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THE MARXIST-LENINIST EDUCATIONAL POLICY WHICH HAS BEEN AND CONTINUES TO BE CARRIED OUT IN THE PEOPLE'S SOCIALIST REPUBLIC OF ALBANIA HAS TWO MAJOR OBJECTIVES, FIRST, IT AIMS TO MAKE PEOPLE'S EDUCATION AND THE SCHOOL THE PROPERTY OF THE BROAD WORKING MASSES, TO DEMOCRATIZE EDUCATION AND GIVE IT AN EVER MORE MASSIVE CHARACTER AT ALL LEVELS OF SCHOOLING. THE GREAT ACHIEVEMENTS OF SOCIALIST ALBANIA IN THIS FIELD DURING THE FOUR RECENT DECADES OF ITS INDEPENDENT AND DEMOCRATIC SOCIALIST DEVELOPMENT ARE WELL KNOWN. WITHIN A SHORT PERIOD OF TIME, ALBANIA HAS BEEN RAPIDLY TRANSFORMED FROM A COUNTRY OF MASS ILLITERACY INTO A COUNTRY OF MASS EDUCATION. IT HAS LONG AGO WIPED OUT ILLITERACY, DEFINITIVELY REALIZED COMPULSORY 8-YEAR GENERAL EDUCATION, AND NOW DRAWS INTO FOUR-YEAR SCHOOLS OF GENERAL AND VOCATIONAL EDUCATION MORE THAN HALF OF THE STUDENTS WHO FINISH THE 8-YEAR SCHOOL IN TOWN AND COUNTRYSIDE. IT HAS A SUFFICIENTLY DEVELOPED NETWORK OF HIGH SCHOOLS WITH ALL THE SPECIALITIES NEEDED FOR TRAINING ALL THE SPECIALISTS FOR THE VARIOUS BRANCHES OF THE ECONOMY, CULTURE, SOCIAL SERVICES AND THE ADMINISTRATION.

Second, the educational policy of the Party of Labour of Albania has always considered education and the school as means of carrying out an ideological and cultural revolution of a socialist character or, more precisely, the communist education of the new man of socialist society, the development of his personality and the all-round formation of the younger generation.

By consistently implementing these Marxist-Leninist principles, struggling for the achievement of these objectives, in practice, the Party of Labour of Albania and Comrade Enver Hoxha have, especially in the two recent decades, further enriched their Marxist-Leninist educational policy, working out a comprehensive program for the further revolutionization of our socialist school, which has been applied in an intensive way for a long time now. The aim of this program is, while continuing the struggle against reactionary concepts, old and new, and affirming the new revolutionary socialist concepts, to ensure the radical solution of some cardinal problems of socialist education such as: the consistent implementation of the Marxist-Leninist axis in all the structures and in the whole teaching and educational process of the school; ensuring ever stronger and more effective links of the school with the life of socialist society, of teaching with productive labour and physical and military training: the socialist revolutionization of the methods of teaching and education, as well as of the method and style of management of people's education and the socialist school, in struggle against alien liberal and conservative, bureaucratic, technocratic and intellectualistic influences and manifestations. In the consistency and originality of this program is also seen the contribution of the Party of Labour of Albania in the creative development and enrichment of the Marxist-Leninist pedagogical thinking.

However, it would be a mistake to think that this original development of the Albanian socialist school has shut it out, has barred it from all links with world culture, from modern science and pedagogy, from their achievements, as well as from many unsolved problems of a scientific and pedagogical character which preoccupy almost the whole of mankind today.

The question is that the process of the all-round harmonious development of the personality of the new man of socialist society necessarily calls for a solid scientific and cultural formation of the younger generation and, possibly, also of the grown-ups. This formation begins at school and goes on during all the life, by organically integrating the outstanding values not only of national culture, but also of world culture, both of the present and the past.

