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STUDYING OF EARLY CHILDHOOD EDUCATION DEVELOPMENT IN THE TIMES OF UNR BY MEANS OF ELECTRONIC PRESENTATION

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Development of the students' competences which consist of the three main groups (general, instrumental, interpersonal) provides education of high quality. The instrumental one means "computer skills and information management abilities". That is the reason why pedagogical staff and students have to master information technologies on the appropriate level.

Structural and methodological peculiarities of e-presentations usage on "Early Childhood Education Development in the Times of UNR" topic at lectures, seminars and students' individual work are considered in the article.

The represented methodology of e-presentations usage supplies interactive educational activities of students and teachers. It is considered as a complex of different tasks. It promotes cognitive activities, encourages interest for mastering the content, directs students to use active methods of teaching.

Keywords: *methods, ways, content, methodology, electronic presentations, lectures, seminars, students' individual work.*

Ukraine joined the Bologna Process at the Bergen Conference in May 2005. It calls teachers to follow appropriate recommendations concerning suitable ways of educational process development and organization. Mastering of innovative educational environment designing technique during the professional training period is pointed as an actual task based on the main fundamentals and principles of higher education area formation in European countries.

It is required to develop computerized textbooks, lecture notes in electronic form, e-visual aids and other types of digital materials as a standard of educational courses information support.

Development of the students' competences which consist of the three main groups (general, instrumental, interpersonal) provides education of high quality. The instrumental one means "computer skills and information management abilities" [2]. That is the reason why pedagogical staff and students have to master information technologies on the appropriate level.

The above-mentioned problem of teaching technics is under development in Ukraine. At present time educational process has not been supported with the proper methodical supplying completely.

Recent researches prove potency of available projects [4, 5 etc.]. But herewith methodology of computer-student cooperation varies depending on the training program. E-presentations on "History of Ukrainian Pedagogy" course have been chosen as the author's experience in the research field [1].

Objective: to improve the process of "History of Ukrainian Pedagogy" course studying.

Tasks:

1. To develop e-presentations on the course topics.
2. To find ways of the students cooperation with electronic visual aids.

Choice of the topic and making content is *the first step*. There are following requirements for its development:

- a) informative and analytical parts should be arranged in a well-connected way;
- b) the main content units of each part should be defined clearly;
- c) the key words should be marked with the proper type;

d) some odd words should be removed without changing the main points of the topic. It supplies easier understanding of the text.

Meeting of the above mentioned requirements along with other ones in the content development process facilitates students' visual and mental perception at **lectures**. Examples of the developed content units are represented below.

The methodology development of a teacher—students cooperation by means of e-presentations is *the second step*. There are some (1-3) tasks for each content part. It makes students to work extensively: to analyze, compare, generalize the content, etc. The represented tasks can be diversified and updated according to the students' needs.

Also, students should be taught to make topic conclusions at the end of the lecture. It is necessary to define the proper direction of their work with this aim in view. The presentation slides can be scrolled to review the content and to find the key informative and analytical parts which are the basis for making conclusion.

The three levels tasks (reproductive, reconstructive, creative) are provided for the further individual students' work. The examples are represented below.

Presentations developed by students are suggested to be used as interactive aids at the next **seminar**. Practical implementation of the above mentioned approaches is described below.

Topic: Early Childhood Education Development in the Times of Ukrainian National Republic (UNR).

Informative and analytical part 1

The first kindergartens were established at the end of the XIX century. They were spearheaded and budgeted by private persons and pedagogical communes. As early as 1871 Sophia Rusova and her sister started one of the first private nursery schools in Ukraine. In those days a forward-looking pedagogical community strived for kindergartens entrance into the state education and budget system with no success.

Task: Give your idea – how would the early childhood education entrance into the state education and budget system has helped to increase the number of the kindergartens and to develop them?

Informative and analytical part 2

Public early childhood education was established first in the times of UNR. **Department of alternative provision and early childhood education** was established as early as August 1917. It was a subdivision of Secretary General's Office of Public Education. It was renamed into Ministry of Public Education on the 8th of January 1918. Public early childhood education entered into the **state education system**. That fact had a great importance for the further education development. Sophia Rusova, a famous public person and Ukrainian educator chaired the department. All initiatives over spreading public early childhood education and training pedagogical staff in those years were connected with her name.

Task: give your answer to the following questions

1. What is the meaning of "**public** early childhood education" notion?
2. What factors and conditions of the state education system were helpful for the early childhood education development?
3. What was Sophia Rusova's contribution into the public early childhood education development?

