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## **STEFAN BALEY'S PERSONALITY AND SCHOLARLY ACHIEVEMENTS IN THE FIELD OF CHILD AND CHILDHOOD RESEARCH**

Українська наука пройшла довгий і складний шлях у процесі свого розвитку. Значна кількість українських вчених переїхала за кордон через політичні, соціальні, ідеологічні та економічні фактори. Так сталося зі Степаном Балеєм (1885–1952), українським та польським ученим, психологом, філософом і педагогом, якому довелося емігрувати до Польщі. Здобувши ґрунтовну освіту на Галичині та закордоном, вчений присвятив усе своє життя дослідженню та висвітленню проблем виховання, навчання та розвитку дітей. Він був одним із засновників педагогічної психології у Східній та Центральній Європі та автором великої кількості праць. Він пережив Першу світову війну, Українську революцію 1917 р. та Другу світову війну. Першу половину життя він прожив у Львові та Галичині, а іншу частину – у Варшаві. Він мав контакти з науковцями багатьох країн, зокрема Польщі, України, Німеччини, Австрії, США, Франції та Швейцарії. Вимушений переїхати до Польщі через політичні та соціальні фактори, він став одним із видатних науковців та діячів польської науки, але залишився в тісному контакті з науковцями в Україні.

Центральним об'єктом його дослідження були дитина і дитинство, процес розвитку психіки дитини, виховний вплив на дітей. Степан Бaley всебічно досліджував дитину, використовуючи свої знання не тільки в психології та педагогіці, а й у медицині.

У статті викладено ідеї Степана Балея щодо розвитку дітей та їх виховання в школі та сім'ї; організації процесу навчання в школі; важливості та практичної діяльності вчителя; наведено його практичні поради щодо укладання шкільної програми та вибору тематики уроків; розглянуто його переконання стосовно виключення зі шкільної програми тих предметів, які не будуть потрібні учням як членам суспільства у майбутньому. Науковець підкреслював важливу роль шкільного психолога у школі, наголошуючи на його участі у виховному процесі та навчанні учнів. Степан Бaley вважав дитину особистістю з власними інтересами, бажаннями і страхами; дитину він розглядає, використовуючи психологію зрілої людини; дослідник наголошував на адаптації навчально-виховного процесу до потреб та інтересів дитини; досліджував питання втомлюваності дитини в школі та шляхи її уникнення. На його думку, виховання дитини має ґрунтуватися на її потребах та інтересах, враховуючи її інтелектуальні та фізичні здібності, а також індивідуальність. Вчений акцентував увагу на адаптації вчителів та педагогів до особливостей дитячої психіки; на адаптації шкільного матеріалу до віку учнів. Для досягнення вищезазначених цілей Степан Бaley наголошував на детальному вивченні та дослідженні кожної дитини в класі та визначенні її психічних особливостей, залучаючи до цього процесу шкільного психолога.

У статті також подано порівняльний аналіз ідей та поглядів Степана Балея і думок інших відомих вчених-дитиноцентристів, зокрема таких: І. Сікорський, О. Музиченко, Т. Лубенець.

*Ключові слова: Степан Бaley, наукові досягнення, педагогічна психологія, дитинство, виховання дітей, дитиноцентризм.*

Украинская наука прошла долгий и сложный путь в процессе своего развития. Значительное количество украинских ученых переехало за границу из-за политических, социальных, идеологических и экономических факторов. Так произошло со Степаном Балеєм (1885–1952), украинским и польским ученым, психологом, философом и педагогом, которому пришлось эмигрировать в Польшу.

Он был одним из основателей педагогической психологии в Восточной и Центральной Европе и автором большого количества работ. Он пережил Первую мировую войну, Украинскую революцию 1917 г. и Вторую мировую войну. Первую половину жизни он прожил во Львове и Галичине, а вторую – в Варшаве. Он поддерживал контакты с учеными многих стран, в частности Польши, Украины, Германии, Австрии, США, Франции и Швейцарии. Вынужденный переехать в Польшу из-за политических и социальных причин, он стал одним из выдающихся ученых и деятелей польской науки, но остался в тесном контакте с учеными в Украине. Центральным объектом исследования ученого были дети и детство. Он использовал свои знания в психологии, философии, социологии, педагогике и медицине для изучения развития и воспитания ребенка.

