

SOKOLOVA N.

National University of Physical Education and Sport of Ukraine

Forming of healthy way of life of pupils of institute of noble maidens is in Ukraine (XIX – the beginning of the XX Century)

Abstract. Purpose: to define major moments in the process of forming of healthy method of life in the woman educational meeting of Ukraine during XIX- XX centuries. **Material and Methods:** analysis and generalization of sources on this question. **Results:** it is set that not looking on the presence of wide normatively legal base regulating the healthy method of life of pupils of institutes of noble maidens, in practice due attention spared to neither the correct feed nor motive activity. **Conclusions:** research results confirm that through cruel orders in the walls of establishments, absence of the proper attention to the problem of health of students gradually popularity of institutes of noble maidens falls among young peoples.

Keywords: gymnastics, healthy lifestyle, institute of noble maidens, dances.

Introduction. In modern society the important place is taken by a problem of the formation of a healthy lifestyle at youth, their adaptation to modern realities. Usually the bases of culture of health have to take root from the early childhood by parents and tutors of educational institutions. Experts are faced by a difficult task to provide educational institutions with necessary methodical-instructive materials of this matter. Besides the work on educational and methodical grants for teachers demands from experts not only an appropriate preparation in the sphere of physical training, but also certain knowledge on history of the formation and the development of system of physical culture in our country. Only the accounting of the experience of predecessors will allow to improve the existing system and not to make a mistake of predecessors. For this reason the author considers it expedient to address to history of women's educational institutions, namely institutions for young ladies which worked in the territory of Ukraine throughout the XIX century – at the beginning of the XX century. After all, the development of female education in Ukraine in the XIX century unlike the present had certain features which concerned not only the list the studied disciplines, but also questions of a rational day regimen and healthy life of children.

The historiographic analysis of a problem testifies that the complex research of a question of the formation of a healthy lifestyle in specialized women's educational institutions – institutions for young ladies wasn't conducted in Ukraine, abroad. Native literature contains information on features of the organization of training and educational work in institutes. The considerable contribution to the scientific studying of this subject was made by such researchers as O. Kalenik [4], V. Dobrovolska[2], O. Anishchenko [1], T. Cukhenko [6] and others. However there were problems of studying of standardly legal base out of sight of scientists concerning a healthy lifestyle at institutes of the XIX century – of the first part of the XX century.

Communication of the research with scientific programs, plans, subjects. The work performed within a subject of the RW of the chair of social-democratic disciplines "The paradigm of a healthy lifestyle in a discourse of physical training and sport" (the number of the state registration is 0111U001716).

The objective of the research: the illumination of historical conditions of the formation of a healthy lifestyle and the formation of the concept of physical training in women's secondary educational institutions of Ukraine throughout the XIX century – at the beginning of the XX century.

Material and methods of the research: in the work it is used problem- chronological, analytical, comparative-historical and descriptive methods of the research.

Results of the research and their discussion. Educational institutions for girls function from the second half of the XV III century in the Russian empire, after all ladies got only education at home earlier. So, the first Imperial educational society of noble girls known as Pitch institute for everybody begins to work on May 5 in 1764 in St. Petersburg. Subsequently the similar establishments open throughout the XIX century in Kharkov (1811), Poltava (1818), Odessa (1928), Kerch (1835) and Kiev (1838). These educational institutions trained educated wives for noblemen and beautiful mothers who are capable to bring up their children correctly. In general

the whole educational process was reduced to the solution of three main tasks: physical improvement, moral education and intellectual development [2, p. 116]. Physical improvement was limited to teaching subjects of a labor cycle: girls were acquainted with rules of housekeeping, technology of cooking and tailoring and so forth. Moral education is directed on strengthening of love to an order, work at girls; they had to understand the place in of that time society and a family. Intellectual development was represented by studying of different sciences and arts (music, drawing, dances). However, unlike documents which regulated the activity of institutes, in real life educational and educational process ladies left much to be desired. Not without a reason, pupils of these educational institutions constantly note the low education level which they received also to severe a discipline which dominated in institute in the memoirs. Girls tore off from a family, compelled to survive in a limited environment and to obey the orders of seniors implicitly.

In institute girls of the age from 5–6 years old were accepted for the term of a study of 12 years, thus parents had no right to take away children to the termination of an institution [5, p. 743].

The process of a study was divided into four stages, depending on the age of schoolgirls:

1. From 5–6 years old till 9 years old.
2. From 9 till 12 years age.
3. From 12–15 years old.
4. From 15 till 18 years old.

Since the beginning of the XIX century a training course at institutes is reduced till 6 and also is divided into three stages with biennial study. At each stage girls studied a certain list of disciplines. So, at the younger age the emphasis was placed on languages, arithmetic, drawing, music and dances. From nine years old geography, history and economy were added. The third stage provided the development of bases of a source study, architecture and heraldry. The senior schoolgirls repeated the whole learned material, and also improved the manners, acquired rules of etiquette [5, p. 744]. Girls were engaged in needlework and studied housekeeping bases throughout the whole term of a study.

