

## **GENESIS AND HISTORICAL STAGES OF THE IDEA OF INTERCONNECTION OF TRAINING AND EDUCATION IN FOREIGN PEDAGOGY**

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Relevance of the problem under study is caused by need of further development of philosophy of education, scientific substantiation of modern innovative theoretical and procedural-technological research in the field of humanization and democratization of the national school. This article is directed on identification of genesis and disclosure of historical stages of development of the idea of interconnection of training and education in foreign pedagogy. The leading approach to research of this problem is systematization and generalization of historical facts and original sources. The main results of the research are in the study of genesis of development of training and education in foreign pedagogy, from the period of Antiquity until formation of industrial and modern post-industrial society. It was established that development of the idea of interconnection of training and education in foreign pedagogy went through a number of certain stages, in particular, connected with modification of purposes, values, content and forms of implementation of interaction of training and education under the influence of changes of socio-economic and political conditions of social development. Materials of the article can be useful for enrichment of historical and pedagogical knowledge: a certain lack in the history of foreign pedagogy in studying practical and theoretical experience of organization of interconnection of training and education in foreign schools is met. New opinion on possibility of adaptation of conditions of interconnections of training and education at foreign schools to the practice of Russian education opens prospects for scientific substantiation of modern innovative strategies of its development.

**Keywords:** genesis ; interconnection of training and education ; historical stages ; foreign pedagogy.

### **INTRODUCTION**

Before consideration historical research of genesis of the idea of interconnection of training and education in foreign pedagogy we will define key concept. As a result of studying works of I.Ya. Lerner (1981), Yu.K. Babanskiy (1983), V.A. Karakovskiy (1991), V.A. Slastenin (2000), V. V. Krayevskiy (2003), we consider interconnection of training and education as a pedagogical principle reflecting the mutual conditionality of these processes and integral system of their interaction aimed at forming a man of culture, polymathic personality, ready for free self-realization in society. Hence, and on the basis of comparative analysis of various conceptual approaches it was established that development of the idea of interconnection of training and education went through a number of certain stages connected with modification of purposes, values, content and forms of implementation of interconnection of training and education under the influence of changes of socio-economic and political conditions of social development.

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The main feature of historical and pedagogical process of the Western civilization can be described as a struggle of pragmatic and humanistic tendencies in training and education (Obraztsova, 1996). On this basis, we carried out a research of genesis of development of training and education in foreign pedagogy, beginning from the Antiquity period until formation of industrial and modern post-industrial society. In the context of the proposed analysis we revealed world outlooks of theorists and practitioners of pedagogical concepts, paying special attention to those figures who really, but not declaratively carried out in their practice the main idea of productive combination of training and education and development of a man of high morals and culture.

### **METHODOLOGICAL FRAMEWORK**

Methodological and general-theoretical basis of the research is the philosophical principle of system approach (involving consideration of historical and pedagogical phenomena from the point of view of integrity of their characteristics); axiological approach (according to which a person is the supreme value in society and the goal of social development); the principle of history and culturology unity in pedagogical knowledge (which allowed to trace the genesis and development of the idea of interconnection of training and education at foreign schools and thereby to determine its relevance for pedagogical science).

Theoretical and methodological base of the research are: ideas of humanization and democratization of education (Berulava, 1996; Valeev, 2008; Valeeva, 1997; Gershunskiy, 1991; Demakova, 2000; Nigmatov, 2004), conceptual ideas of historical and pedagogical research (Bim-Bud, 1994; Boguslavskiy, 1987; Kornetov, 1994; Ravkin, 1994) and comparative and pedagogical research (Dzhurinskiy, 1993; Malkova, 1983; Pilipovskiy, 1997; Tsyrlina, 1999), psychology and pedagogical theories of personality development in the process of training (Vygotskiy, 1996; Lerner, 1981), the concept of person-oriented training (Bondarevskaya, 1995).

The research methods used in the study are typical for a methodology of the study of history and pedagogy: logical and gnosiological analysis, method of actualization, selection, systematization and generalization of historical facts and original sources. Historical retrospective and comparative methods were used to implement the scientific principle of historicism. They allowed understanding the stages of development of the idea of interconnection of training and education in pedagogical process.

