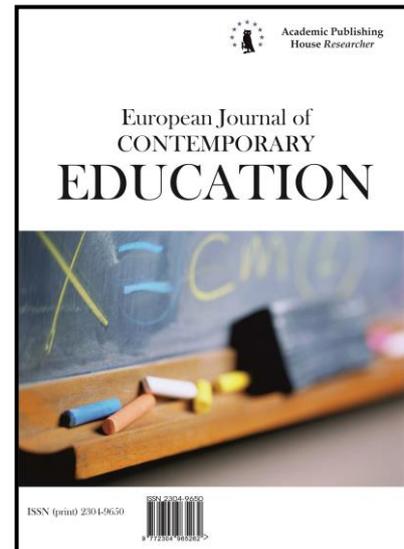




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Free Education: Fundamentals of Humanistic Pedagogics (on the example of Activity of the German Public Figures of the second half of XIX – the beginning of the XX centuries of F. Gansberg, L. Gurlitt, G. Sharrelman)

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Abstract

The problem of free education as the direction in reformatory pedagogics of Germany of the second half of XIX – the beginnings of the XX centuries is staticized in this article. The child is the center of pedagogical process according to free education. Historical, system, culturological approaches are main in a research of this problem. They allowed to reveal intrinsic characteristics, features of process of education in Germany of the considered period. The leading ideas of free education it is a pedocentrism as the organization of pedagogical process. The interests of children, refusal of systematic training and education of children by in advance developed curricula and programs, orientation to free works of the teacher and pupils enter here. The german teachers reformers F. Gansberg, L. Gurlitt, G. Sharrelman, figures of the Bremen school of sciences, founders of the concept of new «free education» (the theory of the personality), considered education the leading means of formation of the humane personality. They considered the personality as the highest value of society. Materials of article can be useful to pedagogical workers, organizers of educational work with the studying youth to acquaintance to life and activity of the famous German teachers and public figures of the second half of XIX – the beginning of the XX centuries.

Keywords: free education, german public figures, second half of XIX – the beginning of the XX centuries, students.

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1. Introduction

Free education is the direction in reformatory pedagogics of Europe of the second half of XIX – the beginnings of the XX centuries. It developed traditions of freedom in training and education of children. The child is the center of pedagogical process according to free education.

The main representatives are Ellen Kay (1849-1926, Sweden); Fritz Gansberg (1871-1950, Germany); Ludwig Gurlitt (1855-1931, Germany); Maria Montessori (1870-1952, Italy).

Leading ideas of free education:

- the principle of a pedocentrism is the organization of pedagogical process for the benefit of children. The interests of children directly arose in the course of their activity;
- refusal of systematic, systematic training and education of children by in advance developed curricula and programs;
- orientation to free works of the teacher and pupils.

The central ideas of free education are considered by eminent public figures of Germany during the considered period.

2. Materials and methods

System, historical and culturological approaches made methodological base of the publication. They allowed to reveal intrinsic characteristics, regularities and the principles of feature of process of free education in Germany of the considered period. These approaches also prove the theoretical conclusion about expediency of this work.

The principles of systemacity, historicism are the basis for the publication. They helped authors to carry out the analysis of activity of the famous German teachers and public figures of the second half of XIX – the beginning of the XX centuries on a problem of free education of younger generation.

Problem and chronological and comparative methods played a special role. They were used for classification, comparison, the characteristic of various approaches in the description of a problem of free education in Germany of the studied period.

Allocation of relationships of cause and effect, unities of the theory and practice was carried out within modern approaches to a research of the historical and pedagogical phenomena.

The descriptive method and the retrospective analysis of pedagogical experience of education of the German youth of the second half of XIX – the beginning of the XX centuries are used in work. The analysis of works of L. Gurlitt «About creative education» M., 1911 (Gurlitt, 1911); «Problems of general uniform school» SPB, 1914 (Gurlitt, 1914) are important.

