

DOI: [10.32702/2307-2156-2019.6.31](https://doi.org/10.32702/2307-2156-2019.6.31)

УДК 37.01:371.01:351

T. Kravchinska

*PhD of Sciences in Pedagogy, associate Professor of Philosophy and Education of Adults Department
of the Central Institute Of Postgraduate Education of the State Higher Educational Institution
«University of educational management» National Academy of Sciences of Ukraine, Kyiv
ORCID: 0000-0002-7521-3508*

STATE MANAGEMENT OF PRESCHOOL EDUCATION IN DEVELOPMENT IN DOMESTIC AND FOREIGN LITERATURE

T. С. Кравчинська,

*кандидат педагогічних наук, доцент кафедри філософії і освіти дорослих Центрального
інституту післядипломної освіти Державного вищого навчального закладу «Університет
менеджменту освіти» Національної академії педагогічних наук України, м. Київ*

ДЕРЖАВНЕ УПРАВЛІННЯ РОЗВИТКОМ ДОШКІЛЬНОЇ ОСВІТИ У ВІТЧИЗНЯНІЙ І ЗАРУБІЖНІЙ ЛІТЕРАТУРІ

The article highlights actual problems of the modern preschool education development in accordance with the state administration. It reveals issues that exist in preschool education in Ukraine and abroad. The changes in preschool education are needed according to current demands for reforming education. It is due to changes in the system and structure of secondary education, and the legitimate integration of national education into the European educational space. Today's changes in education are related to the European and worldwide trends and challenges, the growing attention of the international community to this educational level. The article reveals preschool education challenges in Ukraine and abroad. As the first line of continuous education throughout life, it guarantees the right of the child to receive an education that corresponds to his/her abilities, interests and inclinations. In the context of the implementation of education throughout life, special theoretical and practical attention needs to be paid to formal education of preschool children. Philosophical, psychological, pedagogical concepts are analyzed based on foreign and domestic literature including legal norms and regulations of preschool education in Ukraine. The priority directions of the interaction between family and social educational institutes are considered in the context of development of preschool education in Ukraine and abroad. The priority of modern education is the personality of the child, creation of the conditions for the development of child's unique abilities and talents that will promote the child's future success, which will positively affect the welfare of the state. It is determined that today, due to the difficult economic situation in the country and the women employment, the demand for preschool education has increased, and the number of children attending preschool establishments has increased as well. The conclusions regarding the perspectives of development of preschool education are made on the basis of study of pedagogical, historical, legal, economic literature, results of research on the mentioned problem in the branch of education, law, management and administration, economics. The

priority directions of scientific researches of preschool education as the first link of continuous education throughout life are determined.

У статті висвітлено актуальні проблеми розвитку сучасної дошкільної освіти згідно з державним управлінням дошкільною освітою. Зміни в дошкільній освіті потрібні відповідно до запитів сьогодення щодо реформування освіти, яке зумовлене змінами в системі та структурі загальної середньої освіти й закономірністю інтеграції національної освіти в європейський освітній простір. Сьогоднішні зміни в освіті пов'язані з європейськими та світовими тенденціями й викликами, зростаючою увагою міжнародної спільноти до цього освітнього рівня. Розкрито проблеми дошкільної освіти в Україні та за кордоном, як першої ланки неперервної освіти упродовж життя, яка реалізує право дитини на здобуття такої освіти, що відповідає її здібностям, інтересам, нахилам. У контексті запровадження освіти упродовж життя особливої теоретичної та практичної уваги потребує формальна освіта дітей дошкільного віку. На основі вітчизняної та зарубіжної літератури проаналізовано філософські, психологічні, педагогічні концепції зі змістом нормативно-правових документів з дошкільної освіти в Україні. Розглянуто пріоритетні напрями взаємодії інститутів родинного і суспільного виховання дітей дошкільного віку в контексті розвитку дошкільної освіти в Україні та за кордоном. Пріоритетом сучасної освіти є особистість дитини, створення умов для удосконалення її неповторної унікальності, розвитку здібностей та обдарувань, що сприятиме успіху дитини в майбутньому, що позитивно позначатиметься на добробуті держави. Визначено, що сьогодні через складну економічну ситуацію в країні та зайнятість жінок, збільшився попит на дошкільну освіту, збільшилася й кількість дітей, які відвідують заклади дошкільної освіти. Зроблено висновки щодо перспектив розвитку дошкільної освіти спираючись на механізми державного управління на основі вивчення педагогічної, історичної, правової, економічної літератури, результатів досліджень із зазначеної проблеми у галузі освіти, права, управління та адміністрування, економіки. Визначено пріоритетні напрями наукових досліджень дошкільної освіти як першої ланки неперервної освіти упродовж життя.

