

The Manifest of Humane Pedagogics

(Манифест на английском языке)

Preamble

25 years ago the group of innovative educators has proclaimed the manifest « Pedagogics of cooperation » (Peredelkino, 1986). Innovative educators' meeting reports have been published in years after. Different aspects of pedagogics of cooperation were considered in it:

«Democratization of the person» (Tsinandali, Telav region, Georgia, 1987), «Methodics of modernization» (Moscow, 1988), «Let`s enter new school» (Krasnodar region, 1988).

The ideas of pedagogics of cooperation inspired apprehended hundred thousands of teachers. Their creative activity modernized educational practice and advanced scientific consciousness - the principle of cooperation became property of the pedagogical theory.

We give our due to light memory of the chief editor of "The Teacher's newspaper" V.F.Matveev, outstanding teacher-thinker S.L.Solovejchik who were inspirers of these meetings.

After that life changed sharply: the changes which have happened in the world for last decades, cause deep alarm and concern for destiny of children and education, for destiny of mankind development on the way of ascension, for preservation of life on the Earth.

There is a necessity of acceptance of classical pedagogical values with their basic concepts of spirituality and humanity, love and good, peace and blessing. Only through the change of pedagogical consciousness on the basis of these concepts it will be possible to overcome "scourge" of education - authoritarianism with its consequences of multiplication of inspirituality and immorality in the modern society. The hope for an opportunity of updating of pedagogical consciousness inspires the growing anxiety in society for destiny of education, on the one hand, and developing creative potential of pedagogical community from another.

These reasons and motives induce us, - adherents of humane pedagogics, - heads of humane pedagogic organizations of a different level, people of different nationalities and religions, representatives of different countries, teachers, educators, parents, public figures, science representatives, - to proclaim « The Manifest of humane pedagogics ».

With this purpose on the invitation of the president of the International Center of humane pedagogics of S.A.Amonashvili we have gathered in his homestead in Bushetia (Telav region, Georgia).

17 July 2011 is a day of our declaration of « The Manifest of humane pedagogics ».

The appeal

We are, - the co-authors of " The Manifest of humane pedagogics », - apply to the world community of people who are anxious with a modern condition of upbringing and education of rising generation, we address to each teacher, pedagogue, tutor, to the head and educator, to each parent, to each student of pedagogical and not pedagogical high schools and colleges, to each schoolboy, to all people who are not indifferent to the future of our planet

We offer « The Manifest of humane pedagogics » which ideas serve to the purposes of spiritual - moral development of rising generation in the atmosphere of humanity and the personal approach to the Child.

We call you for unification around the "Manifest" and to cooperation in improvement and updating of the educational world in a way that each Child

- is brought up by the Person Noble and Magnanimous,
- is developed spiritually and morally;
- acquires knowledge expanding his or her consciousness and attracting to creativity and creation of the blessing,
- Studies to express, protect and approve in life free will,
- Loves Motherland, appreciates and carefully concerns to centuries-old culture of people and mankind.

For updating the world of education on the basis of ideas of humane pedagogics we should take into account and overcome the obstacles arising both in external and in our inner world.

The youth is removed from the life meaning search

The world promptly changes, but not culture and tendency to Light change it, but scientific and technical progress with the social installation «take all from the life». Many achievements of science and technology, certainly, enrich us, expand horizons of human knowledge. But at the same time there are "achievements" such as the superconfidential weapon of mass defeat, the total control through general "chipization" and manipulation of consciousness and subconsciousness of the person and the whole communities of people.

The craving of youth to things is approved, the passion to pleasures is cultivated, the family bases, spiritual, religious and national foundations of people are shattered. Propaganda of sex and an idle life is strengthened. The governments are overthrown, wars are started and the states are destroyed. It is necessary to consider more frequent, intensifying and frightening nature disasters - earthquakes, tsunamis, flooding, forest fires, epidemics of new illnesses, explosions of atomic power stations and warehouses of military supplies, planes, ships and trains accidents as echoes of spiritual - moral falling of people. Destroying of whole cities at once, thousands, hundred thousands of people perish.

These global shifts which we all witness, have their reflection in the world of education. The reforms are undertaken in different countries. Given reforms people perceive as antinational: they invariably lead to decrease of a level of erudition of people and overestimate in them passions to pleasures, material benefit, arrangement of own life even to the detriment of others. Such community of people is easily controlled and manipulated.

The youth is persistently removed from high world outlook sights in educational process, from search of the meaning of life and mission, from concept of service to ideals, from spiritual aspirations, from feeling of conscience, the duty, the responsibility. Training processes and their formal consequences are valued more than educational. The Spiritual - moral tasks are removed from the educational world of young people. The concept of nobleness and magnanimity, good and beauty, common welfare and spiritual perfection, love and devotion, motherland and common to all mankind values turn to an empty phrase. The young generation prepares for an egoistical life through mass media, through the Internet, through standardization of the contents of education, through false pedagogical instructions, but not for the sake of protection and development of life, improvement of the spiritual - moral world and the statement of common welfare.

What is not from love to children, that is from sly

Children should be protected from corrupting influence of mass media, from an onset of immoral computer games and entertainments, from bad shows and bad music, from intrusion of adults, from political ambitions of authorities.

