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CHILDREN'S MOVEMENT AS THE BASIS FOR YOUTH WORK DEVELOPMENT: HISTORIOGRAPHY AND SOURCE BASE OF THE PROBLEM

Abstract. The article presents a historiographical overview of the problem of training the organizers of children's movement in Ukraine. In chronological limits the study is presented in stages; the history of the development of the children's movement in Ukraine, the historiography of the evolution of the children's movement in Ukraine in the 20-30s of the twentieth century is summarized; the formation and development of the training system for the organizers of the children's movement is covered. The analysis of scientific sources is shown, the problem of a historiographical study of the children's movement in different years was considered in the scientific works of many domestic and foreign scientists. Some aspects of the formation and development of the children's movement are considered as the basis for the development of youth work, which took into account the approaches to the periodization of the formation and development of the national history of pedagogy available in the national scientific work.

Keywords: children's movement, the historiography of the study, systematic approach, leader, pioneer workers, aspects of the problem of training the organizers of the child movement, periodization of the historiography of the research problem.

Relevance of the study. In the new socio-economic and socio-cultural context, the children's movement is gaining momentum - an active subject of social policy of the state, a peculiar socio-pedagogical phenomenon, a component of the social movement that is joint actions of children and adults who have united in order to accumulate social experience, the formation of value orientation and self-realization; a unique socio-pedagogical factor that actively stimulates children's self-assertion, self-determination, and socialization.

Children's organizations and associations of different purpose and content as social institutions of non-formal education find their place in the socio-political system of society, as emphasized in the UN Convention on the Rights of the Child, Law of Ukraine "On Youth and Children's NGOs" (1998, as amended), National Program for the Education of Children and Pupils in Ukraine (2004), the Draft Concept of the Children's Movement in Ukraine (2006), Ukraine's government social program "Youth of Ukraine" for the years 2009-2015 (2009) and other legal documents.

Important complementary components of scientific research are source studies and historiography, that allow to establish the authenticity, objectivity of the information in this field, to expand understanding of the laws of scientific knowledge, to systematize knowledge about the historical and pedagogical process.

In recent years, the interest of researchers in historical and pedagogical problems has increased, in particular their historiographic and source analysis in order to create an independent research image. Scientists constantly need to analyze the process of research and identify the conditions under which it is most productive.

Among other pressing scientific problems is the formation and development of the children's movement as a basis for the development of youth work.

Analysis of recent research and publications. In the papers of domestic and foreign researchers the following aspects of this problem have been covered: professional preparation of the teacher for interaction with children's public associations (L. Aliyev, I. Gordin, S. Kharchenko, etc.); readiness of students to cooperate with the children's organization, formation of professional skills of the leader, pioneer worker (O. Lisovets, V. Lebedynsky, R. Litvak, O. Sokolova, etc.).

Among other studies, we note the works of M. Basov, A. Kirpichnik, N. Kolyada, V. Kudinov, Y. Kudryashov, R. Ohrimchuk, I. Rudenko, T. Trukhachova, and others. The researchers linked the professional activities of the organizers of the children's movement with the socio-pedagogical potential of the pioneer organization; forming the position of the leader and the teacher as the teacher-organizer, who have theoretical and practical knowledge to work with the children's team.

The purpose of the article is to analyze the historiography and the source base of the problem of the children's movement as a basis for the development of youth

work.

Research results. The direction of priority of modernization and reformation of the educational system of Ukraine, especially in the context of its approximation to European and international standards, is the continuous improvement and improvement of the quality of the educational process. The social role of the individual is increasing, and in the kindergartens, there is a person-centered approach that aims to develop the personality of each individual child. Pedagogical publications of the 20s of the XXth century testify that an important factor in social education in the early 20s of the XXth century was the children's movement, which organized childhood, gave meaning to social education and was its foundation [65, p. 119–123].

Nowadays the children's movement from individual facts, episodes of social life is turning into a social and pedagogical factor, a stable reality of everyday life, which for decades has been the object of study of various sciences in various forms, structures, types and manifestations. Therefore, one of the tasks of our study in the context of substantiation of its theoretical and methodological foundations was, first of all, historiographical analysis of the problem - the formation and development of the children's movement as a basis for the development of youth work.

