

UDC 373.2

On the system and the experience of educational work with preschool children on the basis of humanistic pedagogics principles

Paata Sh. Amonashvili

Assistant Professor,
Saint Andrew the First Called Georgian University
of the Patriarchate of Georgia,
0179, 53-A, Ilia Chavchavadze ave., Tbilisi, Georgia;
e-mail: amon.pedagogika@gmail.com

Abstract

Humanistic pedagogical process treats and protects the health of children. It creates a mood of inner harmony, joy, love and luck. Humanistic pedagogics agrees with the classical wisdom: our soul is of heavenly origin; spirituality is the eternal and immortal basis of life; a child is a microcosm, which is able to embrace the macrocosm; the child bears the seeds of his future personality which are initially sown; children are not preparing for life, they are living already; with love a child is growing twice faster; it is impossible to raise children without spiritual communication with them; the upbringing of spirit and morals is the basis of education; in cooperation with adults a child shows much more powerful intellectual capacities than at individual work. System implementation of the ideas of humanistic pedagogics in the upbringing work in conditions of private kindergarten "Basti-Bubu" showed the following: there is an enhancement of the motivation of children, their cognitive interests as well as thinking, observation, care, assessment and speech abilities have successfully developed. A joyful attitude to staying in the kindergarten has increased. It became possible to expand the educational and developmental programs. Preparing children for school covered the development of motivation and willpower, the ability to live in a collective. There is also such a fact that the children raised in the atmosphere of humanistic relationships get sick less, keep cheerfulness and show affection to their tutors.

For citation

Amonashvili P. Sh. (2016) On the system and the experience of educational work with preschool children on the basis of humanistic pedagogics principles. *Pedagogicheskii zhurnal* [Pedagogical Journal], 3, pp. 361-370.

Keywords

Educational work, intellectual capacities, humanistic pedagogics, education, pedagogy.

Introduction

The system of educational work with preschool children on the basis of the humanistic pedagogy principles has been developed for the private kindergarten "Basti-Bubu". In 2013-2016 years it was tested in practice, and the annual results in the upbringing and development of children confirmed its high efficiency.

Kindergarten "Basti-Bubu" has existed since 2011. Its scientific director is the author of this article. Number of children in the kindergarten does not exceed 60-70, educational groups – 4. Here we will concern the basic ideas embodied in the system, and ways to implement them.

The whole life of "Basti-Bubu" kindergarten – educational, developmental and cognitive processes and their content – is based on the principles of humanistic pedagogics.

Humanistic pedagogics approach

Humanistic pedagogics is the theory and creative practice of the personality upbringing in the child. Its basic concept is a spiritual humanism and pedagogical process is determined by the content and system of means that comes from this concept. The main ideas of humanistic pedagogics are the following [Amonashvili, 1986]:

- Establishing spiritual community with pupils through love, heartiness, understanding of their requests, through collaboration and co-creation;
- Accumulation of children life and their upbringing to life with the help life itself;
- Forming relationships with children on the basis of ongoing dialogue with the subtext of equality and respect;
- Giving children the opportunity to feel a free choice in a variety of activities and communication;
- Following the axiomatic norms of humanistic pedagogics: love is upbrought by love, kindness – by kindness, nobility – by nobility, personality – by personality, etc.

Practical use of humanistic pedagogics

The humanistic pedagogics has developed a special look at the child. It believes that a child is a phenomenon in our lives; he carries his own destiny, way, mission [Amonashvili, 1995]; the energy of the spirit and possibilities of spiritual development of the child are endless. This point of view helped the kindergarten tutors to have a better idea of each child.

In the kindergarten "Basti-Bubu" the hope of the ideas of humanistic pedagogics we fully laid on the personality of tutor and only after that on the methodical system, content, means and forms of education. If the ideas and concepts of the humanistic pedagogics come to life in the tutor's soul and become his spiritual state, then the methodical system acquires meaning. Otherwise, in the hands of an authoritarian tutor even the best methods will become a means of children manipulation.

Humanistic pedagogics takes the classic statement: the educator must himself be educated. The tutor must be an example of nobility and magnanimity, sincerity and sympathy, kind-speaking and kindness, patience and cooperation. These and other relevant features the tutor shows in the daily relationships with children, with their parents, with colleagues, with his own family members.

