THEORETICAL FOUNDATIONS OF PREPARING FUTURE PRIMARY SCHOOL TEACHERS FOR DEVELOPING LEARNING

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ABSTRACT

In the last decade, among teachers and methodologists of different levels, interest in the idea of developing education in elementary school is more and more clearly manifested. A rather large number of scientific and educational materials appear that affect specific problems and individual aspects of developmental education, attempts to implement certain developmental education systems in the practice of the school, issues of training and retraining of specialists who want to work on developmental education systems.

Keywords: Theoretical foundations, preparing future, primary school, teachers for developing.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The social transformations taking place in our country have created certain conditions for the restructuring processes in the field of education - the creation of new types of schools, differentiation and variation of educational institutions, the active introduction of various pedagogical innovations, copyright programs and textbooks [1].

Appropriate pedagogical movements even arise, within which various conferences and seminars on developmental education problems are organized and held. The Russian Interregional Association for Developmental Education was created (according to the system of DB Elkonin - VV Davydov), the activity of which consists in improving and practical development of this system [2].

But, despite the fact that the term “developmental education” is actively used in psychological, pedagogical and methodological literature, the content of this concept is still problematic, and the answers to the question “what is developmental education?” Are rather contradictory [6].

The idea of developing learning has deep historical roots. It is based on certain philosophical views on the process of cognition. Thus, the discussions of Socrates (469 - 399gg. BC) included the mind in an activity that prompted the thought to search for truth. His methods were used by the Pythagorean school (4th century BC).

The questions of cognition were in the center of attention of the sophists (5th century BC), who developed special methods of the dispute, which included the interlocutors in active mental activity. Beginning around the 11th century, medieval universities developed an interest in the problems of logic, which in that era was called dialectics and whose subject was work with concepts.

Starting from the 15th century, a whole series of changes took place in the socio-economic and spiritual life of society, which led to the beginning of a new era - the Renaissance. The focus was on a person, an individual, which could not but affect education. As a result, a new self-awareness

of a person and his new social position grows: pride and self-affirmation, the consciousness of one's own strength and talent become the distinguishing qualities of a person.

The 17th century opened the next period in the development of philosophy, the so-called philosophy of modern times. During this period, science takes a leading place in the worldview and the problems of cognition - epistemology come to the fore in philosophy. This led to the need to search for active forms of learning. A similar desire dates back to the philosophical views of F. Bacon. This was the first serious blow to the theory of dogmatic memorization of "scripture" and any printed word. According to Bacon, science should be a rational processing of experimental facts through induction; he suggested looking not only for facts confirming a certain conclusion, but also facts refuting it [1].

One of the first supporters of the active teaching of schoolchildren was the Czech teacher J. A. Comenius, whose "Great Didactics" pointed to the need to "inflame the boy's thirst for knowledge and ardent zeal for learning" [2, p. 247]. However, the school of the XVII century could not use progressive ideas and dogmatic training continued.

With the transition of schools from individual learning to group and
In the classroom lesson, the idea of activating the cognitive activity of the student, including through the research path of learning, gradually developed. The development of the child's mental abilities through the use of a research approach was supported by the French philosopher J. Zh. Rousseau, who laid down the principle of learning at an increased level of difficulty, but taking into account accessibility. However, the philosopher's advanced thoughts did not reach the practice of teaching [1].

For the first time, the question of the developmental nature of instruction was posed and developed by the outstanding Swiss teacher I. G. Pestalozzi at the turn of the 17th – 18th centuries, who called his system of pedagogical views "the theory of elementary education" (and more often in one word "method"). Education, in his deep conviction, should have a developmental character and "develop the whole person", i.e. not only affect the mind, but also exert a corresponding influence on the feelings, will, character of the child, equip him with the necessary skills for life. Cognition in isolation from skills, according to Pestalozzi, only appearances. Pestalozzi expressed his firm conviction that "not the acquisition of any separate knowledge, separate skills for our human race, but the development of the forces of human nature themselves is the essence of the education of children of all classes" [5].

Developed by Pestalozzi, the idea of developing schooling was picked up later by representatives of advanced pedagogical thought. The idea of developing education was particularly vividly continued in the pedagogical works of prominent German educators A. Disterweg and F. Wander. A. Dysterweg, developing this idea, wrote: "Development and education cannot be given or communicated to any person. Everyone ... must achieve this through his own activity ...". And further: "That which a person has not acquired through his independence is not his" [6, p. 118-119].

The main task of the didactics of developmental education that he created is to stimulate the student's cognitive abilities so that they "develop in the assimilation and search of truth" [5, p. 28].

The problem of developmental learning, posed with such force by Pestalozzi and continued by his followers, teachers, was of great importance for advanced pedagogical thought. K.D. Ushinsky

repeatedly spoke about the "developing method" by I. G. Pestalozzi, evaluating his basic pedagogical idea as one of the few outstanding discoveries that propel humanity forward. Our teacher wrote that the goal of the school, according to I.G. Pestalozzi, "does not consist in introducing a certain amount of certain knowledge into the heads of children ... and telling them the technical skills of reading and writing, but in developing the children's abilities with a school lesson ... No matter how simple this idea is now, but at that time it was ... a discovery that brought and does bring to humanity more benefits than the discovery of America "[4, p. 394].

KD Ushinsky on the basis of this theory creates a didactic system aimed at developing the mental powers of students and expresses the idea of developing their cognitive independence: students should be given not only certain knowledge, but also the ability to acquire new knowledge independently, without a teacher, which is one of the main tasks of schooling [4]. P.F. Kapterev, relying on the theory of K.D. Ushinsky, urges teachers to develop logical thinking in students and to form their cognitive independence.

