

O. Polohovska,
Student,
O. Mykhailova
PhD (Education), Associate Professor,
Zhytomyr Ivan Franko State University

THE DEVELOPMENT OF PRIMARY EDUCATION IN FINLAND

A number of international studies have shown that Finnish education is one of the most effective in the world. Finland's education system operates on the level of knowledge. Finland's core mental existence has been represented in living equal opportunities in higher education, regardless of attendance, place of residence, property status, old or native language. Preschool, basic and higher education of the free. Education, science, school-based education, free at all levels, as well as textbooks and teaching materials for elementary and secondary schools [1].

The analysis of the scientific literature shows that such issues as L. Pukhovska, V. Shinkaruk, M. Mykhailychenko, M. Bondarenko, N. Lesna, N. Voloshina, G. addressed the issues of school education, problems of the competence approach to studying in Finland. The purpose of the article is to analyze the principles of primary Finnish education.

Compulsory education in Finland begins at the secondary school, to which the child begins attending when he is seven years old. A comprehensive school is a nine-year system that provides compulsory education for all school-age children. Every Finnish citizen is obliged to receive this education. In a child attending school for nine years and ends once it completes secondary school curriculum or where will be ten years since the start of compulsory education. There is also an additional tenth grade for those students who want to improve their grades or spend one more year before choosing a course of study at higher education [2].

The primary values of primary education are based on Finnish culture, a history that is part of the Scandinavian and European heritage. Pupils are taught how to restore, evaluate and preserve their heritage. The training is based on respect for human rights, contains the pursuit of truth, humanity and justice. Currently, compulsory education is governed by the law that came into force in 1998 [3].

The first six years of children are taught by one classroom teacher who teaches all or most of the subjects. Over the next three years, subject teachers are responsible for the training. The objective of general education in Finland is to shape the child's personality as a responsible member of society. In general education, special attention is paid to the knowledge and skills needed in everyday life. According to the law, pupils who find it difficult to study for some reason need special training [1].

There are ten basic principles of primary Finnish education:

I. Equality of schools. It is manifested in the equal provision of all schools of the country with equipment, the same education system and proportional financing.

Equality of subjects. In Finland, they have a negative attitude towards classes with advanced study of a particular discipline. All subjects are taught equally.

Equality parents. Questions about the social status and profession of parents are only allowed to be raised by teachers in extreme cases, and surveys and surveys of this type are forbidden.

Equality of students. Finnish pupils are not divided into "good" or "bad", there is no division into classes according to their preferences or skills. All children have equal rights at school.

Equality of teachers. Teachers should be impartial to their students and evaluate everyone objectively. No "favourites" and "their classes".

Equality between adults and children. Already in the first class, children are introduced to their rules and explained. In what situations is it possible to complain to social workers. It allows parents to understand that their child is a person they should respect.

II. Free of charge. In Finland, not only education is free but also everything related to the learning process: textbooks, stationery, laptops and tablets and other training materials; excursions, museums and school trips. Food, school transportation. In addition, any parental fundraising is forbidden.

III. Individual approach. A separate syllabus is created for each student. Starting with the selection of textbooks, ending with the list of tasks to solve in the classroom and at home. Within one lesson, different students can do different tasks on a topic. Finnish students receive extra classes from their own teachers in the afternoons. It operates in Finland, the so-called corrective training, which helps students better absorb the material. This system is very useful for children who do not have a propensity for particular fields of science, have difficulties with native Finnish or memorization, or behavioral problems.

IV. Practicality is the main rule of learning. Children are taught at school what they need in life. Also, in Finnish schools there is no such thing as an exam.

V. Trust in the teacher. In Finland, there are no various checks and methodological consultations. The country has a unified education system and, accordingly, the same recommendations for teachers. The teacher chooses how to teach.

VI. Volunteering is an important component of Finnish education.

VII. The primary role of the school is to teach the child **independence**. Instead of forcing formulas, teachers show how to use reference books, calculators, the Internet, and more to solve their problems. Teachers do not reveal new topics during the lessons – everything is in a textbook where students have to find and isolate information on their own. Also, teachers do not interfere in personal conflicts between students, they allow them to understand themselves.

VIII. Flexibility of approaches: 1) to standardization, which implies creative implementation of the national curriculum at the local level; 2) adaptation of learning to the needs of students of a particular school; 3) favoring creative learning; 4) a flexible plan for the transition from teaching a particular discipline to discussing common issues and developing critical thinking.

IX. Balance: 1) education policy with policy of different public sectors; 2) central and local levels of education management; 3) assessment of school students and mechanisms for their control.

Therefore, Finland's educational policy clearly demonstrates that a strong social orientation of educational institutions has significant advantages, namely: a) there is no guard or high fence around the school; b) it is not necessary to sit at a school desk; c) no shape, children can come even in pajamas; d) teachers do not practice calling students to the board; e) outdoor lessons are an integral part of the Finnish school; Finnish children are virtually never given homework.

REFERENCES

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3. System of education of Finland. [Electronic resource]. - URL access mode: http://osvita.ua/school/school_today/1300/