В. Б. ПОМЕЛОВ

Педагогическая концепция «Йена-план» П. Петерсена

В настоящее время в системах образования ряда стран Европы получила распространение педагогическая концепция «Йена-план» немецкого ученого Петера Петерсена (1884-1952). Она представляет собой технологию, способную радикально изменить подход к организации обучения и воспитания детей.

В представленном исследовании решаются две задачи: раскрытие малоизвестных биографических данных немецкого педагога П. Петерсена и характеристика важнейших черт выдвинутой им педагогической концепции. Цель исследования заключается в определении ее значимости в истории европейского образования. В процессе работы использовались следующие методы: биографический, ретроспективного анализа и непосредственного наблюдения в ряде школ Германии и Чехии, использующих «Йена-План» в своей практике, а также аксиологический подход.

Основные результаты. Концепция «Йена-план» получила достаточно широкое распространение в силу своей дидактической эффективности, гуманистической направленности и соответствия возрастным и индивидуальным особенностям детей. В исследовании раскрывается технология использования концепции на примере работы школ Германии. Показана методика применения на практике понятий «штамм-группа» и «штамм-тиш» (буквально «ствол-группа», «ствол-стол»). Основным вывод исследования заключается в том, что «Йена-план» имеет перспективу дальнейшего развития в современной европейской школе. Подтверждением данного утверждения служит регулярное проведение конференций движения приверженцев «Йена-Плана», значительное количество школ, использующих в полной мере или частично положения этой концепции. Ее отдельные позитивные черты могут быть использованы в отечественном образовании.

Ключевые слова: педагогика Германии в XX в., реформаторская педагогика, П. Петерсен, концепция «Йена-план», использование «Йена-план» в современной европейской школе

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V. B. POMELOV

The pedagogical concept «Jena-plan» of P. Petersen

At present, the educational concept «Jena-plan» of a German scholar Peter Petersen (1884-1952) has become widespread in the educational systems of some European countries. It is a technology that aims to change the approach to the organization of education and upbringing of children radically. Two tasks are solved in the issue: to reveal the less known biographical data of P. Petersen, and to characterize the most important features of the pedagogical concept put forward by him. The purpose of the study is to determine its significance in the history of European education. The following methods were used: biographical and retrospective analysis, direct observation in some schools in Germany and the Czech Republic, that use «Jena-Plan» in their practice, as well as an axiological approach.

Main results. The concept «Jena-plan» has become quite widespread due to its didactic effectiveness, humanistic orientation and compliance with the age and individual characteristics of children. The technology of using the concept of Peter Petersen on the example of one of the schools in Germany is revealed in the issue. The method of applying the concept in practice, – on the example of «trunk group» and «trunk table» («Stammgruppe» and «Stammtisch» in German), – is shown. The main conclusion of the research is that «Jena-plan» has the prospect of further development in the modern European school. This statement is confirmed by the regular holding of conferences of the movement of adherents of the «Jena Plan», a significant number of schools that fully or partially use the provisions of this concept. Some positive features of this concept can also be used in domestic education.

Keywords: German pedagogy in the XXth century, reform pedagogy, P. Petersen, the concept of «Jena-plan», the use of «Jena-Plan» in the modern European school

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Introduction. The urgency of the problem

The humanistic reform pedagogy in Europe of the late XIXth – early XXth centuries is represented by its most prominent representatives: W. Dilthey, E. Key, G. M. Kershensteiner, M. Montessori, P. Petersen, R. Steiner, etc. All of them proceeded from the recognition of a child as a main value, and put him in the center of educational work. The education of a spiritually free person was proclaimed by these scholars the highest priority of upbringing, and the teacher's attitude to a child was defined the major pedagogical and social value [1].

Different variants of this trend in the European pedagogy got the names of «new education» [2], «new school» [3], «alternative pedagogy» (some named it «educating in other ways») [4] and «free upbringing» [5]. Modern foreign [6] and Russian [7; 8] scholars studied the theoretical and practical heritage of the above-mentioned teachers, as well as its use in the European education of past and present. They consider it relevant to study the humanistic orientation of the goals, tasks, content and methods of teaching and upbringing formulated by reform teachers [9], as well as to reveal their influence on the development and formation of a free, independent personality in practice of the Soviet school [10].

