

ГЕНЕЗИС РАЗВИТИЯ ЮВЕНАЛЬНОЙ ПЕДАГОГИКИ

Genesis of Juvenile Pedagogy Development

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Abstract. *Modern approaches to studying the phenomenon "youth" in the view of overcoming scientific isolation and lack of unity make it necessary to develop complex juvenile knowledge. Scientific and pedagogical knowledge concerning youth is a component of juvenile knowledge. The article is devoted to the issue of forming and developing an integrative branch of pedagogical knowledge of youth - juvenile pedagogy. The author presents the results of historical-pedagogical analysis of Juvenile pedagogy development as part of pedagogical theory and practice history. Criteria for stage development of juvenile pedagogy are allocated. The author gives detailed account of each period. The article also includes analysis of papers by Russian teachers on problems of educating younger generation, development of pedagogical knowledge of youth. Main directions of juvenile pedagogy development are stated.*

Keywords: *education, differentiation and integration of scientific knowledge, juvenile pedagogy, junogogy, organization of work with youth, youth.*

Realities of modern society and the condition of scientific knowledge makes complex studying of youth the matter of paramount importance. Cumulative juvenile knowledge is being formed. Complex, interdisciplinary character of juvenile knowledge allows revealing the essence of youth as the subject of integrative relations and versatile cognitive activity in various spheres of life of younger generation. Pedagogical component of science about youth demands special theoretical-methodological development. Integrative branch of scientific knowledge of youth is singled out in modern pedagogy. Different terms are used referring to this new developing branch of studies: pedagogy of youth, junogogy, and juvenile pedagogy.

While considering the issues of scientific and pedagogical youth knowledge development, we used general scientific methods serving as basic methods of the given research - historical and logical, as well as special historical method - periodization.

Combination of historical and logical methods enables to reveal the basic, most important characteristics of the phenomenon. Logical reconstruction of juvenile pedagogy development is proved by real facts, events from the history of pedagogical theory and practice. Application of periodization method allowed defining some criteria for stage development of scientific and pedagogical knowledge of youth. They are as follows: objective conditions of society development, necessity to expand range of pedagogical knowledge problems in the field of social-pedagogical work with youth; role and status of youth in the development of state and society, change in requirements for personal and

professional qualities of young people; forming conceptual framework of juvenile pedagogy.

According to the given criteria, we have singled out a number of stages of juvenile pedagogy development.

I stage (VI-IX century). Early days of the science concerning youth education date back to the time when education as such occurred. It is the time of accumulating knowledge and experience and of preparing growing generation to life matters. Conventional wisdom, general ideas of educating growing generation are reflected in folk pedagogy. A major factor, educational environment was the family itself, community. A child was considered as the bearer of the family norms. Education was understood as gradual growing up. Each of the growing up periods had its name: "young" - 3-6 years; "child" - 7-12 years; "adolescent" - 12-15 years. "Young" in the given context can be treated as "newly born; recently starting to grow". Youth as a special period of life being was not allocated as a separate life period because it was too short, children joined in labor activity quite early, work did not demand special vocational training, early marriages (12-13 years) were practiced.

II stage (X - XVII centuries) is characterized by reconsideration of the place and role of a person, wide distribution of Christianity ideals, changes in understanding an educational ideal, influence of Christian doctrine on the content, methods of education of the rising generation.

Behavior samples of that time find reflection in the Holy Writ texts. Complete obedience to parents' will, respect for seniors are preached, independence and freedom are not appropriate. These ideas sound in literary monuments of Ancient Russia. In "Testament by Vladimir Monomakh", "Domostroy", collections, hagiography of saints and great martyrs all provide examples of relations between fathers and their children; examples of saintly life, kind-heartedness, fulfilling the duty, norms of behavior. Ancient texts encourage young generation to live fairly and virtuously. Young people should have "pure and innocent soul, thin body, modest conversation and to follow God's word". (Egorov, 1999)

Alongside with the concepts "adolescence" (Russian – "otrochestvo", age between the childhood and youth) and "adolescent" (Russian "otrok" - a boy, teenager in-between a child and a young man), these texts use the word "youth" (an early age, intermediate period between adolescence and maturity), and "young man" (person (a male) in the age transitive from adolescence to maturity). (Ozhegov, 1986)

However, specially organized education of youth during this period is not yet dominating.

III stage (XVIII - the beginning of XIX century). Peter the Great's reforms of the beginning of XVIII century made background not only for creation of education system, but also for reconsideration of the mission and role of young generation for the development of state and society. Youth becomes a conductor of Peter's reforms, a source of culture dissemination (first of all, European culture) in Russian

society. Development and prosperity of the state starts to be connected with the education of the rising generation. In the middle of XVIII century, a new to Russia social group of youth– students - starts to be formed.

