

## Aspects of the educational process in school organization according to the researches written by Stepan Baley

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**Annotation.** The article gives the information about the prominent scientist and researcher of pedagogy and psychology in Ukraine and Poland Stepan Baley. The biographical information of the scientist is written in the article. The article presents the information about the researches of the scientist in the problems, concerning the organization of an educational process in school. The article shows the main views of the professor on the topic, gives the explanation, and provides main characteristic features of such notions as school class, psychological behavior of pupils in the class during breaks and lessons, the role of teacher, educator and school psychologist in the organization of an educational process in school and the education of a useful member of a society from the pupils according to Stepan Baley. The importance of work of a class supervisor as well as the school psychologist is presented in the article. The article discusses the main methods of the pupil's psyche research by the school psychologist and the teacher in the schools as well as the right way of composition of a school plan according to the researches done by Stepan Baley.

**Keywords:** *child, school, psychology, pedagogy, class, educational process*

School is one of the key institutions in the modern society that influence the development of a child's psyche. The main aim of the school is to develop pupil or children in every sphere, mentally, physically, psychologically etc. The important role of school is estimated by many countries and therefore they even have legislation that regulate the school activity. Modern society needs a good and useful members and school is one of the institutions that can give them to it. Even ancient Greeks, Romans and Egyptians understood the important role of school in the life of a society. Since many authors researched the importance of the school during the centuries and the most prominent of them in Ukraine were: V. Sukhomlynyskyi, O. Bezpalko, I. Sikorskyi, L. Koval, S. Khlebnik and others. One of the most prominent researchers of the problems of schools was Stepan Baley.

The aim of the article is to present the views and researches, done by Stepan Baley in the sphere of school and educational process in it. The materials were gathered in the Ukrainian and Polish libraries and archives. The scientific methods of analysis, synthesis and description were chosen to single out the necessary information and present it in the article.

Famous Ukrainian and Polish scientist was born on February 4<sup>th</sup> 1885 in the village Velyki Birky of Ternopil region in the family of school teacher. Stepan Baley got an excellent education as of that time. Firstly he studied in the elementary school and then in Ternopil gymnasium, having finished it he received a certificate of maturation. After school graduation he entered the Lviv University, where he studied psychology and philosophy at the Philosophy faculty at the University. He was one of the best student of the famous polish philosopher K. Twardowski. Having finished the university, Stepan Baley started to work as a teacher of psychology and logics in the Ukrainian gymnasiums in Lviv, Ternopil, Peremysl. In 1911 he presented his doctoral theses and received a diploma of Philosophy Doctor (PhD), under the scientific supervision of K. Twardowski. On the basis of his PhD diploma he obtained from the Austrian Ministry of Education a scholarship aimed at the further education of scientists in foreign countries. Thus, Stepan Baley went to Germany, then to France and Austria. In Berlin he visited lectures of professor K. Stumpf. Stepan Baley worked in the in the psy-

chologic and physiologic institutes at the Berlin University as well. He also visited private lessons of Z. Freud and the Austrian psychologist influenced S. Baley so much, that he wrote 5 researches that were published in German journals. During some period of time S. Baley studied in Sorbonne, Paris and in Vienna.

Having returned to Ukraine he wrote several scientific works in psychology and philosophy and after his studies in 1917-1922 he received a degree of doctor of all medical sciences. S. Baley actively worked in polish scientific circles and publications, he was an active member of Polish philosophic society in Lviv, member of Secret Ukrainian University in Lviv (1922-1924). In February 1928 he became a head of the department of educational psychology in Warsaw University. Since he participated in different polish scientific organizations and institutions and he became even the founder of some of them. S. Baley was honored the medal of Poland Revival and he was a member of the Polish Academy of Sciences.

Scientific work of S. Baley can be divided into two periods or parts: Ukrainian and Polish ones. Most of his works are written in the Polish language, since he worked for almost a quarter of century at the Warsaw University. However, there are also works written in the Ukrainian language as well. These are works on psychology, logics, pedagogy, philosophy and ethics. Polish scientific period of S. Baley began since 1928, when he moved to Poland.

Stepan Baley's scientific heritage include a large number of printed materials in the Ukrainian, Polish and German languages on medicine, psychology, philosophy, logics, pedagogics etc. The researcher of S. Baley's works M. Vernykov stated that the scientific heritage of the scientist does not count by the number of written works but by their objectivity and fundamentality. The works by S. Baley are big, concerning the size, clear with content and successfully compound theoretic, practical and experimental experience. [1] The most famous works of S. Baley are: "Psychology of the maturation age" (1931), "Essay of the psychology in connection with the development of child's psyche" (1935), "Essay on the educational psychology" (1938), "Characterology and typology of children and youth" (1946), "Essay on psychology" (1922), "Essay on logics" (1923) etc.

The concept of school as an educational institution and its importance on the child's education S. Baley wrote in his work "Essay on the educational psychology" (1938). In this book professor wrote about the role of the school and its components in the proper child's education. The function of school and its notion are written in the book as well.