The scientific and cultural formation of the younger generation and of all

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the working masses of the country is in complete conformity with the Marxist-Leninist views on the communist education of the new man and with the needs of the *socialist society* for educated and knowledgeable cultured and capable people.

As is known, the Marxist-Leninist view on the communist education of the new man has been masterfully worked out by Lenin when he answered questions about the significance of communism and communist formation. According to Lenin's concept, only he who has enriched and continues to enrich his mind with the outstanding progressive achievements of the whole historical development of mankind, who, in this process of broad cultural communication, has gained the ability of assimilating this knowledge in a conscious manner, who has mastered the scientific bases of modern technology, which calls for solid modern polytechnical education, can be considered a man formed in the communist way. Such a concept of the formation of the new man on the basis of a Marxist-Leninist dialectical materialist approach to the cultural legacy of the whole mankind and modern knowledge and science is the complete opposite of any cultural nihilism, national isolation and xenophobic spirit. At the same time it excludes any spirit of submissiveness to things of the past or coming from abroad, any spirit of uncritical idealization of the national and world development in the field of culture, including the harmful tendency to xenomania which is so zealously cultivated especially by the big imperialist and social-imperialist powers.

In socialist Albania the whole teaching and educational work of the school, just as all other educational, cultural and schooling activities, are built and developed in complete conformity with the Marxist-Leninist concept of the role of knowledge, culture and science.

Beside other things, these principled theoretical-scientific stands in complete unity, this treatment of the problem and its rational and scientific solution are also needed for the construction of the socialist society, taking especially into account the high rates at which this process has to be developed. It is known that socialism cannot be built with success and at necessary rapid rates without strongly relying on contemporary knowledge and education, on modern science and technology, without equipping the cadres, specialists and technicians, indeed all the working masses and, in particular, the younger generation, with them. The greater the past backwardness of the country which sets out on the road of socialist construction, the more imperative this task becomes for it. So, proceeding both from general considerations about the road of socialist construction and the specific conditions of our country in this process, from the beginning of its development to this day the Albanian socialist school has always worked for a solid cultural and scientific formation of the younger generation.

Today we live in the epoch of a far-reaching technical-scientific revolution which has included the whole world, of course, with all its social and class differences. A fundamental characteristic of this revolution is the enhancement of the great role of science, which has become a direct productive force, and the rapid increase of knowledge and the expansion of its theoretical and practical range, which calls for a more modern education and higher scientific formation.

This technical-scientific revolution now develops with great speed in our country, and puts on the agenda the active utilization of the more valuable achievements of contemporary science and knowledge, and especially their application in modern production, in its many technical and technological processes.

The principle of self-reliance does not in the least prevent us from attentively following the advance of world science, the contemporary technical and technological progress and struggling to put them in practice, that is, reflecting them in the teaching and educational process of our school as well.

On these theoretical-scientific bases and socio-economic considerations are built the relations between the modern Albanian socialist school and world culture as a whole. We see these links embodied in all categories and kinds

of schools, at all levels of schooling, in all subjects and disciplines, in all structures and teaching and educational procedures.

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In Albania today the stress is laid on the need for the general qualitative strengthening of schooling at all its levels. At the 8th Congress of the Party of Labour of Albania held in November 1981, the leader of the Albanian people Comrade Enver Hoxha has said: «Now the time has come for all the forces of our education and teaching front to concentrate more seriously and in a more qualified way on raising the quality of the work of the school, without neglecting constant care to further increase the mass participation in education in general, and especially in certain of its links. This need is dictated not only by the specific internal development of education, the school and pedagogy but in the first place, by the general economic, social, scientific and technical development of the entire life of the country» (Report to the 8th Congress of the PLA, Tirana 1981, p. 140, Eng. ed.).