According to the definition given in the dictionary «Children's Movement» (Moscow, 2005), the historiography of the children's movement is a branch of knowledge, that is based on the historical analysis of trends and stages of development and study of the history of the children's movement, theoretical understanding of the learnings, generalization of everything valuable that there is in the historical and pedagogical research experience of studying the history of the children's movement. Historiography contributes to the formation of well-founded ideas about historical events, facts, decisions; promotion of patriotic feelings, respect for their predecessors. Historiography solves the urgent task of improving the quality of generalizing the history of children's associations. This approach provides a scientifically founded answer to the essential questions: what problems were found to be sufficiently reflected in research, and which problems were insufficiently or not at all amenable to scientific analysis. Historiographic studies are important for the planning and coordination of scientific work in this field of knowledge [155, p. 25-26].

The history of the development of the children's movement in Ukraine is marked by the achievements of several generations of national educators, public and cultural figures. However, a problematic parts of systematization of both the historiographic and the source base of the study are, first, the partial analysis of the children's movement as a component of the youth movement; secondly, different approaches to the subject of research and the absence in the modern literature of a single approach to the definition of the concept of "children's movement" [155, p. 25-26; 293, p. 97].

As the analysis of scientific sources has shown, the problem of the historiographical study of the children's movement in different years was considered in the scientific papers of many domestic and foreign scholars. However, nowadays, there are only a few works specifically devoted to the historiographical analysis of the problem of children's movement, including: "Problems of the History of the Creation of the Pioneer Organization in the USSR: An Historiographical Analysis of Pedagogical Studies of the years 1922-1975" by M. Basova (Moscow, 1975) [16]; "Scientific Aspects of the Study of the History of the Children's Movement in Russia: Methodology, Historiography, and Source Studies (beginning of the XXth century - 90s)" (Moscow, 1997) [15]; "Problems of the history of the pioneer organization in Soviet pedagogical literature. Historiographical essays" by I. Gordin (Moscow, 1982) [70], "Social movements and organizations of children and youth in Russia in the XXth century." V. Kudinov (St. Petersburg, 1994) [175] and others.

The researchers chose their trajectory to study children's movement, marking it as a pedagogical or historical phenomenon. Thus, the famous Russian historian, researcher of the children's movement V. Kudinov presents the historiography of the children's movement in separate groups, representing the most relevant, important problems of the study of this historical phenomenon: historiographic papers; issues of periodization of the history of the children's movement and the pioneer organization; development of methodology of historical studies of the children's movement, pioneer organization; study of the influence of the theorists and prominent figures of the Communist Party, the Soviet state on the theory and practices of pioneering work; establishment of a system of control for children's associations, a pioneer organization; issues of training pioneer staff; study of experience of the scout's movement and pre-

pioneer movement; study of the state of modern children's, youth movement [155, p. 27; 175, p. 20–60].

The historiography of the evolution of the children's movement in Ukraine in the 20-30s of the XXth century is presented in the works of L. Aliyev, M. Basov, M. Boguslavsky, I. Gordin, V. Kudinov, V. Lebedinsky, F. Korolev, V. Nikolaev, J. Kudryashova, V. Yakovlev and others. In order to determine the social value of the children's movement, we referred to the activities of the organizers of the children's movement, in the papers of the mentioned authors, an important factor of organized children's movement, which provides support and involvement of teenagers in the life of society, fulfillment of their rights and freedoms.

- the establishment and development of the child movement as a basis for the development of youth work leads to the formation of several approaches in its study, which we referred to in the process of research: genetic, comparative-historical, systemic. The genetic approach allowed us to determine the main periods and stages of development of this process. Comparative-historical - made it possible to distinguish general and specific characteristics of content, forms of preparation in different stages, to reveal the essence of changes, to identify reasons for limiting their use; contributed to the search for ways to overcome crisis phenomena. The systematic approach involved the study of the process of social and state preparation using principles, categories, laws, and provisions of system analysis [293, p.138].

Having studied the psychological and pedagogical literature [293; 296; 312; 321; 328], we have identified the following basic aspects of the study of the problem under study: the issue of training the pioneer chief as a professional leader of the pioneer organization; preparing students - future educators - to engage with children's community organizations; teacher training; training of the adult leaders of children's associations.

Scientific data and general methodological and specific approaches allow us to trace the historical process of the establishment of a new system of training for children movement, to identify problems that are important for the modern theory and practice of education of the adult - organizers of child movement [293, p. 138].

