Введение. Актуальность темы исследования заключается в возможности использования аксиологического и дидактического потенциала педагогики сотрудничества в современной образовательной практике. Цель статьи – дать научную оценку движения педагогов-новаторов, возникшего во второй половине 1980-х гг. в СССР на волне «перестройки» и реформы отечественной общеобразовательной и профессиональной школы.

Материалы и методы. Используется аксиологический подход, позволяющий выявлять в изучаемом явлении наиболее ценное содержание, способное войти в основной фонд науки. Методы – ретроспективный и сравнительно-исторический анализ произведений педагогов-новаторов, метод аналитической группировки изучаемого материала, а также историко-типологический метод, позволяющий выделять основные содержательные линии рассматриваемого педагогического явления.

Результаты. Характеризуются социально-политические причины, приведшие к возникновению движения педагогов-новаторов в 1980-е гг. Важнейшей из них стали государственные постановления, провозгласившие обязательность общего среднего образования, что, в свою очередь, стимулировало исследовательский поиск лучших учителей страны в направлении поиска новых форм и методов образовательной практики. Кратко охарактеризованы основные идеи педагогики сотрудничества. К ним относятся идеи содержания личности ребенка и личностного подхода к нему, развития его творческих и исполнительских способностей, идеи трудной цели, опоры в обучении, быстрой оценки ученических работ, свободного выбора ребенком вида задания. Важное значение педагоги-новаторы придавали воплощению в практику своей работы идей «перевоплощения ребенка в учителя», опережения в изучении учебного материала, обучения крупными блоками, а также идеям детской половины дня, подбора соответствующей формы урока, самоанализа, создания интеллектуального фона класса, коллективного творческого воспитания, творческого производительного труда, творческого самоуправления, самоуважения и саморегуляции, уникальности каждого ребенка, диалога учителя с учеником, сотрудничества с родителями и с коллегами.

Заключение. Научное и практическое наследие основателей педагогики сотрудничества представляет значительную ценность для образования и педагогики, и заслуживает дальнейшего изучения.

Ключевые слова: педагоги-новаторы, «Учительская газета», «переделкинский манифест», педагогика сотрудничества, Шаталов, Амонашвили, реформа школы, передовой педагогический опыт, новаторство в педагогике

V. B. Pomelov

Pedagogy of cooperation of the 1980s as an innovative practice

Introduction. The relevance of the research topic lies in the possibility of using the axiological and didactic potential of the pedagogy of cooperation in modern domestic educational practice. The purpose of the article is to give a scientific assessment of the movement of innovative teachers that arose in the second half of the 1980s in the USSR on the wave of "perestroika" and the reform of the domestic general educational and vocational schools.

Materials and methods. The author uses an axiological approach that allows identifying the most valuable content in the studied phenomenon that can enter the main fund of science. Methods – a retrospective and comparative historical analysis of the works of innovative teachers, a method of analytical grouping of the studied material, as well as a historical and typological method that allows you to define the main content lines of the pedagogical phenomenon under consideration.

Results. The socio-political reasons that led to the emergence of the movement of innovative teachers in the 1980s are characterized. The most important of them were state resolutions that proclaimed the mandatory nature of general secondary education, which, in turn, stimulated the research search of the best teachers in the country in the direction of finding new forms and methods of educational practice. The main ideas of the pedagogy of cooperation are briefly described. These include the ideas of the content of the child's personality and personal approach to him, the development of his creative and performing abilities, the ideas of a difficult goal, support in learning, quick assessment of student work, free choice of the type of task by the child. The innovative teachers attached great importance to the implementation in practice of their work of the ideas of "reincarnation of a child into a teacher", advance in the study of educational material, teaching in large blocks, as well as the ideas of the children's half of the day, the selection of the appropriate form of the lesson, introspection, creating an intellectual background of the class, collective creative education, creative productive work, creative self-management, self-respect and self-regulation, the uniqueness of each child, teacher-student dialogue, cooperation with parents and colleagues.