Whether it is possible to consider, that introduction of a market principle in education, - or how K.D.Ushinsky said, « a mercenary direction which from life began to penetrate into school », - is a demonstration of care of the state for children?

Whether it is possible to assert, that forcible introduction of Unified State Exam to the educational world is demonstration of the most devoted love of the state to children?

Whether it is possible to believe, that introduction of juvenile justice is assertion of love and care of the state about children?

Given justice has already deprived of happiness to have family and to love parents hundred thousand from them under the guise of protecting of children's rights.

What to say about introduction for schools of so-called service as ombudsman, about their peremptory proceedings and encouragements of denunciations of pupils and teachers against each other is same from love to children?

Similar measures are rough attempts to regulate morals in educational space not by the power of education, but by the "juvenile" laws which destroy any education. But we know, that any of clause of all laws criminal, civil, administrative law, especially juvenile justice cannot be more fair, stronger and higher than the law of morals and conscience.

If in education world something is done without love to children, without sensitive care to them, all of that will be the lie begets evil, all will be from sly.

This is the reason of troubles.

That never been such terrible quantity of children - vagabonds, children homeless, children throwned, children of offenders, - and now it is. There wasn't such horrifying quantity of children's suicides, aggressions of adults against children earlier - and now there is. There wasn't so many addicts to smoking, alcoholics among children and youth, - and now there is.

The pornography was kept away from children, and there was no such rampant of children's prostitution, - and now there is.

There wasn't underground business of children trafficking , - and now there is.

There wasn't youth fascism, there was not inflame ethnic and religious hatred among the young, - and now there is .

The society and mass media ruthlessly polluted speech of children with ribaldry, rudeness, irritability, disrespect.

Heart trembles from lack of culture, from children's cruelty which doesn't have the borders, cynicism, violation of the holly places of people.

It only seems to us, that forces, which we face with, are irresistible

We cannot stay away from this reality which breaks destinies of rising generation and destroys the educational world, we can not be engaged only in one task: arms of rising generation with knowledge, skills, to be exact, preparation of schoolboys for having the unified state exams, their adaptation to life, their inculcation to doubtful "competitiveness".

Children should be protected from environment aggression, from encroachments of darkness forces. But how should we do that?

Visible and hidden forces which we face with, may seem to us as irresistible.

But they are not: our opportunities are more powerful, than power of external forces; they are enclosed in our art of education, in the wisdom, devotion, patience and love which we fill our attitude to each Child with.

Our education becomes powerful if we understand, that except of it we do not have other weapon against darkness.

Education becomes protective if we live together with the Child in Light and affairs of Light.

Education becomes victorious if it will be directed on disclosing of spiritual riches of the Child.

Education in such not light time is the rescue of souls of growing up people.

It is necessary to know for sure, that there is no respite in this service and it is impossible to weaken vigilance.

Inertial authoritarianism of education

Great thinker V.I.Vernadsky wrote: « In a modern public and social construction the mankind in the greater degree is controled by the ideas which already do not correspond any more to reality and express a mind condition and scientific knowledge of the generations which was missed in the past ». Thus pedagogical authoritarianism already obsolete with its idea in our public and social construction .

The inertial authoritarianism dominates in the world of education. Given practice of education and training has been created and developed during centuries and based on compulsion and violence, on the principle of «carrot and stick». It is in the pedagogical theory and is reflected in pedagogics textbooks and methodical manuals. It is admitted by official pedagogics on the basis of which the maintenance and methods, school textbooks, lessons and in general all educational system are developed, including orders and instructions of authorities and reforms undertaken by them. The materialistic perception of the world is the philosophical basis of authoritative pedagogical consciousness. It also dictates the main task: to arm young generation only with a certain formal set of so-called «educational standards ». Here there is the sense of preparation of young generation for life. As it is supposed, that the Child resists by its nature to the intentions of adults caring about him, so the pedagogical standard begins to force him to submit to educators and teachers' will.

The authoritative pedagogical thinking leads the activity of the overwhelming majority of teachers, educators, methodologists, workers of education, school psychologists, parents. Due to traditional principles and universality the authoritative way of teaching is accepted as "pedagogical truth". Though there is a fact, that this "truth" generates deep crisis in education, becomes a source of conflicts in mutual relations between pupils and their educators, students and teachers, children and adults. As psychologist D.I.Feldshtejn expressed: children are beside us but not inside us, we are beside them, but they do not admit us inside themselves.

We need to protect children not only from violence of an external world, but from ourselves too, if we as teachers, educators and parents prefer authoritarian relations. We need to move ourselves away from false truth of the authoritative approach to children.

Certainly schoolchildren receive in authoritative process the certain level of good breeding and development, many of them really arm with strong knowledge, show the talent and can become famous. But whether in it there is the celebration of Truth?

Our pupils and disciple could live their school days, their childhood and youth much more joyful and substantial. They could become much more perfect citizens and would open the most versatile their rich spiritual and natural kind. And this happiness would touch almost everyone if their world of education would be impregnated with spiritual humanism.

To win yourself

The biggest difficulty in creation of the humane educational world is inside us. That can be our stagnancy and conservatism, our attachment to authoritative pedagogical thinking, constraint of our consciousness with vice of materialism, the belief, that authoritarianism is a true way of pedagogics, laziness to do something new, the reference to old age, etc.

