

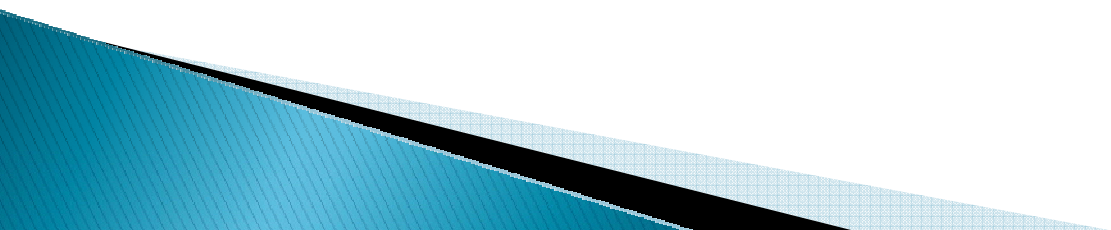
School and teachers between socialization potentials offered by Convention of the Rights of the Child and folk pedagogy

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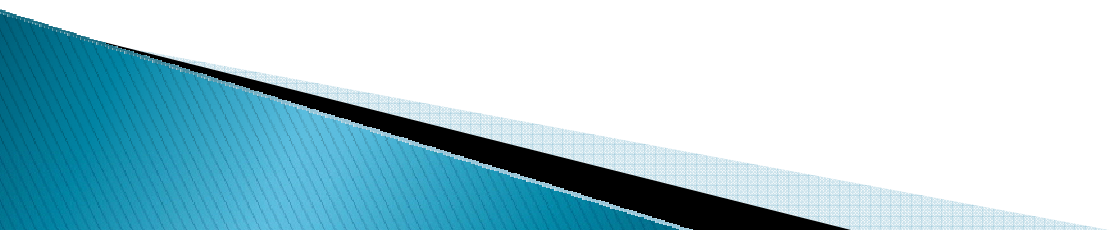
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Introduction

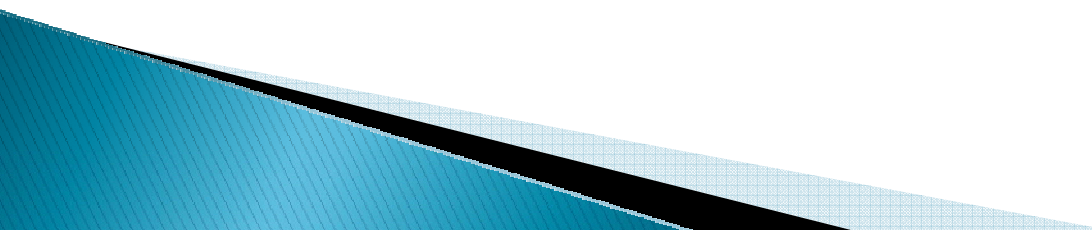
- ▶ This work is about an image of childhood and the child viewed through Serbian folk pedagogy and image of the child and childhood from the perspective of Convention of the Rights of the Child (CRC).
 - ▶ We shall compare socialization patterns that a modern society offers through a cultural product such as Convention of the Rights of the Child to the patterns of seeing a child and childhood found in folk tradition and proverbs.
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The method of analysis

- ▶ In this work we use the *method of content analysis*.
 - ▶ The unit of analysis is every proverb that relates to the child and childhood. Our analysis has included 121 proverbs.
 - ▶ In the analysis of CRC the method of content analysis has also been used. The unit of analysis is every article of the Convention (54 articles).
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The results of the analysis

- A) Attitude of community towards children, position of children in society
- B) Upbringing and disciplining the children
- C) Development and developmental aspects



A) Attitude of community towards children, position of children in society

- ▶ By the Convention to the community, the best interest of the child is a primary consideration (art.3). It protects the child from all forms of discrimination and directs the child towards the future and independent life in society.
- ▶ Our traditional community also shows that children are “great joy, greatest value”: “Nothing is dearer than a child” (Trebješanin, 1997, p.339), but it primarily concerns male children.

A) Attitude of community towards children, position of children in society

- ▶ By the Convention, a child is a person to the full extent of the word, at any age and is to be respected at the same time as a person and as a bearer of cultural values of community that they originate from contrary to our traditional conception that childhood is a “preparatory stage for life”, where priority is given to patriarchal–collective values and interests opposite to personal (Trebješanin, 1990).

