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Pedagogical Heritage of A.S. Makarenko in Modern Educational Space

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It should be emphasized that a vital life experience of a teacher plays an important role in the process of moral education of senior pupils. In modern educational practice it has become traditional to convey theoretical – practical teachers achievements. Teaching senior pupils we think it is necessary to ensure knowledge of last epochs teachers whose ideas are actual today. As our research is based on Makarenko's creative heritage we shall follow the process of pedagogical formation of a future teacher today.

Thus let us consider „inner nature” of A.S. Makarenko natural qualities which categorize him as a person and a teacher [Korshunova 2008: 56–58].

His psychical qualities characterized his inner nature of a teacher. These qualities had a humane direction. The leading factor of the teacher personality development is his interest to people and life. This factor was already present in Makarenko in those years when he was choosing his profession. On this basis his communicative abilities, the need of readiness to help everyone, share knowledge, interest and love to children, to work with them had been formed.

Love to everyone of his pupils made A.S. Makarenko not only dear and close to his pupils, but enriched the teacher himself too. Intensive interest to people, who are the typical peculiarity of Makarenko at a mature age could already have been seen at early years. This was not only a cognitive interest or cold eagerness of a teacher – experimenter. It was attention of an elder person, active love, wish to help a child. In any of his pupils Makarenko saw first of all a man who was growing. And the teacher tried to be close to the child everywhere: in a living talk, at the lessons, in plays. That is why pedagogical work gave Anton Semenovich a profound and fully developed understanding of a man at an early age, that understanding struck everybody further who had known Makarenko. This work developed the qualities necessary for a future writer and first of all the ability to observe a personality in his moving, in the process of inner growth, in close contact with environment.

Humanitarian attitude to pupils made the teacher devote much time to work with them. A.S. Makarenko took great care of moral and labour upbringing of

pupils who perceived him as an unusual personality for a teacher of an old formal school [Makarenko 2003: 192].

Kaminsky G.P. a teacher of the Russian language and literature in Kremenchuk school has had a great influence on the development of humanitarian direction of young Makarenko [Fere 1953: 15–23].

Optimism is the inborn quality of A.S. Makarenko. Later he considered it as an important technological mechanism of creating perspective lines methodology as an important moving force which leads to development, improvement, self perfection.

Makarenko A.S. also has some creative abilities which are quite natural for him. A young teacher did not try to finish his working hours and to be busy with the work interesting only for him and which was not connected with school. He devoted a large part of his time to his pupils. He interrupted his classis and began to play with children: blind man's buff, cat – and – mouse, snowballs. Makarenko was the participant of these plays. He united pupils, gave them his enthusiasm and vital energy. The leading quality of his creative personality structure is his language, of course, the language as a product of thinking activities.

Sociocultural situation in Russia in the XXI century is accompanied by shifting a social order, witty remarks of political, socioeconomic and spiritual – moral problems. The changed ideals and values, the complication of social structure, ideological and moral pluralism, unemployment, sharp family poverty – all that greatly influenced youth socialization, upbringing moral analogists. The values deformation taken place in perestroika years in our country led to the oblivion of many moral principles: spiritual devotion, humanity, virtues.

At present we can see tendencies of renovated approach to the state and essence to negative consequences of education situation on the basis of diagnostics data of social sciences, the aim of which is moral normalization of personality upbringing space reflected in the programme of upbringing development in the education system of Russia.

The pedagogical system of Makarenko A.S. concentrates activities in the nearest perspective on the development of prediction methodology of upbringing work on the basis of monitoring of upbringing complex functioning and information analytical system, „Upbringing and children development in Russia”, legislative pupils well-being support according to UNO Convention [*Official documents...* 2002: 15–45].

Today if the school likes to be competitive it should work according to educational needs of a pupils granting qualitative education and upbringing which allow to act adequately in a modern sociocultural situation. Modernization is possible only by developing a new model of school upbringing system, a class as an uninformal educational space structuring integrity and fullness of modern knowledge in the forms of human values, moral healthy guidelines.

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Abstract

This article deals with the research of pedagogical heritage of A.S. Makarenko. He took great care of moral and labor upbringing of pupils. Teaching senior pupils we think it is necessary to ensure knowledge of last epochs teachers whose ideas are actual today. As our research is based on Makarenko's creative heritage we shall follow the process of pedagogical formation of a future teacher today.

Key words: pedagogical heritage, moral education, senior pupils, to be close to pupils, qualities, personality, upbringing space.