Among others, our school works, better than heretofore, to endow our younger generation with the necessary knowledge of contemporary level. It must be kept in mind that, in our time, knowledge develops uninterruptedly in very large proportions and at very quick rates. This phenomenon is apparent in all the disciplines that are taught in the school. However, an important development and importance have assumed today those sciences which are called the fundamental natural sciences — mathematics, physics, chemistry, biology, which renovate the theoretical foundation of many disciplines applied in technique and technology, have assumed great development and importance today. In compliance with this task active and intensive work is being done to raise the level of teaching of those subject matters in all categories of schools, to build such teaching programs that reflect the latest achievements of contemporary science.

As is known, the time dividing one scientific discovery from another and its practical application in production has become very short today. This, too, is another feature of the present-day technical-scientific revolution. On this basis, the problem of the rapid didactical processing and reflection of the newest achievements of the different special and applied sciences in teaching programs and the live teaching process has become very topical and acute. In our country, this is important especially for medium vocational education and higher education.

In the present period of development of our secondary education, the vocational schools of all types, especially agricultural and industrial, predominate. They train the new work force for all the branches of the people's economy as well as medium training technicians it needs so greatly.

The teaching process in these schools is closely linked with modern production, with its technical and technological achievements and trends. So, being closely linked with our socialist production at its present stage and in its perspective development, they reflect these processes, also, from the angle of the more recent achievements of contemporary science and technical progress.

In our higher schools, too, efforts are made to train many and different specialists of the level of contemporary science, so as to meet all the needs of the different branches of the economy and culture of the country. These schools reflect the achievements of contemporary science and technology, as a rule, on a broader profile which applies better to a small country and enables narrower specializations mainly through post-university courses.

Obviously, the Albanian school applies the world experience of teaching of the natural and technical sciences in a critical way, without ever neglecting the scientific struggle between various viewpoints. This in order to close all paths for the penetration of any idealistic and metaphysical conception. It handles these problems on the philosophical theoretical-scientific basis of dialectical materialism.

To attain all these objectives, the Albanian school today is carrying out radical changes in its teaching plans and programs, textbooks and methods of teaching, renovating all these pedagogical structures and combating all outdated concepts and practices, thereby opening the way and creating broader possibilities for the application of modern science and didactics in the work and life of school. This is the acute and complex task of the scientific-pedagogical modernization of the Albanian school which is being carried out in struggle against any narrow conservative stand.

The question is that the present-day scientific-pedagogical modernization of our school bears and should bear deeply on both the content of teaching and the forms and methods of its organization and development. However, precisely in these fields there is more traditionalism and conservatism, and the school has lagged more behind life. This is one of the reasons why everywhere in the world there is much talk about a crisis of the school and pedagogy. However, in many so-called advanced countries the way out of this crisis is sought in the transition from the traditional pedagogy to a new pedagogy — the so-called kibernetic pedagogy, which is linked especially with a certain fetishism of teaching technique, of teaching machines, in particular. Without neglecting the achievements of contemporary didactics, its broad application of kibernetics and informatics, the ever larger use of machines, we can never accept the abandoning of sound pedagogical traditions, especially the tendency towards exaggerated technicism which leads to the underevaluation of the educational aspects of teaching and of role of the teacher as organizer of the teaching process and, particularly, as educator.

The new pedagogical, didactic and educational problems that face the Albanian school today are of a complex nature. In order to make up for the new and necessary scientific information, the volume of knowledge should not only be mechanically increased, as has often happened, but also a radical change of its conceptual apparatus and a re-systematization of information into adequate didactic equivalents should be brought about, making its structures more compact and more universal so as to increase its proportion and perceptibly broaden the field of the applications of science. For a certain traditionalism which is met with also in the teaching process of our school, even in the teaching of the fundamental scientific disciplines, to be overcome, one cannot go on with grafts of the new on the old,

with patchings, with improvizations, but on the basis of a modern comprehensive conception of the whole teaching which must be graduated according to all categories of schools and years of schooling. In the live process of teaching and education more attention must be paid to the position of the student, considering him not merely as the object, but as the subject of study and education, developing his vivid creative thinking and practical spirit by integrating him into a system of independent work ranging from the formation of the habits of independent systematic learning to the intensive development of his scientific and technical imagination.

