

Peculiarities of Pedagogical Staff Professional Training for Work at Ukrainian Pre-School Educational Institutions in US and Canadian Diaspora (2nd Half of the XX Century)

Iryna Rudnytska-Yuriichuk

The article discusses the peculiarities of organization and work of Ukrainian preschools in the Ukrainian diaspora in Canada and U.S., which aim to develop children's national identity.

Realization of the fact that in countries of settlement, namely in the USA and Canada, a considerable number of the new generation are losing their identity and getting disattached from the Ukrainian community has encouraged progressive community to create grounds for common solving of the problems of pre-school education both on the first and the main stages of external assistance provided to families in bringing up the nationally conscious new generation of the Ukrainians living overseas.

We believe it is necessary to point out that organizers of Ukrainian pre-school education in Canada and the USA, as well as in other countries of Ukrainian settlement, were well aware of the fact that in addition to study and material base and methodological provision, it is also necessary to have professionally trained kindergarten teachers for starting a children's nursery school or a kindergarten. There were not enough of them, though. That was why a need for a pre-school education teacher arose.

Keywords: *national mentality, nursery schools, pedagogue (teacher), sadochok (pre-school classes), Ukrainian diaspora, Ukrainian kindergarten.*

Introduction

While analyzing development of Ukrainian pre-school education on the territory of the USA and Canada, it is worth emphasizing that the Ukrainians are a «non-state» people there since they don't have own state administrative and organizational-pedagogical apparatus which would perform managerial functions and support efficient activity of the ethnic community in all areas of social life. That is the reason they always feel lack of professional pedagogues in pre-school education system. Still, despite this issue, most

conscious settlers managed to open and widen a network of Ukrainian pre-school institutions and they were able to achieve quite a success in this challenging work. Starting from the mid-1950s, a number of kindergartens, nursery schools, pre-school classes has been increasing with the dynamics of this process not always being positive though.

Pedagogues at Ukrainian pre-school institutions in diaspora conditions clearly understand that the task of bringing up a child before the age of 6 implies providing them with various, beneficial for growing and useful for them, qualities. That is why teachers contribute to children acquiring such knowledge, abilities and skills which would help them to successfully prepare for elementary school in the future.

Since the main task of Ukrainian pre-school education lies in development of a child's personality by means of Ukrainian Culture studies, a pedagogue (teacher) has to know Ukrainian and all subjects well. Besides, organizers of native-language education set quite high standards to personal and professional qualities of a teacher because fate of the new generation and thus fate of the ethnic community depends on their work.

Development of national education in the XX century in Ukrainian diaspora of the USA and Canada has been researched in different directions by scientists of Ukrainian diaspora and Ukraine – M. Verbova-Onukh, A. Horokhovich, I. Petriv, S. Romaniuk, I. Rusnak, I. Strazhnikova, R. Chumak and others. The problem of Ukrainian pre-school education has been studied by A. Bohachevska-Khomyak, I. Holovinskyi, M. Dolishna, A. Knysh, I. Pelenska and others. Significance of development and improvement of professional and personal qualities for a pre-school educational institution pedagogue-teacher has been emphasized by M. Hrabko, Ya. Hrabovenska-Telepko, B. Monchak, M. Pasternakova, D. Cherednychenko in their works. While appreciating the outcomes of the research conducted by the abovementioned scientists, we consider it necessary to more deeply research, analyze and ground the need for high-quality training and improvement of specialists' personal and professional qualities in the area of pre-school education in Ukrainian diaspora conditions in the USA and Canada.

Aim of the article – research and analyze peculiarities of pedagogical staff professional training for work in Ukrainian pre-school educational institutions in diaspora of the USA and Canada (2nd half of the XX century); peculiarities of requirements to the personality of a pre-school educational institution pedagogue and their professional knowledge, abilities and skills in their work with children of pre-school age in children's institutions of Ukrainian diaspora.

Research methods

– *theoretical*: analysis, synthesis, systematization and generalization of materials, documents, educational programs, scientific literature; theoretical understanding and generalization of the activities of Ukrainian preschool institutions in the USA and Canada; interpretation, comparison and generalization of the obtained data;

– *empirical methods*: pedagogical observation, conversation with teachers of Ukrainian preschool in the USA and Canada, analysis of documentation of preschool educational institutions in the diaspora.

Discussion

Starting from the 1950s, full-time kindergartens and nursery schools have opened in Ukrainian emigration environment of the USA and Canada and they provide educational process services two or three times a week. They have been mostly organized by women's societies, namely World Federation of Ukrainian Women's Organizations (WFUWO). With the purpose of providing pedagogical staff activity in the area of pre-school education, instruction sheets, fiction collections and methodological articles on kindergarten work practical experience have been published, speeches on educational topics have been organized. Periodical women's and children's mass media issues also have contained materials for children of pre-school age.

With the purpose of performing an important task of bringing up Ukrainian children of pre-school age and organizing professional training for pre-school educational institutions teachers in the USA and Canada, in May 1965 in Toronto, Canada, a Session for Pre-School Educational Institutions Teachers was held dedicated to further development of Ukrainian pre-school education. The thing is that Ukrainian pre-school education needed a «central authority» which could organize, assist and control this process; otherwise the first education link (pre-school education) would not be able to exist. Eventually, due to initiative of the Board for creating Ukrainian Educational System project in diaspora, on May 15-16, 1965 such grounding was laid represented by World Pre-School Education Board (WPSEB) as a coordination central authority for Ukrainian pre-school educational institutions in the counties of Ukrainian settlements in free world («Svitova Rada Doshkillia. Diialnist orhanizatsiina», 1973, p. 2). The mentioned organization was founded by Educational Department of WFUWO and the Board of Ukrainian Educational System in diaspora, which included Community of Ukrainian Pedagogues in Canada and School Board of UCCA (Ukrainian Congress Committee of America) (I.V.P., 1965, p. 13-14). The task

of WPSEB was further providing of organizational and methodological assistance to Ukrainian women's societies in this extremely important work («Svitova Rada Doshkillia. Diialnist orhanizatsiina», 1973, p. 2).