*Ключевые слова: Степан Балей, научные достижения, педагогическая психология, детство, воспитание детей, ребенокцентризм.*

**Problem statement.** The end of the 19th and the beginning of the 20<sup>th</sup> century is characterized by the formation and development of the Child-centered approach in pedagogics. This notion presupposes that a child is the central element of the educational-teaching process. All materials, methods, and activities are created and adapted to the child's interests, needs, and demands according to this approach all. The main element of the child-centered approach is the pedagogics that comes from a child. Education and learning process should not be conducted on the basis of already prepared and set school syllabuses, schedules, manuals, books, and rules. They should be oriented to the child's interests and needs. Child-centered ideas presuppose that the organization of educational process in a school should be conducted in such a way that the personality of a child could have the greatest possibility to show itself through games, talks, quizzes etc.

Child-centered ideas are present in pedagogical ideas and scientific publications of O. Decroly, J. Dewey, J.-J. Rousseau etc. The approach was presented in Ukraine by such famous pedagogues as: I. Sikorsky, T. Lubenets, O. Muzychenko etc as well. The child-centered approach is shown in publications and research activities of the Ukrainian and Polish scholar, pedagogue, psychologist Stefan Baley. His child-centered ideas were researched by the following Ukrainian scholars: O. Honcharenko, Yu. Vintiuk, M. Vernykov, A. Iatyshchuk, N. Fanenshtel and others. The great contribution towards the research of child-centered ideas of the scholar was done by O. Kvas in her monograph concerning the history of child-centered ideas.

The novelty and the actuality of the article lie in the research and publication of Stefan Baley's child-centered ideas that can be widely used nowadays, especially in the current process of the schooling system reforming. His ideas concerning the personal approach of the learning process, the personality of a teacher and a school psychologist, table of child psyche development, the organization of lessons conducting etc. can be widely used nowadays.

**The purpose of the article** is to present child-centered ideas of Stefan Baley and compare them with the same ideas of other famous pedagogues.

Stefan Baley is a prominent Ukrainian and Polish scholar, psychologist, and pedagogue. He is considered one of the founders of pedagogical psychology in Eastern Europe, published widely, and conducted research that contributed to the development of Ukrainian and Polish scholarship. His life and achievements serve as examples of cross-cultural interaction between Polish and Ukrainian cultures.

Stefan Baley lived through the two World Wars, spent half of his life in Lviv and the other half in Warsaw. While in Galicia, he contributed to the development of Ukrainian scholarship, especially psychology, philosophy and psychoanalysis. Due to the fact that he participated in underground political, educational and social organizations in Western Ukraine, he was not allowed to work at Lviv University. However, he managed to enter Warsaw University with the help of his Polish friends, where he worked for about 25 years, maintaining close connections with Ukrainian scholars.

In this context, it should be mentioned that Galicia had been a part of the Austrian-Hungarian Empire till 1918 and was named Kingdom of Galicia and Lodomeria. After the First World War the Western Ukrainian People's Republic was proclaimed on the territory of Galicia, which existed between 1918 and 1919. The existence of the Republic ended when Polish troops entered Lviv. Galicia was part of Poland from 1919 to 1939 when Soviet armed forces entered. For a short period from 1918–1919, Ukraine existed as a state on the territory of Galicia.

Stefan Baley was born in 1885 in Ternopil, a region of the Austrian-Hungarian Empire. After completing gymnasium, he entered Lviv University's Philosophy Department in 1903. There he met Kazimierz Twardowski, who became his teacher, mentor, and advisor. Stefan Baley presented his PhD thesis in 1907 under the supervision of Kazimierz Twardowski, a Polish philosopher, and founder of a School of Philosophy that included scholars from all over the country.

