

THE DEVELOPMENT OF EXPERIMENTAL FOREIGN EDUCATIONAL ESTABLISHMENTS

Khacayuk N. S.

Taurida National V.I. Vernadsky University, Simferopol, Crimea, Ukraine

E-mail: h_natali@ukr.net

The main goal of this investigation is system-historical analysis accomplishment of foreign experimental institutions formation stages, tendencies of their development from long-ago till the first half of 1990s.

In this article on the basis of investigation of historical factors with a certain degree of conditionality in accomplishment and development of foreign experimental institutions four periods were allocated. It was set that experimental institutions of the first period (from long-ago till the end of the nineteenth century) developed fragmentary and were connected with each other neither by time, nor by any leading pedagogical conception,

however, they were the first to demonstrate organization of learning activity, particularly class-lesson system of studies; started to take into consideration age peculiarities of the child; created background for scientific investigations organization and holding; revealed natural child's skills and supported their development; denied corporal punishment; used progressive ways of studying and upbringing that were based on the visibility and activity basis; second period (since the end of the 19th century till 1930th) is characterized by active development of experimental educational institutions which is connected with political, economical and spiritual liberty, sophistication of civil-pedagogical movement, possibility of private initiative in education, emerging of social groups that were interested in education updating, most of experimental schools preferred theory of liberal upbringing and experimental pedagogic; third period (since 1930th till 1950th) is noted by eliminating of experimental educational institutions quantity that was connected with influence of totalitarian power and encompassing power of fascism; fourth period (from the middle 1950th till the first half of 1990th) is characterized by more favorable social-political and cultural conditions that marked author's educational institutions becoming and new schools creating where foreign psychological-pedagogical traditions that were known before were regenerated.

Thus retrospective analysis implementation of model development of foreign experimental educational institutions let thoroughly study tendencies of becoming and development of native experimental educational institutions, particularly experimental school of Crimean Autonomous Republic.

Keywords: experimental foreign educational establishment, author's school, a tendency of.

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