

Outstanding teachers

in the history of Russia



Annotation

•These outstanding personalities not only introduced innovative methods of teaching and upbringing, but also contributed to the development of critical thinking, creativity and civic responsibility among young people. Studying their achievements and educational philosophy allows us to rethink modern educational practices, inspire new teachers and emphasize the importance of the teaching profession in educating future generations, forming sustainable values and developing society as a whole.

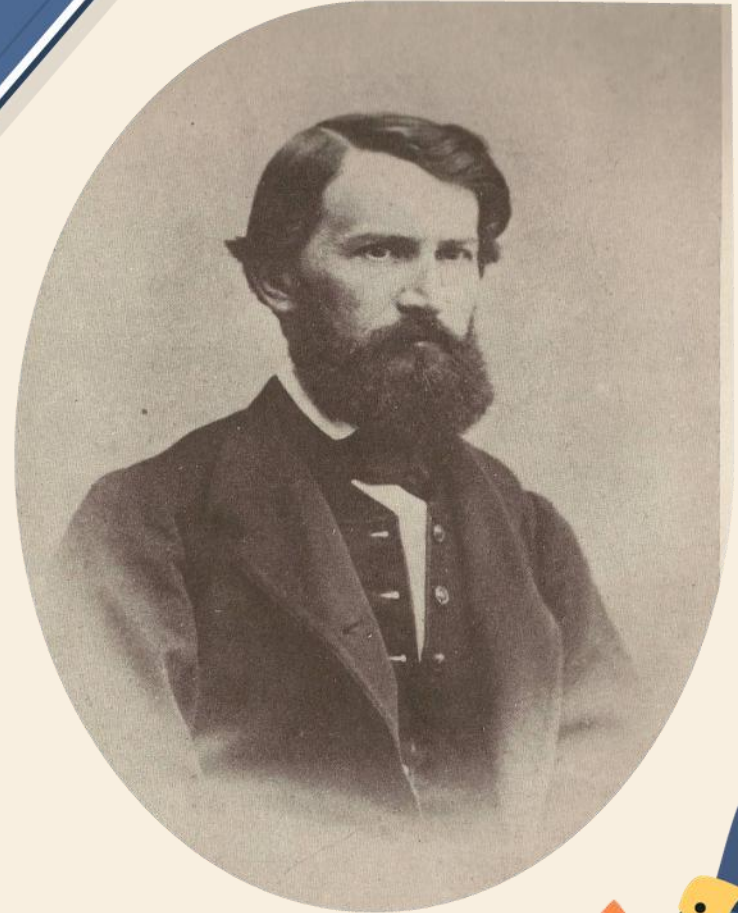




Konstantin Dmitrievich Ushinsky

Konstantin Ushinsky is called the founder of Russian scientific pedagogy. And this outstanding scientist deserves such a definition like no other. Ushinsky was one of the first to decide to give priority attention to the tasks of moral education and education of students. The idea of moral education as something "natural" and "self-evident" was strongly rejected by him.

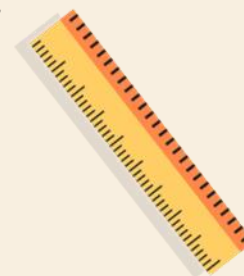
Another idea of Ushinsky, for which the teacher should be warmly thanked, is the idea of the importance of preserving national culture and identity. For the 19th century, French remained the language of instruction, and it was spoken in families and in society.



Lev Semenovich Vygotsky

In the process of research, which led to the emergence of two new areas: pedology and correctional pedagogy, the scientist came to the need for a scientific approach to the issues of child development and upbringing. According to the scientist, the teacher should base his work on scientific achievements and necessarily on psychological science.

Lev Semenovich himself is not the author of specific methods of development or upbringing, in his books on cultural and historical theory, which formed the basis of most modern preschool practices, you will not find specific recommendations. But his concepts of organizing education and his emphasis on self-education and self-development have become iconic.



Anton Semyonovich Makarenko

The bright and clear idea of integrative education. Personality is not such from birth, this quality is "the experience of being a person," as Makarenko argued, it is necessary to educate and educate in a team. Every person – every element of the educational system – should have their own rights and take an active position.

First of all, the student must be respected as a Human Being. The existing stereotypes, which claimed that there are phenomena that are labeled as correct, and there are those that can be called incorrect, were rejected by him. Pedagogy is not a science where dogmas exist.



Vasily Alexandrovich Sukhomlinsky

Vasily Sukhomlinsky will be remembered by teachers and psychologists as the creator of the original pedagogical system, where the child was, is and remains the highest value. And it is the personality of the child that should be the guideline that all the processes of education and upbringing are aimed at.

Sukhomlinsky described the learning process as "joyful work", and therefore emphasized the teacher's word, artistic style of presentation and emphasis on the formation of students' worldview, suggested composing fairy tales with children. In one of the letters Sukhomlinsky wrote: "I show you how to raise a Happy Person, how to ensure that there is not a single person with an empty soul in our society..."



Simon Lvovich Soloveitchik

"Pedagogy for All" is not only the title of a bestselling book authored by Soviet journalist, publicist and pedagogic theorist Simon Soloveitchik, but also his main idea. Pedagogy in Soloveitchik's understanding means the science of the art of education or just education.

The author owns an aphorism: "You don't have to educate children – you need to be friends with children." The fact is that Simon Lvovich was convinced that upbringing and education are a two-way process and children can teach us a lot.