For those people who do not have enough love to children, in whom authoritarianism and love of power become character traits, - the difficulty of self-transformation, certainly, will be aggravated. We shall add to already said the circumstance, that many teachers and educators are afraid of their chiefs, afraid to show excessive activity.

It is necessary to win fear inside ourselves, it is necessary to perform a feat - become the hero of spirit. Such strong-willed decision does not depend on any external circumstances but depends only on ourselves. The person is born in the struggle against himself. This struggle will be hard, but worthy. To become the creators of the humane educational world, to make our subjective educational field joyful for our pupils and students, it will be necessary for us:

- To admit in our consciousness the measurement of spirituality and to think on its basis;
- To improve our character, to refine our relations to children and surrounding people;
- To cultivate creating patience in ourselves;
- To improve the art to love children, to love neighbor, to be pleased with all sublime and fine;
- To be guided by wisdom in the decision of pedagogical tasks;
- To read the works of pedagogics classic.

Only in such struggle it is possible to overcome, to win everything in ourselves that connects us with authoritative thinking and practice. In this process of an ascension we will be encouraged by increasing the mutual love and trust to us of our pupils and students, extending spiritual generality with each of them.

If we strictly follow three precepts, everyone will reach an eminence above itself:

To trust in infinity of each Child.

To trust in the Spark Divine.

To trust in transforming force of humane pedagogics.

The child is the union of the Sky and the Earth, Spirit and the Matter

The "Manifest" cannot contain all range of humane pedagogics. Therefore we shall touch only its basic aspects, first of all, spiritual - philosophical, and also how we should perceive the Child.

The materialistic philosophy as a basis of thinking contain three measurements - time, matter, and space. But expanded consciousness puts in the head of these measurements one more measurement – spirituality, the core of which is the belief in the Divine beginning. Total combination of these

measurements predetermines the systematization of classical pedagogical heritage; measurement of spirituality fill its with wisdom and directs to the future.

Sense of spiritual measurement for classical pedagogics is based on religious doctrines, the culture and morals. However it does not make classical pedagogical doctrines religious, they keep strongly pronounced high life orientation.

The humane pedagogics in the kind that we offer, is the child of classical pedagogics. It accepts a classical basis with proviso that leaves an opportunity to put into the concept of spirituality the components of any classical world religious doctrine . Therefore as a sense of spirituality we accept the assumptions in three axiomatic postulates:

* A reality of the Supreme World, the Supreme Consciousness, the God.

* A reality of immortality of human spirit and its Tendency to eternal improvement.

* Understanding the terrestrial life as the piece of a way of spiritual improvement and ascent.

From given assumptions we make conclusions about philosophical perception of a Child:

- It is the phenomenon (appeal of spirit) in our terrestrial life,
- It is the carrier of its destination, its mission,
- the greatest energy of spirit, an opportunity of unlimited spiritual improvement is enclosed in it.

The spiritual essence of the Child is supplemented with leading qualities of its terrestrial psychological nature:

- desire to development,
- desire to growing up,
- desire to knowledge,
- desire to freedom.

Thus, we get an understanding of complete essence of the Child: it is the completeness of two natures - spiritual and material where the Spiritual Nature is the leader one. Proceeding from this, the new fundamental principle is being born. It says that the whole pedagogical process should be build on holistic essence of the Child but not just on its material nature.

The authoritative pedagogics cannot accept and realize this principle as far as the measurement of spirituality is alien for it.

The principle of holistic essence for humane pedagogics is close; it has the conditions which are necessary for its full realization in educational process: belief, love, joy, trust, patience, kindness, compassion, devotion, nobleness, magnanimity, and spiritual life.

Pedagogical constellation of words

We , teachers and educators, have sacred words, they are like Pedagogical Constellation under which it is possible to verify the completeness and direction of idea and to approve the creative practice.

They expand and ennoble our consciousness and call for selfless activity. Givens Constellation includes words - concepts: Teacher, Pupil, School, Education, Lesson, Child, Children, Care, Spirituality, Humanity. The trues for our humane pedagogical thinking are stored in them .

But trouble happened: ignorance has come, it supplanted the spiritual essence from sacred words and filled them with their poor experience. So we got the soulless and spiritless skeleton of pedagogical consciousness:

Teacher is the person who teaches; the instructor, subject teacher.

School is teaching and educational institution.

Education aims at to bring up, to educate, to teach the rules of conduct.

Education - training, enlightenment.

Lesson - the basic form of education.

Humanity - humanity in public work; humane means sympathetic, cultural, etc.

Such senses can serve only authoritative pedagogical thinking.

Measurement of spirituality helps us to comprehend and return to these and other concepts their secret sense, as a result the new fine horizons of humane pedagogical consciousness are opened before us .

Tteacher- is the soul, the carrier and the donator of Light.

The pupil – is the soul, looking (thirsting) for Light.

Their meeting creates the Lesson (pedagogical process) - a special strip of mutual raised life where the growing person - pupil filled with Light from the Teacher, is inspired and further goes for distributing in the world its spirit gifts.

Education is the food of a spiritual axis of the growing person, and it eats with spiritual food - images. Education is sacrament opening of the Divine Image in the person. The image of the God is shown in the person through streams of raised images of beauty, love, kindness, knowledge. The source of streams of given images is the Teacher, the Educator.