There appear a number of books directly intended for youth. In one of the most popular monuments of pedagogy of the beginning of XVIII century “Fair Mirror of Youth or Instructions for Everyday Manners, collected from different authors”, rules for “everyday manner” are stated for "adolescents", “young gentlemen or noblemen”. The book touches on and restricts practically all aspects of public life: from rules of table manners up to public service norms, a new type of behavior for a secular person was propagandized. (Egorov, 1999)

Works of teachers, public figures dwell on various aspects of youth education; its features and meaning of youth among other age periods are considered. Youth is treated as a unique means intended to determine “blessed state of civil society” by I.I. Betskim, A.N. Radishchev, F.I. Yankovich, etc. N.M. Karamzin wrote about importance of youth education “in the Fatherland”, in compliance with its climate, customs and traditions, its way of life. И.И Davidov defined youth as the second age, “blooming period”, “period of perfect development of mind, taste and character”. (Egorov, 1999)

IV stage (middle of XIX century – beginning of XX century). Social and economic changes, origin and development of capitalist relations in Russia caused definition of youth as a special social group. More complicated manufacture demanded longer period of training. Acquiring professional knowledge, skills became necessary. Transition period between children and adults was designated as intermediate. Such concepts as “working teenager”, "young workers" were included in the scientific context. Special role of youth (working youth, students) for transformation of the existing social order (in “revolutionizing” various layers of the society) is highlighted.

During the given period, the problem field of pedagogy extends. It consistently covers various categories of youth and more senior age groups. Ideas of personal development, self-affirmation, creativity, creative activity, active participation in various forms of life being lie on the foreground. Basic educational values of youth development are considered to be the following ones: service to people and Motherland, self-denying loyalty, moral purity, etc. (V.G.Belinsky, N.A.Dobrolyubov, D.I.Pisarev, etc.) and are put forward.

At the end XIX - beginning of XX century, an intensive development of scientific knowledge takes place including serious structural changes in science. Adjacent sciences are formed and boundary disciplines appear. New branches of sciences concerning personality start to develop, including the ones existing as parts of pedagogical knowledge.

Objective process of scientific knowledge differentiation causes origin of such branches of pedagogy as social pedagogy, andragogy, pedagogical anthropology, etc. Process of pedagogical knowledge differentiation is accompanied by the process of attracting knowledge from other sciences

(psychology, sociology, physiology, anthropology, medicine, etc.). It allows to speak about complex character of the new scientific branches.

The idea of manifold studying of a person, research of the physiological, psychological, spiritual aspects of training and education of the growing and evolving personality (K.D.Ushinsky) continues to develop. In psychological-pedagogical literature of the beginning of XX century, complex necessity of studying children and teenagers is proved relevant in its all displays and in view of all influencing factors. (M.Y. Basov, P.P. Blonsky, A.P. Nechaev, etc.)

However, objective position and subjective features of youth as special social group yet have no obviously expressed character. Only at the beginning of XX century the first concepts of youth appear as part of worked out at that time social studies (psychology, sociology, anthropology, criminal studies, etc.).

V stage (20 - 90 XX century). In the first decades of the Soviet authority, youth becomes object of active scientific research. Philosophers, sociologists, physicians, psychologists carry out thorough researches of youth. Various spheres of life of youth are studied: cultural, labor, intimate, etc.

Researches of teenagers, youth of various social groups (first of all, workers) are developed. Age-related features (P.P.Blonsky, V.E.Smirnov), questions of life self-determination at youth age, problem of career choice (N.A.Rybnikov), social conditions of younger workers (I.A.Aryamov, B.B.Kogan, M.S.Lebedinsky), problems of sexual education (A.B.Zalkind), etc. are actively studied.

In a new developing public situation teenagers and youth start to be considered as an effective component of industrial forces of the country, active participants of construction of a new communistic society (N.K.Krupskaya, A.V.Lunacharsky, S.T.Shatsky, etc.).

A.V. Lunacharsky wrote that “our country wants to know who “we” are, what is the Soviet Union. Proletariat wants to learn about various elements of our society, to get to know how the image of the Soviet village changes, how retarded part of proletariat grows, what a bourgeois does now, how young males and females are brought up in a new life, people from different categories, groups and temperaments. Publicists speak about it, as well scientific-sociologists, economists, the statistics speaks about it”. (Kosaretskaya, 2004)

Teachers and pedagogues treat in their works problems of labor activity of youth, mutual relations between a person and community, education in community (A.S.Makarenko, V.N.Soroka-Rasinsky), the role of social environment in communistic education, an opportunity of creating pedagogical environment, its changes (M.V.Krupenina, V.N.Shulgin, S.T.Shatsky, etc.) are outlined.

