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CONSTRUCTION OF PRESCHOOL EDUCATIONAL INSTITUTIONS IN UKRAINE AND ABROAD

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The vast majority of preschool education institutions in Ukraine were built in Soviet times and were created according to a typical series and concept of unified kindergartens with the corresponding typical functional and planning structure of the premises [1; p. 161]. The relevance of the research topic lies in the search for new approaches in designing preschool education institutions outside of Ukraine and the analysis of foreign experience in the construction of children's preschool institutions.

At the turn of the 18th and 19th centuries, the idea of educating children from an early age appeared, which led to the opening of the first preschool education institutions abroad in England, Germany, and France [2; p. 68]. And the first institutions in Ukraine began to appear in the 1850s. It is worth noting that the architecture of kindergartens as an independent public type of public buildings both in Ukraine and abroad did not exist. Therefore, the 20th century was accompanied by an active search and development of architectural ideas for preschool educational institutions. Sometimes such buildings were not built as separate houses, but were arranged in adapted palaces, estates, etc. [3; p. 103].

During the reign of the Soviet government, a large-scale network of preschool education institutions emerged in Ukraine. And in 1930, the first standards for the design of preschool institutions were published, which contained basic sanitary and hygienic requirements. In 1962, special state construction regulations for the design and construction of children's institutions appeared. In the period from the 60s and 70s of the 20th century, architects created typical projects of kindergartens for mass construction, taking into account the planning of microdistricts and quarters. A fund of buildings was also created, which provided 70 % of children with public preschool education and contained buildings of different purpose, form of ownership, capacity, mode of stay, etc. [3; p. 3].

A kindergarten in the city of Dalian, China includes nine classes with bedrooms, showers, a kitchen and a dining room, as well as a computer room, a science room, a library, a multi-purpose hall, rooms for ballroom dancing and

music, a theater group, a lecture hall, rooms for educators. Taking into account the difficult climatic conditions (windy winter) of the city of Dalian was one of the priorities when developing the project. At the same time, the windows of the classrooms face south and east, receiving the necessary amount of solar heat and light even on cold winter days. The concept of such a module is taken from nature: each module is a pod that protects fragile seeds. Monolithic concrete, wooden composite wall panels, tempered double-glazed windows and corrugated galvanized steel for the roof of the administrative wing were chosen as building materials.

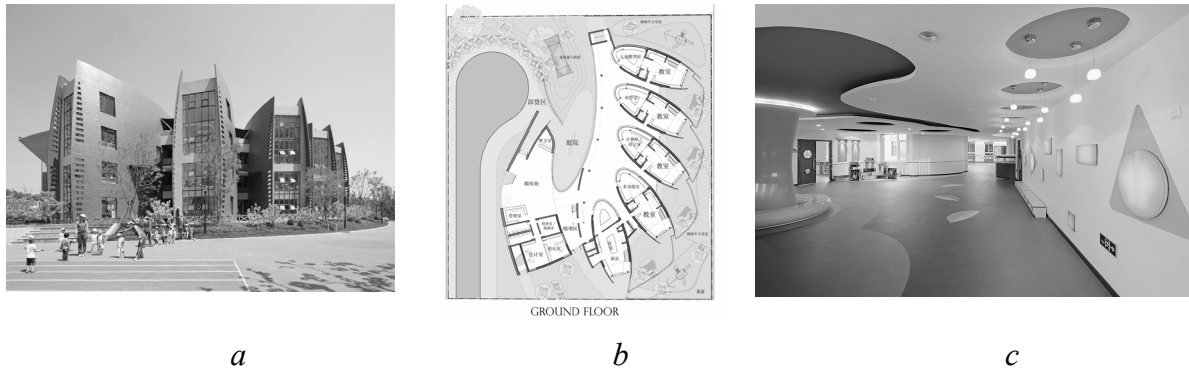


Fig. 1. Kindergarten in Dalian, China: (a) – the main facade; (b) – the ground floor; (c) – view from inside

It is interesting that in America there is such a tendency – to combine educational institutions into a single complex: Desk garden + junior high school + high school. And there is a certain plus in this. And the bright, geometric architecture evokes thoughts about development, creativity, and learning. A vivid example of such a kindergarten combined with an elementary school is in the US state of Minnesota. In it, in one wing of the educational block, older children are located, in the other – slightly younger ones, this block is adjacent to a volume with health and sports functions, as well as a dining area with a kitchen.

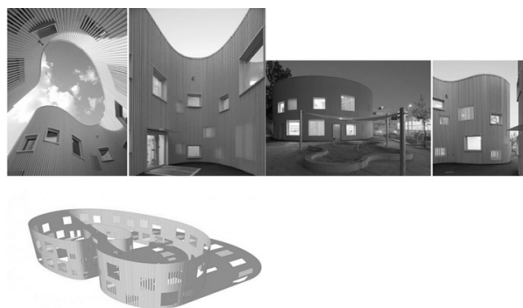


Fig. 2. Kindergarten in America

What is remarkable about Spain – colored glass is often used, thanks to which, the laconic interior begins to play in a new way. (It is believed that children from childhood should see as much good as possible and, especially, as

many contrasting colors as possible, this brings many positive emotions.) In the Spanish city of Granada, a colored kindergarten was built.

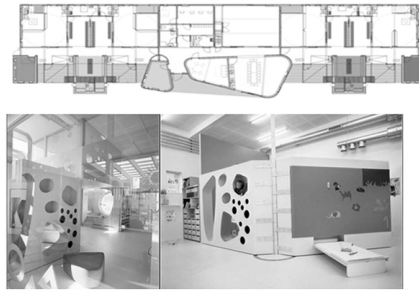


Fig. 3. Kindergarten in Spain

Preschool education institutions abroad have a flexible architectural and planning structure that allows transformation of the space if necessary. The projects are implemented using the concept of free movement, which gives children the opportunity to freely move around the territory, and abroad, there is no age division into groups. Such experience shows us that preschool education institutions are created not only for the education and development of children, but also for their comfortable stay. It would be great to adopt this experience for Ukraine in order to give originality and form an identity in the future of this type of buildings.

References

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