School (from latin. scalae) means a ladder for an ascension of soul and spirituality of the person. This ladder is in Teacher, Educators, it is School.

Child - the revived new being.

Children - people acting in truth.

Care is thought as following the divine secret.

The humane pedagogics considers as its categories the concept: Love, Belief, Hope, Joy, Success, Cooperation, Spiritualization, Inspiration, etc.

Spirituality, humanity and humane pedagogics

Spirituality and Humanity are fundamental concepts, and they are capable, if become the part of the educational world, to promote the continuous evolutionary process of the improvement of human nature. They are the support of the person on its hard way of improvement and ascension, the directing force of its life and activity for public weal.

Spirituality is especially personal condition of inner peace of each person. On the basis of spirit and spirituality the spiritual life is improved in it, involving ideas, feelings, experiences, impressions, hobbies, tastes, relations, aspirations, dreams, imaginations, outlook, morals, estimations...

Spirituality unites everything, what occurs in the conscious and subconscious worlds of the person. The person can live through the past, the present and the future in its private world as a whole. He can live without space and time, make acts and behaviours.

The part of all that ripens and is born in inner peace, depending on conditions of expediency and action of free will, will be shown and approved by the person in an external world, in the life among people.

The sense of spirituality becomes fuller through the concept of Humanity. Humanity is thought as a process of search of the immortal basis by the person - spirit, the relationship with the Creator, maintenance of this relationship. This is the process of finding the belief and the life in belief. The Humanity brings into spiritual life the special order : in this process of inner search and finding of belief the spiritual life is ordered and harmonized, it becomes a purposeful stream of creativity and creation. The belief gives the free will to the person and makes its spiritually strong, promotes the most full manifestation and approval of inner peace in external. The person becomes the transformer of external, material world, life creator. Thus, humanity sets a direction of searches and movement of spiritual life and promotes the manifestation of this life in an external world according to the laws of love, beauty, morals, as a whole - culture of spirit.

The Concepts of Spirituality and Humanity are intertwined as a sense and a way, as the contents and the form. Together they form the sense of humane pedagogics: the humane pedagogics is the theory and creative practice of growing the person through the system of the contents and the means developed on the basis of concept of spiritual humanism.

We do not assert, that we completely and with absolute accuracy have opened senses of Spirituality and Humanity, and also all other words – concepts which make up Pedagogical Constellation. The immersed search of possible deviations will open to us not less important sides of their contents. But summary of already discovered senses allows to determine social and personal orientation of the Person: to create the beauty and harmony of a life around itself through creation of beauty and harmony of a life inside itself. It should become the natural condition of the person.

There is no middle way

between humane and authoritative pedagogics

The humane pedagogics is not our invention, its source is the classical pedagogical heritage. The concepts "classical" and "traditional" sometimes interpritate as identical or closely related: they believe that traditional pedagogics is vital refraction of classical pedagogics. Unfortunately, it is not so.

The concept « traditional pedagogics» (« traditional methodology», «traditional practice») could carry in itself the worthy contents, if that would reflect a level of realization of classical ideas in historically developed vital conditions. Actually we deal with two different directions of pedagogical thinking and pedagogical practice: the defining feature of the traditional theory and practice is authoritarianism, for classical – it is humanism. This is diametrically opposed approachest to the educational practice. Though it should be noted, that different variations of traditional pedagogics contain many valuable generalizations which make achievement of pedagogical idea. However the differences are so deep, that the search of a middle way between traditional and classical pedagogics cannot be a success. You have to choose one or other form of thinking and educational practice.

The most important feature of classical pedagogical thinking, opposed to the traditional one, is in the fact that it is multivariate. Its basis is in the synthetic whole of spiritual and material, irrational and rational, religious and scientific, space and terrestrial. It accepts a postulate of spirit eternity and lead the person to such terrestrial life which is a way of development and improvement of spirit. The classical pedagogics does not declare itself a science but it considers itself more as a measure of all sciences, a life measure, all-mankind culture of thinking.

The Maitres of humane pedagogics are such famous people, as:

Mark Faby Kvintilian

Jan Amos Komensky

Jean - Jacque Russo

Iogann Henry Pestalotsti

Konstantin Dmitrievich Ushinsky

Adolf Disterveg

Maria Montessori

Anton Semyonovich Makarenko

Janusz Korczak

Vasily Aleksandrovich Suhomlinsky

The fine constellations of outstanding teachers – thinkers are formed around them. Those people carry torches of ideas of humanism in education futher on.

We scoop the spiritual - philosophical bases of humane pedagogics in the works of Confucius, Laozi, Socrates, Plato, Aristotle, G.Skovorody, N.Berdjaeva, I.Iljina, P.Florenskogo, Roerich's family... . We find The support and inspiration in Holy Scriptures of World Religions - the Buddhism, Judaism, Christianity, and the Islam.

The authoritative pedagogics and humane pedagogics:

Features of distinctions

To facilitate a choice, we shall name some more distinctions between authoritative and humane pedagogical approaches.

The authoritative pedagogics builds its relations with children - pupils and students - on the basis of system of encouragements and punishments, in other words - compulsions.

The humane pedagogics proceeds from ideas of a spiritual generality, cooperation and coauthorship, aspiration from heart to heart.

The authoritative pedagogics focuses on the knowledge formation, ability and skills and uplifts the education process.