It's well known that studying the history of science is an important component of modern education [11, p. 354]. However, many aspects of their theoretical and practical legacy remain almost unexplored up to nowadays. This is due to the fact that the works of reform teachers were practically not published in our country, and they are known now only in a brief retelling and interpretation of native authors [12].

Meanwhile, works of these authors are still of considerable interest for modern Russian pedagogy. First of all, this applies to the pedagogical concept of Peter Petersen's «Jena-Plan», which quite loudly declared itself in the first half of the XXth century. Subsequently, a whole movement developed in the European pedagogy, bringing together primary schools and kindergartens, who used the technology of P. Petersen in their daily work. In the last three decades, this concept has not only become widely known among teachers in Germany, the Netherlands, the Czech Republic, Slovakia, Hungary, Romania and a number of other European countries, but it has become an entire international pedagogical movement known as «Jena-Plan-Schule», or «Jena-Plan». At the same time, the name of P. Petersen is practically unknown to Russian teachers, though he was an extraordinary person, a scholar is worth telling of, as his biographer says [13].

In the issue two tasks have been set, – to reveal the biographical data of the German teacher P. Petersen, and to present the main features of the pedagogical concept «Jena-plan» put forward by him. The purpose of the study is to determine its significance in the history of European education.

The methods and materials

To achieve the aim of the research, a number of methods have been used. In order to identify the value potential of P. Petersen's ideas, an axiological approach was used, which allowed to identify the most significant achievements of the scientist, as well as a biographical method, a method of retrospective analysis of the scientific views of P. Petersen, and a method of direct observation, which was used by the author in the process

of attending classes in educational institutions operating in accordance with the concept of «Jena-Plan», in the cities of Jena and Weimar (Germany), Pödebrady (the Czech Republic). The author also participated in the forums of the Thuringian Institute for advanced training of teachers, improvement of curricula and mass media in Arnstadt (Germany), dedicated to the popularization of the concept of «Jena-plan» [14, p. 99].

The results

The main content. Basic biographical data of P. Petersen

The creator of «Jena-Plan» Peter Petersen was born on June 26, 1884 in the north of Germany, in the village of Grossenviehe, near the city of Flensburg [15, p. 148].

At the end of the 2nd grade of rural school and gymnasium in Flensburg, he, the eldest son of a Friesland peasant, who had seven other children, didn't accept his father's farm, – that was in contradiction to family traditions, – but, on the contrary, he broke with the rural way of life and began to study the social sciences: philosophy, history, psychology, evangelical theology, English and economics.

He was educated at the universities of Leipzig, Kiel, Copenhagen and Posen, where among his teachers were, in particular, famous scientists Wilhelm Wundt, Karl Lamprecht and Nobel laureate Rudolf Oken. The latter was his supervisor.

On October 8, 1908, at the faculty of philosophy of the University of Jena, Petersen defended his dissertation «The idea of development in the philosophy of Wilhelm Wundt». On February 3, 1909, P. Petersen passed the exam for the right to teach in high school. He worked for six months in Leipzig as an assistant teacher at the Queen Karola gymnasium. In October of the same year, he took the position of a senior teacher at the Johanneum school for the training of scientific personnel in Hamburg; he worked there for ten years.

This transition marked the beginning of his activity in the school reform movement. Since 1911, he began to express original views in the field of aesthetic education, the organization of labor schools and educational institutions of the agrarian type, as well as on the problems of experimental psychology. In addition, he collaborated in «the German Union for School Reform», where in 1912 he became a member of the board and a secretary. He conducted pedagogical and organizational work at «the German Committee for Education and Training», whose headquarters were located in Berlin. At the same time, Petersen was an organizer of courses in pedagogy and psychology for Hamburg teachers. He collaborated at «the Institute of Youth», and since 1911 – also in the newspaper «Hamburg News».

In spring of 1920, P. Petersen became a member of a board of a real school in Winterhude (district of Hamburg). In the 1920-1921st school year, he took charge of this institution and he made every effort to reform it into a new type of «German high school», and then into «the school community» called «Winterhude». This community included several elementary schools. Petersen attached particular importance to the involvement of parents into the community created by him. He put the task of facilitating the transition of children from primary to secondary school, and helping them to adapt in life. After his resignation as a principal, Petersen continued to work as a senior teacher at school for two more years.