Kazimierz Twardowski studied philosophy at Vienna University with Franz Brentano. He continued his studies of psychology in Leipzig and Munich. Franz Brentano played one of the key roles in Kazimierz Twardowski's life who, in turn, taught Stefan Baley. Kazimierz Twardowski stressed on the importance of using psychology in philosophy, arguing that philosophy can be researched with the help of psychology. Psychology, according to Kazimierz Twardowski, is the basic science for philosophy [1]. **Thus, for better understanding, one should use descriptive psychology**, which, according to the scholar, is based on the experiment. It is important to mention that Stefan Baley often referred to the psychological experiment and published his work on psychological experiment titled "Experiment in the psychological science" (1913). Both scholars had a shared vision on the subject matter of psychology. K. Twardowski even named the subject matter of psychology a human soul [4, p. 117]. This similar notion is seen in the work of Stefan Baley's "Essay on psychology in the connection with the development of a child's psyche" (1935). However, Stefan Baley mentioned that the soul would be the subject matter of psychology in the case when under the notion of «soul» one means psychological phenomenon. Otherwise, this notion would be the subject matter of philosophy [11, pp. 9–10]. Thus, both S. Baley and K. Twardowski mentioned that modern psychology (*psychology of the beginning of the 20<sup>th</sup> century*) is a descriptive and experimental science [1, p. 34].

It is obvious that the scientific views of Stefan Baley were influenced by those of K. Twardowski. The common feature of the two scholars lies in the fact that the two personalities were philosophers, who dedicated a large part of their lives to the research of psychology. They had common scientific interests and similar topics of work. Stefan Baley even wrote his PhD work on psychology under the supervision of K. Twardowski.

One of the most important periods of Stefan Baley's life was in the Lviv Warsaw School of Philosophy, which was founded by K. Twardowski. The school united prominent Polish and Ukrainian scholars in different spheres, such as: pedagogy, psychology, literature, philology, linguistics and art. The members of the School were: S. Baley, S. Blachowski, V. Vitvicki, M. Kreutz, B. Navrochynski, Yu. Klainer, Ye. Kurylovych, M. Treter, K. Sosnitsky, M. Hembarovych and others. The task of the School was to research philosophy comprehensively by using scientific criticism. The assembly was held in the form of a conference, where a speaker gave a speech on a certain topic which was followed by a discussion followed in which everyone participated [14]. Stefan Baley gave a speech eight times on psychology related topics. The Lviv Warsaw School of Philosophy ended when World War II broke out. Poland was occupied by Germany and Soviet troops entered Galicia. Everything that was out of the ideological principles of the Soviet Union was banned, so was the School. The Lviv Warsaw School of Philosophy is an example of united international scientific cooperation, which proved to be rewarding to both, Ukrainian and Polish nations. Stefan Baley showed himself as a talented and prominent psychologist, philosopher and literature analyst while being a member of the School. That time he published such works as: "Essay on logics", "Essay on psychology", "Experiment in psychology", "Note on the influence of hypnosis on sleep", "On the psychology of Shevchenko's creativity", "Fever and consciousness" etc.

The other important event in Stefan Baley's life was his two year internship in Germany and France. He visited and researched in the Universities of Berlin and Paris. Stefan Baley received a grant from the Austrian government for two years study in the universities abroad. He had a possibility to attend the lectures of Karl Stumpf, who researched psychological problems of sound tone perception. Stefan Baley published four articles in Germany that were focused on psychology as a result of the internship and research activities.

Stefan Baley worked in the Secret Ukrainian University in Lviv. It was founded by the prominent Ukrainian scholars as a result of the process of closing down Ukrainian departments in Lviv University and the prohibition for Ukrainian students to study there by the Polish government. Stefan Baley conducted lectures on psychology and logics in this University. In addition, Stefan

Baley published the first printed Ukrainian language version of works on psychology and logics "Essay on psychology" (1922) and "Essay on logics" (1923). The scholar was a member of Taras Shevchenko Scientific Society as well.