The proposal of alternative provision and early childhood education department as for *common compulsory early childhood education* was enacted at the meeting in January 1918. Under “**The Nursery Schools Regulations**” project “*all children older than or equal to three years of age* should attend kindergartens”, which “*are free throughout, established and budgeted by local or city bodies of self-government*”. All department’s efforts were directed to get the above mentioned aim.

Complementary to “The Nursery Schools Regulations” edited in “**The Organizational Recommendations on Early Childhood Education**” there was developed a management plan for kindergartens and summer camps. The mentioned materials consisted of important recommendations concerning management of nursery schools and other forms of public care and education for preschool age children. Early childhood education departments which consisted of administrators and educators as staff members were established locally. They were aimed to promote the preschool education.

Task: give your answer – what did supply a) free, б) compulsory public education for:

- a) society
- б) children
- в) parents?

Public early childhood education as an equal right part of the state education system also was declared according to “**The Law on Civil Service Authorization for Alternative Provision and Early Childhood Education Servicicers**” by UNR Cabinet of Ministers at the beginning of 1919. In accordance with the law different levels of preschool staff (heads of departments, educators, managers of preschool facilities) were set equal to the staff of primary, secondary and higher school. There were defined the proper qualification levels for each group. The governmental regulation was to encourage new specialists to work with children of preschool age.

Task: answer the question – how did the above mentioned law help forward increasing the public preschool staff volume?

All pre-revolutionary kindergartens as well as other educational establishments in Ukraine were Russian speaking ones. It seemed to be lack of culture and spiritual life of Ukrainian people in the educational context.

Sophia Rusova supported Ivan Steshenko, Secretary-General at “*Ukrainization of public education, all school and educational establishments*” by all means. She had the same way in the early childhood education sphere. Sophia Rusova developed the **concept of national Ukrainian kindergarten**. It was represented in “**Early Childhood Education**” book (1918). The concept was deeply humanistic, democratic and consonant with a looking-forward position of national and foreign pedagogy.

Task: prove the necessity and importance of educational establishments' ukrainization.

Informative and analytical part 6

Heads of departments assigned an important part to pedagogical staff in the context of Ukrainian national early childhood education development. The reason was that *"it was impossible to find Ukrainian women-administrators for Ukrainian kindergartens"*. That is why the great attention was paid for the appropriate staff training. Their further professional activities at public early childhood education area were aimed.

Organization of a preschool seminary was determined by the alternative provision and early childhood education department as the main task in order to develop preschool education around Ukraine and to train *"workers for early childhood education sphere"*. The seminary was designed as a **research guidance center** where pedagogical staff could have advice and were directed to further development of public education. Highly experienced specialists were involved in the seminary activities (the department appeal to Education Secretary-General on the 11th of October 1917).

Task: how can you connect staff training and the national upbringing?

Informative and analytical part 7

Froebel pedagogical institute, established in 1907, was carrying on educational activities. Sophia Rusova as a principal specialist was holding a course in Preschool Pedagogy from 1911. Ukrainian department of the institute was set up in autumn 1917. Sophia Rusova chaired it. She wrote in her book called *"My Memories"*: *"...one of my first actions was Froebel institute ukrainization"*. Sophia Rusova was elected as Deputy CEO. Training courses for pedagogical staff for Ukrainian and Jewish nursery schools, kindergartens, shelters were set up in April 1917. At the establishment were trained responsible educators ready to execute further professional activities, supply Ukrainian spirit, special way of work organization and an appropriate educational content.

Task 1: What qualification level had the staff trained at Froebel institute?

Task 2: Explain necessity of the trained pedagogical staff of different nationalities.

Informative and analytical part 8

Ukrainization of the second preschool educational establishment – **Froebel nurses school**, was executed with the help of **Kyiv partnership of public kindergartens**. There was decided to reorganize school work in order to train pedagogical staff for Ukrainian kindergartens at the participants' meeting in April 1917. There were established compulsory courses on Ukrainian Language, General and Children Literature, Ukrainian History and Geography. There was decided not to start the process of ukrainization in the kindergartens had been opened earlier but to set up new ones simultaneously. The reason was that half of those children were *"The Great Russians"*.

Task: compare changes in policy of schools for Froebel nurses and educational establishments in the pre-revolution years.

Generalization of the content can be suggested as a mini test for 10 minutes.

Task: make up conclusion on the basis of the above mentioned content.

It is important to give students some tips for the first time. There is following sample plan according to the topic.

Informative and analytical part 9

1. Legal basis of public early childhood education development in the times of UNR.
2. State supportability of public preschool education ukrainization.
3. Initiatives concerning pedagogical staff training for kindergartens.

