

DEVELOPMENT STAGES OF PRESCHOOL EDUCATION PEDAGOGY

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Annotation. In the article, the development stages of preschool education pedagogy are analyzed in terms of periods. Also, Ya.A. Kamensky's ideas were studied and analyzed.

Key words: Pedagogy, school education methodology, child, pupil, student, analysis.

Experts from all over the world are unanimous in their criticism of traditional pedagogy. It is opposed to innovative pedagogy. At the same time, they talk about a new science, the main tasks of which are to change the dominant theory and reorganize the entire educational system on the basis of innovative transformations. According to the innovators, the classical pedagogical theory is outdated, and it is impossible to build on it the education of present and future generations.

Soviet pedagogy is especially criticized, although its ideas continue to feed the modern domestic system of education and upbringing. After all, several generations of Russian teachers worked in a period of fierce struggle between idealist and socialist pedagogy. The first was discredited, the second was not fully comprehended and not completed. Now disputes have flared up with renewed vigor: on what pedagogy to educate students?

First of all, it is necessary to revive the methodological basis of classical pedagogy - the principle of nature conformity of Ya. A. Comenius. Soviet pedagogy declared it "idealistic" and replaced it with the requirement to take into account the age characteristics of schoolchildren. It proceeded from the idea of the innate equality of people, their equal opportunities in education and upbringing. However, as was proved in the previous chapters of the textbook, much can be corrected by education, but nature cannot be changed.

The principle of conformity to nature is a backbone in pedagogy. This is a scientific principle, not an ideological one. A new theory of pedagogy should be

built only on the basis of knowledge about a person, his formation and upbringing. Ideology, on the other hand, is always a one-sided, interested approach of certain social groups, which they impose on others as ideological and value orientations. In the world philosophy of education, it is recognized that the educational process should not depend on the political ambitions and beliefs of people in power. The upbringing of the rising generations is too important a matter to be made dependent on transitory values.

In our country, for a long time, the ideological attitude to educate a person in the spirit of communist ideals dominated. But despite all the attractiveness of its provisions and a sincere desire to bring them to life, it cannot be recognized as scientific, since the principles laid down in it contradict objective data about human nature. Objective pedagogical theory and the practical system built on it should develop only on the basis of provisions objectively established by science and confirmed by practice.

In this regard, the first innovative direction in the development of pedagogical theory has to be recognized as a return to the classical foundations of natural pedagogy by Ya. A. Comenius. It is required to rebuild the entire pedagogical theory on the basis that people have different natural features that determine the course and results of the pedagogical process.

Ya. A. Comenius formulated this principle in the following way: “Just as herbs, trees, animals have different natural features - some must be treated this way, others must be treated differently and cannot be used for the same purposes by everyone in the same way, so there are similar natural abilities in people. Where abilities do not lead, do not push there. Fighting with nature is a futile thing... And if none of the students is forced to do something against their will, then nothing will arouse disgust in the students and dull the power of the mind; everyone will go forward in what (at the behest of a higher providence) a hidden instinct leads him to, and then in his place he will usefully serve God and human society.

He is echoed by J. Locke: “God has put a certain seal on the soul of every person, which, like his appearance, can be slightly corrected, but it is hardly possible to completely change it and turn it into the opposite. Therefore, one who deals with children should thoroughly study their natures and abilities, with the help of frequent tests, monitor in which direction they easily deviate and what suits them, what are their natural inclinations, how can they be improved and what they might come in handy”.

IG Pestalozzi, developing the theme, stated: “The ultimate goal of any scientific subject is mainly to improve human nature, developing it to the highest possible degree. Not the development of science, but the development of human nature through science is ... a sacred task. Therefore, it is not human nature that should be brought into line with scientific subjects, but scientific subjects with human nature.

What does the theory achieve by returning to the principle of conformity to nature? First of all, a clear understanding of the capabilities of the trainees, the objective grounds for their quality education. In this theory, there is no room for speculation, no subjectivism: only provisions confirmed a thousand times by experience are recognized as valid.