Conclusion. The scientific and practical heritage of the founders of the pedagogy of cooperation is of considerable value for education and pedagogy, and deserves further study.

Keywords: teachers-innovators, "Teacher's Newspaper", "Peredelkino manifesto", pedagogy of cooperation, Shatalov, Amonashvili, school reform, advanced pedagogical experience, innovation in pedagogy

For Reference:
Introduction. Prerequisites of the pedagogy of cooperation

By the mid-1980s, there have taken place profound changes in "teacher–pupil relationship". An important reason for this change has been brought by the ruling documents of the Central Committee of the Communist party of the Soviet Union and the Government of the USSR on schools (1977), which had proclaimed, among other decisions, an urgent transition to universal secondary education in the USSR. The next intensive push has been made later by the documents of the school reform (1984). Previously, a pupil, who didn’t want to study, could become "a repeater", i.e. he had to repeat the educational program twice. Some children could be expelled from school for poor academic performance and inappropriate behavior. With the introduction of "universal" (compulsory) secondary education and the de facto ban on dropping out of school, all these "lazy bones" had to continue their school education. And how to teach those of them who didn’t want to learn at all? The generation of teachers of the "perestroika-era" has become the first one in the history of the world education, who had to teach all children without any choice and dropout. The techniques and skills of such training hadn’t been "inherited" by them, and they had to develop them themselves.

It was the dream of all outstanding teachers, – compulsory secondary education for all children, – and it has become for Soviet teachers of the 1970s an everyday reality. But were all teachers ready to work in conditions of the universal secondary education? Obviously, no, because not every teacher was able to find in his pedagogical arsenal new incentives for children's learning. So, as many scholars and teachers noted, there were almost no external motivators to study; there were no methods of coercion at all, and there was no need to count on universal interest of pupils in subject at that... Innovative teachers chose the path of involving children in the common work of teaching, causing them a joyful sense of success and moving forward. This pedagogy was named the pedagogy of cooperation. The central point of the pedagogy of cooperation was the exclusion of compulsion to learning. It was aimed at giving any child confidence that he would certainly succeed if he was taught to work hard.

The methods and approaches

The leading research methods of the issue are a retrospective and comparative-historical analysis of the works of innovative teachers, a method of analytical grouping of the studied table of contents, as well as a historical-typological method that allows to a scholar to distinguish main content lines of the considered pedagogical phenomenon. The author uses an axiological approach that gives an opportunity to identify the most valuable content in the phenomenon under study, which can be included in the main fund of a science.

In the process of preparation of the article, the author used the content of authoritative Russian and foreign journals. Among them are "Research Papers in Education", "Research Works in Education" "European Journal of Contemporary Education" "Integration of Education" "Science for Education Today" "Bulletin of Vyatka State Humanitarian University", "Pedagogy and Psychology Bulletin of the Samara State Technical University", as well as works of native and foreign teachers, as well as representatives of the pedagogy of cooperation (Sh. A. Amonashvili [6], I. P. Volkov [3], T. I. Goncharova [10], N. P. Guzik [11], A. F. Ivanov,
The main content. Personalities

In 1986, an important event occurred in the pedagogical life of the USSR. At the initiative of the editor-in-chief of the "Teacher's Newspaper" Vladimir Fedorovich Matveev (1932-1989), who actively advocated innovative positions in the real restructuring and democratization of domestic education, a two-day creative meeting of a group of nationally known practical teachers was organized in the village of Peredelkino, near Moscow. The result of the meeting was the article, entitled "Pedagogy of cooperation". It was published in "Teacher's Newspaper" (18.10.1986). This date is considered to be the chronological starting point of the movement of innovative teachers, and the article itself has become known in the press as the "Peredelkino Manifesto". In subsequent two years, three more similar meetings were held, at which analogous reports were accepted. They were also published in the "Teacher's Newspaper" under meaningful names: "Democratization of an individual" (17.10.1987), "Methodology of renewal" (19.03.1988), "Let's enter a new school" (18.10.1988). The meetings were destined to become a catalyst for the reform of a general and vocational school that had been announced two years earlier.