In addition to all urgent issues related to pre-school education (requirements to kindergarten curricula, didactic materials and toys, rooms equipment, cooperation with parents etc.) the Session greatly focused on requirements to the central person in the kindergarten – a pedagogue, a pre-school educational institution teacher.

In his address to the Session members Ivan Holovinskyi (1965, p. 18) drew attention to the fact that «a child if affected by adults without being able to criticize them» and «this makes a teacher's work extremely responsible» since they «do not only affect children by their words and behaviors but also by their moods. A calm, well-balanced, friendly teacher with her psychic mood connects to children's mood and hereby contributes to their psychic growth».

It goes without saying that alongside with development of pre-school educational system there arises a need for professional staff training in given area of educational work and thus special requirements are set to personal and professional qualities of a kindergarten teacher since it is she who considerably affects if classes are held right and how prepared the next generation will be. Bohdana Monchak (Monchak, 1965) emphasizes that there are well done study books on pre-school education issues in all languages and teachers have to use them and continuously enrich their knowledge. Besides, big cities offer courses for training and re-training of kindergarten teachers, including university full-time studies on pre-school education issues, so it is worth encouraging perspective candidates to use them (Monchak, 1965, p. 3).

The central one and the one which provoked interest among members of the Session was the speech by B. Monchak (1965) «Requirements to Kindergarten Curriculum». In our opinion, the reason lies in the fact that the speaker revealed the sense and tasks of pre-school education on the grounds of thorough retrospective analysis of pre-school education development in different countries of the world. The speaker emphasized that a kindergarten is an institution which contributes to complete development of a child; professional conducting of proper classes contributes to such development under skilled supervision of a professional pedagogue, that is one who is aware of child's main nature and needs (Monchak, 1965, p. 3).

At the same time B. Monchak (1965, p. 3) defined and grounded requirements to personal and professional qualities of a kindergarten teacher

(pre-school educational institution teacher) who «considerably affects right and useful way a class is conducted».

Besides, in her speech on requirements to kindergarten curriculum B. Monchak (1965) drew the audience's attention to the fact that a kindergarten teacher, on top of proper studies, has to sincerely love children and understand them, be able to adjust to them, live by their pace and rhythm; be young at heart, be able to wonder, enjoy life, demonstrate joy. In B. Monchak's (1965) opinion, important personal qualities for a kindergarten teacher are good health, strong nerves, pleasant appearance and voice, sense of humor, good taste, ability to control own emotions. She has to be able to think quickly, possess aesthetic and artistic taste, be shrewd, smart, caring, neat and willing to correct herself (if there is a need) and improve herself all the time. A necessary requirement is perfect knowledge of child's psychology, knowledge of peculiarities of each stage in child's development. Also, a pre-school educational institution pedagogue has to be aware of child's needs and possibilities since she creates atmosphere and sets the ground for beneficial atmosphere in a kindergarten. A kindergarten teacher cannot be petty and has to be able «to close her eyes to some things» if needed. In addition to education and characteristics mentioned above, she has to be attentive all the time, collect materials and ideas necessary for implementing the curriculum. All didactic materials have to be carefully collected, organized, recorded and classified by a pre-school educational institution pedagogue.

A kindergarten is known to be a transient stage between family and school; thus, a pre-school educational institution pedagogue has to be able to organize the surroundings in a way they have both family and education atmosphere. A group playroom has to be equipped in accordance with child's needs: space, furnishing, everyday objects. B. Monchak (1965) believes that a kindergarten teacher can successfully conduct classes only with a certain number of children; it is generally acceptable that a class of 5-year old children should contain no more than 15-20 children, a class of 4-year-olds should equal to 10-15 and a class of 3-year-old kids should not exceed 10. In better kindergartens this number of children is even lower; besides, each kindergarten teacher has an assistant. Such requirement gives a pre-school educational institution pedagogue an opportunity to keep in sight absolutely all children, give attention to each child, apply individual approach in studying the native language. It is clear that except for educational process with the curriculum, a kindergarten teacher is not engaged in any other activities (cooking lunch, cleaning etc.) (Monchak, 1965, p. 3).

Dmytro Cherednychenko (Cherednychenko, & Kyrpa, 1997, p. 156-157) considers a teacher's personality one of the most important means of

impact on child's psychic side since their authority impacts child's psychic life suggestively. Research shows that powerful educational impact on children is made by such teachers who can instill and keep direct psychic rapport with children. Children have trust to their teacher who shows cordiality.

A teacher's personality is described by Mariia Pasternakova (1965) as extremely significant, she states that this figure is the center of all kindergarten activity since she defines the style of educational work, her pedagogical mastery, creative initiative, knowledge of child's complicated psychics, values that she will instill on a child who will keep them for whole life determine quality of educational work in kindergartens and need for kindergartens under religious-national aspect (Pasternakova, 1965, p. 27). The pedagogue claims that special attention should be paid to «school» courses for would-be kindergarten teachers, to demonstration classes with children and having taken into consideration the old, the new and modern has to be created in order to bring up a Ukrainian person of tomorrow. A teacher must always study not only foreign professional literature and new achievements in the area but also has to know Ukrainian pre-school education literature and apply rich experience of past stages. M. Pasternakova (1965) says, «Confrontation of today's with yesterday's with a hint for tomorrow's will make work grave because best examples of the past always conceive new ideas and deeds» (Pasternakova, 1965, p. 27).

