

THE TRADITIONAL AND INNOVATIVE IN THE 21st CENTURY SCHOOL

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There are problems analysed in this scientific article that are connected with the ensuring of the traditional experience and innovations in the pedagogical process now 21 century school. Based on theoretical and empirical research, attention is paid to what the learning and upbringing process should be so that the pupil could gain not only knowledge but also other skills as a sustainable society needs people who are not only wise but also responsible for themselves, family, society, the state and the environment, are able to think critically, to make decisions independently, to work in a team. Taking into account the compromise, we must be prepared to live in the present and see the needs of the future in a sustainable society.

Although we live in the time of dynamic changes and the school is also subject to changes, it does not relieve from the need of critical evaluation of the previous year and even century's experience. Regardless of the economic or social situation, you cannot ignore the general regularities of the pedagogical process, the fact that the school is not just an educational institution. It is also a place of upbringing and self-education.

In the 21st century, when the school faces new challenges, it is important not to lose the values accumulated during the decades, to use them wisely, thus ensuring the balance of traditional and innovative pedagogical aids.

Keywords: *tradition, innovation, balance between traditional and innovation pedagogical aids.*

Tradition is common beliefs and activities that are inherited from generation to generation in a given group of people, while innovation is a scientific or other type of novelty that often takes time and resources to test and evaluate its purposefulness [7].

Nowadays, various educational reforms take place. Its necessity is dictated by various circumstances: economic, demographic and social situation in the country. Based on the fact that the reform is described as a change, reorganization in some sphere of social life without transforming the grounds of the existing social structure, thus the reform of educational content is not a "revolution". It can be considered as modification, transformation and improvement of the educational content [7].

The transformation is based on the 21st century educational goal of helping the pupil learn to live in a constantly changing world and be prepared to create new values, new economic, political, social and cultural environment. In order to achieve this goal, along with knowledge of the regularities of the development of the outside world, you need skills that haven't been studied in the traditional education system.

Researches of school pedagogy performed in Latvia and other countries in the past five years have shown that there is a certain gap between the knowledge and skills that pupil learns at school and what society demands [4; 5; 1].

Very often the standards of curriculum content are introduced ensuring successful centralized examination by the pupil. This leads to a situation that discriminates pupils in some way who can do more and better. Technology is also often perceived as solving all issues, but reality turns out to be different. If pupil works on the computer or uses mobile phone, on average, 3.5 to 4 hours seven days a week, then there is no reason to say that he doesn't know how to use it. The question is about what he is looking for there, whether we know the child and are aware of his informative and intellectual field" [2].

The obtained data suggests that there is unnecessary duplication of study content or, conversely, reliance on each other in practice, and as a result, nothing of required is learned in any of the subjects.

Research findings show that co-operation between teacher and teacher support staff should be also improved, and not once in a while or at any particular time, but on a regular and systematic basis. At the same time, the school, as a place of spiritual and cultural education of the individual, has not lost its role in society even nowadays. Under the influence of social conditions only new accents appear, as changes in both the models of pupils' families and their lifestyle can be observed. Becoming more and more multicultural society, interference between different ethnics and cultures takes place; pupils have to learn how to maintain intercultural dialogue, respect tolerance, empathy, and other skills needed in a multicultural environment [1; 2].

In 87% of cases, the structure of lessons in a pedagogical process corresponds to the typical illustrative lesson model, in which pupil receives, either listens or reads, the information in 65-70% of the school lessons, then the way of information perception is provided the same for all pupils during the lesson regardless of each pupil's abilities, learning experience or previous level of knowledge and skills. If 30-35% of the lesson time is spent on analysing the received information, mutual communication between pupils and the teacher, exchanging opinions, comparing them, clarifying; then we cannot guarantee that the pupil will learn to think critically, make decisions independently and assume responsibility for the made decisions. It is also crucial to solve an issue of the so-called feedback or evaluation process. It cannot, as traditionally it often happens, take place only at the end of the lesson, when generally is discussed whether the pupil was aware during the process of perceiving information, what he remembers and how he can use the learned information in similar situations. Judging by the attention, concentration and interest of the pupils, even teacher's narration or reading of the text during few minutes already affect the learning outcome of approximately one-third of the pupils. The answers of the pupils who, for various reasons, are not able to keep concentration in such situation for long time show only moderate or for some pupils even low results when answering teacher's questions on how information is perceived, understood and how quality is used [1].

