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**PECULIARITIES OF AESTHETIC EDUCATION OF PRIMARY
SCHOOLCHILDREN IN OUT-OF-SCHOOL EDUCATIONAL
INSTITUTIONS OF UKRAINE AT THE END OF THE 19th – AT THE
BEGINNING OF THE 20th CENTURY**

Abstract. The article is devoted to the peculiarities of aesthetic education of primary schoolchildren in out-of-school educational institutions of Ukraine at the end of the 19th ft the beginning of the 20th century. It is emphasized that the issue of aesthetic education of primary schoolchildren is very important in the current conditions of social development, when social contradictions are aggravated, national values and ideals are in the process of disappearing, and immoral behavior is widespread among young people. It is outlined that aesthetic education is aimed at attracting primary schoolchildren to the treasures of spiritual and artistic culture, to the world of moral values through the formation of aesthetic concepts, tastes, ideals. It develops the creative abilities of the individual and is closely connected with the cultural life of the society. It was determined that the Hlukhiv Music (Singing) School, Kharkiv Singing School, the Kamianets-Podilskyi art boarding school for rural children in the 19th century was directly involved in the aesthetic education of children. The significant contribution to the development of the theory and practice of aesthetic education of the Kyiv Regional Pedagogical Society «Prosvita» and teachers' congresses is established. It is emphasized that at the beginning of the 20th century, the aesthetic education of primary schoolchildren was realized both within specially created out-of-school artistic and aesthetic education institutions (children's clubs, children's playgrounds, children's theaters, libraries, art education centers, art studios, pioneer palaces etc.), and in institutions of social upbringing of children (orphanages,

children's villages, communities, colonies for orphans, semi-boardings schools, day centers, summer colonies).

Keywords: aesthetic education, primary schoolchildren, out-of-school educational institutions, artistic and aesthetic direction.

Problem formulation. The modern Ukrainian educational system incorporates the latest theories and practices in forming the aspirations of children and students to thrive in new social conditions. It aims to establish new social ideals and spiritual values and cultivate the desire to actively participate in the formation of artistic and aesthetic culture.

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Aesthetic education is aimed at introducing for schoolchildren to the treasures of spiritual and artistic culture, to the world of moral values through the formation of aesthetic concepts, tastes and ideals. It develops the creative abilities of the individual and is closely linked to the cultural life of society.

In the general system of comprehensive personal development, aesthetic education of primary school children in out-of-school educational institutions occupies an important place, solving, first of all, the task of forming an aesthetic attitude to life, to work, to nature, to art; fostering the ability to understand and perceive the beauty in activity and art; developing generally accepted norms of behavior and universal qualities. In other words, aesthetic education, on the one hand, contributes to the revival of cultural traditions, and on the other hand, ensures the development of the general culture of the younger generation and increases interest in artistic works, national customs and rituals.

Analysis of recent research on the issue. The analysis of philosophical, psychological, and pedagogical literature shows that a number of Ukrainian scholars (D. Jola, I. Ziazun, M. Leshchenko, S. Masol, N. Myropolska, O. Otych, O. Rudnytska, H. Shevchenko, A. Shcherbo, etc) have studied the problem of aesthetic education from various aspects. The methodological aspects of the development of aesthetic education are reflected in the research of O. Hurin, Y. Derkach, O. Otych, T. Pahuta, N. Todosienko, etc. Historical and pedagogical aspects of aesthetic education were the subject of research of O. Donchenko, O. Mykhailichenko, A. Omelchenko, S. Stelmakh, T. Tulpa, A. Forostian, T. Tsybar. Some issues of

modern principles of extracurricular education are presented in the research of Ukrainian scholars I. Bekh, L. Voron, A. Kapska, L. Kostenko, H. Pustovit, O. Sukhomlynska, T. Sushchenko, etc.

The purpose of the article - to reveal the peculiarities of aesthetic education of primary schoolchildren in out-of-school education institutions of Ukraine in the end of the 19th at the beginning of the 20th century.

Presentation of the main material. Aesthetic education is aimed to demonstrate primary schoolchildren the general laws of art development, the essence and forms of reflecting reality and transforming life according to the laws of beauty, and the role of art in the development of society.

Aesthetic education is an integral part of the educational process, directly aimed at forming and nurturing aesthetic feelings, tastes, judgments, and artistic abilities of the individual, at developing his or her ability to perceive and transform reality according to the laws of beauty in all spheres of human activity. It is primarily aimed at fostering humanistic qualities, interests and love of life in its various manifestations in primary school students [1].