M. Pasternakova (Pasternakova, 1965, p. 27) emphasizes that a teacher cannot be a slave of one study book or one method but has to constantly enrich his or her theoretical and practical knowledge, use a fresh approach in work together with new solutions of educational issues. Then he or she (a teacher) will continue this hard, as considered from family, nation and people point of view, work and fill new pages in history of Ukrainian pre-school education.

It is worth paying attention to the fact that a collection of educational materials for Ukrainian families and kindergartens, in addition to all mandatory professional requirements to a teacher, contains requirements which apply to the personality of a pre-school teacher: nice, tender and fresh appearance; melodic and beautiful voice (this feature is not among main ones but very desirable); perfect theoretical knowledge, ability to explain child's behavior in practice; good knowledge of each child's interests, abilities and skills; ability to control all requirements of so called «sound mind»; good sense of humor and friendly relations; trust to herself; sincere love and cordiality to children; level-headedness, confidence and friendliness in all, sometimes difficult, situations; ability to value and appreciate each

child as a unique individual; ability to cooperate with other people in educational matters (Hrabko, 1977, p. 444).

Department of Public Health in Massachusetts has the following requirements to a kindergarten teacher: a good pre-school educational institution teacher sincerely loves children and understands their emotional needs; she has her life experience and is able to cooperate with other people and is fully responsible for her work; she uses her authority smartly to stop children's wrong behavior without shouting and show them what can and can't be done; she knows her job and is happy to do it, she is always level-headed and creates atmosphere of trust and friendliness where children grow physically and enrich spiritually (Hrabko, 1977, p. 444).

Yaryna Hrabovenska-Telepko (Hrabovenska-Telepko, 1966, p. 85) emphasizes that during communication of a kindergarten teacher with children the following recommendations should be followed: a pedagogue should always speak in a calm and polite manner and use words a child can understand; before starting communicating with children it is necessary to draw their attention; for better understanding it is advisable to be on the same level with a child during a conversation, one can squat or sit on a low chair; it is unacceptable to shout at a child or even to a child, in case a child is at some distance, one should come up to child and only then speak; one should use only positive statements when talking to a child and never use negative ones – this requirement seems easy but in fact not every pedagogue is able to meet it. A kindergarten teacher has to remember that every child develops in a unique way, one can be quicker and another one – slower even if they are children of the same age.

Yaryna Hrabovenska-Telepko (Hrabovenska-Telepko, 1966, p. 84) sets the following requirements to the personality of a kindergarten teacher: if a teacher promises children something, she has to keep her word; she can never threaten a child that a child won't be loved in case of misbehaving and can never threaten with a punishment for misbehaving or promise a reward (candy, for instance) for behaving well; a pre-school educational institution pedagogue has to keep her word, if something is not allowed, no children's cry can change her decision; a teacher cannot compare children and set one child as an example to others because in this way a teacher creates hostility and unnecessary competition among children and in such case children will pay attention to their peers only and want to be better than them instead of paying attention to quality of their work; if a teacher is sick, nervous or annoyed, it can never impact her behavior with children; a teacher can never mock or tease a child.

Besides, a kindergarten teacher has to set requirements beforehand to whole educational process (conditions of a child's stay in a kindergarten,

educational process etc.) and let child's parents know about them before a child is accepted in a kindergarten – timely attendance, clean clothes, scheduled times for classes and leisure etc. It is also important to involve children's parents into cooperation with a kindergarten on all stages of educational process.

D. Cherednychenko and H. Kyrpa (Cherednychenko, & Kyrpa, 1997) convince that special attention should be paid to a female gender in education and explain it with the fact that teachers play an important role in educating the youngest. Thanks to their motherhood habits, they have particular educational features which are very desirable in educating young children (p. 156). General requirements to a kindergarten teacher are stated as follows: decent appearance, proper eyesight, hearing and natural normal speech. They should not overuse certain phrases such as «right», «to put it like this», «dear mister» etc.; a pedagogue cannot have such features that would diminish her in the eyes of society, for example be tight-fisted, money-oriented, adventurous, addicted to alcohol or gambling, shout etc. In the pedagogues' opinion, a kindergarten teacher has to always be calm and well-balanced, still this requirement does not include natural joyfulness and positive mood; in their attitude to children kindergarten teachers have to be fair and cannot make mistakes in this direction (make some children stand out at the expense of others, humiliate the latter; demonstrate special attitude to children who use flattering etc.); fairness connected with friendliness and smart love and demands to the new generation is one of the most important prerequisites of a teacher's authority. In their attitude to a child kindergarten teacher cannot be unfriendly, rude, too demanding, strict, ironic or sarcastic. Excessive softness and indulgence are also a disadvantage. They have to be sacrificing in their work, caring, energetic and level-headed; they cannot burst into anger. Young ones require a pedagogue to be conscientious, diligent and hard-working. A teacher is an example for them; «if a teacher ignores his or her duties, is careless and unconscientious, then this teacher will not be respected by children». Every kindergarten teacher has to study works on pre-school education and constantly follow new works published (Cherednychenko, & Kyrpa, 1997, p. 157-158).

It is worth mentioning that in 1965 at the Session of Ukrainian Pre-School Education Bohdana Monchak and Mariia Pasternakova raised an issue of importance of organization and implementation of a pre-school teacher training and re-training course. Thus, young girls, women and mothers should be encouraged as potential candidates to use such opportunities.

So, based on research outcomes, members of WPSEB took part in general assembly of regional communities, encouraged their activity, started

«Pre-School Days» initiative, prepared programs, as well as contributed to conducting a course for pre-school teachers, which included workshops and practical classes for children at nursery schools in a certain location («World Preschool Council. Organisational Activities», 1973, p. 2). While supporting the idea of organizing such a course, I. Holovinsky (Holovynskiy, 1965) stated that «selecting and re-training kindergarten teachers is an important matter if kindergartens have to fulfill their educational and national duty» (p. 19).