Key words: *state management; preschool education; development of preschool education; historical aspects; preschool establishments; education of children; foreign experience.*

Ключові слова: *державне управління; дошкільна освіта; розвиток дошкільної освіти; історичні аспекти; дошкільні заклади; виховання дітей; закордонний досвід.*

ORDERING THE PROBLEM IN A GENERAL VIEW AND ITS RELATIONSHIP WITH IMPORTANT SCIENTIFIC OR PRACTICAL TASKS

The economic and cultural development of Ukraine depends on the efficiency of public administration of the education system, because the modern world is dynamically developing, updating and refining. The level of education in a country determines its future. Preschool education, as the first link of lifelong education, guarantees the right of the child to receive such education that corresponds to his/her abilities, interests, inclinations. Now, the changes are needed in the system of preschool education in Ukraine. It is due by changes in the system and structure of secondary education and the necessity of the integration of national education into the European educational space.

ANALYSIS OF LAST RESEARCH AND PUBLICATIONS

In order to analyze the issues of the state management of the preschool education development, we have studied the pedagogical, historical, legal and economic literature, as well as the research results in the branch of education, law, management and administration, economics.

The research on the historical and pedagogical aspects of the development of preschool education in Ukraine and the characteristics of national preschool education have been reflected in the works of scientists L. Artemova [1], A. Bondar [2], N. Lysenko [7], Z. Nagachevskaya [9], O. Psevrazka [11], I. Ulyukaeva [13, 14] and others.

FORMULATION OF ARTICLE'S OBJECTIVES (TASKING)

The purpose of this research is to analyze the state administration of the development of preschool education based

on domestic and foreign literature.

PRESENTATION OF THE MAIN MATERIALS AND A PROOF OF THE SCIENTIFIC RESULTS OF THE RESEARCH

On November 20, 1989, the UN General Assembly adopted the International Convention on the Rights of the Child ratified in all countries of the civilized world. This is a unique high-level law document, which covers both civil-political, and socio-economic and cultural rights of children from his birth to adulthood. The article 6 of the Convention indicates: «Every child has the right to life». This right, as well as the right to care, education, upbringing should be provided by parents, society, state authorities. The Convention emphasizes that the child must be fully prepared for independent living in a society, educated in the spirit of peace, dignity, freedom, equality and solidarity [5].

The first social organization in which the system of pre-school education was born, is a family. It is the primary and basic institution of upbringing children. Family parenting took place in the context of life and family needs.

Famous scientist in the branch of theory and history of pedagogy, preschool education L. Artemova [1] participated in the development of the State National Program «Education. Ukraine of the XXI Century» (1994), the Law of Ukraine «On Preschool Education»(2001), the Conception of Preschool Education in Ukraine (1993), the Basic Components of Preschool Education (2000), the Program «Step by Step in Ukraine» (2003). Under her guidance a scientific school was formed on the problems of the theory and practice of upbringing and teaching of the preschool children.

Researcher A. Bondar discovered the ways of scientific and theoretical provision of preschool education in the post-war years: the establishment of a department of preschool pedagogy at the Academy of Pedagogical Sciences of the RSFSR (Russian Soviet Federal Socialist Republic) and the renewal of the Department of Preschool Pedagogy of the Research Institute of Pedagogy of Ukraine. The issues of education and upbringing of preschool children, ensuring the leading role of the educator in the formation of the child's personality, studying the content, forms and methods of preschool education, scientific generalization of these issues were considered [2].