At the same time, he was actively engaged in science. In 1920, the faculty of philosophy of the University of Hamburg awarded him the degree of a doctor of philosophy and pedagogy for his dissertation «History of Aristotelian philosophy in Protestant Germany». In 1920-1923 he taught philosophy and pedagogy at the newly opened University of Hamburg. In 1923 he

was offered the position of a head of the department of pedagogy at the University of Jena, and he accepted the offer. At the same time, he also managed the local model school.

He conducted testing of new forms of education and upbringing. His goal was to create a pedagogy «free from illusions», built on the philosophical basis and the idea of nationality, that would determine the process of education. This pedagogy, according to Petersen, should not have any party-political character.

The development of «Jena-Plan» concept revealed its main feature: it couldn't be viewed in isolation from the increasingly murky political background.

It's not surprising that Petersen sought to break away from what he saw around him in Germany, at least for a short time. It's during this period that his intensive lecturing activities and numerous foreign trips occurred, during which he established scientific contacts with like-minded foreign scholars.

Petersen was particularly impressed by his long, six-month trips to the USA (1928) and Chile (1929), as well as to Great Britain and the South Africa. He presented the results and the theoretical justification in the form of a report delivered at the IVth Congress of the «World Union for the Renewal of Education» (1927).

From this point on, the concept of «Jena-Plan» began to spread widely. Among his friends were prominent school reformers Jean Ovid Decroly, John and Helen Dewey, Ian Ligthart, William Hurd Kilpatrick, etc. His scientific ties extended from Sweden, Denmark, Greece, Bulgaria, England, France, Poland, and Norway to the South Africa. In 1930, Petersen became the head of the faculty of philosophy in Jena.

P. Petersen was interested in the problems of the Soviet school. In 1927, Petersen organized an exhibition «Soviet Labor School» that aroused great interest among German teachers. Theoretical views and practical experience of Russian teachers constantly found understanding and enthusiasm abroad [16].

During the years of the so called «third reich», P. Petersen was not among the active fighters against nazism. But Petersen's use of nazi terminology in the texts of his works of that period didn't mean that he shared the views of Hitlerism. Rather, it was an attempt «to cover up» a department, a faculty, a school at the University, which worked in accordance with the principles of «Jena-Plan».

The status of a trustworthy «bürger» helped P. Petersen a lot in the implementation of his creative plans, and it gave him the opportunity to go abroad. In 1937, he was awarded an honorary doctorate from the University of Athens. However, he, like any other German citizens at the time, was under close surveillance of the Gestapo (secret state police). In 1937, the central leadership of the nazi party requested a characteristics of Petersen. The district leadership has provided a response, which, among other things, stated that Petersen at the beginning of his teaching career was «a red reformer», as in his school until 1934 was posted only a single portrait of the führer. At the end of 1935, one of the teachers of his school was not a member of the nazi «Teacher's Union»; and, finally, Petersen neglected the nazi greeting. All above said meant that he hasn't learned «new spirit». When nazis came to power, Petersen was forced to leave his job at the University [14, p. 98].

After the liberation of Thuringia from fascists, Petersen took over again the head of the faculty of philosophy and he remained in this position after July 1, 1945, when the American occupation authorities were replaced by the Soviet garrison. The influence of P. Petersen as a scientist increased markedly when he left his work at the faculty of philosophy and founded the social and pedagogical faculty, which he headed in 1945-1948. Then he opened international University in Bremen. He worked hard on creation the pedagogy,

«autonomous from society». The Soviet military administration highly appreciated Petersen as a scientist, and they suggested him to head the University of Jena in 1948. But the teacher was disappointed with new realities, and he spent his last years in Switzerland and Germany.

P. Petersen died after a long illness on March 21, 1952 in Jena (the GDR). The native village of Grossenviehe, according to Petersen, gave him strength and filled his soul with peace throughout his life [17, p. 34]. Here he was buried, along with his wife and like-minded friend Elsa Müller (Petersen) (1891–1968).

P. Petersen went down in history as one of the leading school reformers. He was a proponent of a unified school for all segments of the population, which was, for that time, undoubtedly a manifestation of considerable social courage and democracy. He laid the foundations for a new direction of pedagogical research, in which the crucial importance was given to the study of pedagogical reality.