Struggling to improve the standard of pre-school education for Ukrainian children and appropriate professional training for pre-school education teachers, World Pre-School Education Board with the help of its Program Board launched a course for Ukrainian pre-school teachers, which in concise form provided pedagogical education; those attending the course received main knowledge about a child, a child's spiritual and physical development, means to be used to teach and educate a child of pre-school age and partly practical didactical materials.

Ukrainian National Women's League of America based their activity on organization of nursery schools and kindergartens for educating children of pre-school age as one of the main means of keeping Ukrainian settlement in free world. With the purpose of training teachers, Educational Board at UNWLA together with District Board and Pre-School Program Board, on the grounds of UNWLA Resolutions of the XIV Convention, for the first time in history of Ukrainian diaspora («Zakinchennia kursu vchyteliok doskillia», 1966, p. 12) successfully conducted in February-June, 1966 a 4-month course for training Ukrainian pre-school education pedagogues.

The course started on February 10, 1966 in Philadelphia («Zakinchennia kursu vchyteliok doskillia», 1966, p. 11). The course lecturers were outstanding professor, pedagogy and psychology university lecturers, country studies teachers. Among them was Yaryna Hrabovenska-Telepko (she taught teaching methodology at a pre-school educational institution), Ihor Vynnytskyy (child's psychology), Volodymyr Matskiv (Ukrainian culture studies). All of them did their best to offer as much professional knowledge as possible in a short time (Prysutnia, 1966, p. 11) and make them properly prepared for their professional activity.

The course organizers supposed that educating a child of the age 3-5 in native Ukrainian culture sets a ground for further school education and national education of next generations, forms their active public though in the ethnic community, creates perspectives for its further activity and self-preservation in polycultural environment of a country of living.

The task of a nursery school teacher lies in ensuring a good start to all-round personality development, teaching children to see, perceive and

understand the surroundings, preparing them for future life in multilingual society and ethnic community.

The main goal of a nursery school teacher is to teach children to not only speak their native language but also «instill Ukrainian spirit, our tradition, our customs. Ukrainian child must love and value the Ukrainian language. Before he or she encounters another language, they must speak the Ukrainian language in Ukrainian home. The task of a nursery school is to develop and deepen knowledge of the Ukrainian language in every play, every short story and every action (Knysh, 1974, p. 15).

The course organizers also took into consideration the fact that «a teacher's professional skills are one of the first and extremely important requirements for a nursery school to conform to modern standards and meet the demands of a Ukrainian mother who frequently has to overcome obstacles so that her child is educated in Ukrainian surroundings. A nursery school teacher takes on much bigger responsibility than a school teacher does who only teaches a child one subject and gives only knowledge to a child. Thus, teachers who work at Ukrainian pre-school educational institutions, that is nursery schools, have to be properly trained» (Klymyshyn, 1973, p. 4).

The curriculum for the Course for pre-school teachers was compiled by Yaryna Hrabovenska-Telepko, a Drexel Institute graduate in the area of pre-school education and an education desk officer at the main office of UNWLA Anna Bohachevska, as well as approved by the head of School Board of UCCA Edward Zharskyy. It included the following chapters:

Peculiarities of anatomic-physiological and psychological development of a child at the age from 1 to 2.5, at the age of 3, 4 and 5.

- Kindergarten program (requirements to space organization, yard, kindergarten interior and exterior design, playroom, games, classes, cooperation of parents with a kindergarten, schedule).

- A child and a teacher at a kindergarten (children group allocation according to age, discipline and individual approach; requirements to a kindergarten teacher: speech, appearance, personal characteristics, behavior, etc.).

- Various teaching methods at a kindergarten and a nursery school.

- Practical teaching methods at a kindergarten and a nursery school.

- Sources.

Having assessed structure and contents of the program, A. Knysh stated that it completely conforms to educational requirements of modern Ukrainian pre-school education since it encompasses sense of education and its goal; peculiarities of Ukrainian educational system; provides main data about the structure of a nursery school and organization of its activity;

reveals concept of studies by Friedrich Froebel, Sofia Rusova, Maria Montessori and others pedagogues about education at a modern nursery school; development of senses and perception and recognition of language, development of mathematical concepts; development of observation, understanding nature changes; moral-religious, Ukrainian, aesthetic, social, physical education; music-vocal education; crafts – drawing, painting, pottery, cutting out, ability of a child to act independently, safety and discipline; child's psychology in process of child's development (Knysh, 1974, p. 15).

We should also state that the course program consisted of chapters for theoretical and practical learning, methodology of conducting classes with children of given age and a list of pedagogical and psychological sources needed for acquiring the knowledge.

Theoretical knowledge chapter required studying three main subjects.

1) Child's psychology. The subjects covered the following topics: historical and modern views on childhood; factors affecting a child's psychic development in prenatal period; cognitive development based on Jean Piaget theory; peculiarities of a child's psychics development on the 1st year of life; child's development on 2nd-4th years of life; first signs of independence; motives and sources of child's anxiety, aggression; development of a child's personality during pre-school education years; acquiring moral values; reactions to conflict and unrest; kindergarten and friendly behavior, relations between children.

2) Kindergarten curriculum and teaching methods (history of kindergarten founding in the world; significance of pre-school education – what a kindergarten gives to children; main tasks of a kindergarten; advice for parents who have to support pre-school teachers in their work etc.).