Learning does not necessarily mean learning as much information as possible, but actually going up to the depths, understanding the nature of each case, as deep as possible, creation of critically valued attitude towards it. Having a quick reading of the text, answering a few questions about it and hurrying to the next text, pupil does not have time to go into the deep. It may lead to a superficial and obnoxious approach to learning, and concept of learning for some pupils' as a very complex and inappropriate occupation. It is important that learning becomes a meaningful activity with less negative experience for the

pupil from the very beginning so that learning does not interrelate with something incomprehensible, intolerable, etc. Estimates, even the smallest, give a pleasure of victory, but losses – emotional experience [13; 14].

Such didactics system of teaching aid which the pupil perceives and understands is important in the teaching process, as he can use the experience that he has preserved in the sight, hearing memory, and even the memory of movement. In turn, the possibility of using associations, similarities or opposites is ensured in the process of acquiring new experience. The teaching aid plays an important role in the development of the pupil's critical thinking, emotional and social experience. The text content of the textbook, its layout is important to the pupil in the process of acquiring a particular content. Tasks of different level are necessary for the pupils, including those that require specific knowledge or facts, sometimes even a sample. Not less important is to take into account that, there are also difficult or strange situations of serious tasks in the training aid balance, as they stimulate the activity, cause the need to clarify the truth [6; 9].

Compared to the previous century, sources of information and means for the perception and transmission of this information, the possibilities to choose teaching aids become more and more diverse. Nowadays information can be obtained both in the colourful picture book and as the text in the e-environment. The pupil has to be able to read and understand a fairy tale, a poem, complicated game or a device's instructions, etc., text by using characters of different size and style.

Diverse digital teaching aids become the equivalent to traditional textbook and exercise book. Pupils can learn using both passive digital media (presentations, e-books, e-dictionaries, pictures, educational films, etc.) and active digital media (online tests, digital games and specially programmed tasks on a digital whiteboard) [2].

The quality of a pupil's life today is determined by the skill to learn. The task of the school is not only to help the pupil to learn the content of a given subject, but also the ability to learn it.

Undoubtedly, learning is a complicated process, as while learning a person performs various tasks: he chooses information resources, perceives information, by listening to it, reading or writing, works with this information, finds relationships between facts, analyses, compares them, finds common and different, expresses his own attitude towards the heard, read, or experienced, independently makes assumptions, justifies and compares them with other opinions, evaluates and uses as necessary.

Learning is not only a cognitive process. It is also personality development tool. While learning, person cultivates the character, analyses the causes of his successes and failures.

If the pupil is forced to perform a particular task without knowing how to do it better and more correctly, he is gradually developing a negative attitude to the learning process.

To avoid this, the main issue of the education process is the integration of the content of a specific subject with the content of its learning, i.e., the learner acquires both the regularities of mathematics, language or physics gradually and successively, and the ability to use certain techniques, how to get to these regularities, how to record the obtained information by using a specific recording type, how to present it, using a specific presentation form, how to reflect it, how to correctly, if necessary, learn from the head, etc.

In this regard, more attention should be paid to two issues in the pedagogical process. First, in which subject specific learning content will be acquired and, second, in what subjects and in what situations it will be used. For example, the ability to process text in different ways is necessary for all subjects, but each working method involves certain stages of operation and must be mastered. The pupil will be able to interpret the texts read at the lessons of history or natural sciences in different ways only if it has learned at language or literature lessons purposefully and gradually.

We cannot ignore that the processes of globalization, industrialization and digitization are common for the 21st century. It is also a multilingual and multicultural century. It is undeniable that the events, the environment and the attitude towards it are changing very rapidly in recent years.