The analysis of the scientific and pedagogical literature shows that recently the

issues of training the organizers of the children's movement, certain aspects of professional training of modern social pedagogues and social workers to work with children's and youth organizations are covered in the works of L. Vakhovsky, O. Gura, I. Kiverskaya, G. Laktionova, G. Lokareva, Y. Matskevich, L. Mishchyk, A. Pervushina, Y. Polishchuk, L. Stefan and others.

Some aspects of the problem of training the organizers of the children's movement of the period under study were considered in the papers written by its contemporaries, scholars, educators of the 20-30s of the XXth century (E. Gernle, I. Zhukov, O. Zaluzhny, M. Zotin, M. Krupenina, N. Krupskaya, N. Konoplyova, F. Korolev, I. Sokolianskyi and others), who considered the children's movement as the main factor of social education.

Researchers of the 40-80s of the XXth century studied the formation of professional skills of a pioneer chief, pioneer employee (G. Abrosimov, L. Aliyev, L. Balasna, L. Bozovich, I. Gordin, I. Ivanov, G. Ivashchenko K. Zykova, T. Konnikova, M. Monakhov, V. Lebedynsky, O. Sokolova and others).

The study of the problem of training the organizers of the children's movement, in particular of the period under study, has been actualizing since the 1990s. Modern researchers M. Basov, M. Boguslavsky, L. Vakhovsky, L. Vinnikov, A. Volokhov, N. Gaiduk, L. Donchenko, O. Zaluzhny, A. Kapska, A. Kirpichnik, N. Kolyada, V. Kudinov, Y. Kudryashov, E. Maltseva, I. Rudenko, N. Sobchak, I. Frischman, and others. consider the problem of training the organizers of the children's movement, partially in the historical aspect.

Our analysis of the literature on the history of children's organizations from the beginning of the XXth century to the present day shows that the process of accumulating knowledge about the preparation of the organizers of the children's movement took place in several stages, which are conditioned by the socio-political conditions of the state and reflect the most important pedagogical phenomena that are linked with the preparation of organizers of children's movement of different levels. These stages mainly coincide with the periodization validated in historical and historical-pedagogical literature. Only in some cases, the development of research on these issues deviates from the general chronological framework.

Thus, there is a need for periodization of historiographic studies of the problem of training the organizers of the children's movement, that is, the periodization of the phenomenon under study in terms of historiography - a specific form of knowledge about the development of any historical and pedagogical process, the construction of its peculiar concept [155, p. 28].

It is worth noting that in historiography, the division into stages and periods is carried out in order to identify the decisive direction of the development of scientific thought on each new segment of "historiographic time", to allocate new phenomena within those historiographic layers that are active and those which are replacing them. It is also important to identify the qualitative shifts made in the development of basic concepts of history, the expansion of issues, the improvement of research methods, tasks and nature of the activities of scientific institutions, the introduction of new sources into the scientific circulation. [155, p. 28].

In the process of analysis of historiographical works, that considered some aspects of the establishment and development of the children's movement as a basis for the development of youth work, the approaches to the periodization of the establishment and development of the national history of pedagogy were taken into account in the national scientific work.

Thus, according to N. Gupan, Ukrainian historical and pedagogical science emerged in the second half of the XIXth century and in its development went through four periods: the first (the second half of the XIXth century - 1916) - the establishment of the general foundations of national historical and pedagogical science; the second (1917-20 years of XXth century) - formation of new tendencies in the national history of pedagogy; the third (30's - first half of 80's of the XXth century) - development of historical and pedagogical science on the basis of Marxist methodology; fourth (second half of 80s - 90s of XX century) - development of national historical and pedagogical science on new methodological foundations, creation of the national science [76, p. 22-23; 155, p. 28–29].

Important for our study are the periodization of the historiography of the development of the child movement problem in general and the training of its organizers in particular, proposed by researchers K. Zykova [125, p. 48], N. Kolyada

[155; 156], I. Rudenko [293; 294, p. 14].

The study of historical and pedagogical sources made it possible to define the period under study as the beginning of the establishment of an innovative system of training of a new type of a teacher-organizer of the children's public association. This system throughout the XXth century has evolved, changed, improved, overcame the state of crisis, difficulties, acquired the qualities and properties of vitality, resilience.

