

8 unjustified claims to GEF

Since 2009, the educational system of Russia began to stir innovation: at the end of the year was adopted by the Federal state educational standard (FSSES) to primary education, in 2010 for basic education, and in 2012 — for a complete General education.

Parents and teachers: who "knows better"

Were not months, years, and debates about the standard, do not cease: the GEF does not like parents, they say, let our children teach as we were taught, there is nothing to invent; that teachers oppose and grumble-indignant: "I don't I will." And some teachers believe that nothing should be changed, "the Soviet system was the best in the world", "the standard lesson effectively", and "it's all igrulki some".

The standard, however, has not been canceled, it's legally binding and implementation, and the discussion gradually come to a standstill. The reconciliation of the views on the standard and its necessity is not happening, and meanwhile here are a GEF new generation.

Do not take on the role of "conductor", but still, dodging is so important for the Russian intelligentsia the questions: "who is guilty?" and "what to do?" I want to inject a bit of rationality in a spontaneous debate. Of course, all this is just a personal opinion still a young teacher, but suddenly it's something to help or at least stir someone else's thoughts.

To get an idea about the situation, look at the main complaints to the GEF, a good collection which you can gather for educational forums and from conversations in the staff room

Claim No. 1. Fgos learning for parents, not children

(source: Wikipedia)

Some parents think that GEF does not bring anything useful, but now all homework must perform mom and dad, as children certainly "can't do this themselves".

It might be interesting:

What is "quality of education"?

It seems to me that parents allow a mistake here. Parents should not forget that you cannot do the homework for the child, no matter how complex or unusual they may seem. The result will be a complete lack of independence and unwillingness of the child to work at all. Jobs do not just invented, they determined that trying to get the teacher and the parent in this case prevents the teacher and their own child.

Some people think that the child will not be able to cope with an unusual task simply because they have never done this, in school. Solve some examples and read the text in the textbook — please, and to formulate the purpose and objectives of the future project, the child certainly will not be able, will have to do for him. But it just seems that presentations and projects in elementary school — it is impossible: let him try, and how it will be great when we can!

Believe in their children and do not perform their work — so they can achieve even more than you dreamed.

Look at the projects being implemented in primary schools in the UK, South Korea, America, children do create something new yourself, is it bad? And, as you can see, it is doable. With the introduction of the GEF and our educational system started moving in this direction, is it worth it to interfere?

Claim No. 2. We grew up without a GEF, and nothing

(source: tumblr)

I would like to say about the claims of some teachers (not only teachers but also parents) about the "Soviet system". Our world is changing, and every day it happens faster. Modern graders reached the heyday of its professional force in 2040-ies. This is the time of which long ago dreamed fiction.

Personally, I can't even imagine what the world would be in 2040, and today's first-graders at this time to work. And you want to return them to the "Soviet system"?

These children need to be taught to learn, to improve, to set goals and to find ways to achieve them. Simply put, the result of their school should become a universal learning skills and identified the GEF. Yes, in the "Soviet system" had something similar, and Vygotsky and Elkonin talked about something similar, but why do we need to return to a similar, if you have modern ideas, developing the ideas of outstanding teachers of the past?

Claim No. 3. GEF is "igrulki"

(source: flickr)

It might be interesting:

Stop to present children with inadequate requirements

About "igrulek", games and fun at the lesson and during the lesson — a separate conversation. Parents who remember their school, it often seems that children do not retell the content of the textbook that do not meet the "coherent response" from the Board, not trembling in fearful anticipation of who will have cause to answer busy not serious business, not learning, and having fun, not preparing for the exams, and indulge.

Why you need computer presentations, creative projects, group work and discussions, if you just want to learn a paragraph and to solve five problems?

Study, in their opinion, should be hard work, not a game.

But this is a serious misconception, which it is better to get rid of. The rejection of these "igrulek" leads us to mechanical rote learning, constant stress, to the most terrible "enemy" of learning — the boredom!

There is no denying the importance of fundamental knowledge, there is no denying the importance of learning the formulas and rules. Not every lesson needs to consist only of entertainment. But the study should be interesting and Yes, fun too. Today it is especially important.

The modern child is so much amazing entertainment: 3D movies, computer games with stunning graphics and addictive gameplay, funny bloggers with YouTube and stuff. And we will force them to cram formulas, to summarize the paragraphs? Isn't it better to make learning in school competitive these opportunities so that children went to school not through force? And whether it is worth cramming the formula, if much more interesting to understand how they work and how to bring you need by yourself — this skill will really come in handy. And paragraph for the school textbook may be recorded by the team and protect it — is not a project? But what is not a preparation for real life?

Claim No. 4. GEF gives children too much freedom

(source: pixabay)

It might be interesting:

Stalled education cooperation

The teachers (especially the "old" school) confuse laid down in the standard elements don't even game, and a certain freedom, a free language of expression of mood (the child may say that today he is in a bad mood and doesn't want to do this exercise — will have to think of another occupation), self-assessment (the student may note that today was much more active than last week and thinks he can get a "5"): how is it possible?

Even as possible! Just the teacher needs to remember that things change, to stop being in charge, to admit that today he is not the source of information, and assistant, counselor. And the child — person, and technology of the GEF allow this person to form not only in words. Teachers need to stop afraid to change, because "in the case of training and education, in all school Affairs nothing [original essays for sale](#) can be improved, avoiding the head teachers" (K. D. Ushinsky)

Claim No. 5. For GEF no conditions

(source: Wikipedia)

These claims have only teachers. Schools are not provided with the material base: no money for projectors, not to mention the specialized classes and workshops, the presence of which is necessary for the full realization of the GEF. Training materials and methodological framework is still not developed.

