Children in Albania grow up healthy and happy

Revolutionisation Of Teaching

The Youth Of A Socialist Country Must And Can, From The School Benches, Grow Active And Independent, Courageous And Unhesitating, And Having Initiative
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In the framework of the deepening of the socialist revolution in Albania, in all fields of national life, including our socialist school, people are actively discussing and working for the revolutionisation of teaching methods in school. What dictates and determines this problem?

The all-out revolutionisation of the country's life involves all classes and sections of our socialist society. This is strongly felt especially by youth, as an active social force vitally interested in the consolidation and deepening of all our socialist gains, in fighting everything stale and backward that hinder its revolutio-
nary impetus, and in smashing every alien bourgeois and revisionist influence aimed at curbing this revolutionary impetus and corroding the healthy formation of our youth.

Under these conditions, as comrade Enver Hoxha pointed out at the 6th Congress of the PLA, the entire youth of our country, including the school and student youth, has come out into the arena of ideological class struggle as a revolutionizing, driving and shock force throughout the society. In this struggle it educates itself and serves as an active revolutionary ferment in the whole process of socialist education.

This phenomenon is of decisive importance for the process of the further revolutionization of the school. The question is for the revolutionary qualities to be cultivated in the youth from an early age, for them to bring their revolutionary energies into play while still at school, in that period when the foundations of communist upbringing and education of the rising generation are laid. Right from the school-room, the youth of a socialist country, which is fully included in the various links of the socialist education system, can and must grow up active and independent, courageous, unhesitating and with initiative. These qualities, if not developed from an early age, if suppressed and curbed at school, have difficulty in bursting forth impetuously and freely later, in broad social life.

This makes the importance of the process of the further revolutionization of the school and of the whole complex of teaching and education methods still more evident. Still more obvious become the importance of the revolutionization of educational work in the original and narrow meaning of the term and of the entire educational activity carried out by the school and the family, the educational institutions and social organizations, and which is also realized through the influence of broad social opinion.

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Against whom is the revolutionisation of education methods directed? Who hinders this process?

This problem is not only a pedagogical one. In the first place it is a broad social problem of a marked ideopolitical character.

The pedagogical conservatism and traditionalism which are observable in education methods not only in the family, but also at school and in society, are in the first place a heritage of the remnants of social conservatism, conservative customs, and the old patriarchal education, characteristic of a backward country which did not even go through the stage of developed capitalism, which had a marked petty-bourgeois character and embarked on the road of socialist development without being able to get rid of many institutions and traditions of the old feudal-bourgeois world. The all-out socialist revolution, the creation of new socialist relations, the realisation of the ideological and cultural revolution and its penetration into the family, the struggle for the all round emancipation of woman and youth, the disintegration of the patriarchal family and a host of other profound revolutionary transformations have hit heavily at the traditions of the old conservative and patriarchal education, but as yet they have not fully destroyed them. The old in this domain cedes its positions only with much resistance, therefore the struggle will be a protracted and difficult one.

The conservative and patriarchal traditions are also closely connected with the influence of pedagogical bureaucratism, of officialism in teacher-pupil relations and of formalism in the development of educational work. The influence of the authoritarian official bourgeois pedagogy in the pre-liberation Albanian school was strong. After liberation our school underwent perceptible revolutionary transformations in this field, too, also appropriating the positive experience of the Soviet school of the period prior to the usurpation of state power by the revisionists. However, as is known, the Soviet school was unable to free itself from the influence of the intellectualism and bureaucratism of bourgeois pedagogy. At that time, too, it was suffering from the division of the process of education from revolutionary practice. Thus, our new school too, to a certain extent, was unable to escape these influences.

But we cannot view pedagogical bureaucratism and officialism as detached from the influences of bureaucratism in the entire state and social life. The revolutionisation of educational methods can only be carried out successfully on the general ground of the struggle against bureaucratism, of the application of the mass line and of socialist democracy in action in the entire life of our society.

As a result of the interaction of all these phenomena of a social, political, ideological and pedagogical character in educational work with the youth within and outside the school, there are still manifestations of tutelage, of bureaucratism and pedantry on the part of the teachers which curb the initiative of the youth. Therefore, the fight it is on the agenda today.

