

**CONTENTS OF PREPARATORY PREPARATION PREPARATION  
IN GALICHYNA AT THE BEGINNING OF XX CENTURIES**

The essence of each state's educational policy is determined by the demands of society, the needs of the public, parents and children. Due to the rapid changes in the contemporary cultural life of the Ukrainian people, the content of the training of pedagogical specialists is in need of constant updating. After all, they must ensure the quality of the tasks of the educational process in different educational institutions with specific age groups.

The content of the training of preschool children was paid insufficient attention, which determined the purpose of our article. Its improvement should be based on the pedagogical experience gained during the birth of the education system of preschool specialists. Methods: analysis and synthesis, systematization and generalization of theoretical data presented in scientific literature.

On the basis of the analysis of the system of preschool education and the peculiarities of the training of educators in Halychyna at the beginning of the 20th century, the content of teaching students in the teacher's seminaries, on courses of training and in pedagogiyas is considered in the article; preschool institutions are needed specialists of different specialties (educators, psychologists, assistants, doctors) are proven in the article; in the period under study we developed a comprehensive approach to the content of the training of preschool teachers, students underwent extensive practical and theoretical training (they studied hygiene, psychology of the child, experimental psychology and pedagogy, technique by F. Frebel's, methods, movement with the basics of medicine, etc.) are accented. At the beginning of the 20th century in Halychyna the practical and theoretical foundations of preschool pedagogical education have been formed. The content of the training of preschool workers was gradually supplemented and provided: spiritual, psychological, pedagogical, methodological, health and hygienic components, the essence of which requires further research.

At the beginning of twentieth century in Galicia, as in other territories of Ukraine, practical and theoretical foundations of pre-school teacher education were formed. The training of specialists was primarily related to the expansion and development of childcare facilities. It was in them that educators were able to gain practical experience as an important component of vocational education. On the basis of pre-school institutions there was often theoretical training, teaching on hygiene, child psychology, experimental psychology, pedagogy, methodology, etc. The materials worked out were summarized in one of the first guidebooks published by the Native Society in Lviv in 1936 under the name Ukrainian Preschool. It was based on the ideas of Sophia Rusova's kindergarten and had the following sections: "Kindergarten", "Childcare", "Hygiene in kindergarten", "Methods of teaching in kindergarten", "Song and Fun", "Kindergarten". The author draws such conclusions and outlines the prospects for further research.

Despite the difficulties, the non-state status of Ukrainian education, the network of pre-school educational establishments expanded during the period under study, the system of training specialists for pre-school institutions was approved, and methodological and organizational foundations for working with children were developed. Using the official concept of upbringing, the principles of national upbringing (through the study of the mother tongue, oral folk art, the use of folk upbringing traditions, the principles of ethno-pedagogy) were the starting points in the content of the activities of tutors for Ukrainian children. At the same time, the system of pre-school education was based on the European traditions of child-rearing, largely represented by F. Frobel's heritage.

Preschool institutions at that time needed specialists of different specialties: tutors, psychologists, helpers, doctors. Therefore, the content of training preschool workers was gradually supplemented and complicated, providing: spiritual, psychological, pedagogical, methodical, health and hygienic components, the essence of which needs further study.