

ФІЛОСОФІЯ І ПСИХОЛОГІЯ ПЕДАГОГІЧНОЇ ДІЇ

*Birgit A. Ertl,
Dubai*

THE PHILOSOPHY OF EDUCATION AND ARTISTIC DEVELOPMENT OF CHILDREN 5 YEARS OF AGE

Materials become familiar with the philosophy of education and artistic development of children of primary school section "Education" in Dubai. It is based on knowledge of the world through play and reproductive activity of the child. School-based programs are oriented to all necessary activities aimed at the development of the child, which should be an integral subsequent stages of learning. And first of all they orient the child's interests in music, art, dance, poetry. Classes are provided by highly qualified specialists in these kinds of art. The main task of the school – to unite intellectual, physical, emotional, mental and social development of the child, as every young person deserves a childhood on productive and competent teachers try to protect their students-game journey into the world of learning, harmoniously prolonging their childhood.

Keywords: *philosophy of education, artistic development, music, qualified teachers.*

Our philosophy is to offer high standard education and help in the development of each child totality of being and motivates them to develop their ability in all spheres of learning, adopting skills and bringing out their talents and personality. To do so, we offer a superior educational program in a compassionate, loving, caring and nurturing environment. The program consists of integrated elements functioning as a whole, structured for achieving higher levels of learning capacity from the beginning of early years, preparing the child to start formal education. Young children need knowledge and new experiences to develop and thrive.

We encourage children to learn through fun and play. All our programs support every activity appropriate at their young age. The curriculum is based on the needs of the children at their age which is manifested and taught inside the classroom by a competent and highly-trained teacher through the seven areas of learning and other

activities involving their interests in dance, art, music, which will be taught by specialist teacher in those fields.

Being successful in school comes from the experiences, discoveries and learnings at an early age. The purpose of childhood is to enjoy playing, and by playing each child learns to solve little problems, as well as challenging ones, increasing their young minds to develop their knowledge and skills, and express their feelings and ideas. This is where each child begins to mold as a person in all aspects; a start to enjoy and discover wonders, enhance his/her own imagination and discover the world around him/her. Pre-school experience plays a vital role in child's learning experience. This will serve as guide in the child's perception of learning experiences.

Our main concern focuses on the discovery and development of the child's totality of being: intellectually, physically, emotionally, mentally and socially. Out competent teachers' nurtures and strives to protect each child as they continue their childhood journey.

We believe that each child deserves to grow, learn and experience childhood years productively which will drive him/her into opportunities to support and develop his/her totality of being: socially, intellectually, emotionally, creativity, physically in a compassionate caring and nurturing environment which allows interactive learning, freedom of expressing ideas and feelings and developing their sense of responsibility. Our staffs are attentive to the needs of each child giving special attention and allowing each child to explore the environment which will encourage growth in all aspect of developmental areas. We aim to flourish child's development in all area: social, emotional, intellectual, social, language and physical as they allow their wings to spread moving to every step of their education. Our quest is to offer the children genuine ways for them to learn through pleasure and fun, at the same time helping them gain confidence and accomplish small as well as challenging tasks [11].

It is our goal to have each child gain confidence and competence academically as they enter and step to nursery. Our program is structured to superior ways of learning which varies from each child's capacity, potential and competence. We are dedicated to nurturing the children self-worth; confidence and independence which will help them play their vital role within the society. It is our hope and goal that each child will bring with him/her the joy, appreciation and love for education.

I really am thrilled to welcome you not just to The Children's Garden (TCG), but to a whole new concept in Early Childhood Education. As the first truly multilingual Pre-school in Dubai, when TCG opened its doors back in 2005 we had a reputation to build from scratch, despite the fact that media attention was already beginning to zero in on the fantastic advantages offered by multilingual education.

With a concept built on an in-depth understanding of these advantages, what we're offering is the ICLCA, a totally innovative curriculum designed to lay the strongest possible foundations on which your little ones will build the rest of their lives. Absolutely everything we do, from our emphasis on languages and creativity to our tailor-made music and movement programme, supports the different stages of a young child's brain development. And we're also constantly tweaking our curriculum to accommodate all the latest thinking in Early Childhood Education methodologies. This is how we ensure that our entire programme is truly age-appropriate, and therefore wonderfully stimulating and exciting for your children.