The scientist N. Lysenko, studying the preschool, notes that the first kindergartens on the territory of Ukraine appeared in the 60's of the nineteenth century. The interest in bringing up children, especially preschool age, is growing in this time in society. The teachers saw in the public education of preschool children an effective means of improving the education of a growing generation. At the end of the nineteenth century many women's labor was used in the production. Therefore, they opened preschool establishments for children whose mothers work [7].

The history of the formation and development of social preschool education in Galicia in the XIX – the first third of the XX century studied by scientist Z. Nagachevskaya [9]. In their studies, based on the analysis of almost 40 years of activity of the first Ukrainian preschool society – «The Lviv Ukrainian Kindergarten» (1900–1939), it has proved its decisive role in the adoption and implementation of the idea of Ukrainian permanent preschool establishments in Western Ukrainian lands. «The Lviv Ukrainian Kindergarten» was the initiator of the first general regional holiday of the Ukrainian preschool in 1927 and prepared and published the first collection of articles and materials on the history of development of Ukrainian preschool institutions in Western Ukraine. During the years 1938–1939, the Society provided the publication of a pedagogical journal «Ukrainian preschool». At the same time, in conjunction with the Societies of «Ukrainian women's Union» and «Native School», a system of training for teachers of preschool institutions at a specially organized courses was created.

The research of O. Pshevratska [11] is devoted to the problem of the organization of public preschool education. She emphasizes that S. Rusova is one of the founders of national age and pedagogical psychology, the founder of public preschool education in Ukraine. She notes that national education is an important condition for a holistic system of principles subordinated primarily to the principles of science, the correspondence with the psychological and pedagogical laws of the development and teaching of children. The pedagogical and psychological ideas and principles of organization of work in preschool establishments, highlighted in the works of S. Rusova, today can serve as the basis for humanization of preschool education. In the context of modern updating of the system of preschool education O. Pshevratska proposes to take into account the works of S. Rusova such psychological conditions for its organization as:

- 1) the family has a priority in upbringing of a preschool child;
- 2) the role of various activities in the development of the child with the priority of the game and game-dramatization and various types of work, in particular, artistic in the social-moral, spiritual, mental and general development of the child;
- 3) the principles of individualization of the upbringing and educational process;
- 4) the role of different types of creativity in the development of the child;
- 5) great attention to the psychological aspects of teacher training for preschool establishments.

I. Ulyukayeva, a scientist who studied the history of preschool pedagogy, emphasizes that during the period of reforms in education, scientific research is needed to resolve many of the issues regarding preschool education. In this context, it is imperative to turn to the historical experience, which becomes of special significance and relevance today. It allows deeper understanding of the current state of the preschool branch and may serve as the basis for developing a strategy for its further development [13, 14].

At the end of the XIX century, a charitable association promoting the education and protection of children begins

to work in Kyiv. In 1899, its members appealed to the Ministry of Public Education for the permission to found an association of folk kindergartens (opened in 1906). The charter of the association indicated the following directions of activity: the opening of folk kindergartens for the children of the working mothers; propaganda of ideas of social preschool education; training of educators. The Kyiv Society of Folk Kindergartens united teachers, doctors and all those concerned with the situation of children [7]. In addition, the association took care of the training of pedagogical staff for kindergartens. In particular, in 1905 (on the eve of the official establishment of the association) a nanny school was opened. It was the first educational institution of this kind in Ukraine. His discovery started the history of domestic professional preschool pedagogical education.

In 1907, the company founded the Frebele Pedagogical Institute - a higher educational institution for the training of kindergarten managers. This Institute was the largest institution for the training of specialists for kindergartens. The scientific development of issues of education and upbringing of preschool children, the training of qualified educators for kindergartens was the goal of the association. The first director of the institute was I. Sikorsky, a well-known psychologist, professor of the St. Volodymyr University. The best pedagogues of Kyiv were involved in the work of the institute: S. Rusova, N. Lubenets, O. Ostrovskaya and others taught the subjects of the cycle «Preschool education»; professors I. Sikorsky and V. Zenkivsky taught Psychological disciplines [7].

