



## EDUCATION OF PRIMARY SCHOOL STUDENTS ACCORDING TO THE WALDORF PEDAGOGY METHOD (IN THE EXAMPLE OF FINNISH EDUCATION)

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### **Annotation:**

The Waldorf school, its features and methodology are the basis of a new elementary school formation. Application of methods in the lessons and comparisons with the education of Uzbekistan.

**Key words:** Waldorf school, methods, educational process, comparison, primary education.

### **Annotatsiya:**

Valdorf maktabi, uning xususiyatlari va metodikasi yangi boshlang'ich maktab shakllanishining asosidir. Darslarda metodlarni qo'llash va O'zbekiston ta'limi bilan taqqoslash.

### **Аннотация:**

Вальдорфская школа, её особенности и методология, как основа к пути нового формирования в начальной школе. Применение методов на уроках и сравнения их с образованием Узбекистана.

**Kalit so'zlar:** Valdorf maktabi, metodlar, ta'lim jarayoni, taqqoslash, boshlang'ich ta'lim.

**Ключевые слова:** Вальдорфская школа, методика, образовательный процесс, сравнение, начальное образование.

In today's innovation-rich era, we pay great attention to the process of exchange of experience in order to be productive and fruitful from innovations in many fields of education. This can give us a fruitful benefit to open the integrated aspects of each education. Therefore, Waldorf schools, which have rich achievements in the field of theory and education, are not an exception. The founder of this technique was Rudolph Steiner at the beginning of the 20th century, and it is based on the postulate: "Treat others as you want to be treated."

Its main principles were:

- respect for the child's personality.
- the importance of spirituality.
- development of creativity.
- use of natural materials.



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- each person is unique.

The idea of Waldorf pedagogy is to reveal the personality of each child, his creative potential, his development in the complex of spiritual and biological principles. To do this, first, put the child in a comfortable psychological state during training. Labor and aesthetic sciences form the basis of education. Children participate in theatrical performances, learn various crafts, and learn foreign languages. All this happens in natural conditions, the child's childhood is extended to the maximum possible period [1].

The pedagogical system is based on a whole philosophy that must be studied separately - which, by the way, is the responsibility of everyone who decides to become a teacher at a Waldorf school. Waldorf schools consistently emphasize the importance of education and personality of the teacher and the teacher. The teacher is the most important person and authority for the child.

The whole atmosphere in the classroom depends on his behavior. Creating a comfortable environment for the child's development:

- education through imitation and example.
- development of various forms of game activity.
- creating a comfortable place for the development of free play.
- organization of a healthy rhythm of group life.
- classes on various types of work ("hand pedagogy") and various arts (painting, music, modeling, eurythmy).

"Childhood is a unique period in a person's life, with unique tasks in front of him. This age cannot be approached with the values and goals typical of later stages of child development. It is characteristic of this age. Waldorf pedagogy is based on the premise that the development of the intellect should be added to the general development of the personality - primarily psychosomatic, emotional, social and practical. is a good time to socialize with. But reading and arithmetic, according to the followers of this system, are in no way suitable for preschool children. By the way, reading is usually fun. At Harduf School, children learn to read by writing. First, the child can write letters and words, and only then read them! At the same time, it is considered normal that children cannot read until the 3rd grade, but they know several dozen poems in different languages, they know how to spin and weave, grow vegetables, cook and play musical instruments.

In the Waldorf system, counting and other "wisdom" are taught through stories and games. At the same time, it cannot be said that children in the Waldorf system do not learn anything. They only learn differently: through imitation, play, action. At the same time, children are no less than their peers studying in Israeli high school [1]. From the very beginning, the Waldorf school focuses on the individuality of the child, regardless of his intelligence, nationality, age. On this basis, the Waldorf methodology is often called "pedagogy of equal opportunities". A child in such a school should have all the conditions for the development of intellect and physical spheres or, in the language of the Waldorf system, thinking, feeling and will. At each stage of education, one element dominates: in the lower classes - will or actions, in the middle class - emotions, feelings, in the upper classes - thinking [2]. Aesthetic education is as important as mental education. This is even reflected in the curriculum: here,