Now having completed our ninth year, it gives me incredible pleasure and immeasurable pride to look at TCG leavers as they move on to their next schools as happy, confident children armed with bursting imaginations and remarkable creativity as well as a real appreciation of different cultures and at least two languages tucked under their belts. And this is largely thanks to the unique spirit that courses through the magical and stimulating environment they've helped create at TCG [18].

So as they move on to the next phase, we're keeping an eye on the phase after that, and the one after that... We're living in an era where creativity is king; the 21st Century needs creative types, and research has shown that multilingual people display a real advantage over monoglots, consistently solving problems faster, communicating more effectively, managing people better and even living longer (!) – all because their brains are constantly active, more 'alive'.

It's this zest for life and pioneering passion on which TCG is founded. We understand how early exposure to multilingual and creative stimuli – experiences that really capture a child's imagination and interest – will influence the learning process and colour that child's future more comprehensively than most people yet realise. Here to tap the remarkable potential of children from two years old,

TCG is both unique and ahead of its time. This type of multilingual programme is best suited to children who can stay with us for the long term, as it takes a minimum of two years to become stable in their two major languages of instruction. Three years is even better, as after this level of exposure to the dual language programme, children will be fluent [5].

Backed by a fabulous team of staff and a custom-built school, we're able to offer your children a really exceptional learning environment. We encourage the development of the children's self-esteem, their confidence in themselves and their own abilities, and the independence that will enable them to unfurl their imaginations and learn from successes and mistakes alike. Happy children will be happy learners, which means we put your children firmly at the heart of everything we do. As individuals, we believe in their uniqueness and value their particular strengths and creative abilities. As a group, their happiness is the driving force behind the warm and lively atmosphere that characterises our learning environment, and it is for them that we have designed our facilities in the Green Community and also in Jumeira with our sights firmly set on further expansion [9].

The children I have worked with in my 20 years, as an educator have taught me one very important lesson: childhood should be a journey, not a race. Thus, the leading aim of multilingual TCG is to ensure full intellectual, physical, emotional, mental and social life of the child; the development of his/her skills, creativity and self-expression of individuality; preparation for formal education. A completely new concept in the field of pre-school education is based on the methodology of arts (dance, painting, music, poetry). The leading learning tool is artistic creativity and game because while playing every child learns to solve little problems, enjoy and believe in miracles. Training should be carried out by highly qualified teachers in terms of compassion, love, caring, joy, play, integration, individual choice of training methods within the competencies of each child. We believe that a child deserves to grow, learn and gain experience in productive preschool years.

References

1. Alexander, W.M., & McEwin, C. K. (1988). *Preparing to teach at the middle level*. Columbus, OH: National Middle School Association.

2. Briggs, T.H. (1920). *The junior high school*. New York: Houghton Mifflin Company.
3. Cooney, S. (2000). *A middle grades message: A well-qualified teacher in every classroom matters*. Atlanta, GA: Southern Regional Education Board. Retrieved July 22, 2005 from <http://www.sreb.org>
4. Curtis, T.E. (1972). *Preparing teachers for middle and junior high schools*. *NASSP Bulletin*, 56(364), 61-70.
5. Eichhorn, D. H. (1966). *The middle school*. New York: The Center for Applied Research in Education.
6. Floyd, O.R. (1932). *The preparation of junior high school teachers*. U. S. Office of Education Bulletin 20, Washington, DC: U. S. Government Printing Office.
7. Jackson, A.W., & Davis, G.A. (2000). *Turning points 2000: Educating adolescents in the 21st century*. New York: Teachers College Press.
8. Koos, L. V. (1920). *The junior high school*. New York: Harcourt, Brace, and Howe.
9. McCabe, M. (2004). *Teacher quality*. Retrieved July 3, 2005 from <http://www.edweek.org/context/topics/issuespage.cfm?id=50>
10. McEwin, C.K., Dickinson, T. S., & Anfara (2005). *The professional preparation of middle level teachers and principals*. In V. A. Anfara, G. Andrews, and S.B. Mertens (Eds.), *Encyclopedia of Middle Grades Education* (pp. 59-67). Greenwich, CT & Westerville, OH: Information Age Publishing & National Middle School Association.
11. McEwin, C.K., Dickinson, T. S., Erb, T.O., & Scales, P. C. (1995). *A vision of excellence: Organizing principles for middle grades teacher preparation*. Westerville, OH: National Middle School Association. Greenwich, CT: Information Age Publishing.
12. McEwin, C.K., Dickinson, T. S., & Smith, T. W. (2003). *Middle level teacher preparation: Status, progress, and challenges*. In P. G. Andrews and V. A. Anfara (Eds.), *Leaders for a movement: Professional preparation and development of middle level teachers and administrators* (pp. 3-26). Greenwich, CT: Information Age Publishing.
13. McEwin, C.K., Dickinson, T. S., & Smith, T. W. (2004). *The role of teacher preparation, licensure, and retention in creating high performing middle schools*. In S. Thompson (Ed.), *Creating high performing middle schools: A focus on policy issues* (pp. 109-129). Greenwich, CT: Information Age Publishing.
14. National Forum to Accelerate Middle Grades Reform (2002). *Policy statement: Teacher preparation, licensure, and recruitment*. Newton, MA: Education Development Center. Retrieved July 11, 2005 from <http://www.mgforum.org>
15. National Middle School Association. (2003). *This we believe: Successful schools for young adolescents*. Columbus, OH: Author.
16. National Middle School Association/National Council for Accreditation of Teacher Education-Approved middle level teacher preparation standards. (2001). Westerville, OH: Author. Retrieved July 10, 2005 from <http://www.nmsa.org>
17. Rice, J. K. (2003). *Teacher quality: Understanding the effectiveness of teacher attributes*. Washington, DC: Economic Policy Institute.
18. Swaim, J.H., & Stefanich, G.P. (1996). *Meeting the standards: Middle level teacher education*. Columbus, OH: National Middle School Association.