Studying the foreign experience of development of preschool education, we note that preschool education abroad is the initial link of a unified system of education and training. They are supervised by local authorities, industrial and agricultural enterprises, religious and public organizations, and private persons. Each national education system has its own peculiarities and its own advanced pedagogical experience.

Robert Owen (1771–1858) created the original system of social preschool education for children of workers. He made an attempt to introduce it experimentally by opening «New Institute for the Formation of Nature» in 1816 in New-Lanark (Great Britain). The structure included: a preschool institution (children 1–5 years old), elementary school (children 6–10 years old), evening school for working teenagers. Also, lectures, consultations for parents about raising children, musical evenings, dances, games, etc. were held here. As of January 1, 1816, 759 people aged from 1 to 25 years were involved in the educational process [1].

The free of charge municipal nursing schools and classes for children of 3 to 5 years old are very popular in England today. An education in the schools starts from 5 years old. The local authorities are open Municipal day nurseries for children of a few months and 4 to 5 years. These institutions are quite popular, they work from 8 to 18 hours throughout the year. They are intended for the upbringing of children whose parents work and have low incomes and who need a public preschool education institutions for their children. A variety of types of preschool establishments and programs demonstrate the main concept of English preschool education: the child is an active person in environmental knowledge. Education is aimed at the development of the individual personality of the child, his autonomy in mastering various activities [7].

The German social preschool education theory by the educator Friedrich Fröbel (1782–1852) becomes popular in Europe in the second half of the 19th century, the beginning of the 20th century. He was a student of the prominent Swiss pedagogue-innovator Johann Heinrich Pestalozzi (1746–1827). F. Fröbel opened an institution for games and activities for preschool children in 1840 in the city Bad Blankenburg (Germany). He gave the name it «kindergarten». This term was introduced for the first time and is still used in many countries around the world. In Ukraine, according to the new Law of Ukraine «On Education», adopted in 2017, the term «Preschool establishment» is officially used [4].

Only women were involved to work in the German kindergartens. In 1850, an institution was set up for the training of educators, who were called «gardeners». For the first time, the theory of activity of a preschool institution was created and its real practice started. F. Fröbel contributed to the separation of preschool pedagogy into an independent branch of science [7].

Today, the main conceptual approaches to the education of children in Germany are carried out in kindergartens of free and open type. Open Kindergarten is based on a situational-oriented concept of preschool education. It is characterized by: open planning, in which children take part; learning based on real life responsibilities; unity of play and learning; organization of life and activity for different age; public relations; cooperation parents and preschool institutions. The main requirements for educators are the ability to systematic and lengthy observations, analysis of the results of pedagogical activity, prognostication of the possible options.

The contribution of the Italian psychiatrist and teacher Maria Montessori (1870–1952) to the field of social preschool education consists in the creation of her pedagogical concept, known as the «pedagogy of Montessori». The first «House of Children» was opened in Rome in 1907. The education and upbringing of children, according to its own pedagogical concept, took place here. Despite criticism, this concept is still popular in many countries around the world [1].

In Bulgaria, there is a state program for the upbringing of preschool children, which historically developed in post-war time. For the system of public preschool education are characteristic of such signs:

- wide network of preschool establishments, the special rules for their design and construction;
- state character of the system of preschool education;
- recognition of preschool education as part of the education system, the first link;
- state program of upbringing children in preschool establishments;
- common types of preschool institutions: nurseries, nursery gardens, full-time kindergartens, seasonal, if necessary

for parents - round-the-clock;

- insignificant parental charge for the child's stay in preschool institutions;
- state character of training of pedagogical personnel [7].