We imputed tutors of kindergarten "Basti-Bubu" to be polite, attentive, hearty; to speak softly, quietly (do not make noise, do not scream, do not wave hands); to have a ready smile, tenderness, a word of encouragement and good instruction for all children; do not get angry, threaten; to have the own patience; to work creatively, to enrich knowledge by reading the relevant literature; continually improve the character; to improve the pedagogical art; to be guided by axiomatics of the humanistic pedagogics.

The main objective of humanistic pedagogics is the education of nobility and magnanimity in the younger generation. It starts at an early age in the family and continues in the kindergarten and school. We have constructed the educational process on the basis of these moral ideas: Love your neighbor; Deal with people the way you want to get along with you; Be kind-speaking; Hasten to do good; Show compassion and assistance; Love the beauty and create beauty.

Plan of upkeep and upbringing included: training for the development of kind-speaking and mathematical imagination, storytelling and learning poems, games and walks, foreign languages, art activities, outward world. To understand the nature of the programs content we'll show the topics of mainstream lessons in speaking development, math and foreign language mastering.

Speaking development: calm, restrained, thoughtful speech; complete and consistent statement of thoughts; the correct pronunciation of words; enrichment of vocabulary with words having educational and cognitive potentials; cleaning speech from inappropriate vocabulary and incorrect expressions; kind-speaking, courtesy; verbal communication. Mastering of the necessary skills to read words and sentences. Objectification (awareness) of speech reality, the difference between the sounds in a word, the observation of the sequence of sounds (a structural analysis of the word). The palette of the alphabet, quasi reading, quasi-writing.

The mathematical notions. Concepts: a lot, a little; big, small; long, short; high, low; close, far; thick, thin; heavy, light; small, large; more, less; smooth, rough (comparing with the use of didactic material); These concepts are explained using the scale (many, few; more, less; heavy, light); centimeter (long, short; more, less; equal, unequal). Geometric shapes: a straight line, ray, line segment; circle, oval; angle, triangle, quadrangle, rectangle, square, polygon); Account with an understanding of the amount (together with fingers we use a variety of didactic material) - within ten, twenty; The concepts: addition, subtraction, equality. Appropriate signs "+" (plus) "-" (minus) "=" (equal); Addition and subtraction within 10; 20; with the transition to ten, and without; account in two, three, four, five; Actions in mind and with the help of visual-didactic material.

Foreign languages. Teaching foreign languages was based on live communication with the tutor, native speaker. The personality of the tutor is the main condition for children language

mastering. Children quickly, naturally and freely can speak a new language with a cheerful tutor who likes and can play with them, talks to everyone. Contact with such tutor brings joy and is an interesting vital for children. He should not stand in the position of teacher, who translates phrases and force a child to memorize separate words.

It is better if the tutor – native speaker – will communicate with children only in his own language. He reads poetry, tells simple stories, tries to communicate by using things and expression, repeats often and with variants the same, tries to bring the children to communicate with the help of expression of joy, admiration, astonishment, delight, strengthens and supports efforts of each child to talk to him [Nioradze, 2010].

The more time the foreign language tutor spends with children (conducts classes, walks and is with them during breakfast and lunch, etc.) and the more he talks to them in his language, the sooner children learn a new language.

This path of development of foreign language is based on the same speech function, which gave children the opportunity to learn the native language without any lessons and memorizing grammar rules. Until 6-7 years of age this function still works in the children, and it should be used.

Targeted upbringing and educational work we have performed in the form of classes, not the lesson (like at school). In some sense classes are like lessons (for example a certain time, a common theme emanating from the program, the leading role of the tutor), but the main difference is that classes take into full account the impulsive nature of children and their need to play. Classes do not require the feeling of responsibility and attention from children. In the context of humanistic pedagogics the tutor agrees with the nature of the child and on the basis of this agreement identifies and develops it.

At classes the tutor worked with the children: drawing, dancing, singing, counting. So he gave them the opportunity to take his example and follow his actions.

The basis of the educational process integrated system we have laid the psychology of "consent". The child is the unity and integrity of the natural requirements and functional forces. The development of his personality depends on the development of these forces. D. Uznadze notes that in the child the seeds of his future personality are initially sown. From these seeds three unbridled passions occur [Uznadze, 2002]. Their target satisfaction and development lead the child for his future personality. These passions are: development, maturation and freedom. The child does not exist without them.

