

The Role and Place of Ethno-pedagogical Values in Childhood Education in the North: Alaska and Yakutia Compared

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Extensive research at the schools of the far northern region of the Sakha Republic (Yakutia) has enabled the author to conclude that old moral and ethical traditions can become the basis of the education and upbringing of the growing generation. It is generally known that the traditional culture of a people is, itself, a kind of social identity. It arises and develops on the basis of generalized patterns of behaviour amongst individuals, as well as within the entire ethnic group. This is a rich system of education with its own functions, means and methods. The comparative analysis of ethnic education and upbringing of children in Alaska and the Sakha Republic (Yakutia) has allowed me to identify the following common elements:

- hard work is the basis of life, of survival;
- common concerns (team, family, community) is the basis of forming qualities related to one's personality;
- physical and intellectual development is the basis of life and the basis of a successful career;
- early education; and

- team-work between educators and children, etc.

In addition to these principles of traditional education and upbringing, which determine the content and the choice with respect to traditional education, the means for this were singled out. They are the following:

- harmony with nature;
- links with life and work; and
- self-respect and respect for surrounding people and nature.

In general, the content of traditional pedagogy depends on the social requirement of humanitarian attitudes, combined with reasonable demands. Its efficiency is determined by the early gradual introduction into various types of work, taking into consideration such factors as the sexual, age and individual characteristics of a person.

Thus, the quality of traditional education depends on how much the cultural and pedagogical traditions of the people are preserved in unity with nature. The efficiency of traditional pedagogy is conditioned by the environment in which children are educated, and the involvement of children in the life and work of grown-ups with whom they come into contact.

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