В. Б. ПОМЕЛОВ

Почему «свободные тексты» Селестена Френе снова актуальны?

Введение. Научно-педагогическое наследие выдающегося французского учителя-гуманиста первой половины XX в. Селестена Френе (1896-1966) обширно и многообразно, и представляет значительную ценность для отечественного образования. *Цель статьи* заключается в раскрытии актуальности в свое время выдвинутой Френе и реализованной им на практике идеи использования в педагогическом процессе свободных детских текстов. Эта идея приобретает особенно важное значение в работе общеобразовательной и профессиональной школы в современных условиях, характеризующихся ускоренным развитием дистанционного обучения, постоянным внедрением технологических нововведений, а также введением антиэпидемиологических ограничений.

Ведущими **методами** исследования выступают: критический анализ трудов С. Френе, зарубежных и отечественных авторов, – исследователей его педагогического наследия, а также биографический и исторический методы. Исследование базируется на аксиологическом подходе, позволяющем выявлять ценностную сущность явлений и фактов, подлежащих изучению.

Результаты. В исследовании приводятся биографические факты, характеризующие С. Френе как выдающегося педагога и гуманиста. Раскрыта его неустанная деятельность по организации учительства разных стран в международные педагогические организации, ставившие своей целью распространение передовых педагогических идей и гуманистических традиций. Всесторонне проанализированы сохраняющие по сей день свою актуальность научные воззрения Френе по вопросу об использовании свободных детских текстов.

Обсуждение и заключение. Дана критическая, но, в целом, позитивная оценка ряда идей С. Френе с позиций современной педагогической науки. Среди них организация образования, отношения учителя и учащихся, социальное назначение школы и др. Научная новизна исследования заключается в выявлении актуальности идеи выдающегося французского педагога о применении свободных детских текстов в отечественном образовании, что ранее не становилось предметом изучения отечественных педагогов-компаративистов. С. Френе включен автором статьи в книгу «100 великих педагогов». В 2021 г. исполняется 125 лет со дня рождения С. Френе.

Ключевые слова: Селестен Френе, педагогика самостоятельности, «Новое воспитание», свободный детский текст, школьная типография

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Why are Célestin Freinet's «free texts» relevant again?

Introduction. The scientific and pedagogical heritage of the outstanding French humanist teacher of the first half of the twentieth century. Célestin Freinet (1896-1966) is extensive and diverse, and is of considerable value for domestic education. The purpose of the article is to reveal the relevance of the idea of using free children's texts in the pedagogical process put forward by Freinet and implemented by him in practice. This idea is particularly important in the work of general education and vocational schools in modern conditions characterized by the accelerated development of distance learning, the constant introduction of technological innovations, as well as the introduction of anti-epidemiological restrictions.

Research **methods** are: a critical analysis of the works of S. Freinet, foreign and domestic authors, researchers of his pedagogical heritage, as well as biographical and historical methods. The research is based on an axiological approach that allows us to identify the value essence of the phenomena and facts to be studied.

Results. The study contains biographical facts that characterize S. Freinet as an outstanding teacher and humanist. The article reveals his tireless activity in organizing teachers from different countries in international pedagogical organizations, which aimed at spreading advanced pedagogical ideas and humanistic traditions. The scientific views of Freinet on the use of free children's texts, which remain relevant to this day, as well as a number of other pedagogical views, are comprehensively analyzed.

Discussion and conclusions. A critical, but generally positive assessment of S. Freinet's ideas from the standpoint of modern pedagogical science is given. Among them are the organization of education, the relationship between teachers and students, the social purpose of the school, etc. The scientific novelty of the study is to identify the relevance of a number of ideas of an outstanding French teacher, and, above all, about the use of free children's texts in domestic education, which has not previously been the subject of the study of domestic comparative teachers. S. Freinet is included by the author of the article in the book «100 great teachers». In 2021, the 125th anniversary of his birth is celebrated.