Development is the process of the natural features identifying and turning them into reality. A newborn has the ability to speak, walk straight, to think, to make volitional actions, to observe, to remember, etc. It is not possible to take into account the entire volume of the natural capabilities of the child. But the child from birth can't begin to talk, walk and think. These natural capabilities tend to manifest themselves and become a reality.

If the child is assisted in the manifestation of the internal forces, we get two results: firstly, the child will be happy with us, we will become a vital person for him, and he will help us to be more

active; secondly, in terms of our reasonable developing assistance the child reaches manifestation of inner strength earlier and, which is the most important, at the maximum level.

It turns out that the child in the developing process is ahead of his own nature, pulls his tomorrow to today. Specifically the development of what forces we speak?

We are talking about the development of the emotional, physical, mental, moral, aesthetic and spiritual forces. We are talking about the development of cognitive forces: observation and attention, will and courage, and kind-thinking and kind-speaking, curiosity and wonder, fantasy and imagination

In communication with a child at classes we are constantly guided by the idea of development of its natural forces. At the same time, we take into account the following regularity of the natural development process: the development of the internal forces is possible only in conditions of difficulties overcoming. Based on this, we offered the children questions, missions and tasks that require some effort from children. The task that the child can easily decide is not developing. A question the answer to which the child knows would not develop. Those tasks, missions, questions and other didactic materials that do not require the attention, observation and thinking won't help to develop the child's natural forces. And children do not like such tasks. We prepared for the children such a material about which Jacob Gogebashvili said: "Half is known, half is not" [Gogebashvili, 2002]. At the same time, it encouraged children to think, to try, to observe. We taught to be careful, not to rush. When overcoming the difficulties was associated with a significant progress, we admired the success and let children to feel the joy of cognition and achievement. We did not accuse the children for errors but helped to understand.

Need to maturation is already manifested at the age of two years and is enhanced in the coming years. Child of 3-6 years knows that he is small, but already wants to be more adult. Little kid loves to behave like adults, to be involved in adult activities. Need to maturation is partially satisfied in the gaming activity. In the game the child is preparing himself for the future life. Games such as "a doctor", "a teacher," "construction", etc. give children the opportunity to present themselves as adults and to act as adults.

The regularity of growing up is in the fact that the child firstly meets this need in relationships with adults. It means that the child must often hear from adults, whether parents, relatives or tutors that he is an adult. And it is necessary to express it confidently ("You're an adult"), with joy ("How good you are helping us!" "What a good deed you did!" "How clever you have done!", etc.), with a surprise ("That is what you can!" "Have you did it?!", etc). We have never told the child that he is still small. We often refer to him as an adult, and asked for help, talked with the children as with adults, trusted to do something like adults.

If a child grows up in an atmosphere of trust relationships, the socialization process will be painless, the child becomes serious, the sense of responsibility and care will develop in him. It's impossible to prolong childhood artificially, it is necessary to accelerate the entry into adulthood with correct pedagogical means. This does not mean that we deprive the children of their childhood,

because real childhood is the process of maturation. If we help the child to pass this way and speed up its steps, he will cooperate with us and he himself will help us in his upbringing.

The need for freedom is one of the strongest spiritual aspirations. Here we are dealing with the following paradox: the nature of the child knows that everything is determined by something, and everything follows the same laws. The nature of the child knows also that satisfaction of vital needs of the child, his transformation into a person depends on adults, parents, relatives, tutors and teachers. Therefore, on the one hand, the child especially in the first years of life is totally dependent on adults (this is also a law of nature), but on the other hand the need for freedom wakes up which is aimed at the removal of this dependence. As mentioned, this need increases with age (reaching a critical point in adolescence), and if we do not help the child to feel the freedom, but on the contrary, we will limit this spiritual aspiration, then in adolescence we will face the conflicts when a teenager begins to capture freedom, and the adults will resist, realizing that he is not ready for this freedom. Freedom is the cognized necessity. A teenager wants to be free, even without knowing hidden need in it, the truth, the law, all of what we have to submit, if we want freedom. A child of 3-6 years can't wait to perform some action, and he does not listen to the instructions to the end. "I know, I know ... I myself" - he says. In fact, he can't, but he seems that he can. In order that the child acquires experience and understand how important for the independent actions the knowledge of the rules of this action is (and, of course, learning skills for this action), it is possible to use a pedagogical method of unsuccessful attempts, "it is impossible", "it can't be so". Naturally this method is used only for those actions that do not harm the child, and not bring him a sense of defeat.

