

# Современная педагогическая антропология как область исследований и практика развития способностей ребенка: справка и библиография

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Многие ученые понимали, что нельзя перекладывать на воспитателя непосильную для него работу по синтезу разноплановых научных данных о ребенке. И еще в конце XIX века психологи, психиатры, педагоги и философы разных стран договорились о приступе к трудной задаче — к синтезу, органическому соединению всего имеющегося "ребенковедения", которое немцы называли *Kinderforschung*, англоязычные ученые — *Child study*, а русские (с "подачи" некоторых американцев) — *педологией*.

У истоков целостного учения о ребенке в его динамике и статике стояли колоссальные фигуры Стенли Холла, Александра Нечаева, Владимира Бехтерева, Альфреда Бине, Павла Блонского, Эрнста Меймана, Льва Выготского, Вильгельма Прейера, Михаила Басова...

Поначалу *педология* сосредоточилась на исследовании наследственности и среды ребенка. В Советском Союзе это направление научного синтеза вызвало раздражение властей: какая наследственность у рабочих и крестьян? Ясно без всякой науки, что — лучшая в мире. Да и среда тоже неплохая, что бы там ни говорили эти новоявленные разыскатели истины. В нашей стране педологию запретили, репрессировали, уничтожили, но во всем остальном мире эта область человековедения быстро и успешно развивалась, особенно в послевоенном мире: в Германии (преимущественно в философском аспекте), США, Франции, Японии, Англии, Южной Корее. С 60-х годов XX века общепринятым названием этой науки стало "Child development" — "**Развитие ребенка**".

"*Развитие ребенка*" — более точное и правильное название, чем *Child study* (*Изучение ребенка*), так как на самом деле главными донорами целостного ребенковедения выступают именно науки о **развитии**: возрастная физиология, педиатрия, возрастная и педагогическая психология, культурная антропология (этнография детства).

В середине 80-х годов *Развитие ребенка* (под привычным со времен Константина Дмитриевича Ушинского названием педагогической антропологии) вернулось и в Россию. Ныне главным центром возрождения ребенковедения в нашем отечестве стал Ставропольский государственный педагогический университет, с которым сотрудничают сотни исследователей Москвы и других городов. Появились у нас и популяризаторы знаний о развитии ребенка.

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