Keywords: Célestin Freinet, pedagogy of independence, «New education», free children's text, school printing house

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Introduction. The urgency of the problem

The pedagogical legacy of the outstanding French teacher Célestin Freinet is of genuine interest today, despite the fact that more than half a century has passed since his death. The works of foreign and domestic researchers are dedicated to his pedagogical legacy [1; 2, pp. 159-163]. At the same time, scientists pay special attention to the problem of using his legacy in the work of their domestic educational systems [3, p. 841]. The question of the influence of S. Freinet's ideas on the formation of the pedagogical movement «New education», as in France [4], so as it's outside of it is especially actively studied [5, p. 7].

Other international educational trends that actively adopted Freinet's ideas more than half a century ago were the pedagogical movements «New School», «Pedagogical Alternatives», «Other Schools», etc. [6; 7]. The influence of S. Freinet's pedagogical ideas on the formation of these pedagogical movements is reflected in the works of both foreign [8; 9] and domestic authors [10; 11]. In the works of modern Russian historians of pedagogy, certain aspects of S. Freinet's pedagogical heritage are fully revealed [12; 13; 14]. The most complete pedagogical ideas of S. Freinet are revealed in the monograph of O. M. Baryshnikova [15]. As it's known, the rapid development of the distance education, due, among other things, to anti-epidemiological restrictions, has revealed an urgent need to update the methodological tools of a modern school teacher and a university lecturer. In this regard, much of the pedagogical heritage of Freinet, which, it would seem, belonged firmly to the past for a long time, has acquired a new relevance.

Due to the fact that the pedagogical heritage of S. Freinet is very extensive and diverse, the proposed article reveals in detail only one aspect of his work. We mean the experience of the outstanding French teacher, – a scientist and a practitioner, – on the use of printing equipment in the educational process, the idea of «free children's texts» and everything related to it. All this experience can be successfully used today, taking into account modern didactic approaches and technological achievements. The above prompts us to turn to the experience of the outstanding French teacher.

The purpose of the article is to characterize the idea of using free children's texts in the pedagogical process, which remains relevant, as it was many years ago. This idea, put forward by S. Freinet at the time, and implemented by him in practice, becomes especially important in the work of general education and vocational schools in modern conditions, which are characterized by the accelerated development of distance learning, the constant introduction of technological innovations, as well as the introduction of anti-epidemiological restrictions.

The objectives of the research are to reveal the personality of S. Freinet as a humanist, patriot and fighter against fascism; to characterize the content of some of his pedagogical views, first of all, the idea of free children's texts, to identify the value content in them, which is becoming relevant again in the modern conditions of the development of domestic and European education.

Methods and approaches

In the work, biographical and historical methods have been used, as well as an axiological approach that allows us to identify the most valuable things in the pedagogical

heritage of a scientist that should be broadcast among modern practical teachers. The author analyzed works, published in leading foreign and domestic periodicals (Espacio, Tiempo y Educación, History of Education & Children's Literature, Bulletin of Humanitarian Education, Questions of Pedagogy, Bulletin of the Vyatka State University for the Humanities, Bulletin of History of Pedagogy, etc.), as well as publications of foreign and domestic researchers [1; 2].

Results

The facts of the biography of Célestin Freinet.

C. Freinet was born on October 15, 1896 in a large peasant family in the village of Gare, Provence province, France. He studied at a village school, then at the lower secondary school and a gymnasium in Grasse. In 1913, Freinet entered the pedagogical school in Nice, where primary school teachers were trained. Students were fully supported by the state and that gave natives of poor parents an opportunity to get a useful profession. Freinet failed to finish his studies: in 1915, Célestin was drafted into an army, and a year later, near Verdun, he received a serious lung injury. Freinet has been treated for four years. For the rest of his life, it was difficult for him even to speak. Despite this, he decided to devote himself to the profession of a teacher, and he remained faithful to it despite an advice of doctors. Due to shortness of breath, which was a consequence of a serious injury, he could hardly bear physical and nervous exertion. His wife Eliza compared him to a man who threw himself into the water, not knowing how to swim. Limited physical abilities of S. Freinet were largely a reason for the creation of his *pedagogy of independence*.

