

**ПРОБЛЕМА ЦІЛІСНОГО РОЗВИТКУ ДИТИНИ ДОШКІЛЬНОГО ВІКУ  
В КОНТЕКСТІ СУЧАСНИХ КОНЦЕПЦІЙ ДИТИНСТВА**

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Викладено та проаналізовано ключові проблеми цілісного розвитку дитини дошкільного віку в контексті сучасних концепцій дитинства. Наведено думки вчених, які займалися вирішенням цієї проблеми. Доведено, що розкриття теоретико-методологічних засад концепції потребує: дослідження цілісного розвитку дитини дошкільного віку до свого здоров'я, самої себе; вивчення соціальних змін та новоутворень, що відбуваються у дитячому культурно-освітньому просторі в епоху трансформаційних змін суспільства та проблем адаптації до них. Вказано, що реалізація педагогічної концепції цілісного розвитку особистості дитини повинна базуватися на теорії гармонійного виховання особистості, а також реалізувати нове розв'язання виховних проблем, проблеми освіти, життя і діяльності дітей, їх ставлення до світу й себе, та й взагалі розуміння себе в цьому світі. Проведений розгляд означеного питання став підставою для розробки концепції, яка має реалізуватися в моделях особистісно-цілісної освіти.

**Ключові слова:** дошкільний вік, заклади дошкільної освіти, освітньо-культурний розвиток, сучасні дитячі концепції, цілісний розвиток, дитинство, розвиток особистості, педагогічна концепція, гармонійний розвиток особистості.

## ПРОБЛЕМА ЦЕЛОСТНОГО РАЗВИТИЯ РЕБЁНКА ДОШКОЛЬНОГО ВОЗРАСТА В КОНТЕКСТЕ СОВРЕМЕННЫХ КОНЦЕПЦИЙ ДЕТСТВА

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Изложены и проанализированы ключевые проблемы целостного развития ребёнка дошкольного возраста в контексте современных концепций детства. Приведены мнения учёных, которые занимались решением этой проблемы. Доказано, что раскрытие теоретико-методологических основ концепции требует: исследование целостного развития ребёнка дошкольного возраста к своему здоровью, самому себе; изучение социальных изменений и новообразований, происходящих в детском культурно-образовательном пространстве в эпоху трансформационных изменений общества и проблем адаптации к ним. Указано, что реализация педагогической концепции целостного развития личности ребёнка должна базироваться на теории гармоничного воспитания личности, а также реализовать новое решение воспитательных проблем, проблемы, жизни и деятельности детей, их отношение к миру и себе, и вообще понимание себя в этом мире. Рассмотрение указанного вопроса стало основанием для разработки концепции, которая должна реализоваться в моделях личностно-целостного образования дошкольника.

**Ключевые слова:** дошкольный возраст, учреждения дошкольного образования, образовательно-культурное развитие, современные детские концепции, целостное развитие, детство, развитие личности, педагогическая концепция, гармоничное развитие личности.

**THE PROBLEM OF THE HOLISTIC DEVELOPMENT OF A PRESCHOOL CHILD IN THE CONTEXT OF THE MODERN CONCEPTS OF CHILDHOOD**

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The key problems of the holistic development of a preschool child in the context of the modern concepts of childhood are stated and analyzed. The thoughts of the scientists who dealt with the solution of this problem are given. It is proved that it is in the childhood that the foundation of many phenomena and processes, that will occur in the future, is laid. That is why the investigation of the childhood as the social phenomena in the context of the modern concepts of childhood objectively causes changes in the theory of preschool pedagogy. It is indicated that scantily explored issue is the holistic development of a preschool child to his health and to himself. It is analyzed that in the modern domestic literature the scientific interest as to the study of social changes and new formations, which take place in a child's cultural educational space in the era of the transformational changes in the society and the problems of adaptation to them, cannot be traced. It is proved that the development of a personality is the process of obtaining qualitative and quantitative changes in the own structure. Then, in the context of personal changes, the development of the individual is not the identity to the formation and forming.

The consideration that was carried out became the basis for the theoretical analysis of the problem of the holistic development of a preschool child in the context of the modern concepts of childhood and gave an opportunity to determine that modern pedagogical concept of the holistic development of a child's personality should be based on the theory of harmonious development of a personality. Thus, together they constitute the pedagogical concept of the holistic development and upbringing of a child as the subject of children's activities. Accordingly, theoretical developments have made it possible to determine and realize new solution of educational problems,

problems of teaching, life and activities of children, their attitude to the world and towards their own and, in general, the understanding of themselves in this world. The author's position lies in the understanding that the concept of the holistic development and upbringing of a child should be realized in the model of personally complete education.

**Key words:** preschool age, preschool education institutions, educational and cultural development, modern children's concepts, holistic development, childhood, personality development, pedagogical concept, harmonious development of a personality.

