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THE DEVELOPMENT OF THE CONTENT OF GYMNASIUM SOCIAL SCIENCES AT THE BEGINNING OF THE 20TH CENTURY

The development of the content of social studies in modern secondary schools and the establishment of the new standard of secondary education requires the resolution of certain questions. The answers to these questions can be found in the history of the development of social studies in secondary schools. Therefore, it is rational, even necessary, to study the processes of the formation and development of these disciplines in the 20th Century.

At the beginning of the 20th Century, the gymnasium social studies, except history courses, were represented by propaedeutics (logics, psychology) and law studies. The works of L. Boholiubov, L. Buschik, S. Kuzmina, A. Pometun, I. Smagin, et al. address the problems of social studies in the secondary schools of the 20th Century. Certain aspects of a new content of gymnasium-level logics, psychology, and law studies are studied by V. Asmus, V. Bazhanov, I. Hryftsova, I. Demirska, J. Dubrovin, A. Makovelskyi, N. Stoyukhina, et al.

This article is an attempt to reflect on the discussions on the content of philosophical propaedeutics and law studies at the beginning of the 20th Century.

The analysis of literature revealed that at the beginning of the 20th Century both scholars and educators searched for an optimal content of social studies in secondary schools.

S. Kuzmina stated that the issue of the content of philosophical propaedeutics in schools at the beginning of the 20th Century was considered by Kyiv educational community represented by: H. Chelpanov, O. Hiliarov, P. Linytskyi, P. Kudriavtsev, O. Selikhanovych [9]. Discussions concerned two issues: the worthwhileness of

philosophical propaedeutics in secondary school and the educational content of this discipline.

In 1899 in the journal *Voprosy filosofii s psikhologii [The Problems of Philosophy and Psychology],* an article by P. Boborykin on the importance of philosophy in the secondary school curriculum was published. Having analyzed French gymnasium education, the author concluded that philosophy was included into the course of training, which spoke to the necessity of a more fundamental philosophical education in domestic educational establishments than a formal study of logics [4]. Besides, P. Boborykin stressed that in France, within the same educational curriculum approved by the French Ministry of Education, several gymnasium textbooks, compiled by high-school teachers of philosophy, were allowed [4, p. 135].

Concerning the worthwhileness of philosophical propaedeutics in secondary schools, H. Chelpanov, a prominent philosopher, adhered to the secondary school philosophical education. In November of 1904, at the panel discussion of the Kyiv department of the Society of Classical Philology and Pedagogy and the Psychological Seminary of St. Vladimir University, he presented a paper "On Teaching Philosophical Propaedeutics in Secondary Schools" [12]. The scholar provided a detailed analysis of pedagogical, psychological, and organizational aspects of teaching philosophical propaedeutics.

O. Hiliarov, professor of the Philosophy Department (St. Vladimir University), pointed out in his article in the *Kyivlyanyn [The Kyivan]* newspaper that teaching philosophy in secondary schools is impractical, as the political turmoil of the beginning of the 20th Century does not allow "a proper teaching of philosophy, which might turn into hypocrisy and imposition of a certain type of ideology" [9, p. 72].

However, H. Chelpanov, criticizing this point of view, stated that it was necessary to support the philosophical needs of the youth and cultivate the discipline of mind and accuracy of thinking during the philosophical propaedeutics classes even at the level of secondary school [16].

The views concerning the problem of content, structure, and volume of philosophical propaedeutics diverged. The representatives of the Ministry of Education suggested the introduction of logics, psychology, and the history of philosophy, following the example of France and Austria. Highlighting the importance of studying logics and psychology, H. Chelpanov denied the necessity of the history of philosophy to the secondary school curriculum. He considered an attempt to introduce this course over fifteen class sessions to be a sham [16].

P. Kudriavtsev, however, commended a time-tested practice of domestic seminaries, in which introduction to philosophy was a means of studying basic philosophical terminology as a preparation for higher education [8, pp. 4 – 5].

H. Chelpanov deduced the content of philosophical propaedeutics (logics and psychology) from the basic purpose of the subject – to encourage students to synthesize knowledge and experience trying to establish an integral worldview. He believed that the way to realize this principle during psychology classes was to explain the laws of spiritual life, and during logics classes – to present different means of understanding the reality through the facts of the humanities and natural sciences [16].