S. Freinet did a lot of self-education. He studied works of classics of the pedagogy and contemporary teachers (J.-J. Rousseau, I. G. Pestalozzi, M. Montessori, G. Spencer, V. James, D. Dewey, V. Wundt, O. Decroli, E. Clapared, etc.). At the same time, S. Freinet read the works of K. Marx, F. Engels, V. I. Lenin, and gradually became a fan of socialism. He idealized the Soviet reality like many progressive Western intellectuals. Young people of his generation participated in the activities of various public and political associations, where, no longer in trenches, but at peaceful front, they continued to fight for a reconciliation of peoples and a socially just world. In the 1920s and 1930s, S. Freinet adhered to left-wing political views. In 1922, he joined the anti-war movement «Clarté» and joined the «left» «United trade union of workers in the education system», which published the pro-Marxist magazine «L'ecole émancipée». He published many of his materials in it.

He advocated a secular school, demanded an improvement of a financial situation of teachers and an expansion of their civil rights, promoted an experience of the Soviet Union in the development of education. Freinet visited the USSR in 1925 with the very first delegation of foreign teachers. Social activity and commitment to idealized socialism led S. Freinet to join the ranks of the Communist Party of France in 1929, but in 1948 he left its ranks, having realized the utopian nature of ideals proclaimed by its leaders.

In 1922, he read the book of the founder of the «New education» Adolf Ferrier «The School of Activity», and it became a kind of a guide for him during a period of his active search for overcoming shortcomings of a traditional school. It helped him to determine main pedagogical positions. Freinet put forward following attitudes: nature-like education, convergence of school education and public life, activity-based learning, providing children with an opportunity to express themselves mentally and physically. The initial stage of

Freinet's pedagogical activity was his work in the experimental primary school for boys in Bar-sur-Loup (1920-1928). Freinet's further work took place in schools of Saint-Paul (1928-1934) and Vence (1934-1966).

The Vence school was located in a picturesque place, on a hill, in the middle of a small valley; it had playgrounds, workshops and a swimming pool, and it was an ideal place for the development of S. Freinet's pedagogical ideas. The teacher implemented the principle of national solidarity, and therefore he accepted to school Jewish children from Germany and Spain, who had been left without parental care, expelled from their own homeland by fascist regimes. The organization, equipment and functioning of the school were carried out in difficult material conditions. The physical exhaustion and severe psychological condition of many children, great responsibility for their lives required constant significant efforts and perseverance from S. Freinet.

In 1927, S. Freinet organized «Cooperative of supporters of a secular school», which united his followers, and much later, in 1957, he established «International federation of supporters of anew school», which is still active at the present time: it holds annual congresses, publishes pedagogical literature. He started publishing the magazines «Educator» and «The Art of a child»), «Techniques of life». In addition, in 1922, while searching for new pedagogical ways, Freinet became a member of the international movement «New education» founded by A. Ferrier, which advocated the renewal of education. Freinet supported ideas of *new education* and sought to apply them in live practice. At the same time, he, in general, rejected traditional methods of teaching and upbringing.

The second world war pulled S. Freinet out of the world of school. After the defeat of France in 1940, he was subjected to repression by a collaborationist regime, which «led» the country from the tiny town of Vichy. But even being in extreme conditions of the Nazi occupation, Freinet sought an opportunity to devote himself to his teaching vocation. During the period of 1940-1942, being in a prison cell of a concentration camp, and then hiding in an alpine hut, and participating in partisan activities, S. Freinet constantly comprehended issues that were relevant to an educational process, especially those related to a child's cognition, his individual and social development.

S. Freinet went down in the history of the world pedagogy not only as an outstanding organizer of education and teacher, but also as a patriot and a fighter against fascism. Célestin Freinet died in Vence on October 7, 1966.