Today, the fundamental changes that occur in the educational cultural space of modern preschool institutions, public needs and demands to preschool link of the education system confirm the idea of the priority of childhood as the most crucial period in the formation of a personality.

Undoubtedly, the modern situation of preschool education development demands thorough analysis of a preschool child's personality, which reveals his development and also the conditions of his harmonic development.

Thus, the above stated assertions have found their reflection in a number of legislative acts and regulations in the field of education of Ukraine in which the emphasis is on the harmonious development of the child [1, 3, 7 and 10].

Unfortunately, in the domestic science comprehension of the complexity and contradictory of the phenomenon of childhood has not received proper analysis that first of all demonstrates the insufficient development of modern concepts of childhood.

Nowadays, in the conditions of intensification of social development, it becomes necessary to develop methodological principles of the problem of the holistic development of a preschool child in the context of the modern concepts of childhood.

**Analysis of recent achievements.** The importance of this problem is evidenced by the numerous works of Ukrainian (S. Grebin, O. Kvas, N. Marchenko,

N. Pobirchenko, I. Rogalska-Yablonska, L. Ukrainets and others) and foreign (O. Aleksandrova, G. Gardner, E. Marek, N. Postman, A. Rumpf and others) researchers which cover various scientific fields such as pedagogy, psychology, sociology, philosophy, history and others [8].

**The purpose of the paper** is to provide theoretical substantiation of the problem of the holistic development of a preschool child in the context of the modern concepts of childhood

**Statement of the main material.** As already mentioned, the possibilities and perspectives of modern society in the context of designing the future with consideration of transformational changes that have been taking place recently, are most clearly manifested in the phenomenon of childhood. It is in the childhood that the foundations of many phenomena and processes that will occur in the future are laid. Thus, the investigation of childhood as the social phenomenon, the study of the history of childhood in the life circle of a personality in the context of modern concepts of childhood determine the changes is the theory of preschool pedagogy.

Let us note that the childhood as an age-related period for every person in modern philosophical, sociological, psychological, culturological, historic, pedagogical literature is researched from different conceptual positions, the formation of which is associated with the transition from “adult centrism” to “child centrism”. So in the works of T. Alieva, V. Andrushchenko, I. Bekh, N. Bibik, A. Bogush, Z. Borisova, E. Vilchkovsky, N. Gavrish, D. Elkonin, I. Ziaziun, I. Kon, O. Kononko, V. Kremen, V. Kudriavtsev, V. Kuzmenko, A. Mudryk, V. Muhina, T. Pirozhenko, T. Ponimanska, L. Ukrainets, S. Cherepanove and others the content and peculiarities of the person’s development in the period of childhood are conceived through the prism of philosophical conceptions of modern education.

The content basis of the issue of the holistic development of a preschool child in the context of the modern concepts of childhood is the understanding of the phenomenon of childhood in philosophical pedagogical works.

In particular, the inner essence of a child, the peculiarity of a child's soul became the point of interest for G. Vashchenko, M. Drahomanov, V. Zenkovsky, O. Kulchitsky, V. Lipinsky, A. Makarenko, E. Malaniuk, F. Prokopovych, G. Skovoroda, M. Pirogov, O. Pchilka, S. Rusova, V. Sukhomlynsky, K. Ushinsky, P. Yurkevich. The works of I. Voloshanska, T. Kochubey, O. Maksymova, V. Savchenko, O. Surzhenko, N. Chenbai, N. Shevchenko, in which the attention is focused on the study of childhood in the context of the analysis of the subject of pedagogical activity and pedagogy of partnership, are dedicated to the clarification of historical pedagogical and social pedagogical aspects of the problem of childhood.

A great deal of investigations do not give grounds to establish the performing of the complete theoretical analysis of the problem of the holistic development of a preschool child in the context of modern concepts of childhood. Instead, most scientific works, dedicated to the problems of childhood, remain out of the attention the issues of interconnection of different types of upbringing during the formation of the harmonious development of a child and comprehension of the contradictory nature of the development of this phenomenon.

The holistic development of a preschool child to his health and himself remains poorly explored. In modern domestic literature, there is no scientific interest in the study of social changes and new formations, which take place in a child's cultural educational space in the era of the transformational changes of the society and the problems of adaptation to them.

Let us note that to start the solution of this problem is necessary from the substantiation of the terms and stated theses.

Thus at the first stage our research goal was to work out deficient characteristics of the basic concept "childhood".

The concept of childhood in the great explanatory dictionary of the modern Ukrainian language is interpreted as child's age, years of childhood, the condition of a child before full age [5, p. 300].

The psychological encyclopedia explains the concept of childhood as the period of ontogenetic development of a child from birth to adolescence.

