

CHILDHOOD PROBLEM IN PEDAGOGICAL HERITAGE OF P. KAPTEREV**L. Gerasymenko**

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Purpose. The article uncovers the view of the famous educator of the second half of XIX century P. Kapterev on the childhood problem with illustration the relevant problems of volition, character and early children intelligence development formation. **Methodology.** Historical and pedagogical analysis with generalizing of the scientific works both by P. Kapterev and national educators of the latter half of XIX century and the early XX century. Comparison and collocation method has allowed to review P. Kapterev's opinions on childhood, its age limits, education organization specialties in the historic-pedagogical context. **Findings.** The attention has been focused on the scientist's acceptance of childhood as special reality where the groundings of intelligence development, motivation and volitional sphere are given, that made relevant the necessity of this period unprejudiced studying and taking cue from it in the education and learning organization process. Historical and pedagogical context analysis (M. Pirogov, P. Yurkevich, M. Vessel, S. Myropolskiy, M. Lange and I. Sikorskiy ideas) has allowed to find the specific features of the outstanding educator's ideas about the childhood studying and taking its specialties into account in pedagogical process: determination of age childhood limits, finding and characterization of children special features, recommendations about the syllable choice for different age groups. **Originality.** The analysis of scientific works, periodicals and archive documents of the end of XIX and the early XX century has allowed to find the P. Kapterev's ideas about childhood, the education of children's volition, taking cue for pedagogical process from their specialties and to consider them into historical and pedagogical context. **Practical value.** Study results can be used by the students while studying such courses as "The History of Educational Systems", "The History of Pedagogy", "General Pedagogy", "Age Psychology", "Pedagogical Psychology". The study allows to determine P. Kapterev's pedagogical ideas of understanding the childhood essence, its limits, relevant education and upbringing tasks which give an opportunity to base the existing methodology of studying problem investigation. **Conclusions.** The analysis of P. Kapterev's works on pedagogical psychology, child psychology, education and upbringing theory problems allows to note that childhood was seen by the scientist as an inherently valued life journey stage when the intense physical and psychological personal development, formation of higher mental functions and personality socialization take place, the groundings of motivation and value system are given and thus determine the qualities of future life. According to the scientist's opinion, studying the childhood, finding the individual mental features and child age peculiarities are important in creating conditions of personality development and self-development in the family and pedagogical process in education institutions.

Key words: childhood, early development, age peculiarities, child's volition.

ПРОБЛЕМА ДИТИНСТВА В ПЕДАГОГІЧНІЙ СПАДЩИНІ П. КАПТЕРЕВА**Л. В. Герасименко**

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Розкрито погляди видатного педагога другої половини XIX-початку XX століття П. Каптерєва на проблему дитинства, висвітлюючи актуальні питання формування волі, характеру, раннього інтелектуального розвитку дітей. Акцентовано увагу на тому, що дитинство сприймалося вченим як особлива реальність, в якій закладаються основи інтелекту, мотиваційно-вольової сфери. Важливість цього періоду актуалізує необхідність його об'єктивного вивчення і врахування особливостей дітей в організації навчання і виховання. Аналіз історико-педагогічного контексту (ідей М. Пирогова, П. Юркевича, М. Весселя, С. Миропольського, Н. Ланге, І. Сікорського) дозволив виявити специфічні особливості поглядів видатного педагога щодо вивчення дитинства і обліку його особливостей в педагогічному процесі: визначення вікових меж дитинства, виявлення і характеристики специфічних рис дітей, рекомендації з вибору змісту навчання для різних вікових груп.

Ключові слова: дитинство, ранній розвиток, вікові особливості, воля дитини.

PROBLEM STATEMENT. Social transformations of the last years are the key for the exceptional human role caused by his/her subjectness in all the facets of Ukraine. It asks for the sensitivity to the personality from the birth to the adult age. Mindset peculiarities, value perception, motivational area, knowledge basis are formed in the childhood time. So the childhood problem in the existing pedagogical knowledge system has become extremely relevant.