3) Ukrainian country studies material. Theoretical studies covered minimum 25 theoretical discussion lectures which lasted 45 min. each. They were accompanied by mandatory practical preparation course attendees received in their practical classes at a well-organized Ukrainian kindergarten or nursery school under supervision of a professional pedagogue. Lecture (theoretical) or practical studies were supported by attending various pre-school educational institutions in a country of living (American or Canadian) and attending supplementary educational institutions: libraries, pre-school children's crafts fairs, toy exhibitions, toy stores, children's holiday celebrations etc. The course included a 6-week practicum and each attendee conducted three demonstration practical classes at a Ukrainian nursery school or kindergarten.

The course attendees got together once a week (Prysutnia, 1966, p. 11) to listen to a lecture, attend an educational institution and conduct a trial class. It is clear that such a short term (4 months) did not let the course provide deep and complete pedagogical knowledge which takes 4 years at a college or university. Thus, enriching and improving their knowledge, their self-education was mandatory for pre-school teachers. Sources to each subject were available with a list of study books, pedagogy articles and issues which were a must for each attendee in order to deepen the knowledge on pre-school education she acquired in the course.

Pre-school teachers who finished the course had to continue their studies in the future and add to their knowledge by all possible means. Such individual continuous «studies» could take any of the specialization directions: child's psychology, child's health, pre-school child pedagogy and teaching methods, pre-school education practices, pre-school educational institution administration, organization and cooperation with parents etc.

It is necessary to mention that there were no particular requirements to candidates to the pre-school education teachers' course since the need for pre-school pedagogues was urgent: «There is no possibility to select candidates in modern Ukrainian conditions. There are not many of them and all of them were happily accepted. Even if an attendee joins the course with no initial intention of becoming a kindergarten teacher but only wish to receive knowledge about bringing up a child, they cannot be denied from the Pre-School Teachers' Course» (Hrabovenska-Telepko, 1966, p. 6-7).

It was also emphasized that each candidate to a pre-school teacher's position has to be aware that her temper, character, abilities and strivings which have to meet the requirements to a professional pedagogue. Namely, she «has to love children and working with them, can be fair and not let down child's trust, has a calm and joyful temper, is energetic, optimistic, friendly, patient and can laugh together with children. If she possesses the mentioned qualities, then after having mastered theoretical and practical pedagogical knowledge she will make a very good kindergarten or nursery school teacher» (Hrabovenska-Telepko, 1966, p. 7).

It should still be mentioned though that the prerequisites for successful passing and completing the Pre-School Teachers' Course were defined by its organizers and pedagogues and included systematic attendance of lectures, workshops and practical classes, diligent work on the course materials, attention to practical classes given by attendees, teachers, professors, as well as course organizers and administration.

As it has been mentioned above, this Course was initiated by World Pre-School Education Board. The Program Board provided study and methodological materials, issued nursery schools curricula and programs,

instructions for covering particular areas in teaching and educational work etc.

Organizational preparation and administrative events related to the course were cared for by a local women's organization. It provided a classroom for studies, childcare for attendees' children (if attendees had own children of pre-school age), finances, budgeting and budget management, printing out posters and notices, correspondence or printing materials etc. (Pelenska, 1966, p.8).

Upon completing the course graduates received a diploma and a certificate which allowed them to work in the system of Ukrainian pre-school education in the USA and Canada.

At a graduation address, after the first pre-school teachers' course was completed, on June 11, 1966 Iryna Pelenska (Pelenska, 1966) said that the course «can be considered a significant step of Ukrainian pre-school education and achievement of Ukraine women. Increase in number of pre-school education teachers is beneficial for both us and the organization. The Pre-School Education Board plans to create an organization for Ukrainian pre-school teachers on professional basis. And this course which can be conducted now in other locations as well will greatly contribute to creating such an organization» (Pelenska, 1966, p. 15).

Head of UNWLA Stefaniia Pushkar and administrator and education desk officer at the main office Anna Bohachevska emphasized the significance of the held course for the pre-school education link and outlined the difficulties which they had to overcome on their way to such important work (Prysutnia, 1966, p. 11).

While writing about the end of the course, «Our Life» magazine stated the following: «Pre-School Teachers' Course was the first of its kind. It brought standards of novelty education to our young women. This enables them to apply and improve their knowledge. The given fact also convinces us that such course will be held in other districts as well» (Prysutnia, 1966, p. 11).

Source analysis proves that holding the first course indeed gave a start to creating an organization for Ukrainian pre-school teachers, contributed to opening new nursery schools and improving their work, as well as preparing a subsequent pre-school teachers' course.

The second pre-school teachers' course took place a year later. It started on March 13, 1967 in Chicago at District Board of UNWLA and was held in St. Nicholas parish school («Kurs uchyteliok doskillia», 1967, p. 2).

Nine participants wished to study to be a pre-school teacher. Organization of this course was cared for by education desk officer at District Board Liubov Sheremeta. The course was opened by Liubov

Shandra, head of District Board of UNWLA and the curriculum suggested by the head of the course L. Sheremeta included the following subjects: «Child's psychology» taught by professor Veronika Chemerynska; «Teaching methods» taught by Iryna Durbak; «Ukrainian country studies» taught by Liubov Sheremeta. Theoretical studies took 3 months and ended on June 13, 1967 («Kurs uchyteliok doshkillia», 1967, p. 2).

Practical training took part after a break at a Ukrainian nursery school, of the 29th department of UNWLA, as well as at an American kindergarten. Upon completing the course, the would-be pedagogues passed final examinations and celebrated its end with a graduation prom.

Subsequent pre-school teachers' courses were held in other US cities with insignificant changes in the course curriculum, fees and organizational events. Namely, in 1973 the course was held in New York and took three months (from September 22 to December 15). The curriculum included such subjects as «Child's psychology», «Teaching methods at nursery schools and kindergartens», «Educational program», «Practical training of pre-school teachers» («Kurs Vychovnykiv Doshkillia v Niu Yorku», 1973, p. 4).