Problems of becoming and development of young generation are widely discussed on pages of youth editions. Magazines “Young communist”, “Young guard”, “Smena”, “Pioneer Leader”, “Magazine for country youth”, “Red Army man”, etc. Problems of educational work with children and youth were considered, experience of practical work was generalized at the pages of these magazines.

Komsomol became main youth organization of this period spreading ideas of communistic education of youth. Komsomol became outstanding, the most mass and effective youth organization in the history of Russia.

Even during the first years of Komsomol organization existence, scientists and pedagogical public face a problem of evaluating essence, content, methods of ideological education, means of increasing educational level of youth, increasing their political activity and participation of youth in socialism construction. New direction in pedagogical knowledge - pedagogy of Komsomol work - is gradually formed.

Most active researches in the field of Komsomol pedagogy start to be carried out in the late 50s - early 60s of the last century. It was pedagogy of Komsomol work that gave a start to the system development of challenges of pedagogy of youth, juvenile pedagogy. (Rozhkov, 2008)

Researches of various aspects of school activity of Komsomol organization, education of social activity of senior pupils were conducted by B.Z. Wulfov, S.E. Khoze, M.M. Yashchenko, some others.

The complex of questions of Komsomol work organization at school (at different levels), interactions between Komsomol committees and class teachers were considered by S.V.Darmodekhin, I.S.Marenko, V.F.Semenikhin, V.M.Petukhov. Deep mutual trust and constant mutual aid, independent character of the youth communistic organization were considered as a basis for interaction between Komsomol organization and the class of teachers. (Darmodekhin, Petukhov & Simenov, 1980)

Scientists carried out the analysis of content, forms, key directions of Komsomol work at schools, gave methodical recommendations on arranging educational work, special character of various forms of work with pupils, in particular, organization of scientific communities of pupils and numerous youthful organizations referred to as VOIR (All-Union Society of Inventors and Innovators) were founded.

Special attention was paid to the necessity of differentiated approach to work with youth – taking into account age features, curriculum, level of Komsomol experience.

Problems of moral education were also paid great attention to. The purpose of moral education was defined in the following way: to develop in schoolchildren steadily dominating moral needs, socially valuable motives for activity and behavior. (Z.I.Vasileva, A.V.Zosimovsky, T.V.Konnikova). Inclusion of pupils in moral practice and system of moral attitudes and relations of the society was put forward as an urgent condition for developing conscious attitudes of a person to main spheres of social activity and his/her place in it (O.S.Bogdanova, B.T.Likhachev, I.S.Marenko).

Researches covered not only Komsomol work in school environment. Opportunities arising from out-of-school youth activity were investigated, unique

method of collective creative activity was developed. (I.P.Ivanov). The method is aimed at developing personal identity, creative activity of each young person.

A number of works were devoted to studying a phenomenon of Komsomol pedagogical groups, problems of organization and scientifically-methodical content of public work, pedagogical preparation of leaders and organizers of students' pedagogical groups (R.A.Litvak, R.M.Sitko, R.V.Sokolov, E.N.Sorochinskaya)

During the given period, a system of professional staff preparation for work with youth was created. In this system of professional training as part of higher education two directions can be conventionally outlined: preparation of experts for work with youth in the system of higher pedagogical education and preparation of Komsomol workers through the system of VLKSM professional staff (Central Komsomol School, later – Higher Komsomol School, Institute of youth).

Opening in the 60-s a number of institutions having Historical-pedagogical faculties preparing experts for work with youth became a significant event in the development of youth education.

The largest scientifically-methodical base for working out pedagogy of Komsomol work issues became camp “Komsorg”. The camp was opened on the basis of Kostroma Pedagogical Institute. Results of investigating effective forms of work at school organizations of youth union, development of problems of psychology of organizing activity are generalized in papers by A.N.Lutoshkina, L.I.Umanskiy.

A new category of workers performing multiple kinds of work in the society appeared in the sphere of social – pedagogical practice. They were specialists arranging extra-curriculum activities and out-of-school work at schools, various categories of workers of out-of-school establishments of additional education, teachers-organizers and tutors working in institutions of other departments: culture, sport, housing and municipal institutions, social security departments, law enforcement bodies and others of the kind.

A wide network of out-of-school establishments, interests and hobbies clubs, youth housing complexes is created in the country. Practical activities of Komsomol organization become more active: patronage over difficult teenagers, work in micro districts, which, as a matter of fact, was social work with youth.

VI stage – the 90-s of XX century - present time. In modern world youth is believed to be the most dynamically developing part of the society and is characterized by a specific role and place in the system of social reproduction. As it is extremely difficult to manage long-term and current processes occurring in the youth environment, it is urgent to provide complex and regular study of these processes, to give detailed account of main tendencies of their development in the world as a whole and to outline special character of the course of changes in Russia.