### **RESULTS**

As a result of the analysis of a wide array of sources, it was established that development of the idea of interconnection of training and education in foreign educational practice included a number of periods.

The criteria for its periodization made by the following parameters:

- change of the socio-political and cultural and educational objectives determined by the government in relation to education;
- ways of solving contradictions between objectives of training and education in pedagogical practice, the emergence of which was caused by need of transformation of its conceptual bases;
- modification of goals, values, content and forms of implementation of interaction of training and education under the influence of changes of socio-economic and political conditions of social development (Minibaeva, 2010).

As a result, we present the following periodization of development of the idea of interconnection of training and education in foreign educational practice.

#### **Stage I. Antique (IX century BC – V century AD)**

There was separate solution of questions of training and education due to parallel existing of grammatical schools and gymnasia. At the same time it was the period of development the question of essence and mission of a person, his ability to form his own way of life according to opportunities of his nature. At that time freethinking increased in society, as well as critical attitude to the past and the present. Ideals and values were compared with practical use and practical results. Augment in the stock of knowledge was gradually observed that, anyway, promoted development of philosophical views in which transition from primary studying of the nature to consideration of a person was carried out, i.e. the subjectively-anthropological tendency in philosophy was planned. A person was declared the only life and a measure of all things. These new tendencies became prerequisites for development of the idea of harmonization of education and training problems in teaching process.

#### **Stage II. The end of V-XIV centuries**

It was the period of consolidation of training and education in the context of the dominating Christian ideology when training objectives were completely submitted to the purposes of religious education. At the same time during this period the fundamental principles of formation of human individuality were originated, as well as training and education aimed not only intellectual development of a pupil, but also his cultivation as a moral personality. Accumulation and systematization of new data in medicine, geography, mechanics and machinery, chemistry and pharmacology promoted interest in cognition of reality. Widely treated experience was gradually recognized as one of the bases of training and education. That was promoted by the development of natural sciences which had impact on the ideas of education of that time.

**Stage III. XV-XVI centuries**

It was a period of awareness of expediency of training and education integration based on recognition of value of pupil's identity and development of his informative activity. It became the prerequisite of pedagogy of freedom. The main didactic principles of that time are voluntary and conscious training, connection of training with nature and life (Montaigne, 1993), visualization, self-education, labor education (More, 1998). In school practice of that period educational opportunities of children's self-government were used for the first time (Feltre (Woodward, 1963), aspiration to stimulate lively interest of pupils to knowledge was traced. That interest was motivated through creation of such atmosphere of teaching which would be able to turn it into joyful informative process.

**Stage IV. XVII century**

Recognition of authority of reason and sensible attitude to economic and political activity led to expanded search in problems of cognition and scientific development of regularities and principles of didactics. In this regard, priority in educational process became training. Since that time, considerable changes in all spheres of social and cultural life of Western Europe began. The authority of reason rose, religious pluralism became legal. It opened the way to freethinking, democracy and scientific research. And highlighting of gnosiology in philosophical systems became a result of that, in particular, identification pupils' natural abilities and inclinations to this or that kind of activity. And as natural inclinations weren't enough for development of mind, in this regard, education had to supplement and guide them (the founder of didactics and scientific pedagogy was Ya.A. Komensky (1875).

**Stage V. XVIII century**

It was a stage when tradition of free education was born, involving unity and interconnection of training and education, including a task of forming an ideal of a free, with critically thinking, as well as spiritually and physically developed personality.

This period was marked by a wide world outlook current, which proclaimed training and education as a fundamental tool to improve and transform society. Therefore a great place to achieve these goals was given to the dissemination of knowledge, in the course of what, there was an irreconcilable struggle against dogmatism and scholasticism in pedagogy (D. Diderot (Gachev, 1961); K. Helvetius (Helvetius, 1974); Voltaire (Kuznetsov, 1978); Montesquieu (Devletoglou, 1963).

The end of XVIII - early XIX centuries marked the transition from speculative development of educational problems to creation practical, focused on widespread use of techniques. In this regard humanistic pedagogical tradition strengthened. At

that time philanthropic schools, a kind of boarding schools began to appear. Educational conditions at those schools much more corresponded to the nature of children, in comparison with conventional educational institutions. The main tasks of that schools were proclaiming formation of the complete personality, capable of civilian activities and attainment of personal happiness, and orienting of educational process on comprehensive development of children (in particular, by means of developing training).