Following the abovementioned accomplishments, Stefan Baley tried to apply for a position of a lecturer at the Lviv University, but was rejected. The reason was that the scholar worked in the Secret Ukrainian University. Even K. Twardowski could not help Stefan Baley get the position. However, he managed to get a position for Stefan Baley in Warsaw University at the newly created Department of Pedagogical Psychology as a professor. Therefore, in 1928 Stefan Baley emigrated to Warsaw and started working there. That same year he became head of this department, which was the only one in the whole of Poland [13, p. 291]. Stefan Baley's scientific interests changed from psychology to pedagogy and child education while at Warsaw University. Nevertheless, pedagogical and psychological views of the scholar were harmonically united, interconnected and they supported each other. It is visible while analyzing the works of the scholar during that period. While being in Galicia Stefan Baley conducted numerous research activities in psychology, philosophy, logics, psychoanalysis, however in Poland they were done in education, psychology, pedagogy, personology and sociology. The most famous works of the scholar during this period are: "Essay on psychology with the development of a child's psyche", "Psychology of maturation age", "Educational psychology in essay", "Characterology and typology of children and youth", "Psychoanalysis in school", "Personality", "Introduction to social psychology" etc.

Stefan Baley took an active part in the Polish scholarly life, the same activity as he had done being in Galicia. He was a member of Pedagogical Scientific Community in Warsaw, worked as the head of pedagogical consultation for juridical bodies in cases of juvenile crimes, consulted the Center of Psychological Research of the Ministry of Law for children from correctional facilities. The professor became the main editor of the "Polish archive of psychology" since 1929, which soon was renamed "Educational psychology". He was the head of the Pedagogical institution of Polish teachers for more than 15 years. In the Pedagogical Institution he worked on the development and improvement of the process of child education done by teachers [15]. Stefan Baley was a member of Polish Academy of Sciences and was awarded an Officer's Cross Order of Polonia Restituta for active participation in secret universities during the Nazi occupation of Poland.

Nevertheless, being in Poland Stefan Baley actively contacted his colleagues in Galicia and Soviet Ukraine. In 1929, two years after S. Baley moved to Warsaw, Kharkiv Geographical Institute nominated Stefan Baley as a candidate for National Academy of Sciences of Ukraine in the sphere of philosophy, sociology and law.

Stefan Baley participated in the First Ukrainian Pedagogical Congress in Lviv in 1936. The report, which Stefan Baley presented, was "Psychology of character". The scholar gave the explanation of the notion of character and emphasized on its importance in the educational process. He mentioned that the research of the character should be done by psychology, however with the educational aim [11, p. 3]. He stressed upon the importance of a school program compiling for education certain trait of character in a pupil and used here as an example the results of research done by W. Charters in the US schools. Stefan Baley emphasized on the importance of the development of a school program according to the age of a child, its orientation towards the notion of social usefulness. Such program, he mentioned, should be pupil oriented and developed according to the individual features of each pupil.

It is worth mentioning that Stefan Baley is considered one of the first pedologists in Eastern Europe. Having graduated from Medical Faculty at Lviv University, he obtained a degree "Doctor of all medical sciences" in 1922. Stefan Baley conducted medical practice during his whole life [1, p. 22]. The very knowledge of human medicine and physiology, psychology and pedagogy, allowed him to become a pedologist. Stefan Baley tried to research a child as a whole object. He researched not only educational processes in a family, school, society, the development of its psyche, but also the development of different parts of the body of a child, taking into account the age criteria. He described the growth and role of such organs as: heart, liver, lungs, eyes, skin etc. While working in the sphere of pedology, Stefan Baley took part in the 5<sup>th</sup> Pedological Congress in Bern in 1933 [16, p. 88].

