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**EDUCATION AND INSTRUCTION IN THE SPIRIT OF BROTHERHOOD AND UNITY
WITHIN EXTRACURRICULAR ACTIVITIES OF THE PUPILS AT SCHOOLS IN THE
SOCIALIST AUTONOMOUS PROVINCE OF KOSOVO***

It should be noted that extracurricular (free) activities of the pupils should not be equated with merely leisure time or recreation. These pupils' activities should be also considered "an integral part of the integrated programmatic-methodological and organizational structure"¹ of the education system. And for this very reason "schools and other educational institutions have to, on the one hand, assume the social responsibility for the life, development and socialist education in the leisure time of the young generation, developing and promoting the non-compulsory forms and contents of the educational activities...."²

Some studies published in the industrially developed countries confirm that it is possible to shorten, through so-called emancipative didactics or through a more efficient and more successful utilization of the leisure time of the pupils, the time for an efficient mastering of the compulsory educational programmes,³ even up to 40 per cent.

The free, i.e. extracurricular, pupils' activities (insofar as they are organized according to their age and according to their individual psycho-physical capabilities), have a great pedagogical-social import. Namely, the pupils in the new, changed conditions with respect to the process of standard education, freely manifest themselves, properties of their will and character, their disposition, gift and talent (which cannot be imagined within the framework of standard education).⁴

The social extracurricular activities of the pupils in the schools of SAP Kosovo have, on account of their specificity (above all, of their multinational or multicultural aspect), a strong socio-political and ideological-educational character. Through these activities, the pupils most suitably supplement their knowledge gained in the course of their standard education, deepen, concretize and materialize their mutual acquaintance and respect, togetherness, brotherhood and unity of our peoples and nationalities. It is known that the goal of the entire system and process of education in this country is the formation of a free, manifold socialist personality, the formation of a scientific dialectical-materialist world view, the acquisition of the young generation for professional work and the preparation of the young generation for professional work and for an active and efficient integration into the social life and self-management processes, etc.

* Original: Serbo-Croatian, 10 pages

Within this context, standard regular instruction as the most organized form of education offers to the pupils planned and systematized indispensable knowledge for a correct attitude to both human and inter-nationality relationships, while developing also the care and respect for as well as tolerance of man independent of his national, religious, social and racial affiliation.

The overall free social activities of the pupils offer an unique opportunity for materializing the above-mentioned humanitarian goals of education. "These educational activities are carried out on the basis of the principles of the self-management organizing, social engagement, satisfying the interests, individual inclinations and the needs of the pupils for independent work, creativity, games and recreation in the various fields of social life, science, technology, arts and sports."⁵

There exist a large number of forms and aspects of extracurricular activities of the pupils. In essence, free, extracurricular activities of the pupils can have a scientific, cultural-artistic, socio-political, technical and production, sporting-recreational character, etc. "The work of the sections, circles, groups, associations, and clubs as basic organizational forms of free activities, is organized upon the proposal made by the pupils' community, the Socialist Youth League, the Teachers' Board and professional sections, and on the basis of the autonomous and free decision-making on the part of the pupils as to the kind of activity they want to participate in actively."⁶ Of course, the contents and programmes of these activities must be realistic and based upon the specific circumstances of the school in question, and open to the pupils of all the nationalities.⁷ This means that in these activities the pupils of all our peoples and nationalities are associated, socialized and enriched in terms of their interpersonal relationships, (both friendly and collective), as they cultivate their common life, work, learning, entertainment, and recreation, and strengthening the conscious socialist discipline (a positive attitude to work and social property). All of this inevitably influences the pupils' further development of the idea of brotherhood and unity of our peoples and nationalities.

Through their free activities of the cultural-artistic character the pupils get acquainted with the past, cultural heritage and progressive achievements of all our peoples and nationalities. In this context, a special place has been given to the achievements of our National Liberation Movement and the Socialist Revolution, brotherhood and unity, equality of rights and equity, and the like. All this without doubt exerts a strong influence upon mutual respect, tolerance, solidarity, compassion, and helps develop love for socialist self-management of today and for a happier common future. The experiences gained so far, equality of rights and equity of our peoples and nationalities, in all the spheres of social life, form the groundwork of a more efficient education of the young generations in the spirit of togetherness, brotherhood and unity.

Through their free activities of the sporting-recreational character the pupils associate, engage in recreation and compete in various sports disciplines. Here, too, correctness, decent and

civilized behaviour are fostered and the spirit of co-operation and tolerance is developed. It is essential that, in these competitive disciplines, the competitors are first of all considered collaborators, where, of course, the winners are those who (have trained most) possess the strongest will and other such characteristics.