The analysis of the works by A. Bogush, T. Kochubei, V. Kremen, S. Luparenko, E. Rybinsky allows to note that there is no independent knowledge area

studying the child and the childhood. It complicates the understanding of main point and specific character of this stage. But philosophical and psychological-pedagogical literature study allows to find different aspects of childhood problem that are of concern for researchers: philosophical apprehension of infancy (B. Malinovskiy, Yu. Ovinova, L. Ukrayinets and others); harmonized personality formation in historical and pedagogical ideas context (S. Biletska, O. Kvas, T. Kravtsova, O. Surzhenko and others); child psychology (L. Vygotskiy, M. Zadesenets, A. Petrovskiy, A. Rean, S. Rubinshtein and others); childhood and motherhood

legal matters (O. Boyko, S. Gavrysh, L. Kushynska, L. Olhovyk and others); upbringing and spiritual growth of the child (A. Bogush, O. Petrunko, I. Rogalska, O.Sapogova, V. Folvarkova-Plahtiy).

But the absence of a comprehensive pedagogical study that would reflect the development of views on child and childhood mainstreams the necessity of studying and evaluation of historical experience and famous educators' works with the object of using their progressive ideas to form the up-to-date childhood conception.

EXPERIMENTAL PART AND RESULTS OBTAINED. Outstanding educator and humanist P.Kapterev considered pedagogy as a science about harmonious personality development in conditions of pedagogical process based on the objective child research. Substantive examination of his works allows to correct, to determine optimum perspectives of education development in the XXI century aimed to create the conditions for the formation of an active, creative personality, able to constant self-development and self-realization.

The scientist raised the value of every particular personality, and the task to facilitate his/her self-development required P. Kapterev to have the clear vision of child's nature, his/her mental features and behavior specialties. The outstanding educator shared the thought of M. Pirogov who insisted in his pedagogical works on infancy specificity and necessity of its deep studying. Thus, in the articles "To be and to seem" (1859), "School and life" (1859) M. Pirogov accentuated that children live and develop by their own laws, so he thought the learning of these laws to be the primary goal: "To judge about the child fairly and rightly, we should not transfer him/her from his/her own world to ours, but to migrate into his/her spiritual world" [11, p. 94]. P. Kapterev, as well as M. Pirogov, accentuated the necessity of taking into account the individual features of children because that's impossible to encourage their best features development in the education and upbringing process without it. XIX century pedagogy could not boast of penetrating childhood studies, and only in 1882 the book by W. Preyer "The soul of the child" was printed, in which the author tried to analyze infancy as a whole period basing on systematic surveillance study. Understanding the value of this work for the psychology and pedagogy development, in 1893 P.Kapterev published the translation of W. Preyer's original work "The Mind of the Child". As well as W.Preyer, P. Kapterev was sure that the development groundings are given in the early childhood. The scientist was also impressed by the desire of German researcher not only to open the content of child's soul, to describe the cognition processes, speech and child's emotions development but also to teach the adults to understand children using the objective methods, in particular keeping a survey diary. The educator recommended the parents to keep that document in order to give it to the teachers later. According to P.Kapterev, it greatly simplifies the understanding of a

child, facilitates the specific features learning process and allows providing individual approach in practice.

Preyer's work stimulated P. Kapterev to write the series of articles about childhood nature specialties that were systemized and published in 1999 as "Child and pedagogical psychology". The analysis of the following articles "About children's flaws" (1893), "About the lack of children's volition" (1895), "About children's games and entertainments" (1898), "About children's nature" (1899), "About the fear and bravery in the early education" (1901), "About the honesty development in children" (1901) and others allows to determine P. Kapterev's views on the childhood specialties.

The scientist was against understanding the childhood as a transitional period in the personality development process. *The childhood was accepted by the scientist as special reality that should be studied and taken into account open-mindedly in the education and upbringing organization.* Understanding the significant influence of the environment on the personality, P. Kapterev, as well as M. Pirogov and P.Yurkevich, warned against spreading the adults culture, their thoughts, opinions, feelings among the children: "Adults tend to equal the children to themselves, and it is against the child's nature. The undue organic force and nerve strain in the early years thwart further progress, cause weakness and lack of energy in adulthood, discouragement, early spiritual death" [3, p. 125]. In educator's opinion, this ruins the child's personality entirety and resulted in appearance of "little old people", physically and morally exhausted, disappointed by cognitive process. The idea of the foregoers as M. Pirogov [11] and P. Yurkevich was close to P. Kapterev: "...to move into the pupil's heart, to recreate all his conditions lively, to build and to check all the specialties of his feelings and endeavors and to live in the world the pupil lives in" [15, p. 67].

So, the adults, in the scientist's opinion, should necessarily know and learn the children's nature to meet the requirements for realization of their interests and opportunities in education and upbringing process.

In the work "About the general evolution of child's nature" (1899) P. Kapterev characterized several infancy attitude formation theories: equality, sameness; in-born abilities; child's perfection; child's imperfection [6]. Analysis of these scientific approaches made by the scientist allowed him to realize the childhood specialties.