In Denmark, the most common types of institutions for public preschool education are day nursery, kindergartens and nursery gardens. The playgrounds and round-the-clock preschool establishments intended for the upbringing and treatment of children with problems of physical and mental development, providing them the psychological and pedagogical assistance and making correction of their development. The pedagogical staff has a three years training in psychology, physiology, pedagogy. A feature of Danish preschool establishments is a significant part of educators are men. This is of particular importance for children from single-parent families, where the mother educates the child.

In Israel, kindergartens are held by municipalities, religious and women's organizations. Mandatory and free of charge for all children is an older group that prepares them for school.

The system of preschool education in Poland is represented by types of preschool establishments common to a number of countries of Eastern Europe in the years 1940–1990.

The implementation of the state program «Had Starry» (1965) was a great importance in the development of preschool education in the United States. It provided for a significant increase in allocations for the creation of preschool establishments (especially for children from low-income families). The first director of the program, the scientist-pediatric J. Richmond, paid much attention to bringing up children of early age. The most common types of preschool establishments are groups of 4–5 years children, located in schools. These state kindergartens work 2 to 3 hours in the morning. The main content of their work is the intellectual development of the child. Each US state has its own educational standards, so there are no compulsory programs for preschools. Each institution has its own program. The general concept of preschool education is the development of the child's personality through the organization of its experience. The scientists and practitioners pay a lot of attention to the problem of development of children's creativity and giftedness [7].

A feature of public preschool education in Finland is the close relationship with the family. The state pays great attention to the problems of the family and provides it with material, moral and pedagogical support. The oldest kind of kindergarten is folk kindergartens. They provide assistance in bringing children to families in which parents work. There are other types of preschool education: day care for children in families, open kindergartens, mobile kindergartens (like seasonal ones). There are state standards for the number of children in kindergartens: in groups of up to a year – no more than 6 children, from one to two years - no more than 12, after 3 years no more than 20 children. All children of preschool age (for a year before school) must be educated in the system of preschool education.

France take one of the first places in the world for the coverage of children by social preschool education. It has a two-hundred-year history of the system of public preschool education. French preschool pedagogy has progressively absorbed all the best theories of education as domestic (P. Kergomard, S. Freinet), as well as foreign teachers (M. Montessori, O. Decrey, J. Piaget). The main types of educational institutions for the upbringing of preschool children from 2 to 6 years are maternal schools, primary school classes, kindergartens. The overall purpose of preschool education is to ensure the full development of children. The main tasks of various types of preschool institutions are to bring the child into the collective life, to develop different kinds of activities, to form desire for knowledge, to teach work, to study, to build relationships with other children. The role of the educator is to organize children's leisure time, to direct their development, to create a developing environment, to study a behavior and psychology of children. A game is the main form of classes in the maternal school [1].

A School Law was passed in France in 1975. This law provided to ensure continuity between preschool and school education. The country has a unique experience in teaching children in maternal and primary schools by one teacher. Even though this is not a system, such examples show nevertheless the possibility of strengthening the link between preschool and school education (continuity between preschool and primary education).

Among the countries in the world, where almost all children are covered by social preschool education, the Czech Republic and Slovakia are in the right place. The first kindergartens were opened in Prague in 1832, and later were established maternal schools – popular kindergartens. Maternal schools exist today, along with other forms of preschool education - nurseries, kindergartens with part-time, preparatory classes at schools. Their organization and methods of work from 1945 to 1990 had much in common with the work of preschool institutions in our country. A considerable attention is paid to the training of pedagogical staff in the period of university and postgraduate education. Often, the head of a preschool institution works simultaneously as a tutor of a group of children, in order to give practical examples to the teaching staff of the institution.

The Prechools in Switzerland – kindergartens or children's schools, are designed for the upbringing of children 4–6 years old. In addition to government educational institutions there are many private preschools that work five days a week for several hours a day and are located mainly in one-story cottages with playgrounds for physical activities and walks. Historically, two concepts of the preschool education have been formed: one based on the ideas of F. Fröbel - in the German part of Switzerland, and another – Geneva direction (E. Claparède, A. Ferrière, J. Piaget) and Montessori type – in the Romance part. Various state programs have been developed for german-language and roman-language kindergartens. They have much in common: the ideas of humanization and the enrichment of the development of the child through the organization of the child's pedagogical environment and experience. Swiss preschools are well-equipped, they have a lot of

didactic, game materials for classes and self-dependent children's activities. In order to strengthen communication with the school, the preschool establishments give each child a psychological and pedagogical characteristic [7].