Thus, we can conclude that the pre-school education teachers' course was created as a supportive means of training Ukrainian kindergarten teachers in the USA and Canada. And though it lasted only 4 (3) months, those wishing to take it had a possibility to get main knowledge on principal subjects needed for further professional activity. We will also state that the pre-school teachers' course was held later with the purpose of improving organization and providing nursery schools activity, regular improvement of kindergarten teachers' professional mastery and the consultants were leading professors, pedagogy and psychology university lecturers, Ukrainian country studies school teachers (USA) and native schools and Ukrainian country studies course teachers (Canada), experienced pre-school educational institutions teachers, organizers of pre-school education in diaspora, and later pedagogues from Ukraine, already an independent state.

The research has established that in organizational-methodological provision of the activity of Ukrainian pre-school education in the USA a very important role was played by another experimental event of the World Pre-School Education Board – Ukrainian Pre-School Education Days (UPSED) which became not only a good coordination factor but also a means for improving standards of nursery schools professional pedagogical activity and uniting pedagogues, as well as involving parents and community into solving problems of Ukrainian pre-school education. The aim of UPSSED was «creating homogeneous comprehensive system of pre-school education and spreading the network of Ukrainian nursery schools» (Klymyshyn, 1972,

p. 2) and «turning nursery schools into permanent educational institutions» (Klymyshyn, 1973, p. 11).

First three-day long Ukrainian Pre-School Education Days, under supervision of District division of US pre-school education, attended by teachers and pre-school teachers and in tight collaboration with League of Children's and Youth Literature Workers, «Prosvita» society in Philadelphia and «Education» firm which provided study and didactic and play materials for Ukrainian pre-school education, took place on October 22-24, 1971 in UNWLA House in Philadelphia. They were attended by almost 50 participants from Chicago, Detroit and other cities of the state, as well as pedagogues and heads of kindergartens at UNWLA («SUA pidhotovliaie provedennia «Ukrainskykh Doshkilnykh Dniv», 1971, p. 6).

The UPSED were started by an opening speech by Iryna Pelenska. She emphasized that bringing up a Ukrainian person has to start at earliest age, otherwise it will always be late, especially in diaspora conditions (P., 1971, p. 4).

UPSED program included:

- children's fiction and study books exhibition; pictures of paragon demonstration classes and holiday celebrations at some nursery schools (Klymyshyn, 1972, p. 11);
- practical lectures by local pre-school education teachers;
- pre-school education conference;
- meeting of pedagogues and pre-school teachers from different locations of the USA;
- general meeting of US Pre-School Education Community;
- speeches by outstanding specialist teachers followed by a discussion (Svitova Rada Doshkillia. Diialnist orhanizatsiina, 1973, p. 2);
- «Ukrainian book» speech by professor Volodymyr Matskiv («Ukrainski Doshkilni Dni», 1971b, p. 4);
- address to teachers from the head of representative office of League of Children's and Youth Literature Workers named after L. Hlibov, Leonid Poltava.

In his address to pedagogues head of League of Children's and Youth Literature Workers Leonid Poltava stated that without the Ukrainian book there will be no Ukrainian person in diaspora, so he asked Ukrainian parents to consider this matter seriously in order «not to bring up a foreigner in own home» («Ukrainski Doshkilni Dni», 1971b, p. 4).

The second day of UPSED (October 23, 1971) started from a specially organized demonstration paragon lecture / class at a Ukrainian Golden Cross nursery school given by Oksana Henhalo with participation of children and pre-school teachers from Philadelphia nursery schools. It

should be mentioned that this lecture did not only demonstrate importance of work coordination of separate women's organizations, but also proved that all of them understand the task of a nursery school, are aware of new teaching methods and care about national and intellectual upbringing of children they were trusted (Klymyshyn, 1972, p. 11).

On the same day the participants of UPSED listened to the speech given by Olena Klymyshyn «Nursery school as an educational institution» which provoked a lively discussion. Then the second general meeting of US Pre-School Education Community took place followed by a meeting with numerous representatives of the city community and representatives of District Educational Board (DEB), where head of DEB Yaroslav Rak gave a speech, as well as other speakers did. Speech by A. Smerechynska «How to conduct a conversation at a nursery school» was a substantial and interesting addition to the program. In the process of discussion after the speech new teaching methods were discussed, as well as peculiarities of their use in Ukrainian nursery schools which, on top of their main task of preparing a child for school, need to perform another important mission – through use of native language, prayer and song form in a Ukrainian child fundamentals of Ukrainian spirituality, national consciousness that will accompany a child in the world of multiethnic environment (Klymyshyn, 1972, p. 11).

The third day of UPSED started with the speech by Dr. E. Novosad «Psychic development of a pre-school-aged child» in which the psychologist answered questions from interested practical pedagogues and mothers connected with search for individual approach to a child, ability to solve eternal generation conflict issues within family because in his opinion «there is strength and viability of a nation in sequence of generations only, in passing parents' positive ideas to their children» (Klymyshyn, 1972, p. 11).

Afterwards a general meeting of US Pre-School Education Community took place and then the first US assembly of teachers and Ukrainian pre-school teachers, which set a goal of founding a League of teachers and Ukrainian pre-school workers. In the end, participants, delegates and visitors attended a book exhibition, exchanged information and work experience in children's education issues, bought books and records and the newest «Listen, children» among them, issued by 82nd Division of UNWLA (Bronx) and recognized by League of Children's and Youth Literature Workers named after L. Hlibov («Ukrainski Doshkilni dni», 1971a, p. 18).