In order that the child feels the freedom needs satisfaction, feel the freedom, it is necessary to establish the so-called principle of free choice. In the process of upbringing, education and development, we can't provide the child with complete freedom. But there are pedagogical and psychological possibilities that he wouldn't feel as if we impose our will. On the contrary, he may feel that he himself chooses the content and action of the upbringing and educational process. This can be achieved on the basis of a sense of free choice. Whenever we wanted to offer something to the children, we put them in front of aim. For example, we ask: "What kind of game (toy) you prefer now - this or that?", "What kind of a fairy tale will we read?", "What do you want more?", "What do you think?" etc. We reconcile the content of the lesson: what we will learn, what we will do. In all possible cases we didn't forget that it is necessary to construct the relationships with the children in such way that we put them in front of choice and obtain consent. If the child agrees with us willingly, he will follow us gladly.

The nature of the development, maturation and freedom is a psychological basis for the process of humanistic pedagogics. This means that the teacher is constantly looking for creative and appropriate forms and methods of relationships with children.

If the child goes to kindergarten with pleasure, it means that his inner nature has here the opportunity to manifest and develop. A child likes those things which correspond to its natural essence and cause it to activate. Such an attractive environment for the child

the tutor creates, first and foremost. The tutor meets the child with the expectation, joy, smile, tenderness, love, and spends all day with him. The joy that a child experiences in kindergarten speaks about awakening and activation of his personal nature. Joy and harmony also are caused by kindergarten object-spatial environment: beautiful in shape and educational and developmental in content toys, conveniently furnished and equipped with beautiful children's furniture corners, floors covered with rugs, didactic material exciting the curiosity, aquarium, plants, birds, etc.

The child will never be reproached, threatened, we do not shout, do not punish, do not shame, do not offend, do not oppress and do not allow others to oppress. These and similar actions are incompatible with the humanistic educator pedagogics.

Child is always protected against the aggression of others. We accustom to mutual concessions, restraint and calmness. We do not bring the case that someone cries. If this occurs, we assure reconcile with the offender. We try that the child goes back home successful in something, carries home his own achievements as the present to family. The feeling of love and satisfaction is a sign that the child has successful life in the kindergarten.

Targeted work was conducted with parents. We acquainted them with the concept of kindergarten and called to subordinate the family education to ideas of humanistic pedagogics. In order to involve parents, we invited them to classes, conducted tutorials for them. We organized direct video broadcast from the kindergarten for parents. They were able to observe the life of their children in the kindergarten, express their opinions and suggestions. If necessary, we explained to them the art of our pedagogical work. Parents can see the sublime and refined culture of tutors, to feel the atmosphere of love for children. The emerging mutual trust helped tutors to become good consultants for parents in family education issues. Most parents of preschool children are usually young people who do not have enough (or any) experience in children upbringing. If the tutor is able to give good guidance to parents on the family education of children it will bring great benefit to strengthen the unity of the family and kindergarten.

Conclusion

System implementation of the ideas of humanistic pedagogics in the upbringing work in conditions of private kindergarten "Basti-Bubu" showed that: there is enhanced the motivation of children lives, their cognitive interests and possibilities of thinking observation, care, assessment and speech successfully develop. A joyful attitude to stay in kindergarten increases. It becomes possible to expand the educational and developmental programs. Preparing children for school covers the development of motivation and willpower, the ability to live in a collective. There is also such a fact that the children being in the atmosphere of humanistic relationships, get sick less, keep cheerfulness and love to tutors.