Pedagogical views of C. Freinet. Free children's texts and school typography

S. Freinet began his teacher's path with pedagogical empiricism. He was searching for his own unique way of recording the natural phenomena and social events observed by children, in particular, facts from lives of workers and peasants, as well as feelings and emotions manifested in a free expression of children through oral speech. As a result, he came up to an idea of so-called free children's texts. A free text that children made up on a basis of their impressions and statements was recorded initially on the blackboard. Gradually, this form of fixing of information received by children became their natural need. With its help, the emotional experience of impressions, received during their joint walk with a teacher, was actually prolonged. Free texts, copied into children's notebooks, served later as a kind of models for writing and reading. But the main purpose of these written messages was that they awakened sensitivity of a child in the process of perception of the world, his ability to perceive carefully everything around him, and at the same time they

showed his independence, which was expressed in this act of creativity. Freinet considered these texts to be visual, and, moreover, very important evidence of a manifestation of a human nature in a child.

An invaluable help in preserving the emotionality of children's statements was provided by a successful case. An old manual printing press of the brand «Cinup», written off from a printing house, fell into hands of S. Freinet. He made it a pedagogical tool of paramount importance, and put the printing press almost at the center of his pedagogical system. The machine changed an atmosphere of work in a classroom. Children typed and printed free texts they compiled with the help of it. Best texts were selected by a teacher, supplemented and typed by schoolchildren on a printing press, then they were filed in special notebooks and used as manuals. They were re-read by all children, glued together and, eventually, turned into the so-called «Book of life», which included their best works [16, p. 168].

For children, free texts served as a means of self-expression. For a teacher, they also became a means of studying personalities of students, their interests, and relationships with an environment. Printed texts became a property and a pride of an author. It aroused the lively emotional interest of every child. In these texts, wards told about their families, friends and plans for a future, and then they typed these texts themselves. Free expression of thoughts contributed to the development of a creative activity of even the weakest pupils and to the creation of a favorable psychological atmosphere in a classroom. C. Freinet thought even that a school typography was the most effective means of enhancing children. He wrote short stories, later published, for example, «Tony, who had help», in which he talked about the life of his class.

S. Freinet believed that working with a printing press helped to develop language (literary) abilities and to improve the level of literacy. It contributed also to acquiring manual labor skills by a child, improved a practice of coordination of movements, developed attention and visual memory. The teacher began to collect and record cases from life, behavior and conversations of children. They were published in a collection «Josef, the friend of animals». All this testified to the caring attitude of the teacher to the life of children and his desire to understand and to know them as much as possible. S. Freinet considered the compilation and printing of texts to be the most important method of teaching, dating back to ancient times, when students somewhere in Mesopotamia or Egypt had to make clay tablets containing this or that educational material. From the first time, it was usually not possible to «bake» plates correctly; moreover, being made of fragile materials, they often broke. Therefore, it was necessary to repeatedly «rewrite» them; as a result, willy-nilly, material was completely memorized by all students. A situation was similar in the experience of S. Freinet. In printed texts, the imperfection of a text was especially clearly manifested. Children constantly corrected mistakes and improved texts to such an extent that it began to satisfy a teacher and themselves, both in terms of content and absence of spelling and other errors in it.

S. Freinet couldn't help but share his experience of using a printing press in school with a progressive pedagogical community. In 1925, he wrote some articles in magazines «L'Ecole émancipée» («Emancipated school») and «Clarté». His desire to arouse an interest of teachers in his methodological innovations was crowned with success; his articles brought him approval and fame. As a result, cooperation was established with teachers from a number of French and even foreign schools. This is how *School Printing House movement* appeared, which carried out work within the framework of the international movement «New education», and, in fact, became a part of it. In 1923-1925, S. Freinet visited so-called

«*new schools*», which were at the forefront of progressive pedagogical innovation thinking. With interest, he got acquainted with avant-garde and polytechnic schools in the Soviet Union (1925), with schools of O. Decroli, M. Montessori, a baby house in Geneva, founded by E. Clapared. Freinet considered especially important for himself trips in 1923 and 1924 to German cities of Jena and Hamburg, where a number of «Jena-plan-schools», worked according to a Peter Petersen system [17, p. 412].