But this tutelage is not the only manifestation opposed to the revolutionisation of education methods. Parallel and together with it other alien tendencies are also acting which at first sight seem opposed. They are the manifestations of indiffferentism and spontaneity in the work for the education of the younger generation, manifestations of liberalism as well as various influences of a bourgeois and revisionist character. These tendencies aim at disorientating the youth, at suppressing its revolutionary spirit and at weakening the spirit of proletarian discipline.

Therefore, in the field of the methods of the education of youth too, our struggle is being waged in two directions - against conservative and bureaucratic traditionalism, and against present-day bourgeois and revisionist disorientating influences.

The adoption and consolidation of revolutionary methods of education in our school are also conditioned by the difficulties of its growth. Revolutionary educational methods can by no means be viewed only from their general social and ideopolitical aspect. They are based on modern psychology and pedagogy, on modern science in general. Therefore, it is necessary for teachers, pedagogues and all educators to master modern teaching and education methods. However, under our conditions of an exceptionality impetuous quantitative development of people's education at all its levels, its relative qualitative backwardness manifests itself in the still low degree of qualification of the educational personnel and in the weaknesses and shortcomings of teaching and education methods. Thus, the ideopolitical aspect of the problem is also closely interconnected with the professional one.
In what directions are we actually fighting today within and outside the school to carry forward the process of the revolutionisation of the methods of educating the school and student youth?

This process is realized through the transformation of the whole complex of teaching and educational methods, through their further improvement and all-out revolutionisation, in struggle against intellectualism and pedantry, against the separation of education from life and revolutionary practice, against pedagogical formalism and bureaucratisation, and against passivity on the part of the pupils in the process of teaching and education, relinquishing those mechanical and obsolete methods which suppress their personality, and using more active and lively methods. But these changes can only be successfully realized on the ground of the all-out revolutionisation of the school; especially of the content of its teaching and educational work, on the basis of the Marxist-Leninist ideological axis, of the permeation of all the teaching disciplines and educational activities by the Marxist-Leninist ideology.

A premise for this is the organisation of teaching-educational work on the basis of the unity of the lesson, productive work and physical and military education, which is consistently realized particularly, in the middle and higher schools. On this basis, the teaching and education process is not confined within the school walls. Active education methods dictated by life and revolutionary practice are used. Alongside the parents and teachers, the workers and peasants, production specialists, military men and so on also have a direct role as educators.

The increasingly broader and more active participation of the pupils and students in political and social life and in the ideological actions of the times also serves this purpose. It is precisely this participation which turns the school and student youth out into the arena of the class and ideological struggle as a revol-

Students, young voluntary builders of the railway, at rest
olutionizing shock force on the scale of the entire society. This has been proved particularly through the ideological actions carried out in struggle against religious prejudices and backward customs, for the emancipation of the young women and against various bourgeois and revisionist influences. In this spirit, ideological action against manifestations and remnants of petty-bourgeois ideology and psychology is being successfully carried out at present. This whole struggle greatly enhances the personality of the school and student youth and creates the premises to relinquish pedagogical tu-
Workers enjoying the sunset at the Uji i Flotë rest home in Vlora.

Authoritarianism in teacher-pupils relations. Due to the reasons analyzed above, in our school, too, the teacher was regarded without questions as infallible and beyond reproach. This creates soil for the establishment of a mechanical discipline at school and a formal external authority of the teacher, it paved the way for technocracy, it hindered the implementation of the mass line at school, suppressed the personality of the pupils and students and their political and social organizations, and did not create possibilities for democratic debates and methods in solving school problems.

Now we are striving to overcome this bureaucratic routine. The pupils and students, jointly with the teachers, actively discuss all the problems of school life, make suggestions and remarks, and even criticism. For this purpose, in addition to meetings, they make extensive use of flash posters.

In these ways we are also accumulating new theoretical and practical experience in the field of the revolutionisation of education methods. The content and methods of socialist revolutionary pedagogy are thus being enriched.

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Telage over it, and conservative and bureaucratic methods of education. This struggle greatly animates the youth and young pioneer organisations in schools in particular, adding to their personality and influence and helping them to eliminate formalism and bureaucratism. Important transformations in education methods are also being brought about by the struggle against officialism and

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HAMID BEQJA - professor, specialist in problems of pedagogy and psychology.