Japanese preschool institutions for children from birth to 6 years of age (nurseries, kindergartens, nursery schools) are subordinate to municipalities, as well as private organizations and individuals. They offer flexible hours (from 2–3 to 10–12 hours a day). There are also one-year institutions where 5 and 6 year old children can prepare for school full-time. The preschool programs, except municipal, are paid. At the request of parents, they provide each child with an individual development curriculum. The defining feature of the Japanese traditional system of education is the attention to the early detection of abilities and natural development of aptitudes. The theoretical part of education is carried out by a research team, starting with preschool education (the head of the society is Professor Takashi Inu). The scientists pay considerable attention to the study and use of the theory of ethical and practical experience of raising children of preschool age.

A typical feature of kindergartens in Japan is a large number of children in groups (on average – 40) and a careful organization of the educational environment. Everything that surrounds the child is chosen with great taste. An indispensable requirement is that the child participates in creating the home cosiness and beauty: he grows flowers, designs, makes decorative panels and tapestries, etc. The active involvement of children in artistic work is necessary because, according to the Japanese, only man-made beauty brings the person to the philosophical understanding of beauty as the expediency of being [7].

Conclusions. Thus, there was a fairly extensive network of government educational institutions for preschool children, considerable managerial and organizational experience was accumulated, certain theoretical and methodological approaches were determined in many countries of the world. And the formation of domestic preschool education occurred within the global preschool movement, under the influence of foreign experience.

Therefore, the priority of modern education is the personality of the child, creation of conditions for the cultivation of his/her uniqueness through development of his/her abilities and talents, which will promote the child's future success and positively affect the welfare of the state. But today, as Ukraine is experiencing an extremely difficult period of civil society formation, the complicity of the state and the community in the division of powers, responsibilities and areas of responsibility is changing. Therefore, the prospects for our further research are determined in the direction of development of the mechanism of public administration in the branch of education, in particular preschool education.

References.

1. Artemova, L. (2006), *Istoriya pedahohiky Ukrayiny* [History of pedagogy of Ukraine], «Lybid'», Kyiv, Ukraine.
2. Bondar, A. (1967), *Narodna osvita i pedahohichna dumka v Ukrayins'kiy URSR (1917 – 1967)* [Folk education and pedagogical thought in the Ukrainian UkrSSR (1917 - 1967)], Vyd-vo Kyiv. un-tu, Kyiv, Ukraine.
3. Viktorov, V. (2015), “Problems of Eurointegration of the educational branch of Ukraine”, *Problemy yevrointehratsiyi osvityni haluzi Ukrayiny. Aktual'ni problemy derzhavnogo upravlinnya*, vol. 5, pp. 43–51.
4. The Verkhovna Rada of Ukraine (2019), The Law of Ukraine «About education» available at: <https://zakon.rada.gov.ua/laws/show/2145-19> (Accessed 31 May 2019).
5. Convention on the Rights of the Child (1989) available at: https://zakon.rada.gov.ua/laws/show/995_021 (Accessed 31 May 2019).
6. Kremen', V. H. (2016), *Natsional'na dopovid' pro stan i perspektyvy rozvytku osvity v Ukrayini* [National report on the state and prospects of education in Ukraine], Pedahohichna dumka, Kyiv, Ukraine.
7. Lysenko, N. and Kyrsta, N. (2002) *Pedahohika ukrayins'koho doshkillya* [Pedagogy of the Ukrainian preschool], Play, Ivano-Frankivs'k, Ukraine.
8. Mel'nyk, A. F. ta in. (2004), *Derzhavne upravlinnya* [Governance], Znannya, Kyiv, Ukraine.
9. Nahachevs'ka, Z. I. (2000), “He first Ukrainian preschool company in Galicia”, *Visnyk Prykarpats'koho universytetu*, Seriya: Pedahohika, vol. IV, pp. 161–170.
10. Oliynyk, V. V. (2017), *Kul'tura tsil'ovoho upravlinnya v natsional'niy systemi osvity: humanistychnyy kontekst* [The culture of target management in the national education system: the humanistic context], Vezha-Druk, Luts'k, Ukraine.
11. Przewracycka, O. V. (2002), “Psychological and pedagogical principles of organization of social preschool education in the works of S. F. Rusova”, Abstract of Ph.D. dissertation, Pedagogy, Interregional Institute for the Improvement of Teachers Boris Grinchenko, Kyiv, Ukraine.
12. Strayhorods'ka, L. I. ta in. (2016), *Doshkil'na osvita yak skladova systemy bezpererвної osvity Ukrayiny (2007–2014)* [Preschool education as a component of the system of continuous education of Ukraine (2007-2014)], Kyiv, Ukraine.
13. Ulyukayeva, I. H. (2016), *Istoriya doshkil'noyi pedahohiky* [History of preschool pedagogy], Slovo, Kyiv, Ukraine.
14. Ulyukayeva, I. H. (2018), “World process of development of preschool education and its influence on the formation of domestic theory and practice (XIX – early XX century)”, *Innovation in upbringing*, vol. 7 (1), pp. 222–233.