Taking into the account the existence of a special science about the children's movement, the social and pedagogical factors caused by the change in the issues of social and pedagogical training of the organizers of the children's movement, we propose such a *periodization of the historiography of the research problem*.

1st stage (10s - the first half of the 20s of the XXth century) - the birth of pedagogy of the children's movement, one of the directions of which is to study the process of training the organizers of children's amateur groups and associations - the appearance in Russia of the first works on the process under study (R. Baden-Powell [11; 12], E. Gernle [61; 62], I. Zhukov [109], O. Pantyukhov [245], S. Shatsky [359] and others). The basis of the scout method of leadership training is based on a system of self-education aimed at character development, knowledge acquisition, and self-confidence. This socio-pedagogical system emerged as a result of the use of a specific educational and professional "internal resource and potential" of the children's and youth scout organization. With the spread of scouting in the practice of education the type of a teacher has emerged who influences the child through the hobbies, interests, special treatment of him as an equal. Studying and generalizing this practice is one of the sources of formation of modern experience of training for the children's organization.

2nd stage (the second half of the 20's - mid 30's of the XXth century) - the development of research on the problem of training the organizers of children's movement - a new stage of scientific pedagogical understanding of the children's movement, associated with the identification of specific opportunities in this particular field, that historically has received the name "pioneer movement". In society, the notion of a "pioneer chief" (head of a children's organization), "teacher of a new type" is established, scientific understanding of the content of his activity is formed; formed

structures, agencies, establishments for his training; science points out issues related to understanding the purpose, tasks, forms, and methods of pioneering work and preparing a leader - a children's movement organizer.

Teachers of the 20s of the XXth century (O. Bemm, M. Birbraymer, M. Zak, A. Zalkind, V. Zorin, L. Kotlitsky, M. Krupenin, N. Krupskaya, I. Filters, etc.) developed the content, principles, tasks, forms and methods of pioneering work. Scientists, educators, psychologists, personalities and leaders of the pioneer organization discussed the content of training aspects of a pioneer leader as a leader and educator of children's collective (P. Blonsky, A. Zalkind, F. Korolev, M. Krupinina, N. Krupskaya, A. Lunacharsky, V. Shulgin etc.).

In the late 20s of the XXth century state educational institutions already began to be involved in the vocational training of pioneer staff, which focused on training the leader as a new type of teacher-educator. The beginning of the 30s of the XXth century is connected with the opening of departments for the training of pioneer personnel in pedagogical universities, pedagogical colleges. At the heart of this work were the ideas of the quality of professional activity of not only the leader but also the pioneer leader of different levels. In 1930–1932, a system of research centers and institutes was created to study the experience of the children's organization, and a postgraduate course was opened to train highly qualified specialists in the history, theory, methodology of the children's movement.

It is known that the most popular children's organization at that time was a pioneer organization. Its birthday is May 19, 1922, when the All-Union Leninist Young Communist League decided to create pioneer units. Initially, the pioneer movement had a certain organizational diversity in the republics, and in Ukraine in particular, and by 1926 a unified structure called the Vladimir Lenin All-Union Pioneer Organization was formed.

According to the well-known theorist in the field of social education I. Sokoliansky, in Ukraine, the practice of education through children's movement begins in 1923 [309, p. 15-19]. It should be noted that during this period the essence and tasks of the children's movement were interpreted in different ways. The circular letter of the Central Committee of the Communist Party of Ukraine "On the Children's Communist

Movement", that stated that the children's movement was of great importance in the cause of communist upbringing of children, the revolutionization of forms of everyday life, the formation of social skills in children, their involvement in the collective life and work [382, fol. 43–44].

I. Sokoliansky attributed to the children's movement not only the pioneer organization, but also all children's groups, that "arose from the background of social relationships" and caused the "class behavior" of the individual. It is through the children's collective, through the children's organization, that in his opinion, the child engages in organized behaviors and communicates with the environment. The pedagogue emphasized that the children's movement, as such, cannot have a permanent form [309, p. 15-19].

The effectiveness of the children's movement as a factor in the collective upbringing of children depended largely on approaches to its organization. Numerous official documents have emphasized that it is the children's movement that is the basis of social upbringing and should become a factor determining the norms of behavior of the children's collective. Special attention was given to the relationship between teachers and pioneer organizations. The participants of the meeting believed that the teacher could not stand apart from the child, but also he should not turn it into some "school supplement".