The participants of these meetings have been known for decades of years of fruitful pedagogical work, their performances on central television and, of course, numerous publications, primarily books. Let's name these teachers. (Simultaneously we give a bibliography link to one of their books). These are the primary class teacher, school №587, Moscow, Sofya Nikolaevna Lysenkova (1924-2012) [1]; the teacher of mathematics and physics, school №5, Donetsk, Viktor Fedorovich Shatalov (1927-2020) [2]; the teacher of labor and drawing, school №2, Reutovo, Moscow region, candidate of pedagogical sciences, Igor Pavlovich Volkov (1927-1999) [3]; the director of the Zymbkov school, Onufriyevsky district, Kirovograd region, the Ukrainian SSR, senior researcher at the Research Institute of teaching tools and methods of the USSR Academy of pedagogical sciences, Mikhail Petrovich Shchetinin (1944-2019) [4]; the teacher of the Russian language and literature, school №307, Leningrad, Yevgeny Nikolaevich Ilyin (b. 1929) [5]; professor, doctor of psychology, director of the scientific and production pedagogical association in Tbilisi Shalva Aleksandrovich Amonashvili (b.1931) [6]; director of school №825, Moscow Vladimir Abramovich Karakovsky (1932-2015) [7], as well as parents of 7 children Nikitin Lena Alekseevna (1930-2014) and Boris Pavlovich (1916-1999), who were known throughout the country for their books [8].

This group also included the Leningrad professor Igor Petrovich Ivanov (1923-1992) [9], who developed in theory and implemented for almost forty years in practice the ideas of commune pedagogy, which was considered to be the forerunner of the pedagogy of cooperation, and Dmitry Erofeevich Ogorodnov (1916-2015), music teacher of boarding schools in Gatchina and Moscow (№42), employee of the laboratory of aesthetic education of the Research Institute of general and pedagogical Psychology of the USSR Academy of pedagogical sciences. Some meetings were attended by prominent representatives of psychological and pedagogical science Eduard Dmitrievich Dneprov (1936-2015), Vladimir Petrovich Zinchenko (1931-2014), Vassily Vassilievich Davydov (1930-1998), publicist Simon L'vovich Soloveitchik (1930-1996), artist-teacher Boris Mikhailovich Nemensky (b. 1922),
etc. The pedagogical ideas of these innovators were fully shared and developed by other teachers-practitioners known throughout the country, such as Tatiana Ivanovna Goncharova (1934-1998) [10], Nikolai Petrovich Guzik (b. 1941) [11], Alexander Fedorovich Ivanov (1925-2009) [12], etc. They also expressed their views in publications that have become pedagogical "bestsellers" in the 1980s.

Now, after thirty-five years, when, due to natural reasons, the "founding fathers" of the pedagogy of cooperation have finished their active pedagogical activity, and many, alas, are no longer alive, it seems important and useful to turn to their scientific, pedagogical and practical heritage, and to try to highlight specific innovative ideas that they proposed, and which were the essence of the pedagogy of cooperation. The author of this article used both publications of the above-mentioned teachers and personal impressions from direct communication with many of them (A. F. Ivanov [9], V. A. Karakovsky [7], V. F. Shatalov [2], S. N. Lysenkova [1], L. A. and B. P. Nikitin [8], etc.), as many of these teachers were guests of the Kirov State Pedagogical Institute, had meetings with students and professors of this educational institution.

Results

In this part of the article we present the key ideas of the pedagogy of cooperation.