The humane pedagogics is directed on elevation souls, hearts and nouse of the Child, and knowledge is thought as the way of an ascention to the purpose.

The authoritative pedagogics content with the account of psychological features of children.

The humane pedagogics incorporates the Child completely and in the way he really is.

The authoritative pedagogics proclaims a postulate about preparation of rising generation fora life.

The humane pedagogics brings up children for life and with the help of life.

The authoritative pedagogics adapts the Child for life.

The humane pedagogics brings up the converter of life.

Authoritative pedagogics is monologically in the dialogue with children.

The humane pedagogics carries on the constant dialogue with them.

Educational processes of authoritative pedagogics are too formalized and quite official, strictly regulated, filled with dedactic tone calling pupils and students to duty, obligations, attentiveness, obedience, responsibility, non-jangle etc.

Educational processes of humane pedagogics follow the principles of cooperation, spiritual generality, mutual understanding, trust, creating patiences, free choice, joy of knowledge, love.

The authoritative pedagogics accepts as axioms: evil should be punished, good should be encouraged; laziness should be blamed, diligence should be welcomed etc.

The humane pedagogics is built on axioms: the love is brought up by love; kindness is brought up by kindness; the success is cultivated by success; nobleness is brought up by nobleness.

The authoritative pedagogics is conservative.

The humane pedagogics is innovative.

The authoritative pedagogics injurious the health of children, provoking teachers, educators, parents on irritation, roughness, threats, shouts, infringement of dignity, punishment.

The Humane pedagogics is preventive and medicinal because each Child is in the condition of the consent, joy, spiritual generality, love, respect.

The bowl of Pedagogical Wisdom

The classical pedagogical heritage carries the Bowl of Pedagogical Wisdom in itself, the whole content of which is not the history property but present and future property. In our modern reality the Bowl of Pedagogical Wisdom is given to us - to present generation of teachers and educators. We can take from it as much as we can take and we can enrich it as much, as our creativity can open new gate in the world of education.

Wisdom from this Bowl inspires us - adherents of humane pedagogics - on creativity and search of new, give a direction to our pedagogical thinking and practice, help to feel the greatness of the Pedagogical True. This is the part of guiding wise thoughts from this fine Bowl pedagogics classics:

- * Our soul is of a heavenly origin.
- * The last mission of the person is outside this life.
- * Spirituality is the basis of any life, eternal and immortal.
- * The child is a microcosm, capable to comprehend a macrocosmos.
- * The seeds of education, virtue and piety are inherent in us by nature.
- * The seeds of future person of the Child are initially sown in it.
- * Children do not prepare for life, they already live.
- * In the Bowl of the Child germ of a grain of the Culture shines.
- * True education of the Child is in education of ourselves.
- * The reasonable religiousness should be present at school.
- * The Child finds twice bigger source of growth in love.
- * The education will not be done without spiritual generality.
- * To give the Child a sparkle of knowledge, the teacher should imbibe the sea of Light"
- * It is necessary to understand the development of humane spirit under the name of human education, instead of one formal development.
- * Truly humane spirit of our forces is enclosed in belief and love.
- * Education should advance the development and lead it.
- * Education of spirit and morals is the basis of all education.
- * Cooperation is a wreath of mankind.
- * In cooperation with adults the Child becomes stronger in its intellectual activity than in independent work.

Pedagogics for the children of Light

The world started to talk about coming to the Earth of New Generation of Children. It is said that modern children are special. Their mission is higher, than that of any other generation. New Generation which is born, by its way of life and aspirations will sharply differ from the way of life and aspirations of all those generations which exist now on the Earth. Distinction of it is in the following things:

The main thing for modern generations –is to have and capture.

The main thing for new generations is to give and donate.

The slogan of modern generations is to compete and contend.

The slogan For New Generations will be to cooperate and unite.

Modern generations are destructive.

New Generations will be creative.

Possession of scientific knowledge is the pride and glory of modern generations.

For New Generations wisdom will be above everything.

Modern generations are controlled by the intellect.

New Generations will be controlled by intuition.

Modern generations surround themselves with ugly forms.

New Generations will surround themselves with Beauty

Modern generations are bent under the weight of sufferings.

New Generations will be the carriers of Light and joy.

Modern generations are bounded.

New Generations will live in freedom.

The first wave of New Generations is already coming. So it is affirmed, that almost all children are the representatives of this wave. They are named differently: the Children of Light, Star Children, Children with Space consciousness.

These children are wise, they have versatile talent, show early development, some of them have unusual abilities, sometimes small children talk about something strange for us. They are open and confident in themselves.

But they are vulnerable in front of roughness and violence. Impudence and mistrust of adults make them defenceless. It is boring for them to be among people who do not understand them, it is very boring at school for them. They can be broken and they become spiritually sick, close in themselves, run into despair, break the order, become "hyperactive", get bad propensities, escape from family, sometimes commit suicide in the authoritative environment where there is difference and indifference and nobody trust them.

In the environment of mutual understanding, love and respect their abilities open quickly, they succeed, like to be friends and cooperate.

What shall we do?

Whether to accept the statement about arrival of Generation of Light, Children Indigo, agree, that they carry their mission and new way of life for acceleration of evolutionary development of mankind, or to declare the mistrust to such statement?