For the first try students can have individual and group tutorials. They should understand the term “conclusion” as a content generalization, finding the key statements and making reasoning up. In a case of need presentations of different informative and analytical parts can be reviewed by students. It is expected that students can represent their ideas and take part in the discussion in order to find the general consensus and get proper understanding of terms. Teacher’s role is to help students in getting consensus of different opinions at final step of informative and analytical parts synthesis.

Students’ motivation and activation in different ways should be used. Conclusions made by all participants of the educational process are to be typed and represented on the screen by one of the students. It gives possibility not only listening but reading and reflection on the given information. The following tasks for **students’ further individual activities at seminars** are suggested to represent on the computer screen:

1. **Reproductive:** add necessary information to the presentation slide using textbooks and other sources.
2. **Reconstructive:** make the structural and logical model on UNR early childhood development initiatives.
3. **Creative:** find and forecast the results of initiatives implementation in the early childhood education area taking into account the objective and tasks of UNR.

All tasks are suggested as individual projects for the next seminar. They have the following steps:

At the first stage the presentation base is created.

At the second stage slides are showed on the screen in turn. Each reporter should prove his or her position. Other participants ask some questions, have discussion on the topic, approve, disprove or give some propositions.

At the third stage students are suggested to assess each presentation with the help of the 5-score rating system (1-5). The results should be reasoned and proved. In case of appearing discussion teacher should direct it to the right way.

At the end of the meeting it is necessary to give final mark and rating place for each student’s project. If the students want to get higher mark they can improve their projects for the next time. As a conclusion it should be mentioned that:

electronic presentations stimulate students’ activity. They improve visual and verbal perception of educational material. The marked informative parts allow students to pay attention to the most important points, find and understand each unit easier.

The represented methodology of e-presentations usage supplies interactive educational activities of students and teachers. It is considered as a complex of different tasks. It promotes

cognitive activities, encourages interest for mastering the content, directs students to use active methods of teaching.

The represented content is just a part of system information support of educational process at higher school. It is expected to develop information support for all forms of educational process as a system.

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ВИВЧЕННЯ РОЗВИТКУ ДОШКІЛЬНОЇ ОСВІТИ ЗА ЧАСІВ УНР ЗА ДОПОМОГОЮ ЕЛЕКТРОННОЇ ПРЕЗЕНТАЦІЇ

Розвиток у студентів компетенцій, які складаються з трьох основних груп (загальних, інструментальних, міжособистісних), сприяє забезпеченню високої якості. Інструментальні компетенції позначають "комп'ютерні навички та здібності управління інформацією". Це є причиною, чому педагогічні кадри і студенти повинні освоювати інформаційні технології на відповідному рівні.

У статті розглядаються структурні та методологічні особливості використання електронної презентації на тему «Розвиток дошкільної освіти у часи УНР» на лекціях, семінарах та під час самостійної роботи студентів.

Представлена методологія використання матеріалів електронної презентації сприяє інтерактивній діяльності студентів та викладачів. Вона розглядається як комплекс різних завдань. Це сприяє пізнавальній діяльності, заохочує інтерес для освоєння змісту, направляє студентів використовувати активні методи навчання.

Ключові слова: методи, способи, зміст, методологія, електронні презентації, лекції, семінари, індивідуальна робота студентів.

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ИЗУЧЕНИЕ РАЗВИТИЯ ДОШКОЛЬНОГО ОБРАЗОВАНИЯ ВО ВРЕМЕНА УНР ПОСРЕДСТВОМ ЭЛЕКТРОННОЙ ПРЕЗЕНТАЦИИ

Развитие у студентов компетенций, которые состоят из трех основных групп (общих, инструментальных, межличностных) способствует образованию высокого качества. Инструментальные компетенции обозначают «компьютерные навыки и способности управления информацией». Это является причиной, почему педагогические кадры и студенты должны осваивать информационные технологии на соответствующем уровне.

В статье рассматриваются структурные и методологические особенности использования электронной презентации на тему «Развитие дошкольного образования во времена УНР» на лекциях, семинарах и во время самостоятельной работы студентов.

Представленная методология использования материалов электронных презентаций предоставляет интерактивную деятельность студентов и преподавателей. Она рассматривается как комплекс различных задач. Это способствует познавательной деятельности, поощряет интерес для освоения содержания, направляет студентов использовать активные методы обучения.

Ключевые слова: методы, способы, содержание, методология, электронные презентации, лекции, семинары, индивидуальная работа студентов.