Primary Education in Post-Corona Period: New Times - New Trends

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Abstract: Home education especially for primary students has always been an educational phenomena that cause a lot of discussion. This form of education process organization has both its adherents and opponents. The Coronavirus Pandemic imperatively applied this form of learning to all students in the world. The most vulnerable category of students during the periods associated with sharp changes in the form of educational services provision (disasters, wars, isolation, etc.) is traditionally primary school one. Their educational priorities have not been formed yet; the habit of learning as a form of activity has not been established; due to age, they have a great need for gradual psychological and physiological adaptation to the process of obtaining knowledge, etc. This article attempts to predict the main problems (as well as trends) that Primary School Institute will have to face after Corona. In our opinion, the Coronavirus period will have quite negative consequences for children (they have to be eliminated by teachers and educators when students return to classes), while the system of pedagogical work with primary school children has been enriched with new forms of work and intensified by more productive interaction with parents (mainly at parents' initiative).

Keywords: *primary school; Coronavirus; primary education; education trends; education process organization.*

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Introduction

A long-term self-isolation (almost everywhere the period of active self-isolation lasts at least 1.5 months) as the whole world trend will definitely lead to a number of pedagogical problems for primary school children, which teachers and educators will have to solve when the students are back to classes again. Some of them are quite familiar for primary school institutions and the teachers solve them after each long-term vocations (correction of the daily routine, restoration of the habit for class work as an activity, the need to be without parents for some period of time etc.). But some of them are unique and appeared due to Coronavirus pandemic quarantine (restoration of parents' positive image, overcoming the consequences of negative psychological climate in the family and society in general, restructuring of a children's society, reduction of children's «gadget addiction» which was forced by including of computers and other technical means of education for the quarantine period etc.). The article aims to identify the problem areas that the primary school system will face from the very first days of work after the quarantine quitting. The problems determined are quite universal and minimally dependent on local peculiarities of primary school educational process organization in a particular country.

Self-isolation as the way of life for quite a long period, use of a large number of technical training tools, absence of classmates, individual forms of educational process organization, parents (who mostly were not ready not only to teach, but simply spend so much time with children and each other) as teachers and many more factors have already formed the features of primary school work for the subsequent period.

Discussion

1. Primary School Education as the Key to Postmodern Society

As Antoine de Saint-Exupéry once noted, we are all products of our childhood. From the point of view of pedagogy and psychology, childhood is the most productive time for accumulating ideas, principles, approaches, etc. which subsequently have a decisive influence on the personality of an adult. Today (and this is a worldwide trend) the functions of targeted transmission of information, its correction at different stages, monitoring of the ability to use it, etc. is delegated to school in general and primary school in particular. In this regard, primary school is able to lay the foundations that will allow society to evolve evolutionarily, perceive new trends and values, learn to live in the conditions offered by post-modern society (Dunn & Cas-

tro, 2012). From the scientific point of view, postmodern is characterized by such features as dynamism, orientation towards constant social changes, dynamic growth of diversity and pluralism in society and culture (preserved from the modern period), rejection of totality and uniformity, priority of economic principle of utility; recognition of alternatives to social progress; decrease in the role of mass social movements; emergence of new values, motives and incentives oriented to culture, and not to material production, etc. New social trends, on the one hand, are correspond to the level of human development, but also, on the other hand, form new requirements for a person. This is the growth of internal human freedom, overcoming alienation, a certain release of the individual from the power of economic and political structures, decline of national state movements and rejection of Eurocentrism, globalization, etc. (Lacan, 2019). And the preparation of a person for life in such a society must begin today by gradually instilling the postmodernity values starting from elementary schools.

2. «Primary School Crisis»: a Specific Period of a Child's Formation

The development of a small person is a stretched out over time process. Throughout it stable periods change to crisis ones and vice versa. Stable periods are characterized by gradual accumulation of new skills and abilities (for example, a baby started to walk, a child started arbitrarily catch the necessary information, etc.). Changes in crisis periods can be compared to a revolution: they are very turbulent, begin suddenly and end when certain goals are achieved. During this period, development of the child and his/her achievements are very rapid and noticeable. They can be very difficult both for the child and for the adults around him/her, but also can occur in a fairly smooth form (Shaeffer, 2015). However, normal development of a person is impossible without such crises, and each person is to go through each one.

Traditionally educational science distinguish 6 crises of childhood:

- Newborn Crisis
- Infancy Crisis (1 year old)
- Early Childhood Crisis (3 years old)
- Primary School Crisis (7 years old)
- Teenage Crisis (13 years old)
- Youth Crisis (17 years old) (Ginsburg & Jablow, 2015)

Although the name of each crisis supposes the specific age, this does not mean that it starts exactly on the birthday date. It can begin a little earlier or a little later (from six months or even a year before or after the age specified).

It is during the “Primary School Crisis” (6-8 years) a child enters primary school. At this age, he/she strives for new social contacts, begins to focus on an external assessment, seeks "position in society" because of acquiring a new social status - a student. A child loses its childish immediacy and naivety: now it is much more difficult to understand him/her, his/her behavior becomes mannerly and pretentiousness, aggressive and affective. As a rule, all these manifestations disappear when the kid enters school and begins to experience new activities, as well as gets support and corrections by professional educators. Also, during this period of life, assessments of other people (not parents and relatives the child lives with) become very important and necessary for the child to form his/her self-esteem and self-image (as a rule these are assessments of the teacher, educator and parents of other children with whom he/she meets in primary school) (Ginsburg & Jablow, 2015). Strengthening of the socializing role of school in particular is a natural and normal process for the child of 6-8 years old.

