

ЄВРОПЕЙСЬКІ НАУКОВІ СТУДІЇ

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REGGIO EMILIA APPROACH IN INTERACTION WITH VERY YOUNG CHILDREN

Abstract. *The article highlights the unique Reggio-Emilia approach, familiarity with which is important in terms of changes in preschool education in Ukraine in accordance with global educational trends formulated in accordance with general changes in the world (pandemic, war, environmental problems, etc.). The importance of creating conditions for self-expression of children in the educational environment of a preschool education institution with the help of a specially created environment is described. An analytical review of the environmental approach proposed by the Reggio-Emilia approach and the impact of such an environment on the development of a harmonious personality was carried out. Questions were raised regarding the possibility of providing children with sufficient free time in an environment filled with materials. The peculiarities of the implementation of the Reggio-Emilia approach in the structure of the day for young children are outlined: meeting on the piazza and its importance in creating relationships between all children and adults; holding the assembly and its main points; selection of activities and features of their presentation in accordance with previously developed documentation; types of activities in the environment and related facilities. The article highlights the ideas of organizing children's life activities in preschool education institutions of various forms of ownership, which work according to the Reggio-Emilia approach. The analysis of architectural solutions in preschool education institutions that work according to the Reggio-Emilia approach was carried out. The importance of realizing the child's self-expression in the personal paradigm in education is argued. The activities that children choose during their free time are characterized: activities without an adult, activities with an adult, the peculiarities of their location in the environment for the sake of interest and deepening the research topic. The main types of documentation are identified, which are important for the formation of activities and offers for children, taking into account the possibility of «self-expression» with the specified activities. The Reggio-Emilia approach is described as one of the progressive and years-proven practice approaches that contribute to the “self-expression” of children. Attention is focused on the importance of essential changes in the creation of the developmental space of preschool institutions of Ukraine, which will contribute to the free choice of children and their “self-expression”. Conclusions were made and prospects for further research were determined.*

Keywords: *Reggio-Emilia approach; art activities; early childhood; interaction; developmental environment, «self-expression», choice of activity, Reggio approach, development of the child's personality.*

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Introduction. Discussions that take place every day regarding the need for changes in preschool education in Ukraine lead to a constant analysis of the current state of affairs. Scientific activities and proposals demonstrate significant shifts in accordance with the call of society and world trends and assets in the preschool education sector. Instead, in the practical world of preschools, we see certain replacements of concepts or attempts to introduce the latest experience, innovations into the «old» understandable way, which slows down the modernization of the existing system. It should be important to realize that children do not have time to wait for the adaptation of teachers, for them every day is important for development and they have the right to a quality childhood even during war.

It is urgent to speed up the implementation of new approaches in the daily routines of social security, which should also change as dynamically as possible at the request of society. In daily cooperation with preschool education institutions, we encounter certain simplifications or substitutions of the proposed changes. For example: for ease of understanding how to implement even the most interesting approaches, method educators and educators in groups are used to fragmenting all ideas. Surely the division into fragments leads to a clear understanding of exactly how to implement something? When exactly can the proposal be implemented? How to implement ideas?

We can clearly see this approach in artistic and creative activities, when there are certain stages, samples and templates, the sequence of which children are taught, and in STREAM strategies, when good and modern ideas are divided into components and separate classes and rooms. The division into parts is essentially not bad if we see the changes in general, but the introduction of innovations in the practice of kindergartens spaces, demonstrates a regulated activity in terms of structure, time and without the possibility of children's choice. In such an activity, you can follow the tasks and steps that the teacher takes to solve the problem, rather than trying to see the children's search for their own answers.

It is important to change the “spotlight” and redirect it from the one who is the “director” to those who really investigate the issue, develop, find their solutions and have their own views on the objects they are investigating. We see some progress towards changes in the equipped life, which is happening all over the world, for various reasons — it is gadgetization, pandemic, war...

However, immeasurable abilities and skills continue to be dominant: creativity, flexibility, adaptability, critical thinking, concentration on what you are doing, constant self-learning, and the ability to express yourself. It is these changes that often plunge us into thinking about “big changes” in preschools in Ukraine and about the search for methodological tools for the implementation of these changes.

The aim of the article is an introduction to the Reggio Emilia approach, its highlights and important architectural solutions, the environment and the interaction of all important parts of the educational interaction for building a healthy, free and tolerant society. **The tasks** consist of studying the basic conditions in which conscious and happy citizens of their country are born.