A historical overview of the development of aesthetic education shows that at the beginning of the 19th century, there were educational institutions in Ukraine that were directly involved in the aesthetic education of children and students: Hlukhiv music (singing) school (provided general music and choral education and taught children to play various musical instruments); Kharkiv Singing School (trained choristers even for a private chapel in St. Petersburg); Kamianets-Podilskyi art boarding school for rural children, etc [3; 4].

Studying in such institutions contributed to the development of students' creative abilities, formed their aesthetic tastes, and enriched their spiritual outlook. In particular, the first elementary art school was founded in Kharkiv (1880), there were classes in painting, sculpture, architecture, and drawing. The school accepted talented children, primarily from poor families, and organized a free Sunday drawing class, and the best students were enrolled in mainstream specialized classes [7]. Similar institutions have been established in other cities of Ukraine.

A significant contribution to the development of the theory and practice of aesthetic education was made by the Kyiv Regional Pedagogical Society «Prosvita», which organized educational activities as well as the creation children's clubs to develop their creative abilities and improve their aesthetic qualities (in the future, the clubs were planned to be reorganized into «youth houses»); organized excursions, children attended theatrical performances, concerts, and art shows; published

periodicals for children. Among other forms of aesthetic education, the society practiced conversations using musical works, musical evenings with recitations, singing, playing various musical instruments, choir performances, etc.

Undoubtedly, family events offered by various educational organizations had an effective impact on the aesthetic education of children: reading books, organization of conversations, excursions for the aesthetic enrichment of the individual, attending exhibitions, performances, evenings, concerts, literary and musical festivals, etc.

The establishment of Bolshevik rule in Ukraine brought significant political, economic, and social changes. At teachers' congresses, the main issue for the discussion was Soviet ideology and communist education of students in educational institutions, the issues of aesthetic education were also discussed and resolutions were adopted.

Thus, in 1918, a number of congresses for teachers were held throughout the country, which were directly related to the aesthetic development of children: aesthetic education of children; education of students through art (musical, visual, theatrical); development of children's active creativity; organization of exhibitions of children's creativity; use of art as a campaigning method, etc. The resolutions adopted by the congresses noted that educational institutions should strive to create a harmoniously developed person, and this is impossible without aesthetic education [5].

At the beginning of the 20th century, aesthetic education of primary schoolchildren was carried out both within general education institutions and in specially created artistic and aesthetic educational institutions (children's clubs, playgrounds, children's theaters, libraries), as well as in institutions of social upbringing of children (orphanages, children's towns, communes, colonies for orphans, semi-boardings schools, summer colonies, etc.), who, along with the elimination of neglect and homelessness, emphasized the aesthetic development of children as one of their main tasks.

According to the results of our research, the first official out-of-school educational institutions that developed children's aesthetic abilities were playgrounds and children's summer playgrounds, which, along with improving children's health, were widely engaged in their aesthetic education.

They were created on the initiative of local public education authorities, cultural commissions, railway organizations, the armed forces, women's councils, etc. The secretariat of education developed instructions for the playgrounds, which defined the purpose, tasks, content, and forms of work of the playgrounds. They operated for three summer months. Among the forms and methods of work on aesthetic education in the

age of primary school students, preference was given to group activities in singing circles, drawing, modeling, paper cutting, sawing, gymnastics, excursions, as well as stories, conversations, and games. The playgrounds hosted mass celebrations, artistic performances, and concerts, which were very popular with children. The peculiarity of this institution was that children who visited the playground received two meals a day [8].

For children which could not attend school for various reasons (40% of children were out of school), children's clubs were created to work with in both summer and wintertimes. They were organized at the expense of trade unions and public education. Such institutions were opened at cultural and educational institutions, workers' and villagers' houses, reading houses, libraries, theaters, etc. Attaching great importance to children's clubs, the People's Commissariat of Education and local authorities have launched a wide range of activities to open such new institutions in different regions of the country (Kherson, Cherkasy, Chernivtsi, Kharkiv). Various clubs were created at the clubs, including those dedicated to the aesthetic education of primary schoolchildren: a theater, music, and literature club; a singing, drawing, and modeling club, etc.

Teachers understood children's clubs as a significant potential opportunity for personality development, and considered these educational institutions to be the only form of work that would protect primary schoolchildren from the negative influence of the street. Sometimes children's clubs combined educational and training opportunities, which attracted a large number of students.

At the same time, the first attempts were made to involve children in theater. On the initiative of the People's Commissariat of Education, the theater department developed a plan to create a state theater for children in Kharkiv, which was opened in February 1920. Later, such institutions began to function in other cities of Ukraine (in particular, the Fairy Tale Theater in Lviv, founded in March 1920) [9]. The children's theater was considered one of the main types of aesthetic educational institutions, which aimed to educate the younger generation through the performing arts, to develop thinking and emotions. The permanent troupe of the theater not only showed performances, but also held separate productions by the children themselves, and assisted other educational institutions and children's groups in organizing and conducting performances and productions.