The approaches realized by us reflect unity of the main directions of the principle of historicism in historical and pedagogical science.

3. Discussion

Publications about the innovative ideas in pedagogics of Germany for the first time appeared on pages of the magazines «Russkaya shkola», «Dlya narodnogo uchitelya», «Vestnik vospitaniya», «Svobodnoe vospitanie», «Narodnoe obrazovanie», «Obrazovanie» at the end of XIX – the beginning of the XX centuries. The majority of such materials had informative character and was written on the basis of personal impressions of trips abroad.

Achievements of teachers of Germany of the considered period were studied by the Russian teachers of the beginning of the 20th century E. Dzhunkovska, V. Dinze, A. Zelenko, S. Znamensky, P. Kapterev, S. Levitin in more detail.

Interest in the newest pedagogical currents of Germany amplified in Soviet period. L. Gurlitt, G. Sharrelman, F. Gansberg's main works and others were transferred to Russian. The main attention in them was paid to the analysis of activity of skilled schools.

The book by A. Piskunov «The theory and practice of labor school in Germany (to the Weimar republic)» (1963) (Piskunov, 1963), publications and V. Klarin's theses «The pedagogical ideas and school practice of revolutionary social democracy in Germany of the end XIX – the beginning of the XXth century» (1973) (Klarin, 2009), L. Obraztsova «Humanistic pedagogics of Germany of the end of XIX – the beginnings of the XXth centuries of 1870 – 1933» (2002) (it is model, 2002), I. Batchayeva «The theory of new «free education» of teachers reformers of the Bremen school of sciences of Germany, the end of XIX – the beginning of the XXth century» (1999) (Batchayeva, 1999) were the significant contribution to studying of this problem.

M. Boguslavsky, G. Kornetov, Z. Malkova, N. Nikandrov, Z. Ravkin are modern researchers of a problem of free education in Germany of the second half XIX – the beginnings of the 20th centuries (Boguslavsky, 2002; Cornets, 2009; Malkova, 1992; Nikandrov, 1995; Ravkin, 1994).

4. Results

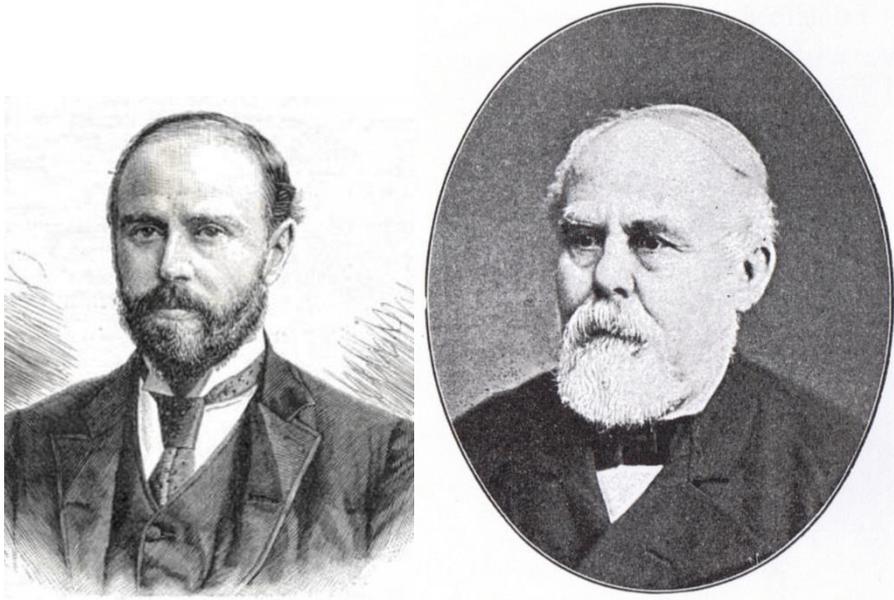


Fig. 1. Fritz Gansberg (1871-1950) Ludwig Gurlitt (1855-1931)