Література.

1. Артемова Л. Історія педагогіки України. Підручник для студентів вищих навчальних закладів. Київ.

«Либідь». 2006. 424 с.

2. Бондар А. Народна освіта і педагогічна думка в Українській УРСР (1917 – 1967). Київ. Вид-во Київ. ун-ту. 1967. 256 с.

3. Вікторов В. Проблеми євроінтеграції освітньої галузі України. Актуальні проблеми державного управління. Зб. наук. пр. ДРІДУ НАДУ. 2015. № 5. С. 43–51.

4. Закон України «Про освіту». URL: <https://zakon3.rada.gov.ua/laws/show/2145-19> (дата звернення 31.05.2019).

5. Конвенція про права дитини. URL: https://zakon.rada.gov.ua/laws/show/995_021 (дата звернення 31.05.2019).

6. Кремень В. Г. Національна доповідь про стан і перспективи розвитку освіти в Україні. Київ. Педагогічна думка. 2016. 448 с.

7. Лисенко Н., Кирста Н. Педагогіка українського дошкілля. Навчально-методичний посібник. Івано-Франківськ. Плай. 2002. 208 с.

8. Мельник А. Ф. та ін. Державне управління. К. «Знання». 2004. 342 с.

9. Нагачевська З. І. Перше українське дошкільне товариство у Галичині. Вісник Прикарпатського університету. Серія: Педагогіка. Івано-Франківськ. 2000. Вип. IV. С. 161–170.

10. Олійник В. В. Культура цільового управління в національній системі освіти: гуманістичний контекст. Луцьк. Вежа-Друк. 2017. 412 с.

11. Пшеврацька Олена Володимирівна. Психолого-педагогічні засади організації суспільного дошкільного виховання в працях С. Ф. Русової: Дис... канд. пед. наук: 13.00.08. Київський міжрегіональний ін-т удосконалення учителів ім. Бориса Грінченка. К. 2002. 190 с.

12. Страйгородська Л. І. та ін. Дошкільна освіта як складова системи безперервної освіти України (2007–2014). Київ. 2016. 364 с.

13. Улюкаєва І. Г. Історія дошкільної педагогіки. Київ. Слово. 2016. 424 с.

14. Улюкаєва І. Г. Світовий процес розвитку дошкільної освіти та його вплив на становлення вітчизняної теорії і практики (XIX – початок XX ст.). Інноватика у вихованні. 2018. Вип. 7(1). С. 222–233.

Стаття надійшла до редакції 10.06.2019 р.