Meanwhile, there was a discussion concerning the content and objectives of secondary school psychology on the pages of scientific periodicals of that time. In 1906, at the First Russian Congress of Educational Psychology, the major issues for the discussion were those concerning the necessity of teaching psychology in secondary schools and approaches to the formation of its educational content.

The central debate addresses the issue on the content of secondary school psychology: theoretical (H. Chelpanov) or experimental (O. Nechaev).

H. Chelpanov believed that school needs not only experimental psychology, but also the psychology with the “metaphysical elements”. The emphasis in teaching of psychology should be placed on theoretical psychology, as an experiment is a mere illustration to a certain theoretical statement [16].

O. Nechaev, being the main supporter of the experimental psychology, emphasized that only experimental psychology could be regarded as scientific

discipline and, therefore, it is experimental psychology that should be taught in schools [11].

The afore-mentioned approaches to the secondary school psychology course encouraged the emergence of new syllabi and textbooks. Thus, a syllabus for the 7th grade of boys' gymnasiums (1917) suggested the following structure of the content of Psychology as an academic discipline:

– the subject of psychology; the difference between the spiritual and the material; the task of psychology;

– introspection and its challenges; observing the spiritual life of others and its challenges; the experiment as a means of studying mental phenomena;

– connection between spiritual and material phenomena; nervous system as a body of spiritual life;

– clear consciousness and its importance; attention, its types and conditions; attention deficit and its types;

– three classes of spiritual phenomena; and

– sensations, their physical and physiological conditions; classification of sensations, organic and motor sensations; sensations of certain organs; Weber's psychophysical experiments.

This reference shows that the content of secondary (gymnasium) school psychology was based on a combination of theoretical and experimental approaches.

Concerning logics, until 1905 this course lacked attention (one hour per week in the 8th grade). There were no specially trained teachers, so logics was taught by teachers of literature or law, who, having no time or personal interest in the subject, just used one hour intended for logics to teach their primary subject.

This situation was unacceptable for educators or scholars, who pushed for a reform of social studies "from within", an initiative later supported by the Ministry of Education.

The circular letter of the Ministry of Education dated June 5, 1905 stressed the necessity of the introduction of teaching philosophical propaedeutics "during two classe sessions a week in the 7th and 8th grades". It was believed that teaching

philosophical propaedeutics, including psychology, would contribute to the overall development of students and expand their worldview. And the most immediate practical task of psychology was to develop mental skills and ability to analyze mental states.

Teaching psychology was to be limited to the 7th grade and teaching logics – to the 8th grade. The introduction to philosophy, which discussed various ways of solving philosophical problems, was not included into gymnasiums' curriculum.

The curricula and programs of 1915 – 1917 prescribed that 7th grade students study psychology and law, and the 8th grade students – logics [1]. Concerning the latter, the explanatory note to the program indicated that teaching this subject should include the entire content of the program and illustrate it with examples based on interdisciplinary links. Thus, deductive thinking techniques were to be illustrated by examples from mathematics, while inductive techniques, such as observation and experiment, should be accompanied by the examples from the natural sciences, mainly from physics.

It was necessary to direct educational efforts to the development of students' skills to formulate examples in order to identify certain logical patterns and illustrate the action of the logical laws.

Teachers gained the right not only to choose the textbook (among those which were recommended by the Academic Committee of the Ministry of Public Education) at their own discretion, but to change the order of the topics provided by the syllabus as well.

The course of logics consisted of eleven topics/sections:

– the subject and the tasks of logics, differences in logical and psychological approaches to thinking;

– a concept: its content and denotation; distinctions and correlation between the content and the denotation;

– a judgment and a sentence as its verbal expression, the content and form of judgment, the classification of judgments by their quantity, quality, and modality;

– immediate conclusions and their types, categorical syllogism and its division into figures, enthymeme, induction, analogy;

– logical laws of thinking and their role;

– premises of scientific knowledge;

– definitions, their types; mistakes in definitions;

– the division of concepts into types; mistakes in this division; the relation of the division of concepts to classification;

– direct and indirect arguments; mistakes in arguments;

– research in the natural sciences, its tasks; laws of nature; supervision and experiment; methods of inductive determination of causal connection of events; hypothesis and its meaning;

– system as a form of the presentation of science.

Analyzing the content of the academic disciplines logics and psychology, one may draw a conclusion that, along with a traditional "knowledge approach" to the content of secondary school education in the 20th Century, there were certain elements of "objective activity approach", which encouraged students to use the acquired knowledge in practice (scientific, everyday, or professional activity).