Fig. 2. Genrikh Sharrel'man (1871-1940)

Fritz Gansberg (1871-1950), Ludwig Gurlitt (1855-1931) and Heinrich Sharrelman (1871-1940) are figures of the Bremen school of sciences, founders of the concept of new «free education» (the theory of the personality). They were prominent teachers reformers of Germany of the end of XIX - the beginnings of the XXth centuries. They criticized authoritative pedagogics and modern school. These institutions did not satisfy vital interests of the people. These authors developed the axiological fundamentals of pedagogics reviving humanistic traditions. They considered education

the leading means of formation of the humane personality. Researchers considered the personality the highest value of society. Teachers reformers did not connect humanistic valuable orientations with politicization and ideologization of education and education.

The humanistic ideas of teachers reformers at the end of XIX – the beginning of the XXth century updated new currents and the directions in pedagogics. They recognized the child by the main value and put him in the center of teaching and educational work. The alternative schools which arose on this basis (country boarding schools, anthroposophic, skilled and others) are their fundamental heritage. Therefore objective assessment not only foreign pedagogical theories, but also the best practices of schools gains exclusive importance in the light of modern pedagogical thinking.

Attention of the Russian scientists to experience of formation of spirituality at children and youth, interest in cooperation pedagogics, humane and personal pedagogics, a problem of overcoming authoritarianism, identification of forms adequate to modern living conditions and methods of training and education, search of ways of formation of creative potential and skill of the teacher humanist cause scientific and practical interest in humanistic pedagogics of Germany of the end of XIX – the beginning of the XXth century.

The constructive approach to the theory and practice of education in Germany of the considered period was caused by scale of economic, political and sociocultural processes in the country. Germany became the advanced state which entered a market stage of development. Powerful growth of economy, scientific and technical progress caused also continuous intensive development of education, science, culture. The pedagogics achieved considerable success. Reformatory currents were directed against authoritarianism in training and education, against scholastic school, its isolation from life.

The theories making demands of free personal development, training of the younger generation for work, creativity of formation of civic consciousness, universal morals, independence, amateur performance were widely adopted.

Experimental teaching and educational institutions were created. They successfully carried out versatile development of pupils, their education on the basis of universal values. The child, his personality, interests, tendencies, desires were in the center of their teaching and educational activity. Such approach to training and education demanded other, active interaction of the teacher and the pupil. The teacher turned into the organizer of versatile activity of pupils.

Teachers reformers considered education the leading means of formation of the humane personality. They considered the personality as the highest value of society.

F. Gansberg, L. Gurlitt, G. Sharrelman opposed class school, suppression of the identity of the pupil, bureaucracy in the system of national education. They defended need of versatile physical and spiritual development of children, the idea of the humane attitude towards them, free development of identity.

Long-term teaching work of L. Gurlitt in classical gymnasiums (Hamburg, Berlin) led him to a thought of discrepancy of the existing system of school education to requirements of development of the personality. He criticized contents and methods of training at the German schools, in particular in gymnasiums, in books «German and His Fatherland» (1902), «The German and his school» (1905) (Gurlitt, 1911). He considered the main problems isolation of their teaching from life, strong attention to classic languages and stories, unilateral orientation to examination and also authoritarianism of teachers.

According to Gurlitt, education should not pursue the practical aims. It is intended to direct the wakening force and activity of children. L. Gurlitt came to denial of need of systematic studies at national school. He said importance of communication of training and education with needs of practical life. The sport, games, walks, conversations on free subjects, etc. had to take their place. They were designed to cultivate will, reasonable discipline, independence of judgments (Gurlitt, 1911).

L. Gurlitt also demanded careful selection of a training material, an exception of training programs of minor material, improvement of esthetic education, introduction of classes in manual craft work. Gurlitt's pupils (from a gymnasium in Berlin) became initiators of the youth tourist movement «Migratory birds» (Gurlitt, 1914).