1. Important skills for free people. Childhood researchers note that for the development of the skills of a person of the 21st century, a clear structure and regulation, as well as specific models, according to which the majority works, go beyond the doors of the institution. Carla Rinaldi notes that “the educational process is the opening of the door to the world that lies before us, it is the creation of events and experiences of various situations. This means self-learning, self-development and self-education” (6). The appeals of Loris Malaguzzi about teaching children to use a hundred languages for self-expression and Maria Montessori about helping a child to realize his abilities, through which he will open a whole world to everyone, are unanimous. Ukrainian scientists, researching the development of a child's personality and the means of influence, point out that for the harmonious development of a child, the choice of the child is important, its motivation and the deep understanding of the child's interests (A. Anishchuk, O. Bayer, I. Beh, O. Brezhneva, N. Havrish, O. Kononko, I. Onyshchuk, O. Reipolska, T. Pirozhenko, etc.). Tamara Pirozhenko notes that learning as doing is a very important strategy for children to acquire competencies in various fields. We are gradually moving away from «workbooks» for children and clear tasks with known and «correct» solutions.

Of course, not all concepts can be blurred, we understand that certain knowledge matrices remain, especially those related to sensory standards and the child's speech and specific language, but it is important to prioritize the enrichment of children's experience through activities and their own achievements and personal development through satisfaction from the activity process.

The formation of free people who have their own opinion and know how to express it and justify it, know how to manage their emotions, make decisions, solve problems, show creativity and initiative, cooperate in a team — all this requires free activity and the implementation of the choice of activity by those who have acquired the above-mentioned skills.

The Reggio Emilia approach is unique in its educational environment, which promotes the birth of free citizens and happy inquisitive children without special classes.

We meet individual articles, webinars to get acquainted with the Reggio-Emilia approach in Ukraine. V. Marshytska describes the creation of a developmental environment for a child in preschool through familiarization of future educators with

Reggio-Emilia pedagogy, M. Kochengina briefly described the history of the origin of the Reggio approach, in the article by L. Zdanevich and O. Popovych we find a mention of the Reggio approach as an important sensory-enriched environment for the development of sensory development of young children, the most in-depth disclosure of the Reggio-Emilia approach can be found in the articles, webinars and seminars of K. Krutiy.

2. The main Reggio-Emilia approach surprises for kids skills. One of the best practices in the world community, in which the environment is specified as the third teacher, is the Reggio -Emilia approach. The Reggio environment is rich in materials and children's free choice, already has certain regulations regarding rules for all at this space.

The circle of our interests there is precisely the opportunity for children to express themselves, which is possible under the condition of giving children a choice, free time for activities and materials according to the interests of the child for the implementation of planned activities, then our interest is precisely in the approach that this provides.

Currently, the importance of free play is discussed by many scientists, and the possibility of implementation in a group environment, which is organized by classes and routines, does not always provide an opportunity for this. The Reggio-Emilia approach is interesting precisely because of the opportunity for the child to choose in a natural way whether to go for a walk or to engage in activities chosen in the group. This is a natural way of understanding one's own desires and needs and, accordingly, one's own choice and focus on the chosen activity and a deeper approach to its research or implementation. The Reggio — Emilia approach allows you to form a harmonious personality that is autonomous in choosing its actions (6).

The kindergartens of the municipality of Reggio Emilia have children from 3 months to 6 years old. The environment of the institution is arranged in such a way that children have the opportunity to communicate with children of different ages and different adults, because in this way they gain experience in social communication. For this, every kindergarten has a piazza — a square in the middle of the room. It is on this square that children gather from the very morning and play together, then the children disperse in groups.

An essential fragment of the daily life of Reggio kindergartens, which becomes central in the adjustment of children and which begins at the age of 2, is an assembly, like the morning circle, which was recently introduced in Ukrainian kindergartens.

At the assembly, the children greet each other, fill out the calendar, see who came (count the children) and determine those on duty in different areas, eat

fruit, read books. The most important moment is the announcement of the day's activities, from which each child chooses the one that interests him.

Activities can be conditionally divided into two types: with adults and without adults. Activities with adults can be different according to the age group of children: clay modeling with tools; sculpting from clay without tools; light table; theatrical activity; designing, reading books, a studio with an atelier (it can be graphics/drawing with or without tools, it can be a taste studio, it can be a water studio (swimming pool), a nature studio, etc.); walk.