The country continued to search for new types of educational institutions that were directly involved in the aesthetic education of primary school children. Thus, the first houses of artistic education and art studios appeared (1935). It should be

emphasized that artistic education houses (central, regional, district, and city) functioned as narrowly specialized educational institutions until 1952, and in 1952 they were merged with the palaces of pioneers. Houses of Art Education were organized to guide the aesthetic education of school-age children. In addition to classes with children, they conducted instructional and methodological work with methodologists. Palaces and Houses of Pioneers, pioneer clubs, and various clubs in secondary schools (literary, choreographic, choral, artistic, etc.) were subordinated to the Houses of Art Education [6]. All educational and methodological work in these institutions was organized in close connection with children's theaters, libraries, palaces, and pioneer houses; it was organized in the form of instructional trips to teach local educators how to organize an audience, conduct games, and promote aesthetic activities among students. Art Education Houses were supposed to have a permanent, stationary, and traveling theater to show performances in remote locations.

In addition, the first half of the 20th century was characterized by the emergence of a new type of educational institution - palaces of pioneers and October-born children, which had no analogues in any other country in the world, and pioneer houses that were opened on the basis of pioneer clubs. These were complex institutions that organized interesting leisure activities, where children's abilities and talents were revealed and their needs were met. For example, the Kyiv Palace of Children and Youth, which was opened in October 1934, immediately started classes in music, choreography, and some time later vocal schools. Such institutions were opened almost in all regions of Ukraine and became the largest educational centers of aesthetic education of that period [2].

According to the results of the study, art departments were created in the palaces and houses of pioneers, which brought together talented children in the field of art. There were various sections and clubs: music, choral, choreographic, young composers, music education, and drama studios. Thus, the aesthetic education of children in these institutions was carried out through the following forms of mass work: masquerade balls, carnivals, dances, children's matinees, festivals, various holidays, recreation evenings, concerts, competitions, creative reports, exhibitions of children's art, reviews of amateur performances, etc. However, the work on aesthetic education in palaces (houses) was combined with political and educational work, that is, any events held (even entertainment) had to be filled with ideological content.

Conclusions and further research prospects. Summarizing the above, it can be stated that in the end of the 19 at the beginning of the 20th centuries, Ukraine developed a fairly extensive network of out-of-school education institutions that were

engaged in the aesthetic education of primary schoolchildren. At this time, the quality of out-of-school education, the problems of improving what had been achieved in this area earlier, and taking into account the new requirements of society in the educational process became of paramount importance.

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ОСОБЛИВОСТІ ЕСТЕТИЧНОГО ВИХОВАННЯ МОЛОДШИХ ШКОЛЯРІВ У ЗАКЛАДАХ ПОЗАШКІЛЬНОЇ ОСВІТИ УКРАЇНИ КІНЦЯ XIX – ПОЧАТКУ XX СТОЛІТТЯ

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Анотація. Стаття присвячена особливостям естетичного виховання учнів молодшого шкільного віку у закладах позашкільної освіти України в кінці XIX на початку XX століття. Наголошено, що питання естетичного виховання молодших школярів набуває особливого значення в сучасних умовах суспільного розвитку, коли загострюються соціальні протиріччя, зникають національні цінності та ідеали, у молодіжному середовищі поширена аморальна поведінка. Окреслено, що естетичне виховання, спрямоване на залучення молодших школярів до скарбниць духовної й художньої культури, до світу моральних цінностей завдяки формуванню естетичних понять, смаків, ідеалів. Воно розвиває творчі здібності особистості та тісно пов'язане з культурним життям суспільства. Визначено, що Глухівська музична (співоча) школа; Харківська співоча школа; Кам'янець-Подільська художня школа-інтернат для сільських дітей в XIX столітті безпосередньо займалися естетичним вихованням дітей. Встановлено вагомий внесок у розвиток теорії та практики естетичного виховання Київського обласного педагогічного товариство «Просвіта», з'їздів вчителів. Підкреслено, що на початку XX ст. естетичне виховання молодших школярів реалізовувалося як у межах спеціально створених закладах позашкільної освіти художньо-естетичного спрямування (дитячих клубів, дитячих майданчиках, дитячих театрах, бібліотеках, дитячих клубах, будинках художнього виховання, художніх студіях, палацами піонерів), так і в закладах соціального виховання дітей (дитячих будинках, дитячих містечках, комунах, колоніях для дітей-сиріт, напівінтернатах, денних дитячих будинках, літніх колоніях та ін.)

Ключові слова: естетичне виховання, молодші школярі, заклади позашкільної освіти, художньо-естетичне спрямування.

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