L. Gurlitt proved the provision that education should not pursue the practical aim. All forces and activity of children need to be developed. Sports activities, games, creative works it is necessary

to enter. Traditional education needs to be replaced with esthetic occupations and different types of manual activity (Gurlitt, 1911).

G. Sharrelman sharply criticized traditional national school with a rigid regulation of activity of the teacher and pupils. The school has to be labor community of children. They have to set to themselves specific goals and look for ways of their achievement under the leadership of the teacher. Sharrelman understood the management of children as the cooperation having tactful character. He denied planning of educational process and its technique and defended free works of the teacher (Sharrelman, 1921).

G. Sharrelman acted from positions of pedagogics of the personality. He saw the main task of school in care of free spiritual development of children, in development at them joyful attitude. In this regard the teacher attached great value to independent creative works of pupils. He was a supporter of incidental and complex teaching. He considered unacceptable systematic and subject training for national school. The researcher ranked himself as supporters of labor school. But on the substance of G. Sharrelman defended the principles of active training and did not seek to acquaint children with real work (Sharrelman, 1921).

The teacher was even dismissed for protests against the system of training at public schools.

F. Gansberg also saw a way of formation of the identity of the child in stimulation of its creative self-development. He saw in it the education purpose. The teacher gave preference to a living word as the central method of training. F. Gansberg applied the story, conversations, compositions in student teaching (Gansberg, 1909).

These teachers developed the concept of new "free" education. The person is considered as the highest value in this concept. Comprehensively and harmoniously developed personality acts as an education ideal. Formation of the free personality owning a certain level of culture and also self-development of the personality is proclaimed the education purpose in the considered concept. The school is considered as one of fixed assets of development of physical and spiritual powers of pupils, developments at them of independence, vital activity (Gansberg, 1911).

The sense of education consists in achievement of balance of contradictions of the personality in the continuous movement aimed at the development of all forces in each child according to his identity on achievement of internal and external freedom, on mastering universal and national culture. Freedom of personal development was understood by teachers reformers as training of the independent and active acting people able to work creatively as manifestation of identity in the course of free creative activity in the conditions of cooperation.

Valuable orientations of education and education for the first time in the history of pedagogics were extended to formation of the identity of the woman in the concept of authors of new «free education». The humane and democratic orientation of this concept also affected in it (Batchayeva, 1999).

The new axiological interpretation of the principle of nature conformity of education is given by authors of the concept of new «free education». As humanistic value this major principle of pedagogics reveals in works of figures of the Bremen school of sciences from positions of an antropologizm and means the requirement of assistance to the child in his natural physical and social, spiritual development, in aspiration to independence and creativity, i.e. free personal development according to the life purpose and also «education by means of life».

Teachers reformers considered that the principle of nature conformity can successfully be implemented in practice of education when the teacher learns the child's nature as a product of culture and evolution, gets into the mystery of his identity and uniqueness (Batchayeva, 1999).

Proceeding from this principle, training has to be evident. «Organic forces» of the child, including ability to cogitative activity, demand it. The highest spiritual presentation which is the driving force of active cerebration has to be used in training also.

The presentation is necessary also in education. It means a support on life experience of the pupil on condition of full freedom in training and education and use of an example of tutors, the persons surrounding the child (Gurlitt, 1911).

Such approach to disclosure of essence of the principle of nature conformity of education promoted development of the anthropological bases of the theory and practice of modern training and education.

The concept of personal development created by teachers reformers was new valuable orientation in pedagogical science. Her authors supported transition from the existing

authoritative education and dogmatic training to education and training as the independent productive creative activity of the pupil in all spheres of activity available to it which is carried out together with the teacher. Spiritual and physical forces of the pupil develop in its process.