Such disciplines as music and dances were recommended to be engaged together for all pupils of different age. Girls began to play music for four hours for a week from 12 years old seriously, took dancing classes two hours for a week since childhood [7, p.136-139]. It should be noticed also that the salary of a dance teacher was one of the highest – 400 rubles for a year, only music-masters received most of all – 500 rubles. On average the teaching structure of institute received 300 rubles [7, p. 152-153]. This fact can be explained to that, in the absence of a separate subject on physical training, the considerable attention was given to dances in the educational process which were perceived not only as pleasant entertainment on balls, but also a way for the achievement of a beautiful bearing at girls. French technique of teaching dances was used exclusively during this period in Institution for young ladies that included at itself polonaise, waltz, polka, mazurka, quadrille, and cotillion – easy and mobile dances.

In addition, from 1852 at the initiative of the chairman of Educational committee, prince P. Oldenburzky girls began to study a new subject – kalistiniya – special gymnastics which is developed by the Swedish gymnast Gustav Pauli for girls. It was recommended to give classes by kalistiniya under the supervision of a doctor, to avoid difficult exercises and it is obligatory to consider a physical condition of each pupil [7, p. 303]. However, as graduates of the institute remember, a due attention wasn't paid to physical training only one-two hours for a week to dances therefore it isn't surprising at all that girls grew sickly and painful [3, p. 234].

Thus it should be noticed that doing gymnastics and dances caused quick interest from schoolgirls. Dances in general were perceived as the entertainment and the real holiday. On Sunday girls were allowed to arrange internal small balls and to dress elegant tapes and velvet ribbons [3, p. 259]. The real balls were arranged for ladies three times for a year – at birthday of an empress, for an institute holiday and on January 1. On these actions girls danced, regaled on candies, fruit and lemonade. The New Year's ball was always fancy-dress for which ladies prepared some months [3, p. 36-37].

In the charter of institute also the daily routine of pupils was defined. The day of schoolgirls began at 6 o'clock in the morning at all institutes and was distributed with a difference in an hour - one and a half, as follows: girls had to say a prayer, have breakfast and prepare for classes till nine o'clock, namely to the beginning of lessons. The first part of the educational process came to the end at 12 o'clock, throughout this time 2 one and a half hour lessons were provided. Lessons were recommenced about 15 o'clock after a lunch and the one-hour break which is taken away for rest and lasted till the 18th o'clock. After an hour rest, girls prepared homework

and were engaged in needlework for 2 next hours. During self-preparation, schoolgirls were forbidden to talk, move, look back, their behavior was limited to sitting on their place, looking at one point and repetition about itself the studied material [3, p.240]. The day came to the end with a dinner and a prayer. In general the religion took an important place in the educational process of girls. Except a double daily prayer, on Sunday and for big holidays, girls together with tutors without a fail visited a church service during which it was forbidden to talk among themselves to them, and to listen to a priest with fear and respect [5, p. 750].

The regulations of Institutes provided an assignment of separate time for rest. The existence of a recreational room or a certain big room for rest was an indispensable condition of functioning of each institution. Instructions recommended to teachers to walk pupils, to be engaged in physical activity. Before tutors the task was put to attract to entertainments of all schoolgirls [2, p. 753]. However rest-hours were limited, at best, to walks in an institute garden under a rigid control of a leader teacher. The girls who were frightened of a punishment were compelled to limit the walks by slow walking and to avoid outdoor and noisy games [3, p. 238]. In general, the everyday life of ladies was limited to walls of Institute, only sometimes they visited city churches or the senior girls had an opportunity to bathe in the river in the morning close to fifth o'clock [3, p.251].

Five hours for day were taken away for a study (three hours – from 9 till 12 o'clock – to a lunch and two – from 14 till 16 o'clock – after it). On Saturday girls repeated the learned material and read fiction French or German languages. Sunday was considered as a day off [7, p. 142-151]. In 1797 at the initiative of the empress Maria Fiodorovna a number of hours, taken away for a study, increased to eight (from 8 till 12 o'clock before a lunch, and from 14 till 16 o'clock – after it). After-dinner hours on Wednesday and Saturday, and also Sunday were allocated for rest.

Three times per day schoolgirls visited the general dining room. They were allowed using only simple and healthy food. Interestingly that separate government resolutions regulated the daily menu of pupils of institutions for young ladies. They always were given bread and butter, cheese or sausage, and also milk porridges (made of fine-ground barley, buckwheat, semolina, millet) for breakfast; lunch included some soup, a garnish with meat and a dessert (cheese cakes, brushwood, pancakes, with jam, sweet pies) [7, p. 316]. During the entertainment tutors had to teach pupils to table etiquette and watch a correct posture. Much attention was paid to hygiene (instant of hands, rinsing of a mouth) both before food, and after it [5, p. 752]. However, as often it happens, realities of life differed from official documents and orders. By the memoirs of the pupil of Kiev institution for young ladies of M. Voropanova, breakfasts and lunches were tasteless and low-quality. So, some soup was served cold and muddy, meat with fat, and desserts are sticky also toffees, flies, either their porch or a quote were often found in a stuffing. Girls drank cold tea, divorced with sugar syrup from a quarter of a roll and a bread slice. Thus schoolgirls always received an accurate portion of food, and quite often remained hungry [3, p. 245].