We, the adherents of humane pedagogics, accept present children as the representatives of Light and conclude: children of Light need parents, teachers, educators – who are aimed at Light.

And what pedagogics is necessary for the children of Light?

They need the pedagogics of love, good, understanding, assistance, enthusiasm, inspiration, sympathy, and protection. They need such pedagogics which will cultivate in them the spirituality, nobleness, magnanimity, which will expand their cognitive eagerness, direct for the search of their applicability.

It is humane pedagogics.

What depends on us

Any of us - teachers, educators, parents - is not a little man who a little depends on. Let's not humiliate ourselves because many things depends on us: we are the main force in the world of education, and therefore the destinies of our children are in our hands.

We just need to realize, that « work, modest on an exterior is one of the greatest deals in the history, the empires are on based on such work and many generations live on it » .

Devoted supporters of True and Goods are in need for world.

The world needs alive, active Light carriers, struggling with ignorance and vice of mankind.

The world needs the courageous attendants of its mission, its duty.

We cannot give education on the pay off of nowadays, on payoff of ignorance. Unfortunately, not always wise people and people caring about Eternal come to the power. As a rule many of them are not concerned with deep problems of educating the rising generation, but with minor, external, political questions. Now and then the authority makes sad mistakes, imposing to the educational world its political and consequently short-sighted decisions.

We need to avoid errors in education reforms, instead of yielding them, otherwise we will become accessory of harm to education, to be exact, of harm to destiny of Children of Light Generation, destiny of each Child and so to our own destiny too.

It is high time to understand, that we are not the soldiers of any party generals any more.

If we know, what we are called for and how great our responsibility is, in this case only our pedagogical conscience will control us.

The humane pedagogics is the highest level of thought and practice. It is not possible to mix it with authoritative pedagogics. Therefore it depends on our choice - whether the educational world will become humane or remain authoritative. Each of us is the creator of the subjective educational field around us. This field can not exist without our person, it is the same as what we are, our belief and aspirations, our personal character and customs.

There have always been and always are the teachers and educators in educational world who have rich inner world and good customs, aspirated people, devoted, and noble. They come to humane pedagogical practice on the internal call, and pupils and students fall in love with them, it is good to them to be besides, and successes in knowledge and growing up become the natural consequence.

But many of them, who choose the way of humane pedagogics for themselves, have to and will have to be engaged in the difficult work of transformation to ennoble themselves to the level of understanding and creative embodiment of ideas of humane pedagogics in educational practice.

It will be necessary for us:

To expand our consciousness and to study to think and operate according to concept of spirituality;

To cultivate in ourselves the love to children and learn how to carry it beautifully;

To addict to the sources of pedagogical wisdom;

To improve its pedagogical art constantly, filling it with deep content and grace of execution;

To cultivate the understanding in yourself, patience, nobleness, magnanimity, and inner culture;

And, certainly, to get rid of bad habits and propensities if such are noticed in yourself .

We, the authors of "Manifest", pass this way which is endless like creativity. We experience in ourselves the deep satisfaction by each achievement. We see and we are happy with our pupils and students who succeeds after they talk with us, as our private life and our activity in society enriches and extends.

Your participation in this noble process of spiritualization of educational world with ideas of humane pedagogics will strengthen the Light in education.

What to direct our creative energy on

The humane pedagogics is not already blazed road which we need to walk decently on. Everyone has to open its footpath itself, but everyone should direct also the creative energy on resolution of problems which the humane pedagogics put its accents on.

Achievements of our creative searching will become, firstly, the stairs of our growth; secondly – the sources of saturation of the subjective educational field with sense of joint life with children, which looks to Light; thirdly - our gifts of spirit to a common altar of creation of humane pedagogics.

Let's designate a part of these questions demanding the sanction in theoretical and practical activities of each of us:

1. spiritual life

It is an internal source of an ascension of spirit, so, it is a source of activity of the person in an external world.

What light and creating images should we enrich the spiritual world of each Child with, how to bring up the spiritual person in everyone, the ability to live in a spiritual world and to carry out into an external world the gifts of the spirit? How to live with a polyhedral spiritual life and to be a specimen of the spiritualized activity?

2. Nobleness and Magnanimity

They are the top qualities of the person, education of whom is the purpose of humane educational process.

How should we cultivate them in each Child, on what examples and substantial material? How to be Noble and Magnanimous in our constant dialogue with children, with each Child?

3. The responsibility for the thoughts and words

The thought and word are powerful creating energy. It is creative, if it's light, and destructive, if it's dark.

We should bring up the responsibility for the thoughts and words in each Child, to bring up good thinking, bright thinking, fine thinking and, certainly, good speech, wisdom speech, fine speech. How to do that? How to protect the cleanliness of our thoughts ?

4. The law of causes and effects

This is the universal law of life: the person constantly reaps the consequences of the sown before reasons and sows the reasons which necessarily will have the consequences in the nearest or the long-term future. In other words, he creates his destiny, and this is his internal freedom.

How to help children to realize unalterability of this law? How to accustom each Child to be precautionary in his "crops" of the reasons in the present and to be able to analyze and make conclusions from different consequences which took place in his life? How do we follow of the law of causes and effects?

5. The law of love

Love is omnipotent and all-embracing power of all educational world.