Psychological new formations in the period of childhood, knowledge, experience, interests and basis to form abilities create prospects for education and development of a child in adolescence [6, p. 102-103].

A number of modern domestic and foreign researchers also interpret the definition. Psychologists treat childhood as complex multifaceted phenomenon which, having biological basis, is mediated by many socio-cultural factors. In particular, D. Elkonin wrote, "The child appropriates the society. All that should appear in the child already exists in the society, including needs, social tasks, motives and even emotions" [8, p. 496].

However, it should be mentioned that many scientists have proved the peculiarity of upbringing as the main factor of formation of a child's personality, his harmonious development due to which the program of socialization is realized, the natural abilities and talents are developed. Social and biological aspects interact in the human development. As being born with certain inclinations and characteristics, a human is perfected morphologically and functionally during all his life: his body is developing, his relationships with the outside world are enriching. As an individual he is characterized, first of all, by his biological features which are the prerequisites for social development. The knowledge of the laws of biological and physiological changes that occur in a person helps the teacher.

Therefore, the development of a personality is the process of obtaining by person qualitative and quantitative changes in his own structure. In the context of personal changes, the development of the individual is not the identity to the formation and forming. If the development is connected with spontaneity and the immanence of this process, then in the process of formation the leading role belongs to education and upbringing. The development of a personality is the process of synthesis of the products of formation, motion, changes in a certain direction and according to the goal of the person. In other words, the process of the formation of a person is, in fact,

the initial stage in the general process of personal development; in addition, the concept of “formation” is more focused on the age specificity [17, 19].

In this way, the development of a personality can be determined as integrated result of actions of internal (formation) and external (forming) conditions of his development. The signs of a personality development should be considered: 1) the absence of a cruel attitude to a predetermined scale, sample, criterion, standard; 2) continuity, in other words conditionality with previous stages of development; 3) integrity, when the system is developing as a whole and it outstrips the development of individual parts; 4) universality of the development of human potentiality that is an end in itself [15, p. 372].

Thus, such a statement of the problem of development of social preschool education involves the search for certain scientific guidelines, appeal to certain scientific concepts, theories, creating programs and methods of education in accordance with them, in particular, a new explanation of modern concepts of childhood to the problem of the holistic development of a preschool child is needed.

According to “Ukrainian Pedagogical Dictionary” by S. Honcharenko, the concept pedagogical (from Latin conception –totality, system) is the system of views on one or another pedagogical phenomenon, process, way of understanding, the interpretation of some pedagogical events; the leading idea of pedagogical theory [6].

There are some historical concepts of the holistic development of a child’s personality, which are based on theoretical principles, and ideas of the development of a personality grounded by the prominent psychologists A. Lazursky, L. Vygotsky, V. Myasishchev, O. Leontiev, D. Elkonin.

According to A. Lazursky, the holistic study of the child is the basis of the organization of the educational process. His concept was formed under the influence of various factors: formation and development of psychological pedagogical ideas of scientists in the context of the historical era (the end of 19<sup>th</sup> – the beginning of the 20<sup>th</sup>); the impact of scientific developments both domestic (V. Bekhterev, M. Rumyantsev, I. Sikorsky) and foreign scientists (A. Binet, E. Meumann, S. Hall)



in the field of experimental pedagogy and children's psychology. The scientist proved that introduction of psychological and pedagogical support to educational practical activity was obligatory invented his own methodology of psychopedagogical research. The researchers of his heritage consider the concept of personality as the extremely relevant today for the organization of educational process. He grounded the main directions forms and methods of experimental work (natural experiment, method of asterisk – graphing method), which contributed to the complete study of a child [11].

According to L. Vygotsky, the personality become complete when the development takes place in the process of interlacing of two components: natural development, in the process of acquirement of culture, means of behavior and thinking, i. e. the formation of ability to control oneself. The personality becomes holistic when he creatively absorbs the human experience and actively joins to the system of social relations. Such personality exists and manifests himself through activity and communication [4].

According to V. Myasishchev and his concept of the psychology of personality, a child is formed through the activity in social environment, creating new environment (changing it) and also changes himself in the process of purposeful activity. Thereby, the paths of physical development and physical education, cognitive linguistic development and mental education, artistic and aesthetic development and aesthetic education, social and personal development and social and moral education interest. At the same time (it is no doubt), we talk that the isolated process, the combination of development and education (although the development and upbringing are different concepts) is integral. The integrity of the development in such process provides the contradiction between the needs and expectations of society on the possibilities of the child [12].

The experience of the scientist Sh. Amonashvili is convincing in solving the problem of holistic development of a preschool child in the context of modern con-

cepts of childhood who believed the childhood as infinity and uniqueness, as a special mission for himself and for people [2].