The idea of the content of a personality. Innovative teachers believed that it was difficult for any teacher to identify positive (or negative) changes that occurred in the development of a child's personality. After all, the development, i.e. the transition from one state to another, can't be measured in any way; it is simply difficult to grasp. Instead, innovators proposed a concept of "personality content", which includes such visual and visible components as morality, culture, worldview, following definite ideas, outlook, physical perfection, readiness to choose a profession, etc. Thus, they made an important step, which for decades, for obvious, mostly ideological, reasons, no one Soviet scholar dared to take, – from a demagogic and vague "all-round development of an individual" to much more real "all-round development of an individual". Such clarification of a purpose of educational work concretized an object of application of pedagogical efforts.

The idea of a personal approach. Innovative teachers were convinced of need of a personal approach, rather than an individual approach. No matter how much one talks about need of an individual approach, a teacher, overloaded with work, simply can’t implement it fully. The pedagogy of cooperation develops such techniques in which any pupil feels a teacher’s personal attention to him. This is manifested in a fact that each student at the lesson receives an assessment of their work; everyone chooses tasks according to his taste; the extracurricular creativity of each child receives recognition and evaluation; everyone is actually, and not in words, respected.'

The idea of developing creative and performing abilities. One can often find at school a focus only on performing abilities. But the main thing in a person is his ability to create, which is connected with independence of thought. The most creative students are often among the "worst ones" at school, because they, for example, "rounded off the stick in the wrong direction" (at a penmanship lesson in primary classes).

The idea of a difficult goal. To maintain the spirit of cooperation, it’s necessary to set a difficult goal for children. A teacher should point out its exceptional difficulty, and, at the same time, he is obliged to inspire confidence that a goal will certainly be achieved,
a content will be well learned, tasks will be solved. Students in this case are united by something more than just a goal, – a goal itself may be not so interesting and inspiring. They are united and inspired of a belief in a possibility of overcoming any difficulties. Teachers-innovators declared, that it wouldn’t easy to achieve a goal without general enthusiasm and a cooperation with children.

The idea of a support. Innovative teachers reject a division of children according to their abilities and they avoid their differentiation, even at a level of assistance or presentation of tasks (“it's easier — for Peter, but it's a more complicated task — for Lena”), because they are in principle against additional classes, especially for young children. They are against anything that can cause a child to suspect that he is considered a "second-level pupil". However, in each class children with very different abilities are taught. What should a teacher do with them? Without consulting with each other, the innovative teachers have come up to the idea of support. This is the reference signal by V. F. Shatalov, the schemes of S. N. Lysenkova, the visible model of behavior in the method of creative behavior (I. P. Ivanov), the reference detail at lessons of E. N. Ilyin, the singing algorithm in the method of a music teacher D. E. Ogorodnov. Forms of supports are very different, but they are united by a general principle: they allow even a weaker student to answer quite freely, without delaying a class and without slowing down the pace of the lesson. There should be a support in front of a student. This is not necessarily a visual aid in the form of tables, but it is a guiding thread of a story, visible rules or ways to solve a problem. Weak pupils are supported longer than strong ones, but this difference in a class isn’t noticeable; all, in the end, respond confidently and deservedly get good marks. In particular, the idea of a support in the form of a set of keywords, signs and other support marks for thought in a special way located on a sheet of paper or at the blackboard was first thoroughly developed by V. F. Shatalov. A signal allows students to follow teacher's thoughts during his story, and then children can go through "paths of the teacher's thought", as if through a maze.

The idea of evaluating pupil's work. Shatalov's notes attracted the attention of teachers. They were published in a number of his books, in numerous publications of other authors. The secret of teacher’s success was that reference signals allow him to solve the most difficult pedagogical problem of mass education, – they make it possible to check a student's homework in a compressed form. One glance at a reference signal is enough to evaluate a work of each student at a lesson. This encourages children to work systematically. As a result, they develop faster and they are no longer listed as a laggard. This inspires them so much that they are happy to continue working in an atmosphere of success.