The *equality theory* represented by J. Locke, E.Beneke and G. Helvetius who claimed the equality of all the people and unlimited possibilities of education, was estimated negatively by the scientist. P. Kapterev noted that the researchers did not take into account the inheritance influence and also denied the possibility of personality internal independent action: "Organic beings are independent creatures, not those who just accept the external impressions. The environment influence gives the material for their independence development but does not put its imprint on them directly" [6, p. 11]. Thus, the scientist admitted the importance

of biological development factors and also the active essence of child's nature that is able to be independent.

Estimating the inborn abilities theory that had taken its source in ancient Greece and included the existence of inborn ideas as the most important knowledge source, P. Kapterev found it unworkable stressing the importance of sensory experience when learning the world.

Child's perfection theory asserted by Jean-Jacques Rousseau and L. Tolstoy, in scientist's opinion, had a range of disadvantages because it set aside the cultural influence on the pupil's personality and did not have appropriate empiric evidences.

Child's nature imperfection theory by T. Hobbes and E. Haeckel was also not objective, as P. Kapterev noted, since it denied the possibility of personality perfecting during the life. The educator was critical about the T. Hobbes and E. Haeckel's conclusions who considered the inheritance one-sidedly – as total disadvantages having come from parents.

Thus, P. Kapterev, after analyzing the existing points of view on the child's nature, proved that childhood time is special, has its own positive and negative features that did not mean children imperfection or exclusiveness but only caused the specificity of this period and necessity of biological and social factors sensitivity.

The importance of child particularities determination was admitted by other educators of the latter half of XIX and the early XX century: M. Vessel, S. Myropolskiy, P. Yurkevich and others. When comparing the works of these scientists it is possible to denote different approaches to childhood particularities determination: *regard to the cognitive sphere and emotional-volitional sphere particularities by P. Yurkevich* (domination of the images on the thoughts; curiosity and interest to learning new things; inability to self-control, poor volition development; domination of shyness on the conscience; preferring new and exciting to true, esthetic and kind) *and mental features characteristics by M. Vessel and S. Myropolskiy* (needs for cognition (curiosity); urge to active action; honesty; trustfulness; respect to adults; belief into the parents and teachers authority, invigilance, forgetfulness, noisiness, volatility, propensity to exaggerate) [1, 10, 15].

In determination of proper children features P. Kapterev relied on the anthropology knowledge and human nature integrity principle. So he analyzed the common human features reflecting the social and biological personality nature.

The brightest child features, by P. Kapterev, are:

- restlessness, mobility;
- inability to focus attention for a long time;
- fast attention switch;
- curiosity;
- short-term memorizing;
- abstract thinking absence;
- fast change of emotional state and feelings;
- low level of insistence;

- absence of sistematicity in work;
- subjective moments domination in spiritual life [3].

Analysis of the given qualities and their comparison with the specialties determined by the other scientists gives an opportunity to accept the entirety of P. Kapterev's characteristics whereas the named features covered all the aspects of child spiritual life ("the area of mental functions, features, feelings and emotions"). In the scientist's opinion, they manifested themselves in different age with varying intensity.

So, P. Kapterev carefully studied and analyzed different theories of infancy nature and essence, described the special nature of this age, proved the possibility and necessity of educational influence on children in conditions of learning and upbringing to help their full personality development, needs realization, potential possibilities and interests.

P. Kapterev warned against judging of age specialties flashes (excessive mobility, sensitivity, impressionability) and proved that only relying on them it is possible to form new qualities of mature personality. Humanist S. Myropolskiy expressed the thoughts close to the scientist's conclusions and noted that children with negative features and behavior manifestations should be seen as "ill children that need attention and care" [10, p. 19]. In this way the educator, as well as P. Kapterev, accentuated the possibility and necessity of personality perfecting in learning process: "Teacher's task is to restrain the extreme forms and redundancy, to eliminate the defects of child's character and at the same time to rule their intellectual development..." [10, p. 24]. The thought of L. Tolstoy, who blamed the school of that time for the lack of attention to child's nature, accentuating that education organization rested upon teachers' comfort in learning process suppressing the children's volition, was close to P. Kapterev: "School is being organized not in the way for children could learn comfortably but in the way the teachers can teach comfortably. The talks, moves, vivacity of the children that give the necessary base for learning prevent the teacher from doing his job..." [14, p. 61].