The movement of S. Freinet's supporters was gaining strength. In 1927, the first congress was held in Tours, which was attended by members of the movement, – teachers from fifty French and foreign schools. This congress was of particular importance for S. Freinet. The international movement *School printing house* was founded on it, and that meant an official recognition of Freinet's pedagogy. First works of children's literary creativity were presented at the congress, and namely a monthly magazine «Sheaf» («la Gerbe»), in which free texts of children were collected. The first issue of the magazine «Children's stories» («Enfantines») was shown; it began with a story «Franz, the little shepherd».

S. Freinet also presented his own literary work, his first book «School printing house» («L'imprimerie à l'école», Bologne, 1927) in particular. The author justified in it a spirit of such pedagogy, which broke with a traditional one. Here, for the first time, he published main provisions of his work related to the theory of free expression. This book also contained a description of technical aspects, rules for handling material, and indications of possible errors in working with an equipment.

Discussion

The analysis of S. Freinet's pedagogical creativity shows that the formation and development of his pedagogical thought and activity were determined by both individual-subjective and socio-cultural prerequisites. His peasant origin, inextricable connection with aspirations, concerns and joys of common people, and finally, the beautiful nature of his native country surrounding children and teachers, determined his way of thinking and perception of the world.

S. Freinet's pedagogical texts are characterized by the simplicity of statements, an appeal to metaphors and a drawing of analogies in nature and society. His personal qualities, – activity, persuasive talent, organizational abilities, – allowed him to successfully create public professional associations and school collectives, work in which contributed to solving a problem of reforming a system of school education and upbringing at experimental-pedagogical, cultural-educational and socio-economic levels. The spiritual impulse that marks all his work allows us to consider him not only a reformer, but also a revolutionary in pedagogy. S. Freinet's striving for social equality and justice is due to his loyalty to classical humanistic ideals.

As well as J.-J. Rousseau, S. Freinet defended principles of naturalness of education, elimination of harmful environmental influences on a child.

S. Freinet saw a purpose of school not in adapting a child to a socio-cultural environment from which he came, but on the contrary, he dreamed of educating in him a carrier of new ideas and culture that could transform an environment itself, make it more human. The decisive factor in the formation of personality in the pedagogical concept of S. Freinet is a personal experience of a child, acquired by him in a family and at school, in relations with friends. At the same time, he emphasized an importance of an organizational function of a

school teacher. Freinet was for a firm daily routine and the regular mode of work of pupils. He recognized the joint planning of work by a teacher and children.

He was a principled opponent of use of textbooks, at least in a classroom, especially in an elementary school. In his opinion, a textbook imposes logic of an adult on a child, and it doesn't allow to individualize learning. Instead of textbooks, he introduced *free texts*, – small essays in which children tell about themselves, their family, friends, and about their impressions on walks and excursions, as well as dreams and plans for a future.

Freinet brought a lot of new things to issues of forming student – teacher relationships, fostering mutual assistance, responsibility, and mutual respect among schoolchildren. S. Freinet paid much attention to experimental work in the field of programmed learning. We can say that he was one of the first scholars who began the development of this direction of pedagogical scientific research, which became so relevant in the following years. He even proposed the original design of a simplest training machine. At the time of S. Freinet, there were neither computers nor electronic machines; the latter were still being developed, mainly in interests of a military-industrial complex. All the more valuable were Freinet's attempts to work in this direction in interests of education.

From the very beginning of his work with children, S. Freinet rejected academic language, who was, in his opinion, full of abstractions and formality, and moreover extremely far from real life. It was «spoken» by so-called «scientists-teachers» who had never worked directly with children. Their «works» invariably featured a certain abstract child, characterized by lifeless definitions invented by specialists of the so-called «scientific pedagogy». All this had nothing to do with a real pedagogical practice. For S. Freinet, it became obvious that a tragedy of pedagogy as a science was that scientists-teachers and teachers-practitioners were located on *different* sides of the barricade and they couldn't understand each other. It is necessary to establish contacts; science and practice should «shake hands». But how to achieve this? With his theoretical works and practical activities, S. Freinet sought to give an answer to this question. He used organizational, financial and publishing capabilities of organizations he headed in order to develop practical pedagogy, by which he understood a synthesis of theory and practice.