The idea of free choice. In order for children to feel like employees of a teacher in teaching, it’s necessary, wherever it’s possible, to give them free choice. Sh. A. Amonashvili left children the right to choose what task they would have to solve. V. F. Shatalov gave them an excessive number of tasks and left it to pupils to decide which ones they'd like to solve. At S. N. Lysenkova's lessons the children chose what difficult words the teacher should write on the blackboard. I. P. Volkov gave pupils a topic ("we make planes"), but how to make them, and from what, – he left the choice to a child. Freedom of choice is the most natural step to the development of a creative thought.

The idea of "reincarnation", i.e. children are playing the role of a teacher. Children develop quickly when they play a role of a teacher. At Lysenkova’s, all pupils took turns "leading the class", i.e. commenting aloud during the written work. As real teachers, the second-graders were taught by the older guys at Volkov’s lessons. Shatalov’s high school pupils were checking notebooks of a junior class. Children should help each other, but they...
shouldn’t be allowed to put marks.

The idea of getting ahead. Getting ahead of a program gives students pleasure and a sense of pride. Usually, a teacher uses a phrase "yesterday (or today) at the lesson, we were starting to study...". Lysenkova made an attempt to introduce "tomorrow" instead of yesterday and today at the lesson. She gave children time "to mature their thoughts" gradually, in advance of picking up on a future difficult topic.

The idea of large blocks. Experience shows that when the material is reduced to large blocks, it’s possible to increase the volume of the study with a sharp reduction of the load on the pupil significantly. Ten or twenty lessons were combined into one block by Shatalov. In one lesson, Ilyin revealed a beauty and a meaning of a great literary work. Volkov brought together the skills needed for different types of work. Five or six creative cases were carried out a day at commune gatherings organized in accordance with the method of Ivanov. Shchetinin experimented with the idea of "immersion". Teachers-innovators believed that it’s easier to establish logical connections in a large block. Studying the material in blocks frees the child from the fear of difficulties: the block is passed, the main idea is grasped, and a student isn’t afraid any more that he wouldn’t understand it. He calmly works on, gradually understanding details.

The idea of an appropriate form. The lesson should correspond to a form of a subject being studied. In math classes, Shatalov, proving a theorem, sought to ensure that not a single superfluous word to be said, – a teacher’s story must be absolutely accurate. At lessons of creativity Volkov's pupils made noise, they teased the teacher and addressed to him with a thousand questions. Ilyin, analyzing a literary work, sought to ensure that an analysis also had an artistic form; for this he used same techniques with which a writer created his work: reception, question and detail.

The idea of an introspection. A pupil usually can’t evaluate results of teaching on his own, he needs the teacher's assessment. Innovative teachers, though in different ways, taught children the method of individual and collective introspection. Ilyin led his students to reflect on their own lives: "What would I do? And what am I?". The collective analysis of students’ answer at the blackboard in the Shatalov method was strongly developed, because the mark for work in this case wasn’t put, and students weren’t afraid to give comments to a respondent; consequently they freely discussed his work. Amonashvili specifically taught young children to evaluative actions and judgments. His pupils checked and evaluated work of their comrades, without putting marks, and they reviewed each other’s written works.

The intellectual background of a class. The intellectual background of a class strongly influences the achievement of teaching goals and the formation of positive values. To create an environment of cooperation, a teacher tries to strengthen children's desire for knowledge from different areas of life. Shatalov conducted many excursions, and there was always a set of folders with newspaper clippings of the most important articles that everyone should read in his class. Lysenkova tried to give a little written homework; she stressed to children that free time should be used for reading. Volkov introduced "creative books", which recorded all work done by students, whether it was a technical model, a report, or a lesson conducted by a sixth-grader in the second grade. In the same direction, school "departments" of Shchetinin worked, that helped children achieve the highest results.