At the present stage of development of social and pedagogical practice, the diversity of the children's movement is becoming an objective reality, an institution of social establishment, socialization of the young person.

На сучасному етапі розвитку соціально-педагогічної практики розмаїття дитячого руху стає об'єктивною реальністю, інститутом громадського становлення, соціалізації юної особистості.

According to the analysis of sources, the phenomenon of the children's movement throughout the history of its development took various organizational forms, but always retained a subjective role in the upbringing of the child, bringing it closer to nature, the values of childhood. That is why the children's movement became the object of study of the complex of human sciences, first of all, of pedagogy [293, p. 11; 154, p. 90–93].

During the studied period, great attention was paid in Ukraine to the organization and work of sorts of research centers for the development of theoretical foundations of children's movement, namely: methodological commissions at the Central Bureau of Lenin's Communist Society of Youth of Ukraine, Ukrainian Research Institute of Pedagogical Sciences (Ukrainian Research Institute , Kyiv), the Research Institute of the Communist Children's Movement (Kharkiv) and other institutions of various levels that provided methodical support for the children's movement. At the All-Union level, a standing commission on pioneer movement, a pioneer cabinet at the Institute for Methods of School Work (Moscow), the Central Research Institute of Children's Communist Movement (Moscow), the Research Institute of Extracurricular and Extracurricular Work (Moscow) and others.

Among the works of foreign theorists of the 1920s and 1930s, the following are noteworthy: E. Gernle's "Reformist and Communist Upbringing" (Kharkiv, 1925) [62], "Work in Communist Children's Groups" (Kharkiv, 1925) [61]; F. Liang "The Children's Movement in Germany" (Kharkiv, 1924) [203]; W. Hessen "Komsomol and the Young Pioneers. An Outline of the History of the Komsomol and Pioneer Movements in the USSR "(Moscow – Leningrad, 1926) [63] and others.

The chronological completion of this stage is caused by dramatic changes in the activities of the pioneer organization, the transfer of its basic base to the school, the correction of the content of the activities related to the tasks of the school [155, p. 219]. All this has led to a major change in the approach to the solution of the problem and has contributed to the transition to a new system of training of the child movement staff.

3rd stage of the historiography of the problem chronologically covers the *second half of the 1930s - the mid-1950s, the stage of the "recession"* of a multifaceted study of the pedagogical science of the pioneer movement, including the preparation of its organizers. Particularly critical to the development of pedagogy of the children's movement were the 40s of the XXh century - a time of significant setbacks in the study of the theoretical foundations of the pioneer organization: firstly, the study of the history of the children's and youth movement actually stopped; secondly, some of the few publications were ideologized [129; 293, p. 203]. The directive, by its very nature,

the requirement to "rigorously implement the Marxist-Leninist methodology in pedagogical science" has also left a mark on the nature of children's movement studies.

However, it is at this stage that the first dissertation researches on the problem, in particular V. Yakovlev, "The Emergence of Pioneer Movement in the RSFSR" (Moscow, 1931-1948) [366], M. Khoikin "The Development of the Children's Communist Movement in the USSR before 1941 (Essays)" [347].

According to the researchers, numberless papers of this time promoted the idea of the class, political nature of the children's organization (so was interpreted its part in the struggle for knowledge), and recognized the practical involvement of children in socialist construction as a leading method of education. This approach transformed the pioneer organization into an "addition" of the state system of education and upbringing [155, p.189]. There was no significant qualitative shift in the development of studies on the history of the children's movement, in particular, the problem of training its organizers.

4th stage (second half of 50's - 90's of XX century) - stage of activation, revival of pedagogical researches, restoration of systematic, in-depth study of the phenomenon of children's movement in general and problems of training of its organizers, caused, first of all, by social (social-state) order to pedagogical science to understand and justify the role and place of the All-Union Pioneer Organization in the ideological-moral, comprehensive education and development of Soviet children [293, p. 203].

The study of the history of the children's movement takes place in the conditions of liberation from the dictatorship of the party in the issues of ideology, affirmation in the field of science and art of ideas and theories of pluralism. A new, modern concept of children's organizations, that are considered as an integral part of the general social movement, began to take shape [207, p. 10-11]. In the context of changing the priority of values, researchers were able to analyze the development of the children's movement without fear of being accused of "non-party and over-class" assessment of this important socio-pedagogical phenomenon [70, p. 112–113].