His works, especially the books «Jena-Plan-Schule», «General Pedagogy», «Pedagogical research», «Jena-Plan and rural school», etc. were widely known. The «Jena-Plan» has caused a stormy wave of discussions in many European countries. In a number of countries kindergartens and schools began to appear, working in accordance with the principles of «Jena-Plan».

At the same time, in the GDR in 1950, the then minister of education of Thuringia, Dr. Maria Thorhorst, banned the Jena-Plan movement. She defined it «a reactionary, politically very dangerous fragment of the Weimar Republic». This decision was based on an ideological background. Just in these years in the BRD this movement began to gain strength. Schools and kindergartens of this type began to appear in the Netherlands, Denmark, that is, in capitalist countries with which the new, socialist government didn't want to have anything to do.

But years have passed, and now his ideas are of increasing interest to teachers in Russia and other post-socialist countries: the Czech Republic, Slovakia, Hungary, Romania, and Poland. In modern Germany, Petersen's pedagogy is experiencing a rebirth. In 1980, the University of Giessen opened a research center for study and implementation of ideas of the outstanding teacher. His works are being reprinted; the book «Jena-Plan-Schule» has gone through more than 60 editions abroad.

The main content. Characteristics of the «Jena-Plan» concept

What is the essence of «Jena-Plan»? P. Petersen sought to turn education towards reality, to situations experienced by the child himself.

He rejected the division of reality into separate subjects. The world in which we, human beings, live is universe. Petersen distinguished three areas of reality in which people function: God (or spiritual life); Nature; Man (and culture). These three areas of reality are intertwined with each other and not always clearly different. Learning process makes it possible to acquire fundamental experience in all areas.

P. Petersen considered «the educational field of life» as «a world of situations». Therefore, in his opinion, care about providing the necessary minimum of knowledge («iron composition of knowledge») should be combined with systematic work aimed at the overall development of a child and preparing him for orientation in the environment. Petersen considered learning a secondary process, subdued to the main idea, – the educational idea of the school community. By training, he meant «a set of thoughtful and meaningful activities that form consciousness, skills and abilities. They are full of love for life and educational meaning» [12, p. 67].

P. Petersen happily avoided the extremes of Maria Montessori, the project method, laboratory method, etc., which were popular pedagogical developments in the 1920s-1930s. He has taken from them the most valuable features, and he has created his own doctrine, which immediately attracted the attention of educators in different countries. He developed a methodology for studying the pedagogical fact, its registration and analysis.

The scientist sought to overcome the pragmatism and utilitarianism of school education, tried to make the school system more flexible. Petersen's research was aimed at overcoming the separation of school from life. He was against pedagogical scholasticism and speculative systems of education and training.

The traditional school with its class-based system, strict regulation of daily routine, strict discipline, subordination in relations between children and teachers was replaced in «Jena-Plan» by the so-called «educational community», which was based on the combination of freedom and independence of children, respect for the personality of a child and the close connection of parents, children and teachers.

As a principled opponent of scholastic education and methodical formalism, Petersen advocated replacing the school of «words and chatter» with its mass education by school of «life and work», in which a variety of child-oriented forms of education would be used.

According to P. Petersen, such forms of education as conversation and work should be combined with games and holidays, which prevail in the lives of preschool children. Without them, «normative» learning, the child's school years will be incomplete. Therefore, «Jena-plan»-schools actively use game forms with a variety of materials, especially in the first school years. This variety included rhythmic, sports and training games using counting, music and poetry.

Like all representatives of humanistic pedagogy, P. Petersen opposed assessments and testimonies that, in his opinion, spoil the child's own work line and violate their own moral judgment, creating an incorrect motivation for learning.

At the same time, he recognized that a child was prone to evaluation and should demand it, because he needed confidence about his own growth and progress. In «Jena-Plan»-schools all children's works are put on public display and evaluated by comrades (mutually), as well as by teachers and school visitors.