For students who entered school in 2018 and 2019, global Coronavirus quarantine (a crisis itself) is also accompanied by a personality crisis, which happens in the age period mentioned. Due to the restrictions imposed because of the pandemic and the policy of self-isolation, children are deprived of usual realities that help them overcome an age-related and personal psychological crisis (the so-called “primary school crisis” or “seven years old crisis”) (Barlett, Griffin & Thomson, 2020). Also, parents who are not professional teachers and have no specialized psychological and pedagogical education do not receive the proper methodological and psychological support, which under normal conditions is provided by a primary school teachers and pedagogical workers to help them with the children whose behavior changed.

3. What Time do We Start the School Tomorrow

In matters of daily routine, the quarantine period for elementary school children can be compared to vacations. There are certain school tasks need to be done daily, however, neither the time of classes, nor their duration or rhythm of conducting are regulated. During quarantine, such factors as parental free time, their desire and social responsibility come to the fore in the child's not only everyday, but also educational life organization. Classes in such a period become, as a rule, less regular, less content-filled, less interesting for the child, shorter in time, limited in use of visibility etc. Also, getting used to see a parent as a father and mother, it is difficult for a child to begin to perceive him / her in another social role - the role of a teacher.

Therefore, the child is trying to manipulate the parent, that also reduces the quality of the educational process at home.

One more problem that primary school teachers will have to deal with at the beginning of the educational process in the usual classroom form is the need to equalize the level of knowledge of children. The fact is that it is impossible to predict the final result of the pedagogical activity of parents in compliance with the curriculum that the school has (Richards, 2020). At the beginning of the new academic semester, primary school teachers will have to revise the curriculum in order to allocate time and once again teach the material of the semester, which was held under quarantine, to be sure that the students have mastered the educational material.

4. «Student + Gadget Tandem» as a Primary School Education Activity Subject

The main form of pedagogical activity in conditions of self-isolation and quarantine turned up to be work through computer. All kinds of applications, online simulators, educational platforms (Rayome, 2020), such as ZOOM or WEBEX etc., were used to educate students, including elementary school ones (Mathers, 2020). In this case, the children have formed at least two habits that will have to be corrected in future. The first is the perception of the teacher and the educational process through an intermediary - a computer. Also, it is this factor that makes the computer (tablet) a direct and mandatory participant of the educational process. Thus, in the Post-Corona Period, teachers will have to deal not with a student himself/herself, but with the «student + gadget tandem» as a complete and self-sufficient subject of a primary school pedagogical activity. This self-sufficiency caused the emergence of the second negative habit: weaning from staying in a team and from group forms of educational work.

Children definitely missed communication with their peers, this is their natural necessity at this age. However, “studying together” and “common activities” are quite different processes. The introduction of primary school children into the process of co-education will definitely take place. It should occur under the supervision and direct participation of teachers and educators (sometimes, of psychologists) by gradually reducing the number of individual forms of training and restoring of paired and collective ones.

5. Quarantine Forced Primary School Educational Practice Development

The protracted universal quarantine associated with the COVID-19 Pandemic put the world educational community in need to solve specific problems quickly and efficiently. Mobilization of creative efforts and approaches of teachers and the education system in general led to the emergence of new methods, approaches, forms of work with student and parents. Among the positive "finds" of the Coronavirus period one can note:

- strengthening the role and prevalence of using the opportunity to teach, control, evaluate the success of students, etc. using online tools (Sweeney, 2020);
- expanding (and testing) the pedagogical tools of the elementary school with such types of work that were traditionally inherent in secondary and high school;
- strengthening the practical component and personalization of primary school content. Parents mainly explained the new material to the child with examples that they could illustrate using common materials (which they have at home) (John, Gan & Gupta, 2020). The choice of such visibility differed from family to family (Soava, 2020) and was based as much as possible on the social experience of the particular child;
- indirect increase of teachers' social image. After staying at home with the children for a long time, parents felt the complexity of a primary school teachers work;
- formation of a functional tandem "primary school + parents", which are interested in interacting with each other and complement each other in a directed pedagogical influence over the child. Also, on the initiative of parents, their methodological supervision and education from elementary school teachers and psychologists resumed (Jack, 2020).

These are far from all the positive trends that have been outlined during the period of Coronavirus quarantine, and the theoretical justification and prospects of which can be evaluated subsequently.

Conclusions

The quarantine caused by the COVID-19 Pandemic in the field of education in general and education of primary school in particular highlighted the urgent problems of the modern education system. Some problematic aspects are common to most countries, some are of deeply local character. Unlike high school and university education, primary school will not face a deep rethinking of its strategy and tools in the post-Corona period, and in

most cases will return to those forms that were in the pre-quarantine time. These are forms of work that have proven their productivity and vitality. The dominance of online and individual forms of education (which is predicted in secondary and high school) will not happen due to the psychological and physiological characteristics of this age group of children. At the same time, the mass transfer of primary school children to home schooling for a long time enriched pedagogical practice with new forms and methods of pedagogical work with this category of children. However, for subsequent introduction into active pedagogical practice in ordinary life, these innovations require adaptation and theoretical understanding.

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