Collective creative education. Ivanov developed an idea of collective creative education, which was first put into practice in the work of the "Frunze Commune" of school №308 in Leningrad (1959), as well as in a pioneer camp "Orlyonok", in many other schools, including those headed by Karakovsky and Shchetinin. The motto of a method is expressed by the
formula "Everything is creative, otherwise what for?". Creative productive work occupies an important place in the pedagogy of cooperation. The commune of the school №308 began its work with an organization of a brigade in a collective farm in the Efimov district. Productive labor was organized in experimental schools headed by Shchetinin. The peculiarity of work in commune collectives is that children are constantly inventive; they are striving to improve work constantly, – how to decorate it, how to make work more joyful and effective.

Creative self-management. The entire school asset changes several times a year, because children and teenagers can’t go too long in the "note activists". Self-government isn’t considered as management without adults; on the contrary, the spirit of cooperation leads children to seek help from older friends.

The idea of a children’s half of a day. Any development is impossible without taking into account interests and inclinations of a pupil. It’s necessary to teach him in such a way that it doesn’t depend on whether he has completed his homework or not. All problems should be solved in a classroom, but the second half of a day is for children; it should include their personal individual interests. A free person can develop only in freely chosen pursuits.

The idea of self-respect. The subject of pedagogical attention should be the child’s attitude to himself. It is precisely in disrespect for oneself, in the devaluation of one’s own personality, that is one of main causes of alcoholism, drug addiction, and crime. A young man seems to be taking revenge to a society and himself for his unfulfilled fate. He isn’t afraid of punishments and threats. He doesn’t listen carefully any arguments, because he evaluates himself as a finished person. He doesn’t respect himself and still less others. And in the same way, a teacher doesn’t respect himself when he ignores the creative potential of his personality; when he is content with small salary and approximate success; when he allows to a headmaster to shout at himself at teachers’ councils; when he doesn’t defend his rights and pupils’ rights.

The idea of self-regulation. A basis of dignity and responsibility is self-regulation of an individual. Training with compulsion, the education of obedience alone, is dangerous because it weans a child from self-regulation. Innovative educators suggest moving from work to behavior, not the other way around. Interesting, well-organized work invariably leads to good discipline, i.e. to self-regulation.

The idea of uniqueness. Each person is unique. At the lesson, the unique of a child is supported by the fact that we give him an opportunity to lead a class; he is provided the role of a leader (Lysenkova). Small success of a pupil, an unexpected response, a spark of creative uniqueness..., – if a teacher notices and supports a unique manifestation in time, it can turn a whole life of a child.

The idea of a dialogue with a pupil. A teacher has to deal with a fact that children bring to school everything that they have heard at home or in a company: rumors, obviously incorrect statements, anecdotes, etc. In theory, a teacher should "fight back" against all this. A teacher is even afraid of being accused of ignoring all sorts of questionable statements. However, "rebuff" means the end of a teacher’s dialogue with a child. Therefore, later on, the latter leaves school with false opinions. He isn’t persuaded. He leaves influence of a teacher and finally falls under the anti-social influence. At school, where adolescent are constantly "fought back", instead of involving in a dialogue, they lead a double life: in eyes of teachers, they are often excellent boys and activists, and in their hearts, they are cynics. Many things teachers may not like in modern youth: clothing and cosmetics, ideological and musical preferences... "To fight back" is enough for one minute, and a dialogue sometimes lasts for years.
The idea of cooperation between teachers and parents. The pedagogy of cooperation assumes that children are open, trusting to adults at school and in a family. This requires not "uniform requirements", but friendly relations with children at home. Innovative teachers refused to criticize children at parents’ conferences; children shouldn’t be quarreled with their parents. A teacher shouldn’t complain to parents about children in their school diaries. If a student requires attention and help, then it’s necessary to provide it until he is firmly on his feet.

The idea of teachers’ collaboration. Teachers work with children, that’s why they are partly children themselves and this is their professional strength. Only by preserving certain childishness, childish self-esteem, vulnerability, an ability to inspire, bright perception of life, a teacher is able to pass on his best qualities to his students.