P. Kapterev censured in his works the traditions of education and upbringing based on full child's volition submission to the adult and thought child stubbornness, so often being complained of by parents and teachers, to be "the act of self-defense from inappropriate demands, tyranny and outrage of adults" [3, p.55]. In general the scientist considered it the show of true grit and insistence and accentuated that moral values of children are different from those of adults so they should be taken into account when organizing the learning process.

The most important task in the child development process P. Kapterev thought to be the education of the will. The educator shared the external and internal will. The external one is addressed to perfecting of external actions and deeds, the internal one is "an area inside of us, it rules over the passions, gives the tone and direction first for the internal personality development and

then for the external one” [9, p. 24]. The educator considered volition to be the motives mainspring that caused their struggle, interests’ estimation, defining priorities among them. So the significant efforts should be made in the will education by the parents and teachers. In the article “About lacks of volition in children” (1895) P. Kapterev noted that developed volition was characterized by behavior insistence in reaching the desired goal and by the aspirations unity. It allowed to have conscious attitude towards estimation and analysis of the different motives which could appear in child’s consciousness incidentally and bring her/his actions under control of the most desired and most important things in different situations [5].

As well as P. Kapterev, Ukrainian psychologist and educator I. Sikorskiy gave particular emphasis to the volition development considering it as an important feature letting children be unhesitating, make independent decisions and go to the defined goal insistently [13]. The urge to give advice of will education to the parents and teachers united the scientists, too. I. Sikorskiy and P. Kapterev accentuated the important teacher’s role in the will education in pupils, the usage of different teaching methods and forms oriented to pupils’ independence development [3, 8, 13]. Besides, P. Kapterev recommended not to undermine the child’s volition with the external instructions but to create the situations helping to make it stronger by their solving:

- to use any case to demonstrate the inconvenience of fast, premature, badly motivated decisions and actions;
- to create counter motivation aimed to block undesired action;
- to keep strict sequence and accordance both to the child’s age and actions specialties [5].

Unlike K. Yelnitskiy and S. Myropolskiy who thought the system of moral and religious restrictions formulated by adults to be the base of the will education, P. Kapterev offered a range of problem situations and choice situations letting the child make a right decision independently training his/her own volition [4].

When analyzing the education of that time, P. Kapterev noted: “Parents, tutors, teachers approach to every pupil with common ready-made schemes, rules, methods, and the body specificity do not fit the ready template, does not bear the generally accepted activities and look for own developmental ways and means. In other words, the independent body gives up traditional education and upbringing and turns to self-education” [7, p. 75]. Those conditions raised the issue of education and upbringing organization that would conformed to the children’s nature and would help and would not damage their development.

P. Kapterev’s conclusions of human development specialties dependence on his/her age were his important achievement. So considering the age peculiarities was extremely important in pedagogical process organization. P. Yurkevich wrote about the mental human age specialties, too. He relied in the biological, social and cultural factors and even on climate condi-

tions in age human development periods determination. Thus, in scientist’s opinion, adolescent period in the warm countries was faster than in the cold ones [16]. Developing P. Yurkevich’s thought, P. Kapterev believed that age specificity is caused by:

- hereditary features (brain and nervous system structure and also by the mental features, mental processes qualities caused by prenatal development and environment influence in the first days of life): “Our ancestors continue to live in our body, in its different organs features” [3, p. 75];
- social and cultural peculiarities as a result of human adaptation to the environment.

These specific features appear in various ways in different stages of life causing particular mental and behaviour features. As P. Kapterev noted, age caused significant changes in mental processes functioning and in personality structure itself: “Age periods in which education takes place are mild and sensitive, and systematic activity is a great force” [8, p. 172]. P. Kapterev made an emphasis on early childhood period. Accepting the authority, adults’ wisdom, external feelings domination in life and activity, prevalence of reproduction over creativity are indicative. In “Pedagogical psychology” (1914) the scientist gave detailed characteristics of early childhood because he was sure that the growth peculiarities of this period are of exceptional importance for the further adult life by determination the need and motivation sphere and specifying the human’s behaviour [8]. Ukrainian psychologist and educator I. Sikorskiy had the same thought. In “Psychological basis of education and upbringing” (1909) he noted the importance of the first years of child’s life when the stable specific features of state of mind of an adult person were being formed [13]. S. Rusova accentuated the necessity and importance of children pre-school development insisting on building the most important features in this period (love to everything alive, curiosity and hardworking) [12]. Attention to early childhood, care for the early personality development that laid the grounding for the successful learning and future life united Ukrainian educators with P. Kapterev.