“Youth factor” is considered today as determinating one for development of the social system as youth objectively possesses that potential force which in the nearest future can guarantee either progress or lead to regress of the Russian

society. It is likely to determine tendencies and strategy of social and economic development of the country, to serve as the guarantee for its national safety.

In the given context, the problems of developing theoretical and methodological background for social-pedagogical work with youth, search for relevant methods and educating technologies of social-pedagogical activity with various categories of youth, rendering psychological-pedagogical support for younger generation as it is joining in political, social, economic social and cultural relations on the basis of complex interdisciplinary researches of youth problems get the most acute status.

At the same time, special feature of the present stage of the science development is that integration processes are accelerated, we return to integrity of ideas about the world, unity between various sciences. Thus, new problem areas appear, complex researches of the personality are being carried out, new scientific disciplines are born. At the same time, differentiation of scientific knowledge can also be noted.

Meanwhile, each science possesses the greatest knowledge concerning youth in its own area. Working out issues of pedagogical support for work with youth belongs to the sphere of scientific interests of pedagogical science.

Different terms are used referring to a new becoming scientific branch of pedagogical knowledge: pedagogy of a youth, junogogy, juvenile pedagogy. (Rozhkov, 2008; Sorochinskaya & Chaltseva, 2010).

A number of the objective reasons prove it necessary to single out juvenile pedagogy as integrative branches of pedagogical knowledge. They are as follows:

- special features of youth as certain age period;
- key difference from other periods and complexity of life processes of young people (self-determination in professional, political, family and other spheres);
- the fact that youth period is getting longer in modern society;
- lessening of patronizing attitudes to youth on the part of the state, increasing orientation to social activity and “responsible civil attitude” of youth;
- increasing influence of youth communities on social processes;
- recognizing a great role of “youth factor” for development of the society, understanding youth as a guarantee of national safety and further development of Russia;
- expanding a circle of consumers of scientific and pedagogical information, widening borders of pedagogical influence and age categories included in pedagogical interaction, etc.

Integrative character of juvenile pedagogy is reflected at two levels:

- Integration of knowledge of other sciences about youth (sociology of youth, philosophy of youth, psychology of youth, juvenile criminal sciences, juvenile medicine, etc.).
- Integration of achievements of the sciences making up uniform pedagogical knowledge.

Being part of pedagogical knowledge, juvenile pedagogy logically takes its place in the structure of age-specific pedagogy and thus completing the uniform system of pedagogical knowledge of becoming and development of a person in ontogenesis.

Juvenile pedagogy centers on such issues as studying educational potential of the society, providing social becoming and development of youth as active participant of social relationships, leading to positive transformation of the society. Problems of youth competence development are also under study (V.M.Basova, M.E.Kulpedinova, O.D.Chugunova) as well as developing creative potential of a person (V.I.Andreev, V.I.Zagvyazinsky, N.D.Nikandrov), scientifically-methodical content of social and pedagogical support for volunteer movements, social service of youth (S.N.Vozzhaev, E.I.Vozzhaeva, E.M.Karpova, O.V.Reshetnikov, E.M.Kharlamov), development of methodological basics of juvenile pedagogy, junogogy (M.I.Rozhkov, E.N.Sorochinskaya), social and pedagogical work with informal youth groups and associations (L.S.Vatova, S.V.Kosaretskaya, A.A.Lyukmanov, N.Y.Sinyagina, E.V.Yakovleva).

Laws, content, norms, forms and means of socially-pedagogical activity in the youth environment are actively studied as well as educational influence of various factors of environment, features and mechanisms of various social institutes' interaction providing social development of youth.

Conclusions

Theoretical evaluation of youth knowledge scientific genesis enables to consider juvenile pedagogy as a key branch of scientific and pedagogical knowledge having immense influence for forming complex knowledge concerning education of youth, conceptual reorganization of the system of vocational training of experts for work with youth. Pedagogy has undergone a complex way in its perception of the phenomenon "youth" from eliminating this issue and problems of this age scale up to carrying out complex researches of youth, describing its special status and developing scientifically-methodical content of work with various categories of youth (sex related groups, age related groups, distributing young people basing on the character of their problems, degree of required pedagogical support). Development of this new branch of pedagogy resulted in creating the system of experts' preparation for social pedagogical work in the youth environment, pedagogical content of youth infrastructure activity.

Summary

Historical-pedagogical analysis enabled to provide grounds for periodization of juvenile pedagogy development. Genesis of social-pedagogical work with youth is presented as an independent subject of studying in pedagogical science. Differentiation and integration processes in the system of pedagogical knowledge are highlighted. As a result, processes of juvenile pedagogy becoming and development are outlined. Main trends and tendencies in scientific and pedagogical knowledge development and development of youth are stated.

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