Loris Malaguzzi (popularizer of the Reggio approach) believes that in order for a child to be able to express himself actively, it is necessary to saturate the environment with materials or proposals (some scientists call it provocations) that will stimulate the child's desire to explore what interests him [6]. Maria Castagnetti, teacher-methodologist at the Loris Malaguzzi International Center, notes that «when we design or organize a context — an educational environment — we foresee some provocations already embedded in the middle of the educational context itself. Because when we design an environment, it is important to understand the characteristics of materials, characteristics of tools, aesthetics, beauty — what can help interest and invite to work with them. It becomes a kind of positive provocation, a small push that provokes interest. For us, a provocation is a provocation of curiosity.» The choice of activity is a separate page of understanding and communication with children. The difference between Reggio's approach and the Ukrainian education system is the child's ability to choose what he or she wants to do during the day within the fragments of life. In Ukrainian kindergartens, we necessarily include children's independent activities, but practical experience and analysis of the prescribed fragments of life activities of groups in kindergartens shows that this time for choosing the desired activity and its implementation turns out not to be enough.

In Reggio kindergartens or Reggio-inspired morning assemblies, children choose from the proposed activities those they like and engage in them from 10:00 a.m. to 12:00 p.m., that is, a full 2 hours of time for the activity that interests the child until lunch. Predominantly, in the Reggio approach, children are offered small groups for activities, because this promotes communication, strengthening relationships in the team, and in adult life — high-quality cooperation of society.

Up to 4 children can participate in each type of activity offered (except for a walk — there are more, at the children's request). If it is an activity without an adult, then from 1 child to 4 children. Activities with an adult from 4 to 6 children together. The number of children in activities with adults is limited, so that the teacher has the opportunity to take notes during the activity, because documentation is very important

for recording the child's development and children's interests.

One of the ways to get a child interested in joining or trying a certain activity is to leave "children's footprints", that is, the work left by children the previous day. Such "traces" can provoke children to try something new, a new "language" for themselves. Another high-quality way to interest a child in a new activity is transparent walls, with the help of which children can observe the activities of other children and this can cause a desire to try "the same".

3. Hundred languages for happy life. Essential in the Reggio approach are the creation of different studios in the space of the garden and the dynamism of the space. In many ideas, we can see a permanent development space with certain cells: Maria Montessori's technology has a certain zoning of space for each age group; the ECERS — 3 environment assessment program offers to assess the environment and certain cells with prescribed requirements for filling them. Instead, in the Reggio approach, the space "breathes" with changes according to the documentation and interests of the children and does not have a clear zoning.

That is why the furniture moves and fills the space with materials that prolong children's interest in what interests them. Loss of children's interest in a certain object or phenomenon leads to changes in space. The mobility of space and a large number of materials, the possibility of free access to them encourages children to research materials and their properties and offers many opportunities for self-expression [5].

Ateliers, which characterize the space of Reggio institutions, are a place to get acquainted with materials, various possibilities and «languages». The atelier is a treasure trove of knowledge and opportunities for self-discovery and self-development available to children. The internship in Italy made it possible to highlight 5 main ateliers that we saw in the kindergartens and the center of Loris Malaguzzi: the atelier of creativity, the atelier of nature, the atelier of taste, the atelier of digital tools, the atelier of light.

The basis of each institution is the atelier whose specialist is present in them. In the regulations of the rules from 1972, it is stated that the Reggio kindergarten must be attended by an atelier with an art education and familiar with the philosophy of the Reggio approach. Therefore, the creative studio is usually on the first step in terms of importance, because it has all the materials for the child to express himself in a "hundred languages". The atelier of taste is very characteristic of Italians, because it is precisely in the culture of the nation that a careful attitude to food is present. That is why the kitchen (and this is the place of the atelier of taste) becomes important for familiarizing children with products, tastes, appearance, aromas.

Cooks are an important part of the teaching team, they communicate with children, introduce them

to products and kitchen equipment. It is important that these are not culinary workshops that have become a fashionable trend in Ukraine. It is more like a mixture of creativity studio and nature studio, when children get acquainted with appearance, colors, shape and added aromas. The atelier of taste is interesting precisely because: first, there is communication with adults who are important in the kindergarten; secondly, all sensory systems are used and activated; thirdly, familiarization with various non-standard tools for self-expression (rolling pins, graters, pizza knife, mixer, cookie cutters, etc.).