#### **Stage VI. XIX century**

Authoritarian pedagogy was asserted. It required strict regulation of a lesson, with a particular emphasis on educational training. Formation of a child's personality went through the development of his intelligence. Verbal methods dominated in training. Thus, orientation was on the training and education using standard, identical methods and means for all pupils. Those methods leveled individuality and included a person in an impersonal state order.

#### **Stage VII. The end of XIX - the first half of XX century**

It was the period of orientation of pedagogical process to development of natural talents of children, to assurance natural growth and development of a child, to disclosure potentials inherent in him from birth due to productive interconnection of training and education in pedagogical process. Proclamation of "pedocentric revolution" promoted changes in pedagogical outlook, reflected in evolution of school and pedagogical thought. During this period there was an awareness of need to update the education system, which could promote updating of all society in general. Those all meant replacement of old school system with new education system focused on holistic and universal schooling. In foreign pedagogy of that period two main pedagogical paradigms were highlighted: pedagogical traditionalism and new education, or reformatory pedagogy, that was a certain alternative to traditionalism. The essence of the new education was in practical implementation in educational institution of the idea about the necessity of studying "natural development of children", whose nature initially recognized as active.

#### **Stage VIII. The second half of XX century**

There was dissemination of concepts and mass educational practice of free education, imparting personal focused character to pedagogical process along with overcoming authoritarianism in education and training. This period is characterized by extension of pupils' freedom in the practice of schools (in goal-setting, in choosing content, forms, means and training methods, in performance assessment, etc.). That promoted development of a child as a subject of life and culture within his own life and spiritual and moral development.

## DISCUSSIONS

Certain aspects of development of foreign humanistic pedagogy of the XX century reflected in monographic collections and works of such researchers as B.M. Bim-Bud (1994), A. Gretler (2000), A.N. Dzhurinskiy (1993), G.B. Kornetov (1994), Z.A. Malkova (1983), V.Ya. Pilipovskiy (1997), etc.

During the work on the research, we studied the works of A. Neill (1984). Studies of the phenomenon of alternative approaches to education by I. Illich (1978), M. Appleton (1999), R. Barrow (1978), R. Hemmings (1974), D. Gribble (1998), works on the history of education in the XX century by W. A .C. Stewart (1968), R. J. W. Selleck (1968), E. Stabler (1980) were of particular importance for us.

At the same time we can state the absence of scientific works in which the genesis and historical stages of the idea of interconnection of training and education at foreign schools is an independent object of research. Meanwhile, such a study would reveal historical, cultural and methodological determinancy of these processes, would show and explain mechanisms of efficiency of their interaction.

## CONCLUSION

As a result of comprehensive study of the idea of interconnection of training and education in foreign pedagogy we succeeded to determine the genesis and historical stages of this process. Based on the research, we came to the following conclusion.

1. During the analysis of psychological and pedagogical literature ideological positions of different theorists and practitioners of pedagogical concepts were revealed, whereby special attention was given to those personalities who, in practice, carried out the important idea of education, i.e. intelligent combination of training and education, and who formed western pedagogical tradition as a system of common stereotypes, set by certain socio-cultural determinants. On this basis, we concluded that its features were: purposeful and valuable and rational nature of pedagogical activity; appeal to mind and education of will; idea of development of a human personality in harmonization with society; desire to develop creative and critical in a person. Thus, the study showed that the main feature of the historical and pedagogical process in foreign pedagogy was confrontation of pragmatic and humanistic tendencies in education and training.
2. As a result of studying genesis and historical stages of development of the idea of interconnection of training and education in foreign pedagogy, it was found that development of these ideas went through a number of certain stages, in particular, connected with modification of purposes, values, content and forms of implementation of interaction of training and education under the influence of changes of socio-economic and political conditions of social development. On this basis we revealed

periodization of the idea of interconnection of training and education in foreign educational practice.

### *Recommendations*

The results of the research can find application when reading courses on the history of pedagogy and education at teacher training colleges and universities, when writing tutorials on foreign pedagogy, philosophy of education, and in improving pedagogical culture of the general public.

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