One of the main shortcomings of our pedagogical theory is the increase in the volume of memorization of knowledge to the detriment of physical, moral, and labor education. Generations of physically weak, mentally unbalanced, functionally illiterate graduates have become hostages of this approach.

The reason for the crisis of pedagogy, according to V. Kumarin, was the conflict between the false philosophical hypothesis about the innate equality of minds (Descartes, Helvetius, Marx, etc.) and the principle of conformity to nature, in other words, the contradiction between identical school programs designed for the mythical “sameness of minds”. ", and far from the same innate abilities.

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V. Kumarin's research confirmed that the oblivion of the principle of conformity to nature and its replacement by fashionable concepts caused a crisis in the pedagogical systems of many countries.

Having discovered the reason for the weakening of the health of schoolchildren, the deterioration of morality and mental imbalance, the teachers of these countries were not afraid to admit their mistakes and are now returning to the old tried and tested classical pedagogy. The second direction of the innovative restructuring of pedagogy is the transition to a humanistic model of building relationships in the pedagogical system.

At the center of such a model are not affection and permissiveness, but high demands, combined with respect for the person, an indifferent attitude towards the student and responsibility for his fate. Consider the actions of two teachers in order to determine which of them acts humanely. The first of them is demanding, sometimes even harsh, but loving and respecting children. He carries out his educational work under the motto: "No concessions, the child must grow up and act correctly." The teacher does not stop at prohibitions, rather severe punishments, with wise patience perceives children's whims, pranks and violations of order, suffers from insults, but will not leave even the most spoiled without help.

It is hardly possible to call the second teacher - gentle, but indifferent, who does not want and does not know how to save children, humane, and the first, who protects them from the dangers of life, helps them to get on their feet, but is forced to use sometimes harsh and unpopular means to correct deviant behavior - inhumane. The basis of practical education should be the defining principle - real help to children. If there is no real, effective help, then education cannot be called humane. Humanism is help, care, love and good results. A school where there are soft laws, but there are more unprotected, left without help children than prosperous ones, is inhumane in its essence. The practice of humanistic pedagogy has already developed specific forms and methods of innovative activity. Among them:

- 1) differentiation of teaching and educational activities;

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- 2) individualization of the processes of education and training;
- 3) creation of favorable conditions for the development of inclinations and abilities of each pupil;
- 4) formation of homogeneous classes and parallels;
- 5) comfort of teaching and educational activities;
- 6) psychological safety, protection of students;
- 7) faith in the student, his strength and capabilities;
- 8) acceptance of the student as he is;
- 9) ensuring the success of training and education;
- 10) changing the target setting of the school;
- 11) the validity of the level of development of each student;
- 12) revision of the attitude towards distance learning (external studies), since it does not provide "spiritual meetings with teachers";
- 13) reorientation of the internal personal attitudes of the teacher;
- 14) strengthening liberal education.

Humanistic pedagogy is difficult to evaluate statistically. However, it has been found that authenticity, empathy, and unconditional approval are positively correlated with student development and negatively correlated with problems such as discipline and negative attitudes towards school.

In a humanistically oriented school, the student throughout his education will:

- take part in choosing what he wants and will study;
- have opportunities for creativity;
- more freely express their feelings, thoughts;
- gain confidence in yourself and approval of your actions; to discover what is interesting to study;
- love and respect teachers the way they love him;
- find a place in school for their hobbies; discover new ways and sources of knowledge accumulation;

learn that overcoming learning difficulties requires effort, concentration and self-discipline, but it brings great satisfaction;

perform tasks together with others, mastering the skills of social behavior.

Modern information technology offers the wonders of signal processing, but it cannot excite thoughts. Only a skillful didaskal can send questions like arrows straight to the target, with the skill of which all the computers in the world will never be compared.

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