Finally, we must emphasize the great significance of the free-time activities of the technical and production kind in the education of the young generations in the spirit of brotherhood and unity, co-operation and common living. In the production and other socially beneficial work of the pupils, performed also through the free activities of the pupils, one can observe, among other things, a very efficient implementation of our Marxist and self-management ideology. Given our present socio-economic level, there is more and more socially and pedagogically imperative that Marxism and self-management be studied within the province of praxis, i.e. no longer solely through textbooks, but prevaillingly through direct integration of the pupils into the process of production and social self-management.⁸

Essentially, the linkage and integration of education with production and with associated labour as a whole are not merely our general strategy within this important social activity, but, at the same time, also our ideological-political and class conception of the entire socialist self-management transformation of education.

In other words, in order to successfully realize the Marxist ideological-political education of the young generations (in the spirit of our socialist self-management and proletarian internationalism), we must organize social practice, such as production work (and practice) within the organizations of associated labour, production and other socially beneficial work at schools, local communities, and the like. Thus, these activities, along with their technical and professional character, have to a greater extent a human and social character.⁹

The great pedagogic role of work has been emphasized by classical pedagogues; in particular, by the socialist (Soviet) pedagogue, A. Makarenko, who proved it both theoretically and practically. He even established that a youth collective can be most efficiently formed and maintained if based upon the principles of working education. However, he also pointed out, at the same time, that work in itself, not planned and spontaneous work, without a parallel socio-political education does not yield any educational advantage. "You may press, as much as you like, a man to work," Makarenko has stated, "but if, at the same time, you do not educate him politically and morally, if he does not participate in social and political life, his work will be merely a neutral process not yielding any positive result."¹⁰

Thus, the work and production (and free) activities of the pupils offer great possibilities for a successful realization of the goals of our socialist self-management education and for the education of the young generation in the spirit of self-management, common life and work, brotherhood and unity, mutual respect, solidarity, and the like. These activities enable the cultivation of the conscious socialist discipline, in particular,

a positive attitude towards work and towards social property, which are the preconditions of the development and cultivation of humanism, altruism, and brotherhood and unity.

From the above account the conclusion can be made that the activities of the pupils of the technical and production character have a manifold import for the realization of the goals of our socialist education. Yet, no one form of the pupils' free activities should be fetishized. The multitude and variety of the forms of the free activities of the pupils offer more opportunities for their mutual acquaintance, "cultivation of their mutual confidence, sincerity, companionship, friendship, collaboration in learning, work, games and entertainment, and for training the pupils to use part of their leisure time for games, entertainment, new knowledge, joys of life and optimism."¹¹

Notes

1. Divna Marković-Lebl, "The Self-Managing Socialist School and Leisure Time," in: **Leisure Time in the Function of the Socialist Self-Management Transformation of Education and Instruction**, p. 68.
2. See: conclusions of the Educational Council of SR Croatia concerning the development of the educational-instructional activities in the leisure time of the youth as an integral part of the education system, in: **Leisure Time in the Function of the Socialist Self-Management Transformation of Education and Instruction**, p. 248.
3. Martin Petancic, "The System Approach to Education and Leisure Time," in: **Leisure Time in the Function of the Socialist Self-Management Transformation of Education and Instruction**, pp. 24-25.
4. S. Ivanović, 1976, "The Pedagogical Function of the Extra-curricular activities of the Pupils," **Prosvetni pregled**, No. 39, Belgrade, p. 5.
5. See: the "Uniform Curriculum and Programme of the Educational Work in the Elementary Schools," 1977, Pristina, p. 307.
6. See: the "Curriculum and Educational Programme of the First Phase of Secondary and Vocationally-Oriented Education," 1977, Pristina, p. 378.
7. *Ibid.*, p. 370.
8. Stevan Bezdanov, 1976, "The Integration of the Pupils into Associated Labour: Secure Principle of Education and Qualification for Self-Management," in: **Education of the Youth for Self-Management**, Novi Sad, p. 31.
9. Stipe Suvar, 1977, **The School and the Factory**, Skolska knjiga, Zagreb, p. 175.
10. A.S. Makerenko, 1957, **Selected Pedagogical Papers (Educational Methods)**, Sarajevo, p. 21.
11. See: the "Uniform Curricula and Programme of the Educational Work in the Elementary Schools," 1977, Pristina, p. 308.