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Didactical principles in the teaching and education for human relations

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Abstract

The paper deals with the question for education for human relations in the teaching. The education for human relations is one of the priority tasks of the teaching as a social phenomenon. In fact, this task is closely connected and it is even included in the function of teaching which refers on the young person as a member of the society. On the other side, the teaching is based on certain didactical principles which are leading maxims in its preparation, organization and realization. In that context the paper is turned to the link of the system of didactical principles and the education of human relations. Here we try to point to the role and meaning of the didactical principles and their orientation towards the development of the humane relations, and the accomplishment of the function of teaching which refers on the encouragement of toleration and respect for others.

Keywords: didactical principles; education; humane relations; teaching.

1. Introduction

The globalization of society today, among other things, highlights the process of humanization. In this sense, education for human relations is one of the priority tasks of teaching as a social phenomenon. In fact, this task is closely related to the function of teaching which is related to preparing young people for active participation in society tomorrow. Namely, social life sets certain requirements to a person, it preconditions certain patterns of conduct without which relations within a community cannot be normally realized. It is a well-known fact that the organization and realization of teaching is based on fundamental principles such as systematic teaching, gradation, and availability, adaptation to the age of the pupil, individualization and differentiation. Adherence to principles is aimed at the development of human relations in education. On the other hand, teaching as a process of individuation and socialization is directed toward acquiring skills, knowledge, fostering tolerance and respect towards others. The text that follows tries to determine the importance of teaching principles in the process of education for human relations.

2. From the angle of humanity in the relationship or about the essence of human relations...

The problem of human relations is always of concern to mankind and it never ceased to be explored in science. Relation to man has a central role in this complex problem as the highest value and the essence and forms of behavior towards him. Each individual as a social being is involved in a variety of relationships and contacts which the extent of its development significantly depend on. Human relations in the broadest sense are relationships that

recognize the value of man as a person, his right to freedom, happiness, development of skills, opportunities for expressing his own personality. Human relationships involve respect for the personality of the man and his dignity. With human relationships violence is denied, as well as racial and any other kind of discrimination, such as wars. Human relations are not explained only by the characteristics of man but with the objective laws of development of a society. Hence the principles of human relations are closely related to: respect for human autonomy, absence of offense, beneficial actions for others and fairness and honesty in behavior. Only with human relationships between people, a society is moving towards progress. This is the very social concept on which the upbringing for human relations is based. Here I would especially emphasize the teachings of K. Rogers and J. Dewey who emphasize the importance of human relationships in the community where a person is being developed. Upbringing for human relations is realized through teaching in a most organized and intentional manner. Teaching as a social phenomenon is directed not only towards education but also towards upbringing of a young person.

3. How does teaching teach humane relations?

The problem of educational activity of teaching can be studied from several aspects. At the determination of the term teaching it says that teaching is an organized process of education. Educational influences in teaching are intentional, purposeful, focused, organized, systematized and guided by the teacher. Teaching has educational effect through the contents elements determined in the curriculum and defined in teaching subjects. The educational effects of teaching are also present in the teacher's personality as an organizer, planner and the one who realizes the teaching. The institutional form of teaching in all its complexity is aimed at organized educational impact on young people because school is both an institution and a community of people.

The complexity of the teaching process is expressed in the didactic-methodical apparatus which includes means, forms, methods and strategies of teaching. We cannot deny the fact that the dialogical method is based on question-answer system and is dominant in teaching, it directs education of human relations into the form of respect of others and creating opportunities for expressing the personality of each student, unlike the monologue method.

The communication paradigm of teaching is another dimension which confirms the education of human relationships in teaching. Communication and training are the phenomena that are supplemented in the direction of the processional side, social determination, target orientation, human nature, and the opportunity for individual expression of each person in the community with other people. In both processes simultaneously the individual and social nature of a human individual stands out. After all, communication is the "opposite" of alienation. Without its "internal" and "foreign" presence the processes of education and self-education leading to thorough development and fruitful socialization of the human individual cannot be imagined.

Teaching as a social product and an instrument in its processional nature is based on certain principles that drive the process closer to the education of human relations. In didactic literature they are known as instructional or didactic principles. Our aim in the paper is not to explain their meaning and essence. The aim of this paper is to point out their place and role in the so-called hidden curricular goals, and that is education for human relations. For this purpose we will mention the principle of individuation, differentiation, integration, awareness, consistency, adaptation