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as in other places, there is not only music, but also painting, theater, handicrafts, needlework, eurythmy, that is, the art of reflecting sounds with body movements. Children are taught to see beauty and art in what they read, whether it is in Russian or in Russian. Even in dance, you can see mathematical patterns - this is also taught. Students decorate their notebooks with drawings, learn to "feel" both the multiplication table and the difference between parts of speech. For this, teachers choose special exercises. For example, children learn geometric shapes ... perform circular dances: they move together to form squares, rectangles, etc. [3]. There are no usual musical activities here, they are replaced by rhythmic games: children move freely to the music, read poems, sing. The band has musical instruments that anyone can try to play on their own. Reading is also conducted with the teacher playing a musical instrument. Children learn crafts, as mentioned above. They learn pottery, weaving, farming. The site has beds where you can plant any crop with your own hands up to wheat, which you can then harvest, grind and bake. Ideally, the farm should also have domestic animals - a goat, cow or sheep, so that the children know where the milk comes from.

Waldorf technique: main disadvantages:

First, children are not completely adapted to modern reality. When they enter a normal school, they cannot learn discipline, because before that everything was allowed to them, they cannot push themselves to certain limits.

Second, they are also intellectually unprepared for school. Children do not know how to read and write; they do not know how to count. There is no encyclopedic knowledge of the surrounding world. Of course, all this can be learned at home .... It's just that in kindergarten they criticize you the first time, and the second time they usually advise you to stop classes or stop going to the garden. And you can't hide it, because the child still shows the acquired knowledge. By the way, visiting sports clubs, art or music clubs is also prohibited [1]. Waldorf pedagogy is the most complex compared to other pedagogies, for example, M. Montessori pedagogy. First, because no principle is based here, then it is carried out through the whole system, and we can remove everything from it in general. For example, Montessori - pedagogy is based on the idea that the child develops himself. This is an alternative to what adults' control from the outside with their actions, impose on the child, how and at what speed to develop. "Help the child to do it himself" is the motto of pedagogy. Didactic material is built in such a way that a child who studies independently develops self-activity. Of course, the idea of self-development is an important idea, but it should be present in any pedagogy, but here it is implemented as a basic principle from preschool children through the entire system. Waldorf pedagogy is distinguished by considering deep metamorphoses of the child's development at different ages and stages. As a result, approaches change dramatically. Waldorf Kindergarten is one case, junior high and middle school are two completely different cases, and high school is a third case. Another important feature of Waldorf preschool education pedagogy is the limitation of any assessment. Evaluation - both negative and positive - is an interference in the natural development process, a form of external force of adults. A child who expects to be evaluated acts under pressure, seeks praise, or tries to avoid guilt. At the same time, he is deprived of the opportunity to act according to his essence due to the love of the work itself [1]. The main positive method of education and the main pedagogical environment is imitation of the



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teacher. The whole life of a child under the age of 7 is a constant repetition of what is happening around. At the same time, imitation is understood not as a repetition of the actions or words of other people, but as an experience of "infection", connecting oneself with the world. Therefore, it is necessary to strictly ensure that nothing happens in the baby's environment that he should not imitate. Education by example. In preschool age, the child's moral feelings, his kindness and sensitivity are mainly manifested in the sphere of relationships with peers. So, a child at the age of 10 does not understand causal relationships, because he does not feel his spine. But at 11 he gets a sense of geometric shapes, and everything becomes clear to him. Basic subjects in a Waldorf school are taught in periods. A period is a section of a course that looks like it's finished. The material in such a course is concentrated, the child will learn it in 3-4 weeks. How does this happen? Every day there will be one-and-a-half-hour lesson on the same subject when the main material is studied. Children do not forget this, because they develop what they have learned in regular lessons, in such schools there are no textbooks in the usual sense.

The main textbook is a notebook that the student compiles and keeps, systematizes the knowledge acquired in the lesson and independently.

Steiner's Age Cycle - Up to Six Years - Imitation Stage - Children learn through examples, copying others, hands-on activities. 7-14 years (the etheric body is born at the age of 7) - imagination stage - children learn through art and creativity, following authority (teacher). Imagination and memory develop. 14 years and older (the astral body is born at the age of 14) - the development of emotional maturity and intellect occurs, the child develops abstract concepts, he learns the basics of morality and social responsibility. Reading and mathematics begin closer to the age of 9-10 (now many Russian Waldorf schools are moving away from classical teaching and starting to introduce them earlier, as parents demand) [2].