S. Freinet expressed an idea, in our opinion, wrong, that textbooks were not needed in primary schools. He believed that textbooks excluded the possibility of individualized learning, and that they imposed on a student *a logic of an adult*. On his opinion, schoolbooks instilled a blind faith in a printed word. Instead of them, Freinet used cards that contained main educational material, and they were located in a systematized card file. With a help of a teacher, each student made his own individual weekly schedule, which, according to Freinet, allowed any child to study program materials at such a pace and volume, which most corresponded to his capabilities, abilities and interests. He summarized his thoughts on textbooks in the book «Down with school textbooks!» (Bologne, 1928), in which S. Freinet pointed out a need to subordinate methods of education and training to a main principle of *his* new school system, – a principle of centering an educational process on a particular child at school: on his needs, abilities and interests.

S. Freinet believed that a printing press provided an invaluable service by studying an alphabet and in the organization of teaching reading techniques without textbooks. Working with a text, that preserved the primacy of a child's utterance and emotionality, included writing a text by a teacher, performing some exercises, correspondence, artistic design, typographic typing and, thus, allowed a teacher to successfully solve a task of teaching reading.

S. Freinet put in his method a deep, really educational meaning; for a child this work wasn't just a set of a text, but it was an expression of an important part of his life, namely, of a self-expression.

The years 1927-1930 brought severe trials to adherents of Freinet's «School printing house» movement. Administrations of many schools began to fight against it. For this purpose, many teachers were transferred from their schools to other educational institutions, where they didn't have an opportunity to apply this method. S. Freinet was sure that his movement developed and proved its necessity, and forces of reaction wouldn't be able to limit its development. But the point, of course, wasn't so much in «reaction forces» as in the manifestation of elementary common sense on the part of school administrations. The typographic method is, of course, good, but, in the end, a palette of means, methods and forms of educational and didactic work is not limited to it alone.

Despite the criticism of his method, S. Freinet with the same tenacity characterized the development of «School printing house» movement as dynamic and self-developing due to an activity of its group members. Therefore, in close cooperation with members of «School printing house» movement, S. Freinet continued to search for methods and means of teaching. He repeated that he wasn't looking for something necessarily new and original, but he sought to adapt existing forms and methods adequately to his work. He saw his goal in developing working methods that would best allow using creative abilities of children.

Freinet refused to set marks to children. He believed that a mark couldn't serve as a reliable and accurate criterion of child's knowledge, since it's difficult for a teacher to avoid subjectivity, randomness, and error. Failures in teaching contribute to an appearance of an inferiority complex in a child, while a task of school is to cultivate success and luck necessary for a child's self-affirmation. Therefore, it's necessary to emphasize a success of everyone as often as possible: one – in reading, another – in mathematics, the third – in drawing, the fourth – in the manifestation of organizational abilities. Instead of a traditional mark at Freinet's schools, children received *positive reinforcement*. Competitions were permissible, S. Freinet believed, only in sports and in a game, but not at school.

The teacher assigned an important place in his educational system to the self-government of students. He proposed to implement self-government through a *school cooperative* under the leadership of a children's council. Functions of the council included economic activities and a self-service work. Self-government should correspond to peculiarities of a child's psyche and interests of children, and they didn't copy corresponding «adult» institutions.

The pedagogical system of S. Freinet provided for a concept of *an open school*, use of a method of *positive reinforcement*, the creation of problem situations in teaching, individual planning by schoolchildren of their work on a basis of teacher's plans, his correspondence with children.

Here is an example of another Freinet technique. The way to lead a team, a kind of «a barometer of a social climate» at school, was a wall newspaper. Its content consisted of four columns: *I criticize, I approve, I would like, I have fulfilled*. During a week, these columns were filling in; at the end of a week their contents were discussed by children, and constructive decisions were made.

If a criticism column turned out to be long, and approval and fulfillment columns were short, a team inevitably had to think about improving their lives. The wall

newspaper contributed to the formation of public opinion. It was a means of disciplining schoolchildren.