Significant in favor of the choice is the fact that the Reggio approach, existing since 1945, remains relevant today thanks not only to the approach to children, but also to the use of digital tools in their environment. The Atelier of Digital Instruments is one of the most modern spaces in the Loris Malaguzzi International Center.

It impresses with its fullness, but even more inspiring are the possibilities of using these tools in Reggio kindergartens: digital tools (computer and graphic programs with the help of which children process images; digital microscopes with the possibility of connecting to a computer; digital microscopes with the possibility of taking pictures; cameras of various models; video cameras; projector; various lamps; tablet; graphic tablet; scanner; printer; light tables of various configurations; cameras with slow motion mode; sound speakers; overhead projectors (overhead projector); webcams; digital pens with a video camera; various flexible wires with mini-cameras at the end (to examine holes in the ground, trees, walls), interactive whiteboards or screens as needed) are included in children's everyday research and project activities. The most important thing about the digital instrument studio is that children are introduced to these instruments from the age of 13 months, sometimes even earlier. These tools are as important as any other. We see in Reggio's approach modern tools and teaching children to use them for their own discoveries and research of what interests them [4].

Conclusions. Summarizing the above, we state that the principles of the Reggio approach in the architecture of the developmental environment of preschool education institutions are aimed at realizing the self-expression opportunities of each child. Reggio's approach, with its many vectors and directions, seems chaotic in its implementation, but by examining it more thoroughly, an understanding emerges of how well thought out every detail is and how modern it is, based on every single detail.

The Reggio approach is a certain philosophy that can be taken as certain guidelines and using our national experience, mentality, capabilities, values, use the best of what is offered. The formation of a harmonious personality should not take place under the influence of adult judgments and knowledge,

but with the opportunity of the child to get to know himself, to “climb his own mountain.”

This becomes possible when an appropriate environment is created with various materials that are relevant and available for the child to express

himself in those “languages” that are characteristic and interesting to him. This becomes possible if the child is able to choose the activity that interests him the most and the object that fascinates him and inspires his contemplation and image.

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РЕДЖІО-ЕМІЛІЯ ПІДХІД У ВЗАЄМОДІЇ З ДІТЬМИ РАНЬОГО ВІКУ

Анотація. У статті висвітлено унікальний Реджіо-Емілія підхід, знайомство з яким є важливим у розрізі змін у дошкільній освіті України відповідно світових освітніх тенденцій сформульованих відповідно до загальних змін у світі (пандемія, війна, екологічні проблеми тощо). Описано важливість створення умов для самовираження дітей в освітньому середовищі закладу дошкільної освіти за допомогою спеціально створеного середовища. Здійснено аналітичний огляд щодо середовищного підходу запропонованого Реджіо-Емілія підходом та впливу такого середовища на розвиток гармонійної особистості. Підняті питання щодо можливості надання дітям достатнього вільного часу у наповненому матеріалами середовищі. Окреслено особливості впровадження Реджіо-Емілія підходу у структуру дня дітей раннього віку: зустріч на п'яцца і її важливість у створенні взаємозв'язків між всіма дітьми і дорослими; проведення асамблеї і її основні моменти; вибір діяльностей і особливості подання їх відповідно до опрацьованої попередньої документації; різновиди діяльностей у середовищі і пов'язані з ними облаштування закладу. У статті висвітлюються ідеї організації життєдіяльності дітей у закладах дошкільної освіти різної форми власності, які працюють за реджіо-емілія підходом. Здійснено аналіз архітектурних рішень у закладах дошкільної освіти які працюють за реджіо-підходом. Аргументовано важливість реалізації самовираження дитини у особистісній парадигмі в освіті. Характеризовано діяльність, які діти обирають протягом вільного часу: діяльності без дорослого, діяльності з дорослим, особливості їх розташування у середовищі задля зацікавлення і поглиблення

у тему дослідження. Визначено основні види документації, які є важливими для формування діяльності та пропозицій дітям, враховуючи можливість «самовираження» з зазначеними активностями. Реджіо-підхід описується як один з прогресивних і доведених роками практики підходів, що сприяють «самовираженню» дітей. Акцентовано увагу на важливості сутнісних змін у створенні розвивального простору дошкільних закладів України, які сприятимуть вільному вибору дітей і їх «самовираженню». Зроблені висновки та визначені перспективи подальших досліджень.

Ключові слова: Реджіо-Емілійський підхід; образотворча діяльність; раннє дитинство; взаємодія; розвивальне середовище, «самовираження», вибір діяльності, підхід Reggio, розвиток особистості дитини

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