Stepan Baley pays a great attention to the psyche maturity of a child for education and for going to school. The appropriate age for a child to go to school S. Baley consider the age of 6-7 years, thus when a child has covered certain stage of its life and has a well-developed intellect. S. Baley writes: "The maturity for school education is identified with the intelligence (wisdom) of a child" [3, p. 369]. The scientist pays attention not only to intelligence of a child, but to the ability of a child to concentrate its attention as well: "...additional component, except the intellect, is the ability to concentrate attention" [3, p. 169]. S. Baley states that the notion of school maturity of a child is a compound and constitute from the different parts of child's peculiarities: As a result we can see that the notion of school maturity is a compound notion and constitute from other components that needs further researches." [3, p. 371]. Such components, according to the professor, are not only intellect, but the ability of the pupils to study, to concentrate attention, the ability to think symbolically, to subordinate of the demands of the systematic study in the group under the supervision of a teacher etc. The education in school take part not only to achieve certain aims that are demanded by the educational program of a teacher, but this process should take place being in the harmony with the work of school society e.g. class.

School program is an important element of the process of education in school. S. Baley states that while the school program creation pedagogues take materials from different sources and from psychology as well. S. Baley wrote that: "...school program made by pedagogues must pass through certain psychological filter, concerning the method of teaching and education" [3, p. 495]. Advices that can give a psychologist to the authors of the school program have negative or restricted character due to the fact that they include such advices as a formality without paying attention to the quality of the very program. A psychologists having some knowledge about the pupils psyche development can say to the pedagogue that some materials of the school program do not correspond the psyche development of a pupil and thus do not correspond the interests of a pupils and as a result they will not learn the material. S. Baley emphasize on the fact that there should be a correspondence in the determination of certain subject towards the stage of the child's psyche development. Psychologists can state about the positive or negative impacts that will occur due to the usage of certain methods of teaching.

Stepan Baley states that the role of the school psychologists presupposes works not only in the process of the school program preparation to give to pupils good knowledge and develop children's brain, but to educate them to be good citizens and good people as well. Thus the school program should be projected in such a way that psyche needs will be taken into account in the appropriate time.

According to Stepan Baley the drafting of a school program, taking into account psychological demands, should be done in two stages:

1. Psychological construction of a school program should be oriented to such psychological tendencies and methods, that during the next stages of psyche development in a child the previous one can be as a ground for the next one. The psychological relevance of a material should be taken into account as well;

2. Having drafted a school program, it should be examined for psychological appropriateness of the proposed material for children [3, p. 497].

S. Baley noted that the school program can also contain some features of principles of social usefulness that mean that a pupil should be taught in such a way that the obtained knowledge in school can be used as a member of society. Thus, every child should be educated in such a way to be a good and useful member of a society. This kind of programs is peculiar for American schools. As an example author gives the educational program in Stephens College, where: "...every graduate of this college must have developed such kinds of character to be a good citizen of a country" [3, p. 500].

The important element while the development of a school program is taking into account the interests of pupils. That is done for pupils not only to receive material or rise the effectiveness of a study, but for the pupil to be interested in learning it and thus, he/she can easily absorb it and understand as well that is even more important. Pupils must be able to use the given material, not only know it. S. Baley noted that just listening or writing without using it in practice is not interesting to pupils and thus, the school program done for pupils just only to present them some kind of information is inefficient. The scientist claims that a teacher should use combinations during the process of education e.g. presenting the material with its practical usage.

Since the process of education in school is preformed in groups, S. Baley emphasized the importance of the rise of group activity as well. The scientist stated that the effectiveness of the received knowledge rise, if every member of a group is active and is involved in group's work. The result of a work of a whole group can be better than results of some of its members. The best example of such work is a discussion in which every member of a group convince each other and then they make their own result of conclusion. Such educational method gives positive results of learning and education and shows the possibilities of this group.

One of the main organizational unit in a school is a class. The main features of a school class discussed S. Baley is his works and they are the following:

1. The general norms of forming a school class that means that every child must be the same age, for pupils to move into the next class they should have some levels of knowledge, received in the previous classes etc.;

2. The leader or educator of a school class that is appointed by the school authority from the teaching staff. That kind of person should guide and lead the class and to help to form a stable and effective group from ordinary and different children;

3. A unity of pupils in one class or group is a feature of a class as well.

The process of a school class forming is long and needs a lot of efforts from a teacher. As an example Stepan Baley takes primary school classes, where children are totally

different and do not know each other. Such kids have different psyche and different type of behavior towards different situations and thus, the scientist calls this group of children a mass [3, p. 591]. Complete school class arise only after all children would know each other and would try to work and communicate with each other. Teacher plays one of the key roles in forming a class as well.