The «Jena-Plan» is based on the use of dialog forms and teaching methods, in the course of which the student is an equal partner of the teacher. It means first of all the use of following forms and methods:

- a conversation in «a circle» during the weekly start (the beginning of the school week). Conversations are dedicated to topics that concern children. Here everyone can talk about his problems and to get help from a teacher and friends;
- educational conversation on walks and excursions. The purpose of it is the conscious perception of the surrounding world by children, the acquisition of individual experience based on knowledge in a simple, understandable and accessible form. The conversation should not be moralizing and boring for a child;
- a dialogue during group work «at the table». Its participants discuss various topics, in particular, how to perform a specific training task.

P. Petersen considered learning in activities especially effective. Here a child learns the features of various objects and phenomena of the surrounding world, discovers new aspects of nature. The main thing is that the questions of a child grow into assumptions about possible ways to solve his contradictions and problems.

The schedule at «Jena-Plan»-school is designed in such a way that lessons (drawing, music, mathematics, German, homeland studies, etc.) are interspersed with classes, which are called «trunk group» (Stammgruppe in German). This is the place where children of different ages meet. Older students act as guardians, assistants to the younger ones. Children, studying in the first – third grades, are united in one trunk group, where the seniors help the juniors in the preparation of educational tasks. In a year, the third-graders will move to the next, older trunk group, where they will be the youngsters, and will become wards, guardians. And so, as one grows up, there is a constant change of roles. Children learn to take care of those who are younger, and, in turn, they receive care and attention from older schoolmates.

By communicating with each other, helping and accepting help, children gain the skills of teamwork, the ability to organize both their work and the work of their group. Older children check the performance of tasks by the kids, answer their questions, and, if possible, they eliminate gaps in their knowledge.

Such communication is usually pleasant to both sides. Younger students like that they have such a big and smart friend and a defender, who is always ready to help. This system of work attracts seniors with the opportunity to command, and it makes them pull themselves up in their studies.

Children get homework assignments not every day, but for a whole week at once. The task usually includes solving several problems or examples, writing, preparing a story, crafts, drawing, etc. The tasks are often united by a common theme. In September, for example, children of grades 1-3 study the complex theme «Autumn in the city (village)». The educational material is integrated thematically, and its content in the first years of study is largely determined by the interests of students themselves. Later, the content is increasingly directed by the teacher.

The discussion of results

P. Petersen proceeded from the fact that the child is a human being open to the world and aspiring to his knowledge. In the work «Introduction to Learning», Petersen wrote: «The child is hungry for knowledge and eagerly strives for new things. He sees, hears, touches, perceives a lot of information, much more than an adult. The main methodological mistake of the teacher is the constant management of the child's learning process, which ultimately leads to a decrease in the results of perception and assimilation of the material. The child needs to know the world as it really is. The role of the teacher is to observe and unobtrusively guide the process of learning of the child. The latter has the right to his own path of knowledge and research» [14, p. 99].

Thus, the training in «Jena-plan» is comprehensive, based on the integration of educational material. Its content in the first years of study is determined mainly by interests of children themselves; subsequently (from the 5th or 6th academic year), it is increasingly directed by a teacher.

Training is based on individual progress of a pupil in subjects of the curriculum, transition from one trunk group to another, the implementation of individual and group tasks (projects), a combination of independent educational work with mutual assistance in a trunk group. Within a trunk group there exist subgroups.

These subgroups vary depending on the types of academic work and the success of the children. A whole subgroup of children perform tasks-projects: preparing an exhibition,

designing a model, performing a joint report in pairs. Spelling tasks are also often performed in pairs based on mutual verification.

A large place is occupied by exercises, educational games, group discussion of student work, questions of the life of a group or a school. Teachers give a special place to the opening of a school week, summing up its results, reporting exhibitions, school-wide meetings, working with parents, that is, everything that can be combined with the words «analysis» and «communication».

The school day necessarily includes four components: play, conversation, work and celebration. At the same time, teachers proceed from the well-known fact that these activities are especially important for the child, and therefore it is necessary to ensure their mandatory inclusion in school life in an optimal combination.

The author of this material had to attend schools operating in accordance with «the Jena-Plan» technology in Weimar and Jena (Germany), Podebrady (the Czech Republic). The daily routine is usually structured as follows. After each lesson, children (grades 1-3) move from one classroom to another, where they are met by a teacher of another subject. But every two or three lessons, the children return to «their own room», assigned to this trunk group. They exchange their impressions of the lessons, perform the tasks received in the lessons. The teacher reminds them of the need to complete the weekly complex, placed on a separate sheet.