The fact that Stefan Baley was a pedologist played a negative role on his recognition as a scholar in the Soviet Union. It is well known that pedology and all pedologists were forbidden in

the Soviet Union after the Degree as 1936. While researching Stefan Baleys' works in Ukrainian libraries in Lviv, the following writing on the scientists' works are seen: "Bourgeois literature" and "Pedology". That fact proves that his works were forbidden in the Soviet Union.

Stefan Baley's scholarly achievements are a harmonious combination of different sciences, such as: philosophy, pedagogy, psychology, pedology, sociology and personology. The clear division between these spheres of science in the scholar's thoughts can not be found, since each sphere of science complements the other. For example, pedagogical studies of the scholar are closely interconnected with the psychological, since the scholar studied not only the educational process of a child, but also its psyche development.

Stefan Baley wrote a remarkable number of scholarly works on philosophy, pedagogy and psychology, including: "Osobowosc" in 1939, "Zarys psychologii w związku z rozwojem psychikidziecka" in 1935, "Psychologia wychowawcza w zarysie" in 1938, "Wprowadzenie do psychologii współczesnej" in 1959, "Нарис психології" in 1922, "Нарис логіки" in 1923, "З психології творчості Шевченка" in 1916 etc [12].

Child-centered ideas were predominant in Stefan Baley's scholarly work. This assumption is made due to thorough analysis of his scholarly achievements, works, ideas and views. It is present in such works as: "Educational psychology in notes" and "Notes on psychology in relation to the development of a child's psyche". The key object of these books is a child. Stefan Baley described a child as well as its psyche development, taking into account all aspects of education. It included the educational influence of a family, school class, parents, environment etc. The scholar described the process of the child's psyche development taking into account even the fact whether the child is from a rich or poor family; whether the child is from the countryside or from city etc. Not only had he described the child's psyche development, but the physiological processes as well. Stefan Baley wrote in detail about the process of development of different human organs and parts of the body at different life stages. While describing them, he mentioned the influence they have on the psyche development and educational process.

The educational activity of Stefan Baley was mainly focused on children and their education. Due to his publications, initiative and efforts, centers of school psychological service, psychotechnical schools, centers of psychological hygiene were introduced. The aim of these institutions was to monitor children in schools, take care of their psychological health, etc. Stefan Baley was the director of the Pedagogical Institute of Polish Teachers for more than 15 years. He organized training and improving qualification for polish teachers with the aim to better the process of children education. A child began to be treated as a personality with its own interests, psychological needs and thoughts owing to the scholarly publication of S. Baley: "Different psychological phenomena, which we can observe in a child are not only less strong than in mature human, but qualitatively different" [11, p. 318].

A child, in his publications, become one of the key elements in family life. Stefan Baley stressed upon the fact that parents must take into account the needs of children as well as their interests. Parents educate their child through everyday behavior and the way this child is treated in a family according to the scholar. The attitude of a child towards its parents, which occurred at early age, is transferred later towards teachers and educators. The same happens with, for example, opposition to adults. Therefore, Stefan Baley stressed on the importance of the earliest psyche development and education of a child, which are conducted by parents. The scholar gave advice to parents who have two or more children. He mentioned that parents should distribute their attention to all children equally [10, p. 490]. Moreover, he described the feelings that occur in a child of different age group, i. e. younger, middle and oldest child. Stefan Baley worked on the question of heredity of certain features of character from parents, mentioning that it also influences the process of personality formation in a child [2].

Stefan Baley's child-centered approach is present in the description and analysis of the educational influence of school on a child. The role of psychologists in the process of school program compiling was emphasized by the scholar. He stated that psychologists know the child's needs and interests better and therefore he suggested that they should take an active part in the process of school program creation [9]. The efficiency of the educational process will rise when taking into account the needs and interests of a child. The scholar proposed considering the stage of a child's psyche development in the compilation of a school program: "Psychologist



can mention that the program is dedicated to certain age or is not truly too complicated, taking into account child psyche hygiene. However, it can too overloaded concerning the possibilities of perception of a pupil's psyche on a certain phase of development" [11, p. 495]. Concerning the quotation, it is worth mentioning that Stefan Baley composed the Table of the stages of a child's psyche development according to the age criteria. The Table describes the process of a child's psyche development according to different age period, starting from infant and ending 24 y. o. person. The Table is divided into different stages and phases of a child's psyche development with the detailed description of features of character, behavior, and feeling of a child in each phase [11, p. 330].