It needs to be emphasized that Ukrainian Pre-School Education Days were a successfully chosen form of communication of teachers and pre-school education workers. Thanks to them, an idea came up to found a group for pre-school teachers at Pre-School Community with hope it will

grow into a professional pre-school pedagogues' organization, which is extremely needed not only for review of professional staff, that is those who currently handle nursery schools, but also for registration of those who did this kind of work in Ukraine, as well as young specialists who completed appropriate studies in the USA and are well aware of new teaching methods. As O. Klymyshyn believes, by organizing into a professional organization teacher would have an opportunity to discuss all issues related to pre-school education at common assemblies and conferences and share their experience and new achievements in the area of education at common conferences or workshops (Klymyshyn, 1971, p. 2).

At the same time founding a group for teachers at Pre-School Education Community proves that they wish to work together on educating a Ukrainian child in diaspora and improve their professional standards (Klymyshyn, 1972, p. 11).

The research has established that in the process of holding UPSED their organizers tried to solve issues related to teaching and educational process, training and selection of professional staff for work at Ukrainian kindergartens, providing methodological, study and didactic equipment. Ukrainian teachers appealed to conscious community members, parents, pedagogues and asked to support them in this important matter since quality of Ukrainian pre-school educational institutions network organization, provision of all necessary equipment to kindergartens impact directly a number of children, outcomes of their study and therefore make Ukrainian kindergartens competitive among English-speaking American and Canadian pre-school educational system. It seems obvious that parents will prefer a kindergarten which will become for a child the first step to school studies, which has a perfectly organized teaching and educational process, which focuses education on development of a child's personality and conditions in which will not make them doubt. Such formal, as it may seem at first sight, issues might become an obstacle in educating new generation at Ukrainian kindergartens and nursery schools. Still they considerably impact perspective of Ukrainian pre-school education development in the USA and Canada, formation of national consciousness in new generations of diaspora Ukrainians and consequently the future of the community.

At the same time first UPSED showed that Ukrainian nursery schools ceased to be weekly children's meetings. They become full-time educational institutions which pay more and more attention to child's intellectual development. Pre-school teachers learn new requirements to educational institutions management and use this knowledge in their everyday practical work (Klymyshyn, 1972, p. 11).

It is worth mentioning that considerable attention to these organizational-methodological events was not occasional since success of Ukrainian Pre-School Education Days largely defined further development of ethnic pre-school education. It was also supported by such events as organization of nursery school's inspection, development of their organizational network and improvement of educational and managerial standards.

Source base study has shown that on October 28, 1973 in Toronto during a WPSEB assembly, a session for Ukrainian pre-school education and an exhibition of Ukrainian children's literature with special section for pre-school literature prepared by League of Children's and Youth Literature Workers were held. Besides, participants had a possibility to listen to the speeches «Ukrainian pre-school education in native land» by Iryna Tarnavska from Detroit, «Technology in a nursing school» by Lada Prokop from Detroit, «Possibilities for coordinating actions of Ukrainian pre-school education in free world» by Mariia Dolishna from St. Catherine's (Canada) and take part in a discussion on education issues (Vidbudetsia Z'izd i Sesiia Svitovoi Rady Doshkillia, 1973, p. 1).

In the field of methodological work, methodological lectures for nursery schools, kindergartens and school preparation classes were made and published for the first time, speeches were given and published, as well as teachers' course materials, curriculum workbooks and other study and methodology materials. «Board of Pre-School Education Leaflet» in «Native School» journal (issued by the School Board at UCCA) contained notices and reports on activity of the Board of Pre-School Education and district communities, instructions, articles on methodological topics and speeches from pedagogical and methodological conferences.

To confirm the abovesaid, it is worth saying that «Native School» journal, which was first issued in the USA in 1964, turned into a so-called tribune that was a place where organizers of Ukrainian pre-school education in diaspora, its workers, representatives of public communities had a possibility to share their experience in educating and upbringing children of pre-school age, raise issues in this area of social life of the ethnic community, promote achievements of world and Ukrainian pedagogy in the area of socialization of next generations.

Starting from 1965, I. Pelenska systematically had her articles with methodological focus published in the said journal and they helped pre-school education pedagogues organize their activity, provide proper standards of national education and children upbringing, implement modern methods of pre-school child's personality development. Let's mention some of them here: «Kindergarten» (1965, p.7), «Organizing nursery schools»

(1965, p.8), «A class at a nursery school» (1966, p.12), «A nursery school» (1967, p.16), «Second children's meeting» (1968, p.17), «A nursery school» (1968, p.19, 20; 1969, p.22, 23, 24; 1970, p.28), «A kindergarten playroom as a place for child's living and studying» (1972, p.34), «Space allocation in a preparation class» (1979, p.40), «Preparation class» (1973, p.40), «Ukrainian preparation class» (1974, p.41), «Studies in a preparation class» (1974, p.41, 44; 1975, p.47), «Preparation classes – study plans» (1974, p.42), «Preparation class» (1975, p.48; 1976, p.49, 51), «A lecture cycle follow-up» (1976, p.51). Article titles speak for themselves and periodicity of their publication shows attention and care of pre-school education organizers in diaspora about efficiency of educating and upbringing children of pre-school age.

Results

It should be mentioned that «Native School» journal, which is still being issued, published over 200 of materials in various genres which show work of Ukrainian pre-school education in western diaspora, in the USA and Canada namely, and thus contributed to improvement of work of pre-school educational institutions, enriched theoretical knowledge and practical experience of their workers.

We believe that of great support to organizational-methodological work of pre-school educational institutions teachers in the USA and Canada were publications of other pedagogues where they raised topical issues of pre-school education and upbringing in diaspora. Namely, they were «National education in pre-school age» by V. Matskiv (1966, p. 11), «Pre-school education» (1972, p. 34), «Preparation class – group classes» (1972, p. 36), «Preparation class – structure and materials» by V. Bezushko (1973, p. 38), «Child's development», «Play in education» and «Children's play» by E. Zharskyy (1966, p. 12), «Pre-school education» by O. Lototska (1965, p. 6), «Methodology of pre-school work» by L. Prokop (1978, p. 57), «Formation of child's thinking» by V. Fil (1972, p. 35), «Nursery class activities for children who can't speak Ukrainian» by V. Andrushkiv (1974, p. 41, 42) and others.