The intellectual component of learning appears when a child turns 12 years old. At the same time, natural sciences begin at school. Teaching is based on the principle of imitation, continuity and the teacher's personal example. From 6 to 14 years old, one class teacher is assigned to the class, every morning he meets the children cordially and conducts a two-hour lesson without a break, but even after the age of 14, the student can count on care and support. timely support of the teacher. Thus, throughout childhood and adolescence, the child is under the auspices of a person who has been able to deeply study the individual characteristics and individual needs of each ward. Such a tradition ensures psychological stability and maximum opening of the student's creative abilities.

In turn, the teacher receives an additional source of inspiration and motivation, because he can observe the result of his professional activity. Textbooks are almost never used, only allowed as supplementary literature for basic subjects in upper grades. Traditional textbooks are replaced by a workbook, which is an analogue of a personal diary, in which meaningful experience gained by the student during the educational process is recorded. In the first grade of a Waldorf school, children begin to write letters and draw shapes with crayons. Specially designed for a child's hand, they provide enough friction and movement resistance on the paper to help the child control the writing process. Grades at the end of the quarter are replaced by a detailed individual report, a detailed description of each student. However,



a student who has transferred to a regular school will be given a grade card. Music is the basis of aesthetic education - the Waldorf system believes that music education should be a complete and mandatory part of the general school curriculum, like reading, mathematics or writing. Objectives: development of musical abilities helps to form intellectually and socially a complete person; music helps to develop a culture of general feeling and to fulfill the tasks of forming a whole person. In Waldorf schools, playing the flute is an integral part of the educational process from the first grade [2]. Sewing and Crafts - The Waldorf educational system emphasizes the connection between dexterity of the fingers and dexterity of the mind. Craft activity is not a practical activity, but an art of manual creation and a methodical technique to develop the flexibility of the mind and the ability of independent critical thinking, to prevent stupidity and inertia. High school students go out into the fresh air to devote themselves to free creativity. Children learn the art of jigsaw. Students themselves make gifts for the holiday: boxes, key holders or photo frames. develops flexibility and creates a comfortable environment. Depending on the year of study, young men are entrusted with more and more complex types of work. In the elementary grades, children master the arts of weaving and knitting, clay modeling, and woodcarving, and in the upper grades, the finer points of sewing, working with metal, and stone. Games - As mentioned above, Waldorf pedagogy actively uses games in the educational process. Outdoor games fit well with Steiner's idea of multifaceted child development, as they involve both the psyche and the body. After graduating from a Waldorf institution, children attend a school that uses the principles of Waldorf pedagogy. Start training Waldorf school children from the age of seven. The educational process lasts eleven years. The primary teacher for eight years of study is the classroom teacher who is a mentor and friend to the children [2]. Early Waldorf pays little time to study academic subjects. For two years, children get acquainted with letters and learn the basics of reading. The rules of writing letters and counting are also learned in a playful way. The Waldorf education system pays special attention to learning foreign languages, playing the flute, eurythmy and the basics of sewing. The training is conducted in the form of a game. To better understand the material, children use poems, songs, riddles, etc. In elementary school, traditional textbooks are not used to work in the classroom and at home. High school students can use educational literature as a supplement to the study of basic subjects. Often, Waldorf schools organize holidays dedicated to solemn dates, religious events or natural phenomena. Teachers, children and their parents actively participate in these activities. Schoolchildren learn different songs and poems with their own hands, play musical instruments, have stage performances and dances, create stage costumes and gifts. At the end of each semester, children complete their educational activities together with the head of the class. An exhibition of achievements is being organized by students at the Waldorf school, which will show dolls made in sewing classes, clay dishes, handicrafts made of natural materials, etc. [3]. The learning process in Waldorf schools is non-evaluative and non-competitive. After the end of the academic year, the teacher prepares a detailed description for each student according to his activities and the results of his activities. report feature. If the child tries to continue his studies in another educational institution, the teacher sets the final grades.