How to carry love to children and each separate Child in the way they accept it and yield to its educational influence? How to cultivate the mutual love to people in them? How to bring up the love to neighbor and everything which exists? How to refine the art to love children and each Child?

6. The law of spiritual community

It is the basis and necessary condition of education.

How to cultivate given community with our pupils, students, with each Child? How to take care of it? How to use it? What is the sense, the contents, features of our dialogue with children and the separate Child? How to cultivate spiritual community in a stream of our consciousness?

7. Self-improvement

Each of us is the creator of our subjective educational field in which we involve children or separate Child. The power and quality of influence of this field depends on our personality and our culture: character, customs, feelings, ideas, knowledge, aspirations, outlook. Our educational field is the reflection of our essence. Thus, the most fundamental problem of humane pedagogics is self-improvement.

What shall we do? What is the way of improvement? How to do, for our word corresponds our deed? How to expand the consciousness? Who will help us in this? How to lead children on this way of self-improvement?

The accentology of humane pedagogics also searches the answers for questions: about faith development, about Heart education, about sense of the life understanding, about development of self-knowledge skills, about heroes education, about sciences horizons in the contents of education, about creation of educational classes on the basis of principles of humane pedagogics, etc.

There exist the detached questions: how to refine knowledge, how to teach children by the «language of heart», in what forms of beauty to present them to children, in what spiritual - moral dialogues to sow them in the souls of children.

The manifest of humane pedagogics is alive creation

In creative practice of teachers and in theoretical researches of scientists the humane pedagogics eventually will be unfolded, extended and go deep. Concepts and principles will be specified, new forms and methodical ways will be opened. The progress will cause the necessity to supplement, improve, update the text of "Manifest" from time to time, to develop it further. Everyone will have an opportunity to insert in creation of alive pedagogics their contribution, will study scrupulously new experience and new ideas, in such a way improving and enriching the ideas of humane pedagogics. Such work will be conducted on the basis of fundamental and constant concept for humane pedagogics, the spiritual humanism.

The attitude of authorities to humane pedagogics

We are encouraged with positive estimations of humane pedagogics ideas from the side of authorities and the scientific environment.

In the resolution of Committee of education and science of the State Duma of the Russian Federation from 22.10.1998 it is written down:

« 1. To approve the main ideas of the humane - personal approach to children education in comprehensive school, which has been developed in laboratories of Humane pedagogics of The Moscow City Teachers' Training University, as one of the directions of development of modern process of education.

The committee marks the positive role of the Publishing House of S.A.Amonashvili in this activity, thus publishing the « Anthologies of humane pedagogics », which is called to become the important tool for formation of basis for preparation and perfection of the teacher's personality.

2. The committee considers expedient to offer the Ministry of the general and professional education of the Russian Federation to get familiarized with the concept of the humane - personal approach in the process of children education».

In the letter of the Ministry of the common and professional education of the Russian Federation from 30.03.1999 to the heads of controlling authorities it is noted down: « Determining the ways of development of a comprehensive school, the Ministry of the common and professional education of the Russian Federation pays your attention to the necessity of purposeful work on formation in teachers of the twenty first century the humane pedagogical thinking, which has its roots in the depths of the Russian and world classical pedagogical heritage ».

Having heard the report « Humane pedagogics: the theory and practice », the Presidium of the Russian Academy of education from 25.09.2002 has decided: « The direction of work corresponds to global tendencies of development of researches of a Person – human - oriented science, it is carried out on the high professional level and can be the base for solving the theoretical and practical tasks of constructing the system of training and education of modern children ».

Estimating the results on introduction the ideas of humane pedagogics at schools, the Ministry of Education, and youth policy of republic Dagestan in the Order from 02.04.2007 noted: «To approve the work of laboratory of Humane pedagogics and educational establishments of republic, which take part in experiment on testing the programs of humane pedagogics », and made the decision on expansion of quantity of experimental organizations.

The Ministry of Education and sciences of Khakass Republic concluded an agreement with the Center of humane pedagogics of republic of Khakassia about realization of the joint long-term project « Humanization of educational space in Republic of Khakassia. That has been done 25.10.2007 ».

The commission on education, culture and science of the Latvian republican Saeima and the Department of education, culture and sports of Riga city expresses the gratitude to the International Center of humane pedagogics for huge work on improvement of professional skills of teachers on a base of humane pedagogics, for the development of ideas of spiritual humanism and their statement in the pedagogical theory and practice of Latvia. That has been mentioned in their letters of 31.05.2011 and 07.06.2011.

About the International movement of the followers of humane pedagogics

For the last 10-15 years the number of the adherents of the ideas of humane pedagogics becomes higher and higher. They unite teachers, educators, heads of education, parents, doctors, art workers, scientific, students and school youth. They are from different countries, there are thousands of them. There is a new form of public influence on educational world emerging in the international space - the International movement of humane pedagogics.