19. Van Til, W., Vars. G.F., & Lounsbury, J.H. (1961). Modern education for the junior high school years. New York: The Bobbs-Merrill Company.
20. Wilson, S.M., Floden, R.E., & Ferrini-Mundy, J. (2001). Teacher preparation research: Current knowledge, gaps, and recommendations (Document R-01-3). University of Washington: Center for the Study of Teaching and Policy.

Біргіт А. Ертіл

ФІЛОСОФІЯ НАВЧАННЯ Й ХУДОЖНЬОГО РОЗВИТКУ ДІТЕЙ П'ЯТИЛІТНЬОГО ВІКУ

Матеріали статті знайомлять із філософією навчання та художнього розвитку дітей у першому багатомовному дошкільному закладі відділу «Освіта» Дубая, що базуються на пізнанні навколишнього світу через гру та художньо-творчу діяльність дитини. Шкільні програми ґрунтуються на абсолютно новій концепції дошкільної освіти, спрямованій на підготовку дитини до наступних етапів навчання. У першу чергу, вони орієнтують на інтереси дошкільнят до музики, живопису, танцю, поезії, заняття мистецтвом забезпечують висококваліфіковані спеціалісти. Головне завдання школи полягає в інтеграції інтелектуального, фізичного, емоційного, розумового, творчого, мовного і соціального розвитку дитини. Компетентні вчителі навчають своїх вихованців у сприятливій атмосфері радості, гри, творчості, фантазії, любові, турботи, співчуття, що сприяє розвитку здібностей дитини та вираженню її неповторної індивідуальності.

Ключові слова: філософія навчання, художній розвиток, музика, кваліфіковані вчителі.

Біргіт А. Ертіл

ФИЛОСОФИЯ ОБУЧЕНИЯ И ХУДОЖЕСТВЕННОГО РАЗВИТИЯ ДЕТЕЙ ПЯТИЛЕТНЕГО ВОЗРАСТА

Материалы статьи знакомят с философией обучения и художественного развития детей в первом многоязычном дошкольном учреждении отдела «Образование» г. Дубая, основанные на познании окружающего мира посредством игры и художественно-творческой деятельности ребенка. Школьные программы базируются на принципиально новой концепции дошкольного образования, направленной на подготовку ребенка к последующим этапам обучения. В первую очередь, они ориентируют на интересы дошкольников к музыке, живописи, танцу, поэзии, а занятия искусством обеспечивают высококвалифицированные специалисты. Главная задача школы заключается в интеграции интеллектуального, физического, эмоционального, умственного, творческого, социального развития ребенка, овладевающего несколькими языками. Компетентные учителя обучают своих воспитанников в благоприятной атмосфере радости, игры, творчества, фантазии, любви, заботы, сострадания, что способствует развитию способностей ребенка и выражению его неповторимой индивидуальности.

Ключевые слова: философия обучения, художественное развитие, музыка, квалифицированные учителя.

Одержано 25.12.2014 р.