Therefore, in the concept of V. Kudryavtseva a special place of the childhood is determined in the socio-cultural system of modern society, in particular, the tasks, which are solved by a child, are culture mastering and culture formation [15].

The rationale of the concept of the holistic development of a personality by A. Petrovsky, who considered the uneven development of the personality of a preschool child, is important for own investigation [8]. The author thinks that the main peculiarity of the concept is the cultivating of unique experience of a child, which consists of individual vision, sensation of the surrounding world and the formation of active involvement to other people.

Developing the idea, the orientation of the adult on the values and norms of the children themselves that gives childhood the status of self-esteem, is presented in the studies of N. Mikhailenko, N. Korotkova [15].

In his study, M. Kruleht also grounded the concept of the holistic development of a preschool child as the subject of children's activity. The author's position is based on the idea that the holistic development of a child is the unity of individual peculiarities of a personality, the child mastering of the position of a subject in children's activities [8].

The interesting concept for our study is the concept of Ukrainian S. Rusova kindergarten. The analysis of psychological pedagogical heritage of S. Rusova testified that she had been working over the concept of Ukrainian kindergarten for many years. It was the main idea that united most of her works. The concept of Ukrainian kindergarten by S. Rusova covers a number of composites: the aim of education and tasks of a kindergarten, main principles and the context of work of a kindergarten [16].

S. Rusova was deeply aware of the importance of clear definition of the purpose and task of education both for the development of theoretical bases of pedagogy and for the practical activity of an educator. Therefore, in a number of her works she

paid great attention to the analysis of this problem. The goal of education, according to S. Rusova, is “to help the free evolution of the spiritual and physical strength of a child” [18, p. 9].

Analyzing the problem of the goal of education, S. Rusova pointed out that “only the strongest attention to all demonstration of the physical and spiritual composition of the child can provide the perfect development of spirit and body” [14, p. 3].

The preschool education in the works of the author’s position is based on the idea that the holistic development of a child is the unity of individual peculiarities of a personality, the child mastering of the position of a subject in children’s activities is regarded as a unit in the system of school and out-of-school education. Revealing the goal and tasks of preschool education, the author’s position is based on the idea that the holistic development of a child is the unity of individual peculiarities of a personality, the child mastering of the position of a subject in children’s activities claimed, that “the kindergarten is completely independent institution, which has its own independent and high value”. She writes that it is not necessary to consider the preschool education only as the preparation for school. The preschool education gives children the best ways to live their age at the most favorable conditions for their development, to live happily gaining interesting knowledge and imperceptibly disciplining his behavior, learning to appreciate citizenship [13, p. 81].

In this regard, the formation of the personality is determined by domestic scholars as the process of becoming a personality under the influence of external impacts of education and social environment.

According A. Leontiev, the formation of personality is the process, which consists of continuously changing stages, the qualitative characteristics of which depends on specific conditions [15].

So, at first, the formation of a personality is caused by his links with the surrounding reality, his knowledge and learned norms of behavior. Further, it is determined by the fact that a person becomes not only an object but also a subject of education that is especially clear after the manifestation of the crisis “I myself”.

To explain this phenomenon today, theories of sociocultural inheritance, amplification of development, holistic and active personal approach (L. Vygotsky, A. Zaporozhets, A. Leontiev, D. Elkonin, A. Petrovskiy and others) are used. Together they create pedagogical concept of the holistic development and education of pre-school children as a subject of children's activities [12].

The theoretical analysis of the problem of the holistic development of a pre-school child in the context of modern concepts of childhood made it possible to determine that the modern pedagogical concepts of the holistic development of a child's personality should be based on the theory of harmonious development of a personality. So, together they constitute the pedagogical concept of the holistic development and education of a child as the subject of children's activities.

Based on this, it is confident that the essence of the concept of the development and formation of a personality includes:

Development of the cognitive sphere;

Formation of a new level of child's needs that would allow him acting guided by consciously set goal, moral norms (demands) and feelings (honor, dignity...);

Emergence of relatively persistent forms of behavior and activities that contribute to becoming the image of yourself and formation of character;

development of social orientation.

**Conclusions.** Thus, the theoretical developments make it possible to define and implement a new solution of educational problems, problems of upbringing, life and activities of children, their attitude to the world and themselves, and, as a whole, understanding of themselves in this world.

Therefore, childhood as a special period of development of a person, socio-cultural characteristics of childhood and the specificity of its evolution under the influence of civilizational changes in the era of globalization requires through theoretical analysis.

The concept of the holistic development and upbringing of a child, its theoretical grounds are the basis of the person-oriented education; and today it is realized in

the models of the person-oriented education, that evidences about a constant search of scholars, educators of preschool educational institutions to really implement the concept of the holistic development and education of a personality in modern conditions and it requires further scientific research.

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