Domestic studies of the 50's - 90's of the XXth century are devoted to the following urgent problems connected to the researched problem: professional training of the teacher for interaction with children's public associations (L. Aliyev, I. Gordin,

G. Ivashchenko, T. Kurganova, S. Kharchenko, Z. Khodorovska, etc.); students' readiness to cooperate with children's organizations (S. Bobryshov, V. Lebedynsky, R. Eremin, T. Tortaev, D. Yagafarova, etc.); the formation of the professional skills of a leader, a pioneer employee (A. Derkach, M. Zaguzov, K. Zikov, E. Kamaldinova, Z. Leonova, R. Litvak, A. Panov, O. Sokolova, L. Surinova, R. Shapiro, L. Yakovlev and others).

Scientists linked the professional activity of the organizer of the children's movement with the social and educational potential of the pioneer organization, the formation of the position of a pioneer chief, of a teacher as an educator and upbringing, who have a method of working with a children's amateur team and specific applied skills, through which the personality of an adult could be manifested - important aspect of the upbringing of the teenagers.

The 5th stage (from the 90s of the XXth century to the present) is the modern stage of development of historiographical works on the problem of training the organizers of children's movement in Ukraine during the period under study.

Today, the first methodological manuals on theoretical and methodological issues of the organization of children's movement appear. This is primarily due to the practical need for training for children's organizations and associations. In particular, the idea of fulfilling the functions of the organizer of children's and youth organizations and associations is laid down in the educational-professional program and educational-qualification characteristic of the social teacher. The standard of higher education in the field of preparation 6.010106 "Social pedagogy" provides coverage of the discipline "Theory and methodology of working with children's and youth organizations of Ukraine", "Social youth policy" and other educational disciplines, programs of which provide the learning of the theoretical and practical principles of the children's movement organization (institutions, associations).

In the context of the subject field of our research, scientific and educational publications partly devoted to the training of organizers of child movement are interesting: a handbook of the laboratory of children's associations of the Institute of Educational Problems of the National Academy of Pedagogical Sciences of Ukraine "Children's Associations of Ukraine in the Dimensions of Past and Present" (author's

collective : R. Ohrimchuk, L. Shelestova, O. Kravchenko, O. Bondarchuk, A. Zaichenko) (Lugansk, 2006) [94]; educational and methodological manual "Children's public organizations" (Kharkiv, 2004) (L. Mazurenko) [93]; educational and methodological manual "Pedagogy of the children's movement" (Izhevsk, 2000) (E. Maltseva, N. Kostina) [207]; a methodological guide for organizers of the children's movement "Time to create" (Moscow, 2007) [343]; I. Rudenko's monograph "Preparing the organizers of the children's movement in Russia (historical and pedagogical analysis)" (Moscow, 2008) [293]; the publication of the Association of Children's Movement Researchers (Russia), among them "Sociokinetics. Leadership in the Child Movement: Time and Values" (Moscow, 2004) [312]; "Sociokinetics. Strategy and Tactics of the Children's Movement of the New Age" (Moscow, 2002) [313]; "Sociokinetics: A Book on Social Movement in childhood environment" (in 2 parts, Moscow, 2002) [314].

Among the dissertation researches, concerning the subject field of our research, it is necessary to name the dissertation research of N. Kolyada «Development of the children's movement in Ukraine (the beginning of the XXth century - the middle of the 30s of the XXth century)» [155] L. Donchenko pedagogical staff in the national theory and practice (20s-30s of the XXth century) [100], L. Yakovleva "Establishment of the style of educational activity of the senior pioneer leader" [368], L. Surinova "Professional establishment of the senior pioneer leader in the independent pedagogical activity" [320], M. Basov "Scientific Aspects of the Study of the History of the Children's Movement in Russia: Methodology, Historiography, Source Studies (beginning of the XXth century - 90s)" [15], T. Gamin "Social and political preparation leader-producers in the educational work with the pioneers" [56], I. Rudenko "Establishment and development of the training system of the teacher-organizer" [294] and others.

Noteworthy are the scientific researches and exploration of the modern scientists who consider the children's movement of the studied period in connection with other problems of historical and pedagogical science, in particular the works of O. Adamenko [2], L. Berezovskaya [18], L. Vakhovsky [38], V. Vinogradova-Bondarenko [39], N. Gupana [76], S. Dmitrenko [96], O. Petrenko [257; 258], N.