The analysis of “Pedagogical psychology” (1914), “Didactic essays” (1915) and a number of scientist’s articles about the childhood peculiarities [3, 4, 5, 6, 7, 8] defined the exceptional role of learning in the development in different age periods. P. Kapterev was against early development pointing at the incomplete mental processes formation in children’s organism: undeveloped mind, inability to focus attention that causes superficiality in digesting the learning material and absence of interest to intellection: “Starting to teach the science very early we will make it not understandable for the pupils, deprive it of educational influence and we will take the precious time of weak pupils and inspire them the idea of exceptional complexity and inefficiency of learning” [4, p. 566]. The scientist noted that early learning demands adaptation to the science syllable for better acceptance by the child’s consciousness. Very often it leads to unjustified scien-

tific knowledge simplification. The results of this kind of education are inefficient, in the scientist's opinion, because they lead to formation of "...imaginary scientific knowledge that rejoices the parents' hearts and gives fame to the teacher..." [4, p. 485].

Ukrainian educators such as S. Myropolskiy, S. Rusova, I. Sikorskiy disapproved the early education, too. The thought that parents' care, genial communication in family, teaching children to perform elementary duties, helping parents in the house contributes to the creation of favourable conditions of the children's development aged up to eight. Thus, I. Sikorskiy in his work "Psychological basis of upbringing and learning" (1909) accentuated that "book education" should not be started until the children reach the age of twelve: "When the will is weak and does not let heavy stress, the book education makes tired a lot, and from the other hand, with the concrete thinking proper to this age, book education turns fast into narrow intellectual procedure, in training only lower objective memory" [13, p. 55]. The scientist proved that in these conditions a danger of children's thinking development inhibition exists that is harmful for their further development.

When conceding the possibility of early development, P. Kapterev, unlike I. Sikorskiy, pointed to its negative consequences, in particular, to inability to make connection with the age mates. Children who feel older than their classmates are really unable to join in the world of adults because they do not have the relevant experience. Dismembering in the group makes negative influence on the self-development and perfecting processes of the child, blunting the effectiveness of pedagogical influence on him/her.

P. Kapterev's conclusions about the danger of early development were supported by his outstanding follower S. Gessen, who noted that untimely early upbringing that exceeds child's energy and capabilities promotes the formation of broken grey blurs who cannot realize themselves in their life in future. By this S. Gessen supported the P. Kapterev's position about the necessity of taking cue from pupils' age peculiarities.

But besides negative early development consequences, P. Kapterev noted another danger: delayed education that decelerates personality development, "because the conditions for existing interest were not created at the right time" [4, p. 566]. That is why *consideration of age peculiarities*, interests and children preparation is important in the integral pedagogical process organization.

P. Kapterev set distinct limits of age period basing on the consideration the dynamics of pupils' interests.

The first period (8-9 years) is the family one. It is characterized by the domination of sensual interests over spiritual, and therefore, of the corporeal life over spiritual. Familiarization with the environment, learning of native language and practical learning of the interhuman relationship are the main directions of development of the children of this age. Ukrainian educators B. Grichenko, M. Dragomanov, T. Lubenets, V. Naumenko, S. Rusova, Ya. Chepiga and others had the

similar opinion, considering that nature accordance principle dictates the need for native language as a language of tuition.

P. Kapterev referred the introductions of philology, mathematics, sociology and logic to the family science. The fundamentals in all these areas are closely related to each other. As a rule, getting the sense requires the descriptive tools usage. P. Kapterev's contemporaries O. Virenus and I. Sikorskiy had the same opinion. O. Virenus conceived that learning reading and writing should precede entering the secondary school [2]. Unlike P. Kapterev, I. Sikorskiy supported reading, writing, mathematics, nature study and geography learning at school with widespread practical methods use [13]. The idea of obligatory nature study implementation offered by the scientists of the second half of XIX century was supported by their contemporary S. Rusova who noted its importance as "...not only for mind discipline but for economical experience, for esthetic education and for child's spirits development" [12, p. 209]. The scientist and public figure thought the teaching of the Bible fundamentals, native language, arithmetic, nature study, geography, history, handicrafts, singing and physical education to be necessary in Ukrainian junior school. Russian language, on S. Rusova's opinion, should be learned not earlier than on the third year of study to provide its conscious digestion based on the language culture formed on familiar to the children native language material.