Waldorf schools differ from schools of classical education in the following ways:



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- the curriculum is drawn up considering age characteristics.
- the head of the class takes the children from the first to the seventh grade.
- approval of the main theme of the year for each class.
- directing children from 1st to 11th grade to artistic and aesthetic education.
- Abolition of assessment system up to 7th grade.
- the academic achievements of one child are not comparable with the academic achievements of another student.
- artistically organized school space.
- an individual development and education plan is developed for each student, considering his individual characteristics.
- children learn through group discussions, research activities and practical exercises.
- is taught by the method of immersion in the language environment.
- constant change of actions in lessons, orientation to rhythms.
- the school theater works continuously, which allows children to show their creative potential and better develop their communication skills.
- parents actively participate in school and children's life [2].

The Waldorf school is recognized as a humane school, where the opinion and interests of the child are respected, and it does not use control, evaluation and constant comparison in the educational process. Graduates of these educational institutions are full-fledged, free and independent persons. Foreign languages (usually two) are learned from the first grades. First oral, then written. Everything here is built based on peace and harmony. The child should be engaged not when you want, but when he wants, so all the equipment for classes is placed for him to use in common. The main essence of the technique is that we do not force the child to study. We let him choose what he wants to do now. In a Waldorf school, a situation where students write all day only for the teacher and move from room to room is not possible. Here, every day, every lesson is built with active and passive activities. After actively discussing the material, passively writing in a notebook, after reading a rhythmic poem - calmness, after a math lesson - or sewing. Waldorf teachers are not supporters of the idea of forced intellectual development and early education methods. At school, they avoid an unreasonable large mechanical load on the memory, considering that the transfer of ready-made knowledge from outside is a useless exercise for the mind and heart.

The order and load of training should correspond to the child's age and individual characteristics of development, so the logic of the process should be subject to periods of the child's natural interest in a certain type of activity. In a Waldorf kindergarten, they do not teach writing and counting, believing that it is more organic for a small child to learn through feelings and images, and not through abstractions in the form of numbers and letters. However, children spend most of their time in modelling, knitting or embroidery classes, where they gain useful practical skills and develop fine motor skills [4]. Starting in 3rd grade, children seem to be immersed in historical periods, which, as their children grow, move towards the present, the time when graduation ends. Thus, the child learns about culture and understands the evolution of human consciousness from ancient times to the present day.



His mind follows the path that human society has taken. The lack of textbooks allows the teacher to choose material for special children. The task of teachers and educators is to help the child in this. And to help fulfill your desire, but so that it does not conflict with the needs of other guys. All the guys are friendly with each other. No one is in conflict. Everything seems so wonderful and cloudless, just perfect. It is also difficult to transfer the child to a regular comprehensive school later, if he does not have grades and a certificate. Here children are not taught to read until the second grade. Exact sciences are not taught, only humanities. There is a double opinion about this school, where it is important to understand what is closer and more important to you: some moral principles, religious [2].

If we consider the main criteria of primary education, the main criteria of the educational system of Uzbekistan, then the goal of education, primary education is the main factor that increases the cognitive ability of students. Systems aimed at developing students' abilities are manifested in the form of certain didactic rules. Didactic principles define requirements for the content and processes of education. The goals and tasks of education change historically according to the social system and the function of certain educational institutions. The purpose of education fulfills educational, educational and developmental tasks. The educational goal defined in primary education is the basis for the creation of each pedagogical technology. It is a necessary basis that the goal is aimed at solving the problems of modern education and upbringing with high efficiency. The most necessary condition for creating a pedagogical technology is to be able to determine such an actual goal. Such a goal is determined by conducting the necessary research, creative research, and in-depth analysis of the work experience of one's own and other specialists. Competitiveness determines the appropriateness of pedagogical technology in each primary education from the point of view of development, the degree to which it fulfills its tasks in accordance with social needs. Orientation of such goals to ensure high competitiveness arises from current requirements. Competitiveness is the most necessary condition for all components of pedagogical technology in primary education, where the main indicator is the achievement of the competitiveness of the teacher and the student, who are the direct preparers of the final result. This creates the need for regular improvement to ensure that the demand for it is high [4]. In short, the educational goal of primary education is based on principles such as scientific, comprehensibility, demonstrability, humaneness, and systematicity, and serves to fulfill the requirements for students' knowledge, skills, and abilities. "Raise a fair, balanced, calm, conflict-free child who does not know how to strive for victory." Or educate children who are leaders, strong, purposeful, ready to go in the modern rhythm of life." Such a school is suitable for your child, it depends on you, dear parents... Waldorf schools educate children in the above knowledge.

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