Pobirchenko [267], O. Saraeva [299; 300], O. Sukhomlinskaya [291], V. Fedyaeva [323], S. Cherkasova [356], V. Shpak [362], T. Yanchenko [369] and others.

Summarizing the historiographical review of the problem of development of social and pedagogical training of organizers of children's movement in Ukraine during the studied period, it should be noted that, despite the considerable number, the majority of studies had a purely historical direction, while others - indirectly related to the topic (mainly in the context of youth development). and are fragmental in nature. Special historical and pedagogical works devoted to the study of the problem of organizing the children's movement in Ukraine at different stages of its development (in particular, in selected for the study of the chronological limits of the 20-30s of the XXth century) have not yet been created.

Thus, historiographical analysis of works shows that systematization of theoretical ideas, generalization of practice and establishment of social and pedagogical principles of organizers of children's movement training in Ukraine in the 20-30s of the XX century were not the subject of special research of scientists and require proper study.

Historiography is closely interrelated with other science - source studies, the leading category of which is the concept of "sources" (historical, historical and pedagogical, etc.)

The problem of selection, establishment of authenticity, accuracy of historical sources, methods of processing and analysis of information is developed by the *source studies* - a special field of historical knowledge, the science of historical sources, theory and practice of their use in research [156, p. 29].

After generalizing different approaches, we chose the following classification of sources of children's movement history: physical sources (places and buildings where important events of the life of children's organizations took place, symbolism, samples of organizations members' uniforms from different years; tools of hiking and camping equipment, etc.); motion picture documents (documentaries; photocopies of historical documents, various material monuments, photographs that depict life of children's organizations, associations, their heads and leaders; vinyl recordings of performances and speeches of famous state and public figures devoted to pioneers, scout and pioneer

songs of different years); fine art materials (paintings, prints, sculptures, posters, postcards, postcards, etc.); written sources (documents of the party, youth and children's organizations, published speeches, abstracts, letters, statements, articles, statistical sources, materials of the periodical press, documents of educational, scientific institutions, of educational institutions and bodies of public education). Classification of historical and pedagogical sources involves taking into account the specifics of the study of the history of the children's movement, and each one of these groups is different, requires a special approach in the process of selection and analysis [156, p. 33].

Among other groups of sources, particular attention is paid to the written sources that formed the basis of the source base of our research, namely:

- *documents of the party, youth and children's organizations* stored in the funds of central and local archives: the Central State Archive of Public Associations of Ukraine (Kiev, funds: № 1, 7), in particular materials of f. 7 (Fund of the Central Bureau of the Lenin's Communist Society of Youth of Ukraine 1919 - 1937): legal documents of the LCSYU (reports, transcripts of congresses, plenums, conferences, meetings of Bureau and Secretariat meetings of the LCSYU Central Bureau, notes, official correspondence, inspection materials, methodological letters and recommendations, etc.); The Central State Archives of Supreme Authorities and Governments of Ukraine (Kiev, funds: № 1, 166, 4346, 5127, etc.); collections of legislative and regulatory documents that came out within the chronological limits of our study. In particular, since the 20s of the XXth century, separate books, special collections documents of the Komsomol, Communist Party and other public structures on the children's movement have been published: "Children's movement in the resolutions of the congresses" (Kharkiv, 1926) [84], "In the struggle for implementation of the resolutions of the Central Committee of the Communist Party of the Soviet Union and the Kiev MPC on school and pioneering organization" (Kiev, 1932) [28], the publication of the series "In aid of the pioneer chief" "The Party and Government Decisions on School and Pioneering Organization" (Kiev, 1938) [286] and others [30; 31; 32; 33];

- *published appeals, letters, and responses* of the Soviet authorities to pioneers

and schoolchildren, teachers, and Komsomol members, including "To Storm for the Second Bolshevik Spring (Regional Pioneer Collective Relay)" (Kherson, 1931) [334] and others. [26; 129];

- articles, letters, statements about pioneers of the party, state and public figures: "About the pioneer organization" (Moscow, 1972) [229, p. 24-25] and others. [228];

