

Sociology of childhood in Russia

Last two decades in Russia the special sociological theory of childhood is being actively formed, for a substantiation of its status the paradigm approach of the middle range theory of R.Meron is used. The sociology of childhood is a theoretical construction explaining specific concrete actions, processes in socium concerning childhood investigated with the help of special sociotechnics. Sociology of childhood in Russia is characterized by the own theory of local spheres of research connected closely with separate areas of concrete real daily life; the special empirical orientation of development. In connection with serious changes in social policy of the state the importance of such theory for politicians, teachers, social workers grows in connection with its orientation by their interesting object, its instrumentalism.

In a history of sociology of childhood in Russia we allocate some conditional periods.

1-st (before revolution of 1917) is characterized by realization of separate, local researches, search of methodology and technique of realization of researches of childhood. Among pre-revolutionary researches we shall note: carried out(spent) in 1900-1901 rr. study of social conditions of pupils' life of urban primary schools of Nizhni Novgorod, Tiflis surveys in 1908, 1909, 1911 about ideals of schoolchildren. The professional interests of the graduates were studied by scientists of Moscow in 1909 and 1911. The sociologist N.A.Rybnikov has carried out study of reflection of Russian life in youth folklore, having analysed 60 various new chastushkas. The life of the rural schoolchildren became a subject of study of the sociologists in 1912-1915, the qualitative and quantitative analysis of the compositions of the pupils was chosen as the method of research.

2 period which has captured 20-30 years XX of century can be characterized as the formation period of the Soviet sociology of childhood, when the deep theoretical and empirical researches of childhood were carried out, the scientific establishments studying sociological aspects of childhood were created. The researches in 1920 - 1930 s were carried out under the direction of state bodies. The social - pedagogical researches which were carried out in families, schools, libraries, pioneer groups, children's houses, were focused on study of process of formation of the new personality, considered this process in interaction of social environment and person. First of all we name researches of social ideals of the schoolchildren, attitude of children to problems of modernity, to October revolution, to Communist party, Young Communist League, pioneer movement, socialist construction etc. The given problems were investigated by L.V.Arkhangel'sky, M.S.Bernshtein, A.M.Gelmont, A.Durikin, N.N.Iordansky, N.A.Rybnikov etc. In the specified period the complex researches "the Country child ", "Children and October revolution . Ideology of the Soviet schoolchild ", "The Factory teenager" etc. were carried out

Further for several decades the sociological researches of children and teenagers

were not carried out. In 1936 the sociology was named as a pseudo-science, the empirical researches of childhood have stopped.

The next, 3-rd period began in 1950 -s, when the scientists have addressed to use of methods of the social - pedagogical analysis again. In this period in Chelyabinsk, Irkutsk, Moscow, Perm and other regions a number of local researches was organized. This research and numerous followed for it in 1970 -s and 1980-s. mainly opened problems of public activity of children of pioneer age and considered formation of the certain ideals and value orientations as the purpose and task of the directed pedagogical education, and children as object of this education.

Since 1980-s there are bases to speak about the following stage of development of sociology of childhood. In 1980-90-s a number of the scientists steadfastly studied) ideals and value orientation of youth (I.S.Kon, A.V.Tolstykh etc.). In 1982 sociologist I.S.Kon considered that the methods of sociology are most adapted for of synthesis of various sciences about childhood. He offered the first complex program of study of childhood.

At the end of 1980-s - beginning of 1990-s during perestrojka large-scale sociological researches of ideals and ценностных of orientations of the teenagers and children on the basis of scientific centers of Young Communist league комсомола were carried out. For last decade more 20 doctor's and candidate theses on sociological aspects of modern childhood were defended. For today a number of research institutes of the Russian Academy of Education, departmental centres of Ministry of Education are engaged in problems of educational process, modern condition of education, actively studying a subject role of children in these institutions. The Institute of Childhood at the Russian Children's Fund has focused the attention on social problems of children who are taking place outside of family bringing up. Among large-scale researches are the projects of M.L.Gainer " Legal consciousness of the teenagers " (1997-98), Institute of Family and Education " the Modern urban teenager " (1997), S.B.Tsymbalenko, A.V.Sharikov, S.N.Shcheglova " the Russian teenagers in the information world "(at support ЮНИСЕФ) (1998).

The purposeful activity on institutionalization of sociology of childhood is being conducted by the representatives of sociological school of Institute of youth under a management of S.N.Shcheglova. The object of sociology of childhood is determined as a structural component of a society reflecting social and cultural changes. A subject of study are the specific roles "child" and "adult", social norms and instructions realizing appropriate roles, children's subculture. The features of group behaviour of social - demographic group of children's age, law of development of children's communities (formal and informal) are considered. In focus of attention are the problems of realization of the rights of children in Russia.

The prospects of the further development of the special sociological theory of childhood are determined. The first way of development of sociology of childhood consists in designing inside sociology of childhood of some structural directions:

- By age criteria (sociology of early childhood, sociology adolescence etc.);
- On subject domains (sociology of the rights of the child (Rybinsky E.M.,

Shcheglova S.N.), sociokinetics of childhood studying children's movement (E.V.Titova), sociology of children's subculture (S.B.Borisov, I.A.Butenko etc.), sociology of children's reading (V.P.Chudinova) etc. The second way is connected with development and filling of structural sections of a science: historiography, methodology and technique of research of childhood.

In 1996 in publishing house of Institute of youth "«Socium" was published first in Russia the manual « Sociology of childhood », program and study-methodical materials of the course, prepared by S.N. Shcheglova. For the first time in 1998 the fact of existence of the given branch was fixed in a reference media "Children's movement. The dictionary - directory" (Moscow - Minsk, 1998). The formation of the sociology of childhood is promoted by its study as educational discipline. Since 1995 the students of faculty of social work and information systems of Institute of youth are having special course. Since 1998 his subject is included in the educational plan of branch of retraining of the Centre of education of youth "Democracy and Development" for the children's and youth workers.