Articles about activity and problems of Ukrainian pre-school education were also published in women's («Our Life», «Women's World», «A Ukrainian woman in the world») and general interest («Freedom», «Ukrainian Voice», «Ray») ethnic periodicals for the Ukrainians.

Thanks to the above mentioned events of WPSEB and its district structures, as well as activity of educational divisions of women's organizations and mothers' committees in the USA and Canada, it became possible not only to stop decrease in the system of Ukrainian pre-school

education, but on the contrary, it started its spreading and development. Still, management of WPSEB considered state of native language pre-school education unsatisfactory because only a total of 115 nursery schools (classes conducted once a week) and kindergartens (classes conducted three or more days a week) and school preparation classes at native language schools with 1.500 children (over 600 children in the USA and over 600 children in Canada) worked in whole Ukrainian diaspora. It is surely quite an insignificant number compared to a total number of the Ukrainians in those countries and it should be taken into consideration that a number of nursery schools, pre-school and school Ukrainian culture classes impacts the future of the Ukrainians in a foreign land (Petriv, 1977, p. 3).

Conclusions

Analysis of activity of World Pre-School Education Board proves that it was first of all aimed at preserving ethnic-cultural identity of the young generation of the Ukrainians in countries of their settlement through opening and organizing work of a network of Ukrainian kindergartens. Besides, a significant item of the list of activities of the mentioned project turned out to be a Pre-School Teachers' Course which was created as a supplementary means for professional staff training in the area of pre-school education, namely for training Ukrainian kindergarten teachers in the USA and Canada. All attendees had a possibility to receive main knowledge on leading subjects despite a short training period of 4 months. As a result, the Pre-School Teachers' Course created a grounding for training Ukrainian pre-school specialist teachers, need for whom was so urgent in Ukrainian diaspora.

It should be stated that on top of generally pedagogical professional requirements which are set to all workers of the area of education, a kindergarten or nursery school teacher has to possess important personal qualities, set an example for children both during teaching and educational process and in everyday life.

References

- Cherednychenko, D., & Kyrpa, H. (1997). *Ukrainian kindergarten. Reader-book. Method. supplement to textbook for Ukrainian preschool* (Vol. 3). Kyiv: Torch.
- Completion of Course of Preschool teachers. (1966, June). *Our Life*, 6, 11.
- Congress and Session of World Preschool Council will take place. (1973, October 6). *Freedom*, 186, 1.
- Holovinskyi, I. (1965). *The role of kindergarten as an educational factor*. Collection of reports delivered at the Session for Ukrainian Preschool Affairs in Toronto,

- May 14-15, 1965. (pp. 3-19).<https://diasporiana.org.ua/wp-content/uploads/books/17125/file.pdf>
- Hrabko, M. (1977). The tasks of preschool education are important. *Ukrainian preschool. Collection of educational materials for Ukrainian families and kindergartens*. Ukrainian publishing house «Good Book», 208 (pp. 443-444). Toronto, Ontario, Kanada. <https://diasporiana.org.ua/wp-content/uploads/books/17886/file.pdf>
- Hrabovenska-Telepko, Ya. (1966). Child and teacher in kindergarten. *Collection of materials for the Course of preschool workers* (pp. 83-85). N.-Y., Philadelphia.
- I.V.P. (1965, September). Session and Preschool Board. *Our Life*, 8, 13-14.
- Klymyshyn, O. (1971, December 7). Ukrainian Preschool Days. *Freedom*, 225, 2.
- Klymyshyn, O. (1972, February). Ukrainian Preschool Days. *Our Life*, 2, 11.
- Klymyshyn, O. (1973, June 29). The need for Preschool teachers' courses. *Freedom*, 121, 4.
- Knysh, A. (1974, January). Preschool teacher's Course. *Native School*, 1, 14-15.
- Monchak, B. (1965). Requirements of kindergarten program. *Collection of reports delivered at the session for Ukrainian Preschool affairs in Toronto, May 14, 1965*. (pp. 1-23). Toronto. <https://diasporiana.org.ua/wp-content/uploads/books/17125/file.pdf>
- Preschool educators Course in New York. (1973, September 22). *Freedom*, 176, 4.
- Preschool teacher's Course. (1967, June). *Our Life*, 6, 2.
- P. (1971, November 4). Ukrainian Preschool Days. *Freedom*, 204, 4.
- Pasternakova, M. (1965). Which sowed – such a harvest. *Collection of reports delivered at the session for Ukrainian Preschool affairs in Toronto, May 14, 1965*. (pp. 21-29). Toronto. <https://diasporiana.org.ua/wp-content/uploads/books/17125/file.pdf>
- Pelenska, I. (Eds.). (1966). Collection of materials of the course of preschool workers, which took place within the educational commission of the Union of Ukrainian Women of America in Philadelphia from February 4 to June 14, 1966.
- Petriv, I. (1966, September). About the Course of Preschool teachers. *Our Life*, 9, 11.
- Petriv, I. (1977, May 5). National values come first (before the World Congress of Preschool). *Freedom*, 102, 2-3.
- UAW is preparing to hold «Ukrainian Preschool Days»(1971, April 28). *Freedom*, 79, 6.
- Ukrainian Preschool Days. (1971a, February). *Native School*, 2, 17-18.
- Ukrainian Preschool Days. (1971b, November 4). *Freedom*, 204, 4.
- World Preschool Council. Organizational activities. (1973, February). *Native School*, 2, 2-4.