The role of the psychologist in the process of school program composing was emphasized by Stefan Baley in his works. This process should be done in such a way, says the author, that the school program not only give knowledge to pupils, but also educate them. Owing to this, the school program should be developed according to the psychological needs of children. Thus, this is not a child who must adjust to the school program. The role of the psychologist in a school program composition lies in the determination of the psychological needs of a child, its interests and behavior so that to adjust the school program to them [8].

Stefan Baley emphasized the exclusion from the school curriculum the materials and subjects that would be useless for a child in the future. He stressed the principle of connection of the degree of difficulty, interest and appropriate degree of child's psyche development in the process of a school program composition as well. It is important to take into account the interest of pupils since children will learn material, which poses interest for them. The principle of formal education was of interest to Stefan Baley as well. According to the principle, he proposed to teach children such subjects, which will improve their thinking abilities and quality of knowledge. Thus, the main idea of Stefan Baley is to adjust the school program and subjects to the child's needs and interests [10, p. 501].

Stefan Baley researched tiredness of children at school as well. That is the other evidence of his child-centered approach. He based his statements on the previous studies on this problem while studying the influence of tiredness on an educational and learning processes in school. The author advised methods of avoiding tiredness of children in learning new material and its usage in practice. His advice is valid even nowadays. One of the best examples on this topic is the advice for teachers to avoid giving pupils unnecessary material, i.e. that will be useless for them in the future [10, p. 501].

The other issue is the description of the role of teacher or educator in the process of a child teaching and educating proposed by Stefan Baley. Considering the problem he noted that the teacher should cognize in detail personalities of his pupils and it can be done while closely working with the school psychologist. The teacher should evaluate his pupils appropriately meanwhile observing how this pupil succeed in learning. The scholar noted that such observation could help the teacher to manage the educational process in a better way and adjust himself to the educational and learning process of a pupil [6].

The process of pupil's personality cognition Stefan Baley included in the activity of psychological care of pupils that should be done in every school by a psychologist. This kind of psychological care adapt the educational and learning process in a school to the individual possibilities of pupils as well as their individual features of character. This activity helps a teacher to select the appropriate intensity of the teaching process this way avoiding pupils overload, tiredness and dropping out. The cognition of a pupil's personality includes the research of their desire, preferences, and ideals of pupils. This information is of great help to teachers and can be used in school program composing and material selecting. Considering the abovementioned, S. Baley emphasized that the task of the school is to develop and increase the intellectual abilities of children, educate them and make them useful members of a society and good personalities [10, p. 630]. He emphasized upon the statement that a teacher should know child psyche, its components, and development features at a certain age perfectly. The physical development of a child poses great importance as well since it is closely interconnected with psychological. Owing to this, the scholar has developed the Table of child psyche development according to age periods.

A child was the central object of Stefan Baley's research concerning the investigation of society influence on a child education and development. He described the child as an active member of society and presented in detail the educational influences it has on a child [3]. He regarded them from the point of view of a child, while describing such influences, especially it is seen in such an element of the society as a family. For example, he noted that parents react very strictly for some naughty behavior of a child and express their reaction through threats, reproaches or anger. In this case, the child would be forced to rein in some psychological impulses inside its mind and adapt to the rules of adults. All these factors would slow down curiosity and initiative in children and thus, it can have negative effects [10, p. 328]. The scholar emphasized on the importance of the understanding of a child's psyche by adults. Such understanding presupposes excellent knowledge about the child's psyche, its development, and elements, the understanding of the emotional sphere and child's needs [10, p. 331]. This understanding allow adults to better adapt the educational process in order to increase its effectiveness.