The search for means of monitoring the progress of pupils led S. Freinet to an idea of introducing *a certificate of skills*, which, unlike traditional certificates, allowed assessing a real preparation of a child for life in a society.

In November 1955, in the magazine «L'educateur», he wrote about a failure of a state exam, which controlled knowledge, ignoring a goal for which a school was created, namely, a level of optimal preparation of children for life. Therefore, the development of various labor and creative skills was of particular importance at Freinet schools, and it was of great value for further development and professional self-determination of children. A condition that allowed children, and S. Freinet himself, to express themselves freely, was *the opening of school windows and doors*, and at first their opening in the literal sense of the word. S. Freinet intuitively came to the idea of taking his class for a walk.

Such amateur activity of a teacher was initially met by a school director and some parents very critically. However, Freinet achieved his goal. He proved that observing real nature and society enlivened an educational process. S. Freinet noted that in freedom, in real life, full of colors and movement, students became open to observing their true nature. It isn't difficult to notice the genetic relationship of the above thought with similar statements and actions of other progressive humanist teachers, in particular, V. A. Sukhomlinsky [18, p. 155].

Pedagogical practice, based on free written expressions of children, allowed S. Freinet to be convinced of an inevitable connection of school with a prevailing social system. In the magazine «L'educateur proletarian» («Proletarian teacher», 01.1933), S. Freinet put forward this problem, quoting children's writings: «I eat rice every day. My mother can't buy meat. She has no money»; «My mother says that if this lasts, then misfortune will not pass. Everything should be normalized, because parents can no longer see their children suffering»; «No, madame, my stomach doesn't hurt, simply I want to eat». S. Freinet always acted in interests of children, and not of an existing regime, which negatively treated students' essays with content that reflected social injustice and shortcomings of a prevailing state system.

Conclusions

Currently, in France, more than 10 thousand primary school teachers use Freinet's methods of work. They have become quite widespread in a number of other countries, including Russia. There are schools in Kislovodsk and Naberezhnye Chelny that work according to the method of S. Freinet, and there are classes and teachers using this approach in Moscow, Nyagan, Revda, Samara, Taganrog, Chelyabinsk and two dozen other cities and villages of Russia.

S. Freinet was the author of about 1,700 articles and 20 books. Nevertheless, it was only in 1990 that the first collection of Freinet's works was published in the USSR, which included the following works: «The new French school», «Practical guide to the material, technical and pedagogical organization of a folk school », «Moral and civic education», «Formation of a personality of a child and a teenager», «Appeal to parents», «Pedagogical invariants» [19]. The next collection followed in 1994 [20]. As the founder of the «Cooperative of secular education» and the head of the French section of the «International federation of supporters of the modern school», S. Freinet experimentally proved the effectiveness of new

humanistic forms and methods of teaching and upbringing, and thus made an outstanding contribution to the development of reform pedagogy in the West.

The didactic ideas of S. Freinet, first of all, his idea of a school printing house and free children's texts, clearly echo today with the idea of the comprehensive use of the computer and the Internet for the education of students, which is especially important and relevant in connection with the global spread of coronavirus infection, which forced education systems throughout the world to switch, fully or partially, to distance learning in the conditions of a pandemic. Here we see the relevance of the pedagogical heritage of C. Freinet.

He developed a pedagogical technology («Freinet technique»), which provided for original forms of education and training. He was the founder of several pedagogical journals. He has written numerous pedagogical works, the most famous of them is «The new French school». The teacher created his own system in contrast to a traditional French school. He sought to get away from shortcomings of a modern teaching system: conservatism, bookishness, verbalism, separation from a real life. The influence of C. Freinet on modern pedagogical thought, – its theory and practice, – can be quite compared with the influence that J. Locke and J.-J. Rousseau once had on their contemporaries. It's not by chance that the author of this article included Freinet among the 100 great teachers in his monograph which has the same title [2, pp. 159-163]. Thus, we believe that the problem and tasks of the issue have been solved in the article, the goal has been achieved and the research hypothesis has been proved.

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