References

1. Amonashvili Sh. (1970) *Bases of formation of writing skills and development of the writing speech in primary school*. Tbilisi.
2. Amonashvili Sh. (1995) *Contemplations on humanistic pedagogy*. Moscow: Publishing House of Shalva Amonashvili.
3. Amonashvili Sh. (1990) *Personal-humanistic basis of the pedagogical process*. Minsk.
4. Amonashvili Sh. (1986) *To the school since 6 Years*. Moscow: Pedagogika.
5. Feldstein D.I. (2012) *Age and educational psychology: selected psychological works*. Moscow.
6. Gogebashvili Ya. S. (2002) *Anthology of humanistic pedagogics*. Moscow: Publishing House of Shalva Amonashvili.
7. Nioradze D. (2012) *Lessons of Writing. On the Rock Stairs*. Donetsk: Noulidzh Publ.
8. Nioradze V. (2010) *The ways of writing-speech activity cultivation*. Moscow.
9. Uznadze D.N. (2002) *Anthology of humanistic pedagogics*. Moscow: Publishing House of Shalva Amonashvili.
10. Vygotsky L.N. (2002) *Anthology of humanistic pedagogics*. Moscow: Publishing House of Shalva Amonashvili.

Система и практический опыт воспитательной работы с дошкольниками, основанный на принципах гуманистической педагогики

Амонашвили Паата Шалвович

Кандидат социологических наук, доцент,
Университет имени Андрея Первозванного при Патриархии Грузии,
0179, Грузия, Тбилиси, просп. Ильи Чавчавадзе, 53-А;
e-mail: amon.pedagogika@gmail.com

Аннотация

Воспитательный процесс, основанный на принципах гуманистической педагогики, позитивно влияет на здоровье детей. Такое воспитание происходит в атмосфере гармонии, радости и любви. Гуманистическая педагогика основана на общечеловеческих идеях: душа человека имеет божественное происхождение, жизнь человека должна строиться на духовных основах, ребенок представляет собой микрокосм и при этом способен познать макрокосм; в ребенке уже заложены основы его личности, которые могут получить своё развитие; ребенок не готовится к жизни, а уже ее проживает; в

атмосфере любви дети растут гораздо быстрее; нельзя воспитать ребенка, не имея с ним духовного контакта; духовное и моральное воспитание это основа образования; взаимодействуя со взрослыми, ребенок может проявлять куда большие интеллектуальные способности, чем в индивидуальной работе. Системная реализация идей гуманистической психологии в воспитательной работе в условиях частого детского сада показала: у детей возросла мотивация, произошло успешное развитие когнитивных и речевых способностей. Отношение к пребыванию в детском садике стало более позитивным. Удалось расширить образовательные и развивающие программы. Подготовка детей к школе охватывала развитие мотивационной сферы и волевых качеств, способности жить в коллективе. Отмечено также, что дети, которые воспитываются в ключе гуманистических взаимоотношений, меньше болеют и больше привязываются к воспитателям.

Для цитирования в научных исследованиях

Амонашвили П. Ш. Система и практический опыт воспитательной работы с дошкольниками, основанной на принципах гуманистической педагогики // Педагогический журнал. 2016. № 4. С. 361-370.

Ключевые слова

Гуманистическая психология, воспитательная работа, дошкольник, гуманистическая педагогика, воспитательный процесс.

Библиография

1. Амонашвили Ш.А. Основы формирования навыков письма и развития письменной речи в начальных классах. Тбилиси, 1970.
2. Амонашвили Ш.А. Размышления о гуманной педагогике. М.: Издательский Дом Шалвы Амонашвили, 1995. 496 с.
3. Амонашвили Ш.А. Личностно-гуманная основа педагогического процесса. Минск, 1990. 559 с.
4. Амонашвили Ш.А. В школу – с шести лет. М.: Педагогика, 1986. 176 с.
5. Выготский Л.С. Антология гуманной педагогики. М.: Издательский Дом Шалвы Амонашвили, 2000. 224 с.
6. Гогешашвили Я.С. Антология гуманной педагогики. Гогешашвили. М.: Издательский Дом Шалвы Амонашвили, 2002. 224 с.
7. Ниорадзе В.Г. По ступенькам Скале. Уроки по выращиванию письменно-речевой деятельности у школьников. Донецк, 2009. 70 с.
8. Ниорадзе В.Г. Пути выращивания письменно-речевой деятельности. Уроки Валерии Ниорадзе. Книга для учителя 1 класса. М.: Издательский Дом Шалвы Амонашвили, 2010.

9. Узнадзе Д.Н. Антология гуманной педагогики. М.: Издательский Дом Шалвы Амонашвили, 2000. 224 с.
10. Фельдштейн Д.И. Проблемы возрастной и педагогической психологии: избранные психологические труды. М., 2012. 368 с.