Thus, one can conclude that the child-centered approach is one of the key issues in his scholarly ideas, thoughts, and works having analyzed ideas and works of Stefan Baley. They mainly concern the educational process in a family and educational-teaching process in school. Child-centered ideas of the scholar presupposed the obligatory consideration of a certain stage of a child's psyche development, its interests, and needs. He treated the child as a personality with its own needs and feelings while researching a child, physiological and psychological sphere and their relations.

However, for a better understanding of the child-centered approach of Stefan Baley, it is necessary to use a comparative method. Therefore, it was decided to compare ideas of Stefan Baley with other famous Ukrainian pedagogues, who are considered to have a child-centered approach.

The similarity of the child-centered approach is observed in both S. Baley and famous Ukrainian pedagogue I. Sikorsky. The scholarly views of I. Sikorsky were based on the idea of the complex study of a child – the research of its physical, psychological and spiritual development [3, p. 130]. The similar views are seen in S. Baley, since he researched the development of a child, including both, physiological and psychological. However, S. Baley did not research spiritual development, contrary to I. Sikorsky. I. Sikorsky emphasized on the fact that all learning and educational processes should be concentrated around the psychological features of every child. The similar statement was mentioned by S. Baley, who noted that the educational process in a school should be based on a child's needs and interests [10, p. 495–496]. Common points in the scholars lie in the fact that they approached towards the study of a child as a unity, researching emotional, physiological and psychological developments, a process of personality formation etc.

The similarity in child-centered views is seen between Ukrainian pedagogue O. Muzychenko and S. Baley. Both scholars emphasized the importance of the organization of learning and educational processes according to the abilities and interests of a child [3, p. 133]. In addition, S. Baley underlined the role of pupil's interest in learning and educational processes. He noted that if pupils were interested in the presented material, they would learn it willingly and know it better. The result would be in the increased efficiency of learning and educational processes [10, p. 503].

However, there is a difference between the child-centered views of T. Lubenets and S. Baley. T. Lubenets stated that the child's soul is not a soft wax out of which a certain model can be made or not a blackboard on which an educator can write anything he wants. S. Baley, on the other side, considered a child's psyche as a clean sheet of paper or clay, out of which a personality can be made, using appropriate pedagogical influences [8, p. 134].

**Conclusion.** Stefan Baley's lived in times of different important world events, including The First World War, the interwar period, and The Second World War. Despite living in a difficult time, the scholar managed to develop scholarships in two countries i.e. Ukraine and Poland. Stefan Baley's numerous publications and results can be widely used nowadays in modern schools, universities, and child educational processes.

The main object in Stefan Baley's research activities is a child, the process of its education and development. The scholar researched child and childhood using psychology, pedagogy, medicine, sociology etc. It comes out of his works, especially in those, that were written after 1927. The pedagogy he used to research the process of education showed the results of which were certainly psychological phenomena in children. Since Stefan Baley used medicine in the child development and education research, the detailed description of correlations between these two spheres of science can be noticed in his works. For example, in "Essay on psychology with the connection of child psyche development" (1935) the psychological and physical development of a child are regarded simultaneously, being closely interconnected. It is important to emphasize that the scholar researched the following elements of the educational influence on a child: child games, films, books, environment, family, society in which a child lives etc. Psychodidactics became the object of research of Stefan Baley as well. He studied the psychodidactics of mathematics, reading and writing and regarded its usage in the process of child education and teaching.

The basis for publishing scientific works of Stefan Baley were numerous research activities. They were conducted in the sphere of psychology, pedagogy and sociology. He not only used theoretic researches of that day, but also actively conducted his own studies. The most important is the table of child psyche development according to the age of a child. The table is supported with the detailed features describing each phase of a child's psyche development. This table can be of great use for teachers, scientists, school program developers, educators etc.

In addition, having compared scientific ideas of Stefan Baley with ideas of Ukrainian scholars with child-centered approach one can see similar approaches, i. e. child and childhood are regarded as the main subject in the process of education.

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