The second period (10 – 14-15 years) is a school elementary one, it involves extension, correction and systematic continuation of the first period. P. Kapterev remarked that pupils' knowledge obtained before the entering the school should form the basis of this education. High memory development and domination of theoretical interest are typical for the teenagers and are satisfied in the school learning process. Self-education in this period, in the scientist's opinion, is performed unconsciously, as a realization of an inborn natural need.

Sharing the educator's thoughts, O. Virenus underlined the maturity of inductive reasoning in this age period that necessitate nature sciences learning with the help of use the children's watchfulness, their independence, actualization their individual experience and experimenting [2]. Continuing the scientists' thoughts, I. Sikorskiy pointed to the pupils' will strengthening in this age period and their ability to systematical learning of educational disciplines. M. Lange, as well as his contemporaries, notes the ability of children in this period to thinking, analysis, finding the cause-and-effect linkage; he accentuates that conscience develops in this period, the imagination about good and evil is formed, ambition grows. The competition with the age mates starts. These characteristics, in the scientists' opinion, make the learning of much wider range of educational disciplines possible: Russian history, geography, mathematics, studying the ancient and contemporary foreign languages [14].

The third period (16 – 18-19 years). In these years

the learning course contents should serve to the further general development and also abstract thinking and will effort progress. Denial the authorities and criticism to adults, confidence in one's abilities, wish to reform the own life and the lives of others, personal enrichment, appearance of compassion are associated with this period, in P. Kapterev's opinion. But the scientist noted that young people's ideas are often of theoretical, projective character. Dreaminess and confabulation dominate over real creativity in this age. P. Kapterev thought the inadequate attention to self-perfecting process to be the main disadvantage of this period: "Everything is criticized, the authorities are denied, the existing way of life is accepted as absolutely wrong and pertaining to complete transformation; the only one thing is good – the reformer's personality that needs no improvement: it is perfect... Urge to improvement should be referred first of all to one's own personality" [4, p. 419]. So, after losing the instinctive ability to self-development, young boys and girls have to realize this necessity in the period of critical attitude environment and to themselves. M. Lange pointed to these peculiarities of youth age, too, considering this period to be an age of "uneasy passion", "years of rudeness and impoliteness", with appropriate: intense longing to independence; rejection previous authorities; strong protest and resistance, denying traditional attitude [17].

Sharing the P. Kapterev's thoughts about the mentioned period characteristics, M. Lange, I. Sikorskiy and O. Virenous accentuated on the generalizing school subjects contents character in this period, oriented to deductive thinking development.

So, the characteristics of age groups determined by the scientist allow form the clear visions of children development peculiarities during the school years that contributed the creation of favourable conditions for their personality and intellectual potential realization.

CONCLUSIONS. The analysis of P. Kapterev's works on the issues of pedagogical psychology, child psychology, education and upbringing theory allows note that childhood was regarded by the scientist as an inherently valued life path stage. During this period the intensive physical and mental personality development, formation of the higher mental functions, personality socialization take place, the groundings of motivation and values sphere are given, that determine the qualities of future life. Studying childhood, finding the individual mental peculiarities and age specifications of children, in scientist's opinion, is important for creating the conditions for personality development and self-development in family and in pedagogical process of educational institutions.

The undertaken study does not exhaust the full meaning of the problem to be solved. It is rational to provide the thorough comparative analysis of P. Kapterev's and foreign scientists' thoughts of the second half XIX – the beginning of the XX century of the childhood issue.

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ПРОБЛЕМА ДЕТСТВА В ПЕДАГОГИЧЕСКОМ НАСЛЕДИИ П. КАПТЕРЕВА

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Раскрыты взгляды выдающегося педагога второй половины XIX-начала XX века П. Каптерева на проблему детства, освещая актуальные вопросы формирования воли, характера, раннего интеллектуального развития детей. Акцентируется внимание на том, что детство воспринималось ученым как особая реальность, в которой закладываются основы интеллекта, мотивационно-волевой сферы. Важность этого периода актуализирует необходимость его объективного изучения и учета особенностей детей в организации обучения и воспитания. Анализ историко-педагогического контекста (идей Н. Пирогова, П. Юркевича, М. Весселя, С. Миропольского, Н.Ланге, И. Сикорского) позволил выявить специфические особенности взглядов выдающегося педагога относительно изучения детства и учета его особенностей в педагогическом процессе: определение возрастных границ детства, выявление и характеристика специфических черт детей, рекомендации по выбору содержания обучения для различных возрастных групп.

Ключевые слова: детство, раннее развитие, возрастные особенности, воля ребенка.

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