The registered organizations:

International association of public unification «International center of humane pedagogics »;

All-Russian public organization « Center of Humane pedagogics »;

All-Ukrainian public association « All-Ukrainian cultural - educational association of Humane Pedagogics »;

Association of Humane Pedagogics of Latvia;

Association of humane pedagogics in Lithuania;

Association of humane - personal pedagogics in Estonia;

The Estonian public Center of humane pedagogics;
Republican public organization « Center of humane pedagogics of Republic
Khakassia «School of the Life» S.Amonashvili »;
The Dagestan Republican center of Humane pedagogics;
The Chechen Republican Center of Humane Pedagogics;
The international social movement « Parental care ».
The international center of humane pedagogics actively cooperates with
State and non-state institutions of some countries:
«The Moscow City Teachers' Training University »;
«The St. Clement of Ohrid University of Sofia »;
The international faculty of UNESCO of culture of the world and
democratization of the Georgian University of Sacred Andrey
Pervozvannogo;
Khmelnitskiy national university, Ukraine;
National Pedagogical University named after Mikhail Dragomanov,
Ukraine;
The Russian children fund;
«Novosibirsk state pedagogical university »;
International Public Society « Roerich's International Center », Moscow;
The South Ukrainian National Pedagogical University named after K.D.
Ushynsky.;

The Ministry of Education and sciences of republic Hakassija;
«Khakassia state university named after N.F.Katanova»;
The Vilnius pedagogical university;
The Ministry of Education and sciences of republic Dagestan;
«The Dagestan state pedagogical university »;
The Dagestan institute for advance teacher training and improvement of professional skills of the
pedagogical staff, etc.

All above mentioned organizations support and put in force wide-scale and multi- side activities,
spreading the ideas of humane pedagogics.

Annually the International Pedagogical Readings are conduct in Moscow. More than six hundred
people take part in the Readings, but in regional and republican readings more than thousand people
take part.

The subjects of the International readings help participants to go deep into the essence of humane
pedagogics.

The first Readings (2002) - « Humane pedagogics and spirituality of spaces ».
The second Readings (2003) - «My Smile, where are you? »
The third Readings (2004) - « Why not to live a life as heroes of spirit? »
The fourth Readings (2005) - « Without Heart what shall we understand? »
The fifth Readings (2006) - « Hasten, children, we shall study to fly! »
The sixth Readings (2007) - «The True of School ».
The seventh Readings (2008) - « In the Bowl of the Child the germ of a grain of
Culture shines ».
The eighth Readings (2009) - « True education of the Child is in education of
ourselves ».
The ninth Readings (2010) – “To grant for the Child a sparkle of knowledge the
teacher should imbibe the sea of Light”
The tenth Readings (2011) - « How to love children ».
The eleventh Readings (they will be conducted in 2012) - «The Teacher, inspire
me for creation! »

The round tables, laboratories, masters - classes, meetings with leaders of humane pedagogics,
discussions are organized on Readings.

There are a lot of laboratories and associations which conduct scientific and creative work for creating
the methodical manuals, author's programs, trial educational classes. Collections of scientific works
are published, the scientific - practical conferences are carried out, dissertations are defended.

The experimental schools, and kindergartens work.
The Parental universities and lecturers are opened.

The movement «The Parental care» annually holds the international and regional parental readings. Courses on improvement of qualification on a base of humane pedagogics are conducted. More than 28 thousand of teachers, educators and parents from different countries got certificates on improvement of professional skill for the last ten years.

Special classes are practised in many pedagogical colleges and higher schools on a base of humane pedagogics, corresponding programs and collections are published, competitions of students' works on the topic of humane pedagogics take place, students' associations are created.

The purposeful literature is issued; main among them is «The Anthology of humane pedagogics» (55 volumes issued) .

The international center of humane pedagogics annually issues the magazine « Three keys» with the materials of the International pedagogical readings. They are as following: the newspaper «Humane pedagogics», magazine «World of humane pedagogics», collections with materials of master - classes and the International parental readings.

Symbol of movement is the swan on a background of a heart - the sign of unification, love and wisdom (the copyright registered).

The international center of humane pedagogics established the title of «The Chivalier of humane pedagogics» and a gold breast sign « A heart and a swan ». The international public jury assigned the title of «The Chivalier of humane pedagogics» and handed the gold sign "Heart and a swan" to 130 especially distinguished people for their activity as the adherents of humane pedagogics.

The Anthem of humane pedagogics is created. It is sung on solemn assemblies.

The public Academy of pedagogical art and socialization of S.Amonashvili functions, and it conducts the classes of distant improvement of professional skills through the Internet.

There is a plan for introducing new international traditions into educational practice: regular carrying out of "the International day of the Lesson", devoted to subject of the spiritual - moral education of children; establishment of the international status «School of Humane Pedagogics», «The Kindergarten of humane education»; creation of a website «Internet – the museum of humane pedagogics»; development of the work of a youth wing of the movement of humane pedagogics.

We are open to cooperate with people and organizations which are actively engaged in self-improvement and who accept this "Manifest".

Conclusion

We have tried to state in «The Manifest of humane pedagogics» the basic ideas and directions which give the rise to an International public movement for saturation of the educational world with spirituality, love, wisdom and if to tell in one universal word - Light.

We are full of belief in inevitability of humane pedagogics. The educational world can become worthy for New Generation of Children only through our raised and expanded pedagogical consciousness and creative practice.

Therefore we remain deeply sincere, calling you to follow the ideas of humane pedagogics which we have got, the ideas of modern teaching, from the greatest thinkers.

We apply to each of you:

Our educational world lacks the Light of your Heart and Nous.

We wish you to understand your high duty, inspiration and creativity in the service to the Childhood.

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