Because of the revolutionary events of the beginning of the 20th Century and the need for strengthening legal education in educational establishments, the government resumed teaching law aimed at the formation of legal consciousness of the youth. According to Ye. Synytskyi, the name of the subject did not fully reflect its content, as along with the current legislation, the syllabus and the textbooks envisioned the knowledge in the theory and history of law [13, p. 165].

A revised law studies curriculum was introduced in 1905. The circular letter of the Minister of Public Education dated June 5, 1905 No. 10974 declared that, "…beginning from AY 1905 – 1906, the curriculum of the 7th grade in the majority of boys' gymnasia had to include such subject as law (one class session per week) and in AY 1906 – 1907 it was to be continued in the 8th grade (two lessons per week)" [15, p. 39].

According to the explanatory note, the course of law studies included some information on the current legislation: “The course of law studies shall not include juridical contradictions, contentious dispositions and juridical theories; the foundations of the theory of law are to be revealed to the extent enabling the understanding and conscience acquisition of positive law”. The history of law had to be taught the same way [3, pp. 147 – 154]. This approach to teaching law studies was supported by such prominent Russian scholars in the field of social sciences, as A. Golmsten [6], K. Kavelin, M. Lalaev, and M. Chyzhov.

According to the curriculum, the secondary school was obliged to “provide pupils with relevant information on the legislation in a coherent, understandable, and systematic way, which was intended to allow students develop a clear view on the current law and order and, on this basis, articulate their personal attitude to the country and compatriots”. Secondary school was to provide students with “the foundations of the theory of law” appealing to the history of the origin of some law institutions.

There were heated debates among teachers and lawyers on the content of law studies, which were analyzed by a contemporary Russian scholar S. Belentsov [3]. He compared the attitudes of prominent lawyers, authors of textbook, and educational chronographers (M. Chyzhov, K. Kavelin, M. Lalaev, A. Golmsten) to the content and tasks of law studies.

Thus, M. Chyzhov claimed that social welfare is impossible without every citizen doing his/her duty as determined by the law. A principled respect for laws by citizens is a paramount condition of prosperity. However, one can respect only something that he/she knows, hence citizens, since their adolescence, should study their Motherland’s laws [18, p. 43]. According to M. Chyzhov, the principal task of law studies was to awake a sense of law in every pupil, thus contributing to the development of a sense of citizenship and realizing civic duties [13, p. 169].

According to Prof. K. Kavelin, the introduction of the course of law studies to the secondary school curriculum may have two objectives: 1) to acquaint students with the information about current legislation, which may be necessary in practice or

useful in everyday life or service; 2) to give a correct and clear idea about relations in which every citizen can participate within country, society, family [10, p. 7].

M. Lalaiev claimed that proper pedagogical and educational objective of the course law studies was to introduce more mature young people, those who prepare for real life and service, to clear notions and attitudes serving as a basis for civil, social, and family life, which they were to face in their private life and service [10].

The same ideas were expressed by A. Holmsten, who considered the study of laws related in the context of real life situations to be the main task of law studies. In other words, the purpose of law studies is to learn the laws that interpret the most common phenomena of everyday life as related to their motive, content, and goal from the legal point of view [6].

The discussion concerning the core of legal education in secondary schools, ("the law" or "legislation" [14]) was reflected in pedagogical periodicals at the beginning of the 20th Century. According to Ye. Synytskyi, legal education of the beginning of the 20th Century did not differ much from the education of the beginning of the 19th Century, as far as its main purpose is to inform students about juridical matter of current legislation and realization of the relations between the country and its citizens [13, p. 167]. The only difference of a new syllabus was the need for theoretical and historical explanations in terms required for conscious acquisition of the information about current legislation [6].

Criticizing the approaches of M. Chyzhov to legal education, Ye. Synytskyi stated that the first introduction of law studies in the 20th Century failed not because of the underdevelopment of the juridical science and not because of the absence of proper textbooks or teachers, but because the course was devoted more to "legislation" than to "the law". Learning the laws alone cannot awake the sense of justice and develop legal consciousness in students" [13, p. 170]. "Various forms and types of legal consciousness, according to Ye. Synytskyi, have one general element: people believe that all phenomena around them have certain legal basis. Unless such belief is formed, legal consciousness cannot exist" [13, p. 171].

