and forms of the methodological work.

2. The content of the teaching and education work should be evaluated critically, as it was directed towards broadening of children’s knowledge, realizing mostly the frontal ways of lessons, strictly regulating the pedagogical process, showing soviet ideology.
3. The work concerning conferences, qualification courses, methodological materials and scientific research should be considered as favorable.

4. A better attitude of society and mass media towards the work carried out in preschools should be welcomed, as well as more active popularization of positive pre-school experience.

References

METHODIKER IN DER VORSCHULE IN 2.HÄLFTE DES 20. JAHRAHNTERTS

Zusammenfassung


In 70–80 Jahren des vorigen Jahrhunderts wurden Forschungen in Pädagogik, Psychologie und Physiologie durchgeführt und wurde neues „Erziehungs- und Lehrprogramm nach Typarten für Kindergarten“ vorgesehen. „Praktische pädagogische Situationen haben beweist, dass im Vorschulalter nicht nur Niveau der Kenntnisse und Fertigkeiten erweitert wird, sondern gleichzeitig Fähigkeiten des Kindes entwickelt werden, sittliche Eigenschaften gebildet werden, Charaktereigenschaften stabilisiert werden, was wesentlich die Entwicklung des Kindes in der Zukunft beeinflusst“ (Schabajeva, 1989).


Breiter wurde auch sensorische Erziehung im früheren Kinderalter untersucht, welche später die Grundlage für die Entwicklung der Intellektualität der Kinder bildet. Bedeutend war auch die Vorbereitung der Kinder zur Schule, Bildung der Fähigkeiten zur Lehrtätigkeit, Bildung der Vorstellungen über die Grammatik und Mathematik.

Ergänzung der pädagogischen Arbeit war systematisches Lernen der russischen Sprache in nationalen Kindergärten, wie auch Eintritt der 6-jährigen Kinder in die Schule.

Vorschulmethodiker half in den aktiven Wechseljahren sowjetische pädagogische Neuigkeiten zu konkretisieren und zu analysieren, er sollte auch konkrete Funktionen durchführen.

Schlussfolgerungen:
1. Forschung beweist aktive Position der methodischen Arbeit in der Vorschule, Notwendigkeit des Berufes Methodiker und Formen der methodischen Arbeit.
2. Kritisch ist Inhalte der Lehr- und Erziehungsarbeit zu bewerten, welcher auf die Erweiterung der Kenntnisse der Kinder hauptsächlich in den frontalen Unterrichten orientiert wurde, bei der strenger Reglementierung des pädagogischen Prozesses und der Bestimmung nach der sowjetischen Ideologie.
3. Unterstützend ist Realisierungsarbeit der Konferenzen, Qualifikationskursen und methodischer Materialien und wissenschaftlichen Forschungen.