By critically utilizing the more advanced achievements of contemporary world psychology and didactics in the solution of all these problems, the Albanian school strongly relies, in the first place, on the fundamental principles of socialist pedagogy, on developing and enriching them in the process of its own revolutionization, on the new theoretical and practical experience gained during this process.

During the school-year 1981-1982 a broad popular discussion took place in the education and pedagogical circles of the country, at meetings and in the press, in which the problems of improving the quality of teaching, its scientific-pedagogical modernization were dealt with especially. As a result, measures have also been defined to solving the problems, which has already begun, gradually.

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In regard to the reflection of the outstanding achievements of world culture in the activity of the present-day Albanian school, the teaching of social and humanitarian subjects raises weightier, more acute and complex problems. These subjects deal broadly, both in the historical and actual plane, with the relationship between the past and the present, the national and the foreign, the progressive and the reactionary. Here the need emerges for a critical, differentiated approach to these problems over which a fierce struggle of ideo-scientific views has been and continues to be waged. In this struggle of a strong class character reactionary idealistic, metaphysical, cosmopolitan, bourgeois and revisionist views clash with revolutionary Marxist-Leninist materialist and dialectical views. All this stresses the need for the defence and cultivation of socialist culture, the culture of a sound national and popular spirit. A correct solution to these complex problems is also found in the consistent maintenance of a Marxist-Leninist stand towards world culture, a stand which our school takes, especially in the teaching of social subjects and, among them, of those which occupy a more important place — history, literature, geography, which are extensively taught in the 8-year school and in the secondary school of general education, in the first place.

Along with a broad study of the national history of Albania, our school pays great attention, with due consideration of the age of the students, to the general history of the world divided into separate courses according to historical epochs. The Modern History and the History of the Middle Ages are dealt with in the second higher cycle of school of general compulsory 8-year education. Taking into account the importance and actuality of events, Modern and Contemporary History are taught both in the 8-year school (more simply) and in the secondary school (more deeply and extensively). Obviously the teaching of general history focusses on the main, more important and more typical events of all historical epochs, from Antiquity to our days, and deals with historical problems from the Marxist-Leninist positions of the materialist interpretation of history, treating the objective laws of the historical process, proving the role of the class struggle as a motive force of this process, and underlining the major role of the popular masses as creators of history. The teaching of history dwells especially on historical events of a progressive character in all epochs of social development.

From these same positions is taught world literature, too. The students of the 8-year school acquaint themselves, by means of beautiful passages of a sound content and an excellent artistic form selected according to their age, with the main foreign progressive authors. The secondary school, for its part, has a relatively more complete historical-literary course, which gives the students a general panoramic view of the whole world literature from Antiquity to our days and this course deals with the main literary-artistic epochs, directions and trends — the classical literature of the Antiquity, of the Renaissance and Humanism, of Classicism and Illuminism, of Critical and Socialist Realism. The concrete literary-artistic analysis in this course is carried out, in the first place, through the major works of such outstanding authors as Homer, Aeschylus, Dante, Cervantes, Shakespeare, Molière, Byron, Goethe, Balzac, Tolstoy, London, Gorky, Mayakovsky and others. Along with the study of these progressive authors and the analyses of their major works, the students are taught to take the right stand towards the complicated phenomena of the historical-literary process, to criticize reactionary tendencies and, in particular, the more blatant manifestations of decadent and modernist art and literature of the past century and the present century. In this manner, the teaching of literature serves the ideo-aesthetic education of the younger generation in the communist spirit.

The study of world geography, especially of its political and economic aspects, is also imparted in a spiral process, first in the 8-year school and then in the secondary school. In his geography lessons the students get to know the situation and the evolution of the political map and the economic development of the world today, focussing, here too, on the main and more characteristic regions and countries. Along with information from modern history, the teaching of the political and economic geography of the world prepares the student to take a critical stand towards the phenomena of decay of the present imperialist and revisionist world, proceeding from the Marxist-Leninist theses and the contribution the Party of Labour of Albania and Comrade Enver Hoxha have made and continue to make to the study of these processes.