Ye. Synytskyi rejected the idea by M. Chyzhov, K. Kavelin, M. Lalaiev, and A. Holmsten that legal consciousness in secondary school students can be developed by means of studying current Russian legislation. According to the scholar, legal consciousness was to be formed on the basis by recognizing general legal concepts, principles, ideas or institutions as the right, true, and fair [13, p. 172].

Therefore, it is necessary to provide such facts that lead to the formation of the idea of "the right" in the sphere of the law [13, p. 172]. National law studies did not concern themselves with sharing these facts with students. Moreover, Ye. Synytskyi wrote that the use of repressive legal actions against Russian citizens is an example of legal unscrupulousness [13, p. 174].

Thus, the subject should be based on the material on the historical development and current state of both European positive law and legal doctrines of what is right, just, and essential for the society.

According to R. Becker, preparing younger generation for life, every school gives them knowledge and skills. However, because of modern diversity of knowledge and infinite variety of specialties, secondary school develops only students' competence to receive the necessary knowledge and skills. Thus, the educational value of law studies should lie in the development of students' competence to accept the law, as well as in the awakening of the interest in the study of legal phenomena. This said, the purpose of law studies was reduced to clarification of the nature of a law-governed state and content of the law as well as to the disclosure of the vital side of legal institutions [2, 92 – 94].

According to M. Ilyin, the studies of laws should not pursue practical, applied purposes [7]. Its only practical value is that people with a well-developed sense of justice and clear legal ideals will use it in their lives. Relegating the goal and purpose of law studies to familiarization with the applicable positive law, as A. Holmsten and others required, would be completely non-educational, as such law studies would be unable to develop legal consciousness. The knowledge and memorization of laws are not of paramount importance (firstly, they have temporary value and could be canceled or changed by the time students became active citizens; secondly, laws are

easy to forgot, as many other nomenclature items). It is much more important to familiarize students with the general nature of the law and the state and with their broad, comprehensive universal value.

General information about the state in the law studies syllabus was presented briefly. It included the notions of the state (monarchy and republic), norms, rights, and property, as well as the source of the law, the subject of the law (legal capacity and active capacity) and the object of the law (distribution of things). The syllabus consisted of four parts, taught in the following order: general concepts of the law and the state, state law, and civil law. From the logical point of view, there were no arguments against this order. These conditions met the philosophy of the law, which considers the law as the primary event, precondition for the state.

However, in the context of education, the afore-mentioned order turned out to be inconvenient. V. Waldenberg substantiated the reasons for this. The first and foremost among them is the fact that the course begins with its most difficult part – the general concept of the law, which is much more difficult to comprehend than state law or civil law. This part is known to be especially challenging for the students with no interest in general theoretic ideas. Secondly, this part includes abstract concepts and theories, completely unknown to students, such as the concept of subjective and objective right, active legal capacity, etc. Definitions supported by abstract arguments are not easy for students to comprehend. The most responsible students will try to memorize this incomprehensible material at the cost of enormous efforts. As a result, the course will almost immediately seem much more challenging than it actually is and will cause aversion. It would be very hard to change students' attitude to law studies after such an introduction [5].

An attempt to exemplify certain concepts (for example, while explaining legal and active capacity, the teacher may wish to refer to the legal status of a newborn or disqualified) will require too much time, as in this case about ¼ of the course will have to be covered. But even this will not guarantee success because examples and explanation can remain unclear despite being absolutely essential in certain cases.

Thus, at the beginning of the 20th Century the development of the content of social studies in secondary schools and a shift from the knowledge framework to the paradigm based on the concept of objective activity was largely caused by discussions among scholars. Further research in this area should deal with the development in students of the skills necessary for their further socialization.

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Арешонков В. Ю. Розвиток змісту гімназійного суспільствознавства на початку XX століття

Стаття є спробою висвітлити дискусії початку XX ст. навколо проблем змісту шкільної філософської пропедевтики й законознавства. Аналіз літератури свідчить, що початок XX ст. став часом пошуку педагогічною й науковою громадськістю оптимального змісту суспільствознавчої освіти в середніх навчальних закладах. Вивчення змісту навчальних предметів "Логіка" і "Психологія" дає підстави для висновку про формування поряд з традиційним знаннєвим підходом до змісту шкільної освіти початку XX ст. елементів

діяльнісного підходу, що спрямовував учнів до осмислення необхідності застосування набутих знань у практичній діяльності (науковій, буденній, професійній). Відновлення на початку ХХ ст. викладання навчального предмета "Законознавство", який повинен був формувати правову свідомість учнівської молоді, спричинило дискусії щодо "правознавчої" чи "законознавчої" спрямованості курсу.