Figures of the Bremen school of sciences saw incentives of original development of identity mainly in specially organized pedagogical environment. The relations of the tutor and pupils were under construction on the principles of cooperation in it. The teacher has to consider influence of heredity, individual distinctions created by the nature which are shown in unequal abilities. Motivation of activity of the personality to independent creative activity in the conditions of freedom, but not imposing of others ideas, views, beliefs and interests has to be the basis for development of natural powers and abilities.

However I. Batchayeva considers that F. Gansberg, L. Gurlitt and G. Sharrelman did not consider at the same time that stimulation of natural powers of the child, his independent creative activity is carried out not only in free, natural conditions, but also under the influence of social factors, in the course of socialization of the individual ([Batchayeva, 1999](#)).

Game as the activator of the healthy and free independent activity of the child corresponding to his abilities and requirements acts as a source and means of formation of the free, comprehensively developed personality in the concept of personal development of teachers reformers. Interaction of adults and children, manifestation by children of independence, activity and an initiative is necessary in a game.

Reformers recognized development of spirituality by one of the leading directions of formation of the personality. They thought of this development as satisfaction of natural aspiration of the person to knowledge. They considered that coercion is inadmissible in cognitive activity of the pupil.

However the problem of identification and accounting of his tendencies, interests and abilities arose in process of growth and strengthening of spiritual powers of the individual. On the basis of it they proved the idea of differentiation of training. Analyzing conditions of efficiency of different types of activity of pupils in development of their personality, teachers reformers proved success in achievement of the pedagogical purposes. Activity has to be carried out as free, easy and business cooperation of children and adults, as cooperation of equal persons.

Specific features of the child, its uniqueness need to be considered in the course of this cooperation. Disclosing essence of pedagogics of cooperation, figures of the Bremen school of sciences most fully characterized its such lines as trust and deep respect of the identity of the child, need of comprehensive study of his age and specific features (first of all – abilities) in order that in training and education «to proceed the child's willows» ([Sharrelman, 1921](#)).

They allocated the special place of the organization of «truly pedagogical life». The free relations between the teacher and pupils including the choice by pupils of maintenance of a training material according to their tendencies and interests and will of the teacher have to be their cornerstone. The school has to represent community of teachers, pupils and their parents. The joint efforts promoting formation of the free personality are inherent in this activity. Cooperation of teachers and pupils excludes the categorical bans directed to restriction of freedom of school students. The educational independence, intellectual freedom as exchange of views, are encouraged with views, beliefs in the course of the casual conversations. Also own relation is developed by studied. Classes are given according to the interests of trainees, «the easy design of a lesson» is allowed. The obstinacy as the line characterizing strong character of the pupil, manifestation of will power by it is encouraged in training and education.

The ideas of cooperation of teachers and pupils in pedagogical process in works F. Gansberg, L. Gurlitt, G. Sharrelman promoted updating of pedagogical science and school practice in line with their democratization and a humanization. These ideas were directed against the authoritative and imperative theory and practice of training and education.

The analysis of basic provisions of the concept of new «free education» of figures of the Bremen school of sciences allowed to reveal its contradictory parties. I. Batchayeva said that authors denied systematic training, planning of educational process at national school, defending free works of the teacher. They considered manual work the main means of labor training at elementary school. Teachers did not connect properly training in work with studying of theoretical bases of production activity ([Batchayeva, 1999](#)).

5. Conclusion

The concept of new «free education» developed by F. Gansberg, L. Gurlitt, G. Sharrelman had a positive impact on development of world pedagogical process. It was the movement to humanistic pedagogics. This system strongly weakened authoritarianism positions.

They considered education the leading means of formation of the humane personality. Researchers considered the personality the highest value of society. The main ideas of figures of the Bremen school of sciences this creative use of the ideas of pedagogics of cooperation, interrelation of training and education, the theory and a technique of labor training and education began to be applied widely in activity of the Russian teachers of the democratic direction. These thoughts cardinally changed philosophy of educational activity of the Russian school and customized all educational system of Russia on essentially new harmony.

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