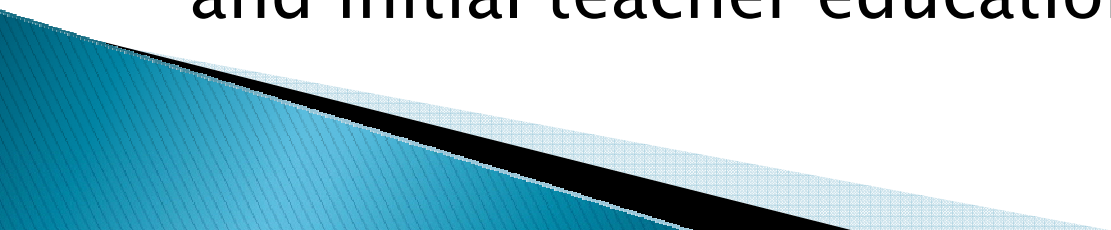
B) Upbringing and disciplining the children

- ▶ By the Convention a child develops his or her personality, talents and mental and physical abilities to their fullest potential. And what is characteristic for our school is an Inherited, traditional doctrine „with traditional methods “(Ivić, Pešikan, Antić, 2001), meaningful reception verbal learning and even a mechanic verbal learning (Pešikan, Janković, 1998).
- ▶ By the Convention, a child has a **right to participate in all segments of life (family life, school, community)**. In our culture a child is raised to be good, which means to be passive and obedient, which further means that their opinion does not count. (“Shut up while you are talking to your mother”– M.Bećković). Our school also prefers a obedient and conformist child (Kaurin, 1993), which results in the child’s diminished responsibility.
- ▶ A child is **disciplined in a manner consistent with the child's human dignity (art.28)**. In our traditional concept, beating has a great power (“Stick is the surest peacemaker”), whereas a reward is a rare tool in our traditional culture (“You can’t have a well-raised child if you cuddle them too much”).

C) Development and developmental aspects

- ▶ The model of a child contained in the Convention is not a static one; it depends on the level of development and age characteristics of a child. In our traditional school context, the position of a student is different: school still holds them in the position of executives of uniform demands and does not respect children's need for natural overgrowth of the needs typical for younger age, which leads to students' frustration (Havelka, 1996).
- ▶ The analysis of the two models (the Convention child model and our traditional model) implies the differences between them. Legislation, modern theories on a child's development (Rogoff, 1990, Wells, 1986, Wood, 1988) imply the quality of the child model presented in the Convention.
- ▶ It makes sense to raise a question why we want to implement the values carried in the CRC in the school context and initial teacher education in Serbia? In order to answer this question we need to know *What are the contents of life, education, learning that come out from the Convention?*

Content of education for children's rights

- ▶ Conceptual content of children's rights consists of three components: *knowledge, values and know-how (skills)*. These three components make a prerequisite of transformation of a “paper model” into reality and of achievement of modifications on the level of *behavior*.
 - ▶ What we are interested is: to which sphere of development do values, skills and behaviors contained in the Convention belong and why does this sphere exactly interest us (our school and initial teacher education)?
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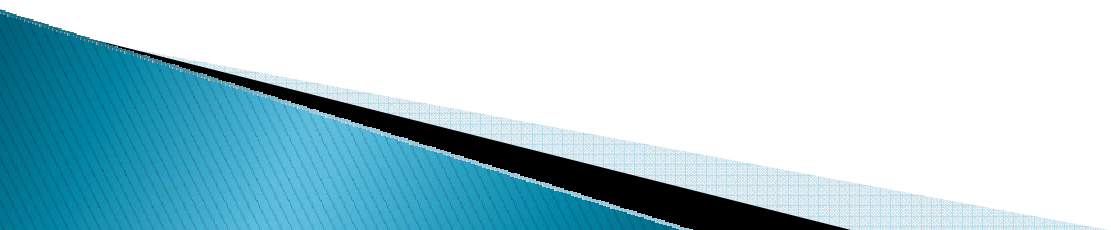
Content of education for children's rights

- ▶ If we go back to the model of the child that comes out from the Convention, to the content components of curriculum of learning about children's rights: knowledge, values, to the fact that aspect of value is dominant in education for children's rights, we can come to the conclusion that the sphere of social knowledge, values and skills is the dominant one.

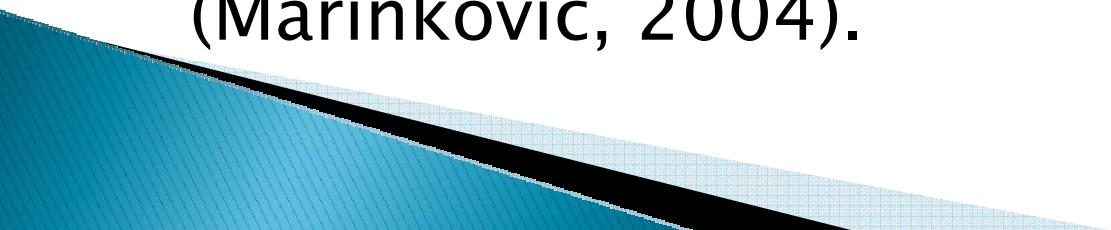
Content of education for children's rights

- ▶ The Convention, i.e. children's rights as a part of school life, program, school learning, as one of the concepts in initial teacher education are one of the instruments for achieving children's socialization and upbringing.