Besides these subjects, the students develop correct philosophical, ethical, and aesthetic concepts through classes on the elements of Marxism-Leninism, as well as through the broad educational activity carried out out of school by the teachers and the organizations of the youth and the young pioneers. In this manner, they have a broader picture of the outstanding and progressive

values of human thought in the past and present, both in the socio-political aspects and others.

It is evident that the 8-year and secondary schools teach only the fundamentals of the world progressive culture of the past and present. Its more profound study, with richer information and more comprehensive treatment, with confrontations and stands, is done especially in the specialized courses of the higher school, in the faculties of the historical, philological, geographical, political, philosophical, juridical, artistic and other branches.

Here we must add that the teaching of foreign languages, organized in e systematic manner, helps the pupils and students to get into direct contact with world culture and science from authetic sources. Beginning from the 5th form of the 8-year school the pupils have to choose one of these three main languages: English, French and Russian.

While dealing in brief with the place world culture occupies in the teaching of social subjects in the Albanian school, we cannot fail to point out here that national culture is also extensively taught in all its fundamental aspects and manifestations, past and present, dwelling especially on its outstanding and progressive values, as well as its present development. Objective is to create in the students a sound socialist national spirit opposed to any narrow nationalist tendencies, in conformity with the principle of proletarian internationalism. Without elaborating on this problem, we must stress that this stand is becoming more and more actual today, and is absolutely necessary in our struggle against the ideological diversion and cultural aggression from the capitalist and revisionist world, especially from the great powers, the more so since under the banner of the so-called modern internationalization of culture, it is carried out with the aim of denigrating the national culture of the smaller peoples. Although small in number, the Albanian people have an ancient history and culture, outstanding cultural traditions and their present socialist culture of a high level. They, too, have made and are making their modest contribution to the treasury of world culture. On this basis a consistent struggle is waged, both against xenophobia and xenomania, and this is reflected in the activity of the school.

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It is obvious that our school lays only the foundations for an ulterior systematic acquaintance of the younger generation with the outstanding values of culture and science. It is the first systematic source of their acquaintance with these values. In the school and then in life the youth have the possibility to acquaint themselves with these values through the many and powerful mass media. Our school is faced with the task of better harmonizing its activity with the activity of these media which complement, indeed increase, the influence of the teaching-educational process of the school. Although this is a broad problem in itself, we cannot fail to say something about it.

A great diversity of artistic, scientific and technical literature have been translated into Albanian. Valuable work has been done especially in translating and publishing in large circulations especially the famous works of the outstanding classics of other countries, from Antiquity to our days, as well as of contemporary progressive authors from all the countries of the world. A particular place among them is given to the works of the best children's writers. The current information of the achievements of world culture, science and technology is reflected in dailies and periodicals. All these sources of knowledge are also to our reader available in the broad network of libraries which have their funds of scientific and technical works in foreign languages.

The radio and TV carry out broad activities. In their daily broadcasts the Albanian radio and TV regularly inform their listeners and watchers about international political, economic, cultural, scientific, technical, musical, artistic and other events. Our TV has regular programs of foreign films, which are selected according to their artistic and ideological values. Foreign films, chosen according to the same criteria, are shown in all the cinemas of the country. The theatres and the other cultural institutions work in the same spirit.

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The links between the Albanian school and world culture are established on correct ideological, scientific and pedagogical criteria which take account of current progressive values. The present Albanian school, the present Albanian culture, with a sound national and socialist spirit, are closely integrated with the traditional values and progressive achievements of world culture, while always maintaining towards its phenomena a critical stand and waging a principled and consistent struggle on both sides — both against xenophobia and against xenomania, both against sectarian exclusiveness and against cosmopolitan submission and blind imitation of foreign things.