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Unique Personal Teaching Methods as a Social and Pedagogical Phenomenon of Elementary Education in China

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Abstract

Using of unique personal teaching methods (UPTM) at schooling always considered to be a sign of identity and elitism of educational process in a particular country. UPTM, on the one hand, are more consistent with the needs of the country and society in preparing the younger generation. On the other hand, this is the possibility of a narrow specification of the educational process. Also the dissemination and interchange of UPTM contributes to the processes of pedagogical globalization. The first two aspects of UPTM as a social and pedagogical phenomenon are related to their proximity to non-formal education methods, which are more sensitive to changes to social picture and demands of the society and, to a large extent, make the process of formal education more interesting. Peculiarity of the elementary education system of China as a pedagogical environment lies not in the producing, but in borrowing of UPTM as a phenomenon. However, defining the UPTM as a means of own education system (and elementary education in particular) updating and modernizing, China takes only those methods that have been tested in abroad education system, the results and the final product can be seen and tested. Also a certain UPTM can be presented to the formal education system of the PRC only after at least 5 years` testing in non-formal education in China.

Keywords: PR China; innovating teaching method; education; elementary education; teachers training system.

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