The process of unity of a certain amount of children in to class is doing gradually. Stepan Baley noted that at the beginning of the school year each child in a class respond when he/she is addressed as e.g. "I will do" or "I will go", but after some time or at the end of the first year they respond as e.g. "We will do" or "We will go". Pupils in one class very often consolidate themselves into one unified group. The reason of such consolidation is mostly the common thought about something or someone. One can see it in the following example: when one of the pupils makes some trouble to the school (breaks the window) and a teacher asks them who did it, pupils as a rule do not tell the child that had done that and this is a kind of consolidation in a class. As a result, such consolidation a class becomes a certain social group, which has some peculiar features and characteristics.

In this context Stepan Baley uses the term "class spirit" that he describes as the traditions and customs in class certain expressions and nicknames, given by this class, styles of dressing and manners in class [3, p. 601]. Usually in class is present some peculiar atmosphere that makes this class different from the others. Class in a school becomes a unity that overcomes together every difficulty or problem, laughs after said joke by the teacher. Solidarity of a class can be seen during even the lesson missing or its riot. In these cases the whole class or the major part of it is involved in. certain groups can be formed in class around some common idea and such groups can be several in one class and very often they can be against each other.

Stepan Baley stated that the school norms can normalize the content of a class taking into account the mental development of its members. Class members that do not correspond to the certain mental development in a class should be transferred to special classes for such children or, in worse cases – to the special schools or institutions [3, p. 593]. Nowadays such schools for children with special needs is no more rare case and parents that have such children send them to these schools. Such schools have specially developed educational plan with special teachers and pupils in such classes can study and learn material with greater effectiveness than in ordinary ones.

One of the main problems that arise during the process of education and learning is fatigue. Pedagogues and psychologists during the process of school program composition should take this problem into account, since tired person can not effectively accept and learn knowledge. S. Baley stated that: "Fatigue in school can depends on the type of school lessons and can have psychological or physical characters." [3, p. 571]. The fatigue in a person appears after some period of hard or intense work no matter physical or mental and the result of the fatigue is the reducing of energy in a person that, according to S. Baley, is more subjective than objective factor. The scientist provides the results of numerous researches on this topic and states that Monday and Friday is more fatigue days of the week as well as the Greek language, Math and Latin

are the most fatigue subjects in school. S. Baley notes that fatigue is a side effect in school and explains it as an unwillingness to the further mental work or as a symptom of boringness in pupils. Fatigue in school can also be caused by the work in group. S. Baley mentioned that the participation in a group can both, facilitate and complicate the work of a person [3, p. 586]. Work in a group presupposes that every member of this group should work in a certain rate that is set by the group, and not every pupil can cope with this working rate. Thus, this is a ground for problems concerning the fatigue to arise.

The important place in the organization of an educational process in school is taken by a teacher or educator. Stepan Baley stated that a class supervisor can organize work in a class or create some working environment that will facilitate the educational and learning process in the class. The influence of the supervisor depends on his or her attitude towards the class and children in it. Class supervisor should be on the one side of the "barricades" with the class and be a kind of against the other classes together with the children, he/she should be like a leader of the class and make them one whole and united. If the class supervisor will somehow neglect a class than the children will unify, but against their class supervisor [3, p. 599].

The important role in an educational process in school plays a school psychologist the main task of whom is to look after the children from the psychological point of view. Psychologist in a school not only can take care of the psychological health of kids, but he/she must take a significant part in the organization of an educational process and composition of a school program. While the composition of a school program a teacher should get more information about the interests of children, the adjustment of the presenting material with the children age and the psychological and mental abilities of children. Such information can provide a school psychologist. Psychologist can learn and get more information about the pupils in the school while observing their behavior and conduct additional psychological researches with them.

Stepan Baley noted that the psychological care of children in the school presupposes more detailed learning the psychological individuality of a pupil that would give more information of how to adjust the educational process towards the individual abilities and characteristics of certain pupil. That also would let to choose the intensity and loading of learning process. Stepan Baley noted that it is important during the process of education in school not only to develop intelligence of pupils, but also to educate in a pupil a complete personality and useful member of a society. Thus, psychological care in school can do both, school psychologist or teacher that has special knowledge in children psychology. School psychologist must do not only theoretical work in school, but also practical that presupposes conducting certain researches of the children's psyche.

Stepan Baley discussed the methods of researches of socio-psychological features of a school class. They are the following:

- Individual detailed characteristics of every pupil;
- Characteristics of certain psychological peculiarities of every pupil in their relations towards the other member of a class;
- Characteristics of a class and its life.

The important element in the researching of a school class is the behavior of pupils during breaks and lessons. It can include: help of pupils with answers during lessons, solidarity of a class during the defense of some pupil against whom a teacher accuses of, creation of some constant groups from the class during the breaks, leaving of school after lessons in some constant groups etc. one of the main methods of the class research is the answers of pupils for the questions about the life in the class or writing some kind of work for the same topics. The method of questionnaire is a good method of receiving the psychological information about a pupil as well.

**Conclusion.** Stepan Baley was one of the researchers of concept of a school. Having received a good education he became to conduct researches in pedagogy, psychology and philosophy. The concept of school as an educational institution and its importance on the child's education S.

Baley wrote in his work "Essay on the educational psychology" (1938).

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