The day for pupils of different age came to the end in separate time. 9 hours were allocated to the youngest children for a dream; to the second age group – 8 hours, to the third – 7 hours 30 minutes, the oldest one slept – 6 and a half hours. Schoolgirls had a rest in general big rooms which had a fireplace and an extract for the best airing of a room. Doctors which positions are provided in the staff list watched over health of children [5, p. 754-755].

A rigid regulation of life of schoolgirls, class character of institutes, discrepancy of quality of education, realities of time when the education priority was stored over a study, the reduction of number of pupils and the popularity of this educational institution was entailed at the beginning of the XX century. The increasing advantage over institutions for young ladies is gained by gymnasiums which weren't a cell of conservatism and provided the education necessary for the work in an industry and a social production. With coming to the power of Bolsheviks, the need for institutes disappeared as they didn't answer the existing educational system.

Conclusions. Therefore, institutions for young ladies became the first secular female educational institutions of the country. Training of girls from prosperous merchant and noble families to public life became the purpose of data of educational institutions, allocating them a role of beautiful wives and mothers. The diploma of institute also guaranteed to pupils of employment in women's educational institutions and prosperous families to a position of a teacher or a governess. The existing charter of institutes completely regulated life of schoolgirls from a daily routine to the menu in the dining room. Rather tough rules of a conduct became complicated even more by the existing stereotypes in these educational institutions. The main rule of education of an institution – is submission to the senior, fear of a punishment. During a day girls learned languages diligently. The God's

Law, fundamentals of mathematics, social sciences, but thus the attention to a physical condition of pupils was almost not paid. A continuous starvation, an inactive way of life turned schoolgirls on sickly faces and this with the fact that teaching dances and gymnastics was provided in the schedule. However two-hour week lessons couldn't replace with dances necessary for the growing-up organism of walk and outdoor games in the fresh air. Therefore it isn't surprising that modern and less conservative gymnasiums get of great popularity at the beginning of the XX century whereas a number of pupils of institutions for young ladies were more and more reduced every year.

Prospects of the subsequent researches. The subsequent researches should be directed on studying of features of the formation of a healthy lifestyle in women's educational institutions of Ukraine in the post-revolutionary period.

References:

1. Anishchtnko O. V. *Rozvitok profesijnoi osviti zhinok v Ukraini (II polovina XIX – pochatok XX stolittya): dis. kand. ped. nauk* [Development of trade education of women is in Ukraine (II a half of XIX is beginning of XX of century)], Kyiv, 2000, 279 p. (ukr)
2. Dobrovol'ska V. A. *Navchannya v institutakh shlyakhetnikh divchat Pivdnya Ukraini drugoi polovini XIX – na pochatku XX stolittya* [Studies in the institutes of noble maidens of South of Ukraine of the second half of XIX – at the beginning XX of century], Kyiv, 2009, vol. 3, pp. 114–117. (ukr)
3. Martina G. *Instituti blagorodnikh davits v memuarakh vospitanits* [Institutes of noble maidens are in the memoirs of students], Moscow, 2013, 288 p. (rus)
4. Kalenik O. V. *Osoblivosti organizatsii navchalnoi ta vikhovnoi roboti u Kharkivskomu instituti shlyakhetnikh divchat v 1812–1919 rokakh* [Features of organization of educational and educator work are in the Kharkiv institute of noble maidens in 1812-1919], Kharkov, 2012, vol. 44, pp. 120–126. (ukr)
5. *O vospitanii blagorodnikh geviz v Sankt-Peterburge pri Voskresenskom monastire* [About education of noble maidens in Saint Petersburg at Voskresensky monastery], Sanckt-Peterburg, 1830, vol. XVI. (rus)
6. Sukhenko T. V. *Serednya zinocha osvita v Ukraine (XIX – pochatok XX st.): avtoref. kand. ist. nauk* [Secondary woman education is in Ukraine (XIX is beginning of XX of century)], Kyiv, 2001, 20 p. (ukr)
7. Cherepnin N. P. *Imperatorskoe vospitatelnoe obshchestvo blagorodnikh deviz: istoricheskij ocherk (1764–1914)* [Emperor's educator society of noble maidens: historical essay (1764–1914)], Petrograd, 1915, vol. 3, 754 p. (rus)

Nataliia Sokolova: PhD (History); National University of Physical Education and Sport of Ukraine: Fizkultury str. 1, Kyiv, 03680, Ukraine.

ORCID.ORG/0000-0002-5393-8567

E-mail:sokolik_n@ukr.net