Discussions

The leading provisions of the pedagogy of cooperation have caused a great controversy in the teaching environment of the country. Immediately there were questions of a kind: "What is best practice?", "What is considered to be innovation?", "Who can be considered an advanced teacher?", "Who is an innovator?", "Why should exactly this experience be implemented, and not any other?".... By analyzing teaching experience, the most important thing is to show what specific results a teacher has achieved. It would be correct if this result was shown not only in quantitative indicators (academic performance), but also in qualitative indicators (an atmosphere of a lesson, children’s enthusiasm, an absence of disciplinary comments from a teacher). The work of teachers who manage to consistently achieve high results is the best practice. Such experience lends itself to description with great difficulty. This is due to the following circumstances: by retelling an atmosphere of a lesson, the uniqueness of charm of a particular teacher, his movements and facial expressions, a tone of his voice and much more is inevitably lost. All this could be seen only directly, at the lesson itself.

Teachers often tend to use in their practice some technique of an advanced teacher, and they are sometimes disappointed when an adopted technique doesn’t give an expected result. But a point isn’t in the novelty of techniques, but, above all, in the outstanding quality of an implementation of an entire set of techniques and methods used by an advanced teacher. A careful study of the works of foreign authors on the relevant issues convincingly shows that similar studies are actively conducted in different countries of the world. Numerous problems of education occupy an important place in international scientific studies. Among them, various aspects of training teachers to work "in a new way" are highlighted. These include, for example, the task of establishing the professional identity of a teacher in the context of school reform [13]. Attention is paid to the issue of evaluating initiatives for the professional development of teachers, towards an expanded evaluation system [14]. Intensive research is conducted in the direction of finding new approaches and trends in educational technologies of training [15, p. 382]. In particular, the ideas of co-creation of a mentor and students in the educational process [16, p. 337], the "inverted approach" [17] and other innovations are proposed. Foreign teachers are searching for the most effective reference signals, which also emphasizes their genetic connection with the leading Soviet teachers-innovators of the 1980s. [18].

In recent years, more and more attention has been paid by native researchers to psychological aspects of the development of a personality of a youngster, especially in
connection with a type of his social activity [19, p. 79]. Some scholars study the impact of the speed and the acceleration on the preservation of the information equilibrium and the ability for critical thinking in the active person [20, p. 593]. Among the most important pedagogical phenomena in the history of the native education of the XXth century is the movement of Russian teachers-innovators, who harmoniously combined in their practice different theoretical and practical approaches that had been put forward by numerous domestic and foreign pedagogical scholars and practical teachers. The interaction of a teacher and a child in the classes of preschool education and child care (characteristics, forecasting, dependence and methodological issues) also attracts the attention of modern foreign researchers in the field of education [21, p. 411]. The problem of revealing the essence and the content of the movement of well-known Russian teachers-innovators, who presented their advanced ideas in the 1980s, seems to us all the more important due to the fact that the experience of the advanced teachers discussed in this article has found its reflection in a comparatively very few number of publications [22; 23]. Meanwhile, the scientific study of the best practices of teachers of the recent past may be of interest to modern Russian science and educational practice. This is the hypothesis of our study.

Conclusion

Thus, a purpose of an article, – to characterize the movement of innovative teachers, – is achieved. The hypothesis of the study is confirmed: the study of teachers-innovators is important for contemporary pedagogy and education. The atmosphere of spiritual freedom and a desire to experiment in the late 1980s gave rise to the creation of specialized schools in the country (gymnasiums, physical-mathematical and economic lyceums, lyceums of natural sciences, etc.). Their activities inherited the best features of pedagogy of cooperation and other positive trends of those years. A group of Russian teachers-innovators of the 1980s is included by the author of this article in the book "100 great teachers" [24, p. 412]. The past three and a half decades have confirmed the importance of the fundamental ideas of the pedagogy of cooperation. These ideas are still among the most popular in the modern Russian pedagogical science and practice.

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