Just like a few decades ago, television, today's mobile phone and computer have become our household items. The Internet as an international computer network, which combines many millions of computers, is no longer the exclusive resource for extracting or exchanging information, but often a daily need.

At the same time, there are things and phenomena which understanding does not change through generations. The school is and will forever remain Castle of Light in the direct and transmitted sense. Each of us has teachers whose influence on our lives lasts for a lifetime.

In spite of the fact what now offer various electronic means of communication, film industry, which is regulated by the economic situation in the world and in the country, influence of the environment in which we grow and develop, we still recognize as the value only the set of positive qualities, regardless of whether we apply it to people or object, substance and phenomena.

Also, pedagogical research in recent years has shown that the pupil at any age wants to be understood, appreciated, wants to feel safe and well regardless of his ethnic or religious background, gender, learning achievements.

The same eternal core values are still the most important to the pupil: family, friends, love and education. There is no reason to worry that a contemporary pupil would not appreciate values such as honesty, openness, responsibility, care for peers, integration in the local cultural environment, creativity, humour, etc. From the pupil's point of view, the value is still a teacher who is trustworthy, strict but fair, who first notices the good, not the bad, who respects the pupil and trusts him [8; 10; 3].

This means that in the 21st century pupil value education can be understood as development of spirituality and other moral virtues.

In the conditions of globalization, more attention is devoted to the creation of a sense of belonging to the cultural environment of the region and interest in its learning in the study process. If you wish the pupil to consider the whole country or the homeland as a value, it should start in each house, village, and district.

There is no change in the organization of the pedagogical process: the teacher is the leader of the situation. The most important task of the teacher is to make the pupil's life brighter, revealing his confidence in himself and others. Especially, in nowadays situation when some pupils see their teacher more often than the parents.

The personality traits of the teacher, the style of pedagogical work, his views and mood influence the formation of relations between the pupil and the

teacher, the quality of the pupil's learning, his understanding of general human, national, individual, etc. values.

Nowadays society needs people who have mastered the spiritual values that make each personal culture and society as a whole. If we want to live in a safe and rich country, we must learn both rights and responsibilities from an early age. Every person, regardless of age or education level, must learn to answer for his or her own actions, to get what he deserves.

Of course, we cannot ignore the fact that the content of valuable education and its methodological support in contemporary school are influenced by the emotional, economic and social environment of the pupil's family, the public events, as well as individual needs and abilities.

A good school is one that is struggling not with the consequences of cultural integration, acculturation, even the formation of subcultures, but analyses the causes and seeking solutions accordingly [12].

In recent years, many and complicated tasks have emerged in the school. The pedagogical process has become as dynamic and even as impetuous as our whole life. The teacher is often forced to look for the intellectual and emotional balance between the offer of the environment and the ideal.

The globalization process is affected by schools and lessons have become ethnically, linguistically and in other respect heterogeneous. Pupils learn about different nations, religions, cultures of specific regions and their peculiarities. At the same time, pupils need more help to perceive and understand the cultural information contained in the language, to learn the national traditions, traditions of the county, the village, the family with each year, as the cultural environment that knows these traditions and their development history has narrowed.

Languages have become the key values of multicultural society. The language proficiency enriches the pupil in various ways: he is able to communicate with people of different ethnic, to get to know and understand better the cultural heritage of his and other ethnos, to have more awareness of being understood, etc. The language for the pupil is both a subject and a mean for learning other subjects.

In this respect, the situation in the school is very different. Families in which children have been learning even three languages since childhood do not surprise anymore. However, in parallel with these children, pupils, who have a restricted environment to use even one language, are attending the same class.

Special assistance is required for pupils who have been living together with their parents for a certain period of time outside of Latvia and have visited a pre-school educational establishment or school in their country of residence, but after termination of their parents' employment contract returned to Latvian educational institutions.