Many «Jena-Plan»-schools produce their own school calendars, which are essentially the school's work plan for the upcoming school year, and they also include interesting didactic, educational material prepared by the school's teachers. So, on the cover of the calendar of the school in Lübbenau (Germany), a stylized image of the main types of work with students: play, conversations, work, holidays and the words of the German writer Jirzi Brezan «The greatest human right is to become smarter and have the right to work according to their inclinations». Each page of the calendar is dedicated to a specific month and the tasks that have to be solved at this time. So, in «August page», the month of the beginning of studies in Germany, is written: «Choice of representatives from parents to the school board».

By the way, the choice of the school board is a very notable stage of work. It is important to involve such parents in the council who could provide significant material, organizational, pedagogical and other assistance to school. Petersen noted that the family is the foundation of formation of a free, human personality [18, p. 17].

In September – the autumn holiday, the first in the academic year «trunk group», that is a meeting in the form of the «round table», that has the aim to discuss issues related to the functioning of school in accordance with Jena-Plan. In each month, there are 3-4 «shock» events that the whole school is working on: a theater production, a New Year's holiday, a bird day, the Easter, the Trinity, a trip to another city, a sports festival, parents' day.

The calendar shows the compositions of all trunk groups, home addresses and phone numbers of children and teachers. Interesting pedagogical articles have been published here, written mainly by school teachers, on teaching English and German, literacy, religion, etc. The headmaster of school, Sonhild Bockenheimer, in her article reveals the main features of the «Jena-Plan» concept and the school's tasks for the upcoming academic year. An important place in the activities of the school takes the opening of the school week, summing up its results, reporting exhibitions and other school-wide gatherings.

The scientific and cultural material presented at school to children is considered as an important means of their moral and mental development, which imposes a special

responsibility on a teacher in his selection. The teacher builds the educational process in such a way that the main activities of children – conversation, play, work and celebration – alternate each other. The emphasis is on the developing of learning, independent work of students and game forms of learning. Great importance is attached to quasi-research methods of teaching, group work, joint activities of older and younger, boys and girls. Teachers orient pupils to self-evaluate the results of educational activities, mutual evaluation, express benevolent, corrective judgments, avoiding harsh assessments. Transfer from one group to another is carried out on the basis of the «general maturity» of pupils, their personal growth.

The group organization of school life serves as a means of spiritual community, internal growth. «Jena-Plan»—teachers consider the educational process as a permanent, non-finalizing phenomenon. «We are always on the road» – this motto is a fundamental provision of their methodology. At the end of a school year each pupil receives a detailed description of his events, which is compiled by the teacher. It's an objective report for parents and a subjective report for a child.

To make a report more objective, teachers use the observations and judgments of teachers who work with a child throughout a year. A report allows to see the characteristics, abilities and talents of a pupil. It helps to direct the joint efforts of parents and teachers to ensure favorable conditions for his individual development. On the basis of an objective report, a class teacher makes a subjective report for each child, in which he indicates what a child should do during the holidays.

A significant role in the concept of «Jena-Plan» is played by the idea of forming important life skills, first of all, skills to talk to each other (to maintain a dialogue), not be afraid of anything, to take the initiative, to look critically and to think profoundly, to respect others and everything around you, to be honest, to learn to cooperate, etc.

The conclusion. Closing reflections

Thus, the article reveals the biographical data of the German teacher P. Petersen, and it presents the main features of the pedagogical concept «Jena-Plan». The concept has become quite widespread in school education in European countries due to its didactic effectiveness, humanistic orientation and compliance with the age and individual characteristics of children. The issue reveals the technology of using the concept at the example of a German school. The method of applying trunk group in practice is shown.

The main conclusion is that the concept of «Jena-Plan» has the prospect of further development in the modern European school. Thus the goal of the issue, – to determine the significance of the concept in the history of European education, – has been achieved. The activity of supporters of the «Jena-Plan» concept is evidence that the pedagogical thought in European countries continues to develop and it strives to meet the requirements of modernity.

The study of the positive experience of German teachers, the implementation of basic principles of the concept of P. Petersen in the Russian education can get benefits and it would contribute to the mutual enrichment of cultures of Russia and Germany, in particular, in the field of pedagogical science and educational practice.

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