- *statistical sources* (collections published by the statistical division of the Komsomol Central Committee and its archive) with information on the composition of the pioneer organization, the growth of its ranks: "Children's Communist Movement. Statistical Collection" (Moscow, 1924, 1925, 1926) [86; 87; 88], "From Congress to Congress" (Moscow, 1978) [237], "Year after Year ... From the Pioneer Chronicle" (Moscow, 1961, 1970) [77; 79] and others. [79; 82];

- *material of the periodical press* - a considerable number of periodical publications of both Ukrainian and All-Union, general pedagogical journals and special periodical publications that contain materials on the children's movement, training of its organizers: magazines: "Children's Movement" (since 1934 - "The Pioneer leader"), "The Leader", "Kolkhoz Leader", "Leader of the Century", etc.; newspapers: "Young Spartacus" "Young Leninist", etc.; youth and party periodicals: "Youth Movement", "The News of All-Union Leninist Young Communist League", etc. ;

- *documents of educational, scientific institutions, educational institutions and bodies of public education* - normative-legal documents on the issues of development of education, social education, training of the organizers of the children's movement of the period of the 20's - 30's of the XXth century (orders, instructions, reports, methodological letters etc.) issued by the People's Commissariat, the **Commissariat General** and other governmental bodies. These and other documents are held by the funds of the Central State Archives of Supreme Authorities and Governments of Ukraine, in particular by the Fund 166 "People's Commissariat of Education", the department of the "Main Directorate of Social Education" (and its subdepartments: "Inspectorate of Children's Communist Movement", "Sector of the Children's Movement", etc.), containing materials on various aspects of the development of the children's movement, that was under control of the Commissariat General: summarized information on the status of the children's movement in the Ukrainian

SSR and its regions; transcripts of meetings of various levels on communist children's movement; transcripts of meetings (and extracts from them) of individual children's movement institutions; training programs for different categories of pioneer workers and other important documents on the development of the children's movement [155; 156, p. 46–48].

Conclusions and prospects for further research. The analysis of historical and pedagogical sources made it possible to consider the 20-30s of the XXth century as the beginning of the establishment and development of the system of training of a new type of teacher - the organizer of the children's movement. Throughout the 20th century, this system developed, changed, improved, overcame the state of crisis, difficulties, and acquired vitality and resilience.

Thus, the historiographical review of the problem of training the organizers of children's movement in Ukraine in chronological limits of the study is presented in the following stages: *10s - the first half of the 20s of the XXth century - the birth of pedagogy of the children's movement*, one of the directions of which is the study of the children's amateur groups and associations organizers preparation process (E. Gernle, I. Zhukov, O. Pantyukhov, S. Shatsky, etc.); *the second half of the 20s - the mid-30s of XXth century - the development of the research of the problem of the children's movement organizers training*(I. Zhukov, A. Zalkind, V. Zorin, M. Konoplyov, M. Krupinina, N. Krupskaya, M. Mironov, D. Popov, I. Sokoliansky and others); *the second half of the 30s - the mid-50s of XXth century, the stage of the "recession"* of a multifaceted study of the pioneer movement by the pedagogical science(I. Gordin, F. Korolev, V. Khachin, Z. Khodorovskaya, V. Yakovlev, etc.); *the second half of the 50s - 90s of the XXth century - the stage of activation, revival of pedagogical studies, the restoration of a systematic, in-depth study of the children`s movement phenomenon in general and the problems of training its organizers in particular* (L. Aliyev, M. Basov, M. Boguslavsky, I. Rudenko, O. Sorochinska, T. Trukhachova, I. Tsvetkova, etc.); *from the 90s of the twentieth century to the present - the modern stage of development of historiographic works on the problem of training of children's movement organizers in Ukraine in the studied period* (M. Basov, M. Boguslavsky, O. Bondarchuk, A. Zaichenko, N. Kolyada, N. Kostina , E. Maltseva, R. Okhrimchuk, I. Rudenko, L.

Shelestova and others). Analysis of the historiography of the problem shows that the problem of training the organizers of the children's movement in the 20-30's of the XXth century was not the subject of special study and needs a proper study

The source base of the research, which is made up of documents of the party, youth and children's organizations, is analyzed; published appeals, **letters**, reports; articles, **letters**; statistical sources; materials of the periodical press; documents of educational, scientific institutions, educational institutions and bodies of public education of the studied period.

The study does not claim to cover all aspects of the problem. First of all, issues such as conceptual categorical analysis, methodology of the researched problem, etc. deserve a separate study.

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