Every year, the number of children of ethnic minority who are studying at Latvian language school is increasing. The different family language of these children, the traditions of ethnos have also their own role in the process of education and upbringing.

Different attitude to the same issue and phenomenon can be very often observed in the class. The reasons for this are often found in a different economic, social and emotional environment in which the student lives and develops as a person.

Unfortunately, nowadays, not all pupils' families can rely on school and teacher's support, and it also has its own causes. New family models have

emerged, many children do not live in their biological families, because their parents divorced or work outside of Latvia. There are so many pupils who see their parents only late in the evening or even once a year. There are pupils who receive care in the family and pupils who do not receive any support from the family.

Pupils study at school who do not know how to deal with household and other problems that arise in the family or at school. Several pupils are having lack of attention, low degree of self-esteem and self-respect, low organizational and socialization skills, are having learning difficulties due to insufficient perceptions, poor memory, etc.

The understanding of the concept of "career" has expanded. Career is no longer confined to the employee's apparent success in any professional field and moving from lower positions to higher or better-funded position.

Today, you cannot hope that a profession will be acquired forever. The labour market requires people who are able to quickly evaluate the situation, learn continuously, and resolve conflicts by discussing rather than confronting.

Pedagogical and psychological observations made in recent years show that the traditional age division has also become too general. Taking into account the different contemporary cultural environment in which pupils grow and develop, the individual abilities and needs of each pupil become ever more pronounced.

The teacher must be not only pedagogically but also psychologically prepared to work with all pupils, regardless of their ethnic or religious background, the development level of language and speech, temperament, etc., to hear opposing views on various issues, and often not corresponding to generally accepted norms, ideals, to be able to express a well-defined personal opinion on different problems without fear of mismatch with the expressed in the mass media, etc.

At the moment, the teacher needs higher professional competence, as we live in a time when knowledge alone is not enough. Nowadays, secure and harmonious environment depends not on knowledge, but on our wisdom, how we will preserve and pass to the next generations the natural blessings and blessings of human beings [11], how we will learn to see the beauty of the world among various contrasts and strive for it.

At the same time, the school and teacher must be able to critically analyse and find a balance between European and world's approaches and didactical models and their experience in national education traditions. It is not permissible that the experience of other countries is taken uncritically, the ideas of pedagogy that have long been approbated are misunderstood, as well as the innovations have been introduced without evaluating their risks.

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ТРАДИЦИОННОЕ И ИНОВАЦИИ В КЛАССЕ XXI ВЕКА

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Данная статья посвящается важному вопросу, как найти баланс среди традиций, которые в педагогике известны с прошлого века, и как в педагогическом процессе, как системном процессе, ввести инновации. Основываясь на исследованиях, внимание сфокусировано на том, каким быть процессу обучения и воспитания, чтобы школьник усвоил не только знания, но и другие навыки. Обществу XXI века нужны люди, которые являются не только умны, но и с ответственным отношением к себе, к семье, обществу, государству и к окружающей среде. Обществу нужны люди способны критически мыслить, самостоятельно принимать решения, работать в команде. Мы живем в динамичное время, во время перемен, в школе периодически появляется необходимость критически оценить опыт прошлых лет и даже столетий, но независимость педагогической или социальной ситуации нельзя игнорировать основные закономерности педагогического процесса и, то, что школа – это не только учебное заведение. Это место для воспитания и самовоспитания. По сравнению с предыдущим веком, разнообразные информационные источники и средства для передачи информации, возможности выбирать средства обучения. Задача школы - это не только помочь школьнику освоить конкретное содержание учебного предмета, но и умение учиться. В условиях глобализации в процессе обучения большое внимание уделяется чувством принадлежности к своему краю, посёлку и дому. Учителю необходимо уметь критически анализировать и находить баланс среди различных европейских и мировых подходов, дидактических моделей и опыта, который существует в традициях национального образования.

Ключевые слова: традиция, инновация, баланс среди традиционными и инновационными педагогическими средствами

Дата поступления в редакцию 29.10.2017.