Проаналізовано дискусії з приводу змісту курсу законознавства, що відбувалися серед педагогів і юристів початку ХХ ст. і відображені в педагогічній періодиці того часу. Акцентовано увагу на позиціях провідних учених початку ХХ ст., які вважали, що правосвідомість учнів повинна формуватися на ґрунті визнання відомих юридичних понять, принципів, ідей або інститутів правильними, справедливими. Звідси випливало, що основу предмета повинен був становити матеріал про історичний розвиток і сучасний стан і позитивного права Європи, і юридичних учень про правильне, справедливе, необхідне для суспільства право.

Зроблено висновок, що на початку ХХ ст. у науково-педагогічних дискусіях відбувався розвиток змісту шкільної суспільствознавчої освіти від знаннєвої парадигми до діяльнісної. Крім знань, вивчаючи філософську пропедевтику й законознавство, гімназисти повинні були оволодіти ще й уміннями й навичками як необхідним інструментом для подальшої соціалізації в суспільстві.

Ключові слова: середній навчальний заклад, суспільствознавство, законознавство, правосвідомість, діяльнісний підхід.

Арешонков В. Ю. Развитие содержания гимназического обществоведения в начале XX столетия

В статье сделана попытка рассмотреть дискуссии начала XX в., связанные с проблемами содержания школьной философской пропедевтики и законоведения. Анализ литературы показывает, что начало XX в. стало временем поиска педагогической и научной общественностью оптимального

содержания обществоведческого образования в средних учебных заведениях. Изучение содержания учебных предметов “Логика” и “Психология” дает основания для выводов о формировании наряду с традиционным образовательным подходом к содержанию школьного образования начала XX в. наличия элементов деятельностного подхода, направленностью учеников на осмысление необходимости применения полученных знаний в практической деятельности (научной, будничной, профессиональной). Восстановление в начале XX в. преподавания учебного предмета “Законоведение”, который должен был формировать правовое сознание учащейся молодежи, вызвало дискуссии о „правоведческой” или „законоведческой” направленности курса.

Проанализированы дискуссии о содержании курса “Законоведение”, происходившие среди педагогов и юристов начала XX века и отраженные в педагогической периодике того времени. Акцентируется внимание на позициях ведущих ученых начала XX в., которые считали, что правосознание учащихся должно формироваться на почве признания известных юридических понятий, принципов, идей или институтов правильными, верными или справедливыми. Отсюда следовало, что основу предмета должен был составить материал об историческом развитии и современном состоянии как позитивного права Европы, так и юридических учений о правильном, справедливом, необходимом для общества праве.

Сделан вывод о том, что в начале XX в. в научно-педагогических дискуссиях происходило развитие содержания школьного обществоведческого образования от содержательной парадигмы к деятельностной. Кроме знаний, изучая философскую пропедевтику и законоведение, гимназисты должны были овладеть еще умениями и навыками, как необходимым инструментом для дальнейшей социализации в обществе.

Ключевые слова: среднее учебное заведение, обществоведение, законоведение, правосознание, деятельностный подход.

Areshonkov V. Yu. The Development of the Content of Gymnasium Social Sciences at the Beginning of the 20th Century

The article addresses the discussions on the content of secondary school philosophical propaedeutics and law studies that took place at the beginning of the 20th Century, when the academic community attempted to optimize their content. The introduction of logics and psychology during this period suggests that, along with the traditional knowledge approach to the content of secondary school education, certain components of objective activity approach were formed. Furthermore, law studies were brought back to the curriculum to develop the legal consciousness of the youth, which, according to the prominent scholars of the 20th Century, should be formed on the basis of acknowledging that leading legal theories, principles, ideas, or institutes are right, just, and essential for the society. Therefore, this academic discipline was designed to cover the historical development and current condition of both positive right of Europe and legal theories of the law that is right, just, and essential for the society.

The author concludes that at the beginning of the 20th Century scholars and educators attempted to move the secondary school social education from the knowledge to the objective activity paradigm. While studying philosophical propaedeutics and law, gymnasium students were expected not only to obtain knowledge, but to master skills as an important tool for their further socialization.

Key words: secondary educational institution, social science, law studies, legal consciousness, objective activity approach.

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