In the second half of the 19th century, the English teacher Amstrong criticized the scholastic teaching methods, who introduced the "heuristic method" in the teaching of chemistry, which develops the students' mental abilities. He saw the task of this method in teaching students a scientific method that develops their mental abilities. Regardless of Amstrong, the Russian methodologist of natural sciences A.Ya. Gerd formulated important points of developmental learning. "All real knowledge," he wrote, "was acquired by mankind through observation, comparison and experiments, with the help of gradually expanding conclusions and generalizations. Only in this way, and not by reading articles, can this knowledge be passed on to children. Pupils should, under the guidance of a teacher, observe, compare, describe, discuss observed facts and phenomena, draw conclusions and generalizations and test them with simple, accessible experiments "[5].

Despite all this, it should be noted that during the period under review there was not a single study on the issues of developing education, as a holistic pedagogical education system. The term "development" was mainly used for the mental abilities of the child and ultimately met as a synonym for the term "research method". However, the elements of developmental education in the form of ideas were so strong that in 1918 at the meeting of the State Commission the idea was voiced of the need "to develop mental abilities in childhood", and in the 30s "the ideas of developmental education began to crystallize so much that the attitude of education and development has become the most central and basic theoretical issue in the education system "[1, p. 9].

The construction of a sound concept of developing education was hindered by the insufficient development of psychological theory. The ideas of developing education were further developed in the pedagogical and psychological science of our century. By the beginning of the 30s, three main theories about the relationship between learning and development, which were deeply analyzed and described by L.S. Vygotsky, in particular, in the article "Problems of Learning and Mental Development in School Age" [3].

In one of these theories, the main point is the idea of the independence of child development from learning processes. Education in this case is considered, as L.S. wrote Vygotsky, "as a purely external process that must be somehow coordinated with the course of child development, but itself not actively participating in child development, changing nothing in it" [4, p. 375]. Otherwise, according to this theory: "Learning lags behind development, development goes ahead of learning. ... It excludes any possibility of raising the question of the role of learning itself in the

development and maturation of those functions that are activated by learning. Their development and maturation are a prerequisite rather than the result of training "[4 p. 376]. Education, according to this theory, is built on development, without changing essentially anything in it.

A. Gezzel, 3. Freud, J. Piaget and others adhered to this theory. According to J. Piaget, "a child's thinking necessarily passes through all known phases and stages, regardless of whether the child is being trained or not" [3, p. 227]. This theory does not recognize the so-called developmental learning. L.V. Zankov, analyzing the research of J. Piaget, emphasized the unacceptability of his methodological position, according to which the social acts as only a side factor that affects the course of development, but does not rearrange its internal content.

The second theory, according to L.S. Vygotsky, based on the fact that learning is development (W. James, J. Watson, Ed. Thorndike, K. Koffka), although the nature of learning (teaching, learning) is understood by everyone differently. According to this theory, any learning is developmental, because it merges with development and each step in learning corresponds to a step in development, which boils down to the accumulation of all kinds of habits

Proponents of such a theory are often teachers and methodologists, relying on practical experience without conducting special studies to study the relationship between learning and development.

In the third theory, an attempt is made to overcome the extremes of the first two by combining them. Development is thought of as a process, independent of learning, and the learning itself, during which the child acquires new forms of behavior, is thought to be identical with development.

This theory occupies an increasingly strong position in modern Russian pedagogical psychology. According to this theory, training and education play a leading role in the mental development of the child, and development prepares and makes possible the learning process. "Education goes ahead of development, moving it further and putting forward new growths in it" [8, p. 231].

Giving a brief outline of the rationale for his hypothesis, L.S. Vygotsky based his reasoning on the fundamental law he formulated for developing the external mental functions of a person: "Every higher mental function in a child's development appears on the scene twice - at first as a collective activity, the second time as an individual activity, as an internal way of thinking of a child "[6, p. 387]. This law, according to the author, is applicable to the process of children's education. An essential principle of training is that it creates zones of proximal development, i.e. It causes the child to life, awakens and sets in motion a number of internal processes of development. Initially, these processes are possible for the child only in the sphere of relationships with others and cooperation with friends, but, overcoming the course of development, they become the internal property of the child.

From this point of view, learning is not development, but, properly organized, it leads to children's mental development, brings to life a number of processes that would have been impossible outside of learning. "Education, therefore, is an internally necessary and universal moment in the development of a child's not natural, but historical features of a person."

L.S. Vygotsky solved the problem of the relationship between learning and development, relying on the general law of the genesis of the child's mental functions, which is found in areas of proximal development, which are created in the process of learning, in communication with adults and peers. A new mental function appears as a kind of "individual continuation" of

its implementation in collective activity, the organization of which is training. In this case, "properly organized" is such training that "runs ahead of development" [8, p. 386]. Outside of such training, processes related to its development are impossible in the child's mental life. Education in this case is an internally necessary and universal moment of development [9].

Analyzing the main ideas of the scientific school of L.S. Vygotsky, A.N. Leont'ev notes that the universal and necessary forms of human mental development are his training and education. Thanks to them, a person appropriates the values of material and spiritual culture. This is carried out in the course of their own activities, adequately reproducing those types of activities and abilities of previously living people, through which these values themselves arose and developed.

According to the theory of L.S. Vygotsky and his followers, the processes of education and upbringing do not directly develop a child by themselves, but only when they have activity forms and have the appropriate content. Between learning and the mental development of a person is always his activity.

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