It might be interesting:

"Pay a dollar, but sing a thousand!": a monologue of the teacher unvarnished

Such claims can be a very long list. And it is worth noting that most of them are really justified. As always, a large project depends on the financial issues, and in our great country is particularly noticeable. In some schools of Russia put the electronic turnstiles at the entrance, interactive whiteboards in every classroom and the purchase of laptops for every student, and sincerely rejoice in some new furniture or fresh linoleum. But it's not a problem of GEF, it is a problem of an entirely different level.

If we are honest, we have to recognize that to fulfill most of the requirements of the FSES of the material-technical base is not so necessary. Can't we form a "responsible attitude to learning, the willingness and ability of students to self-development and self-education" without projectors? Except for the formation of "ability to independently determine the purpose of their learning, to set and to formulate new objectives in education and cognitive activity" necessarily need an interactive whiteboard? And "the ability to plan ways of achieving the objectives, including alternative" kids will show even better, if suddenly there aren't enough textbooks. Ultimately, GEF is not something unique and new for the pedagogics, it is like a thousand years ago, the most important element remains the teacher and his interaction with a student.

Claim No. 6. No methodological framework for GEF

(source: flickr)

No one has shown how in General it is necessary to implement new standards. The teacher had two bets and he simply has no time to think about an individual approach to each student. In the classroom too many children, and in schools too many classes and have to work in two or even three shifts.

Why the Ministry of far-fetched problems?

Complaints concerning the standard, lies in the fact that there is no methodological base of the program and the example that should be followed. But is it so bad? The standard only gives us the expected result, and how exactly to achieve it is up to us. Self. As thus children from the elementary schools that this study, receiving as homework "impossible" (at first glance) project.

Of course, there is a mandatory part of the educational program, but the remaining 30% are formed by participants of educational process. And concrete technology, no one imposes, and traditional technology (class-lesson system) is also not canceled. It all depends on the teacher, his desire and willingness to perform their own homework.

Claim No. 7. Teachers have no time for GEF

(source: Wikipedia)

And here comes the biggest, in my opinion, the problem is: many teachers are not ready to work on the GEF, to rebuild and to move forward. And not because I just don't want most often. I can't, because word on the congestion of a teacher is not someone's fantasy, but, unfortunately, the fact.

Overwhelmed by all the different: someone very many hours because of the lack of teachers, and someone a lot of classes, because the subject has only an hour a week.

Teachers just don't have time to each lesson correspond to the GEF; there is no time for creative pursuits, testing new technologies and implementation of an individual approach. Of course, this is not a problem actually standard, but a very big disadvantage in our education system. And because of this, minus some of the teachers do not even try to understand GEF.

A couple of decades ago the journalist and theorist of pedagogy S. Soloveichik wrote: "When I hear about teachers whose 28-30 hours a week, shudder. I would not want to be in his place. Everyone is well familiar with the call waiting at the Desk, but sometimes waiting for the last lesson of the man who forever called to the blackboard!"

And today, it is easy to find a teacher who takes more hours to survive.

Claim No. 8. GEF — it is a utopia

(source: Wikipedia)

The following claim is very simple: the GEF is simply beautiful words, a utopian project that will never work.

At first glance, this is an absolutely fair complaint. The standard is really very beautifully written and reading it completely, I wonder if it's even possible to implement? Whether it's associated with real life?

And then you remember that it is already running. And even brings interesting results. Not everywhere, of course. But not everywhere and took over full implementation, for that matter! The victim complex as the diagnosis of a Russian teacher

When today I propose a noisy, active, "patsanskimi" class that I am absolutely convinced that art is the most useless in their life phenomenon, by becoming "curators" of an imaginary exhibition, the children themselves surprised to notice that the class suddenly became quiet and everything works. And I am pleased to note that "bullies" and "losers" earnestly expect "concept" of the Museum, although five minutes ago didn't know a word in the Museum was a once in a lifetime. They really decide what music should sound next to the work of Kandinsky, and what sculpture should be next in the route of the visitor. Best of all, they really will remember and Kandinsky, and music, and reflect on why we need museums and exhibitions. And do not need to learn any of paragraphs.

Why should I, in an effort to realize the "regional component" to display pictures of monuments in our city and get to learn their names, if it can be turned into an exciting group project which will allow children to achieve better results in a much more interesting way?

Then they alone will walk the streets of the city, find the right monuments, focusing on my tips and just remember where everything is. Look at works of art without intermediaries and will see much more than not very good quality the pictures shown in a stuffy classroom. I'll take the theme of "Photography as art" and everyone will try yourself in the role of photographer, capturing and comrades near the most important monuments of the city, not forgetting the composition and coloring of the image. And then we all will appreciate the results, laugh at bad takes and just enjoy the fun. Of course, all of this will require very little preparation on my part, but the result is worth it.

And these results indicate to me personally that GEF is not only beautiful words, but it is a promising phenomenon in our education system. Any big project needs time to develop completely, but such a huge project like the new Federal state educational standard, needs a lot of time.

We have not yet seen a single graduate who passed all stages of training in accordance with FSES, as you can now judge the results and declare that the project does not work? One thing is clear: if we don't at least try to implement it, it really will never work. Why not just to try, since many of us believe that the picture which he draws of the GEF, perfect? And what happens?