Children's rights in school and initial teacher education

- ▶ Children's rights are connected to the education of a child/student and to the education of teachers.
 - ▶ The question is how can education and school achieve positive socialization effects in the class, in the teaching/learning process that are in the core of the Convention?
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Children's rights in school and initial teacher education

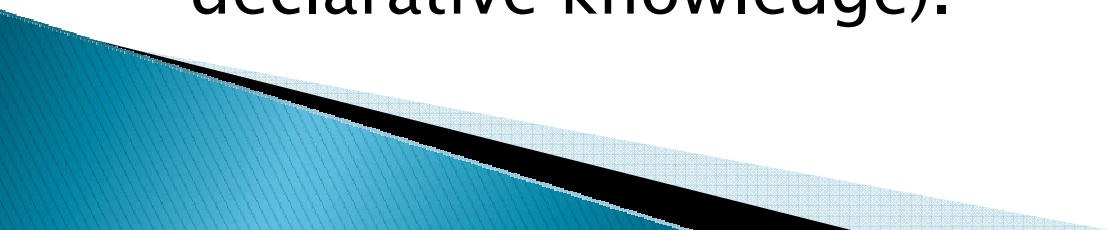
- ▶ Pedagogical and socialization goals can be achieved only by students' education participation. By education participation we mean the level and quality of a child's participation in the learning process and it involves: initiative on the side of an adult or a child, understanding of what is being learnt, feedback on one's activity, opinion expressing, personal attitude, and taking into consideration the child's life experience (Marinković, 2004).
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Conclusion

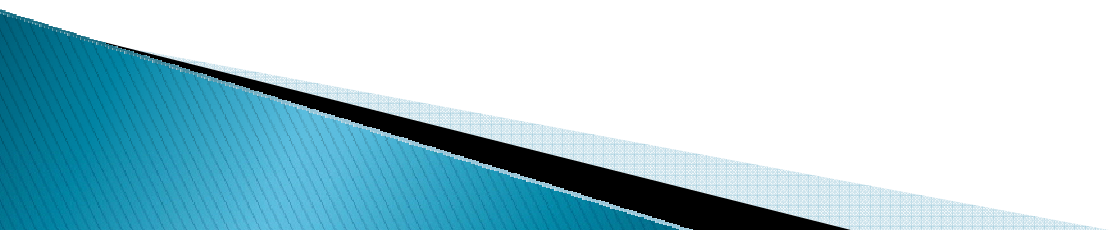
- ▶ The Convention conception is in compliance with education participation, but our school is not. Therefore, modification of paradigm regarding the teacher's role in the process of education is needed.
- ▶ It primarily means greater level of *teacher autonomy* and in moving the focus *from teaching to learning*, i.e. from teacher to student, where the teacher ceases to be a controller and *becomes a partner in the process of learning*.

Conclusion

Faculties of teacher education, through their process of education and as an outcome of such education must:

- a) train students for a student–teacher partner role, where the accent will be on the students' activity, their contribution to their own process of learning, initial development, independence and decision making;
 - b) train future teachers to be partners to their students with the goal to enrich their development and ensure quality achievement of the students (conceptual, conditional, procedural and metacognitive knowledge, and not only declarative knowledge).
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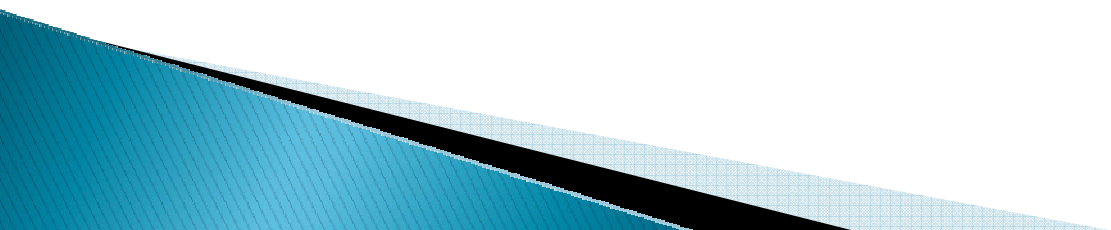
Conclusion

- ▶ In the core of the paradigm, where the accent is on the student and learning, lies the student's activity, but not any kind of activity, but a *relevant mental activity* RMA (Ivić and coo, 2001) in regard to the nature of the subject and learning outcomes. We need to note the difference between low order RMA and high order RMA.
 - ▶ Educating teachers for designing high order RMA will contribute not only to better educational but also to better socialization effects.
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Conclusion

- ▶ Reproductive and mechanic learning which is in the core of low order RMA as a result has socialization and pedagogical effects different from conceptual, problem learning which are in the core of high order RMA.

Conclusion

- ▶ Basic postulate of developmental and participatory children's and students' rights is respect for views and opinions of children on activities that affect them, as well as participation of children in activities relevant to their age and level of development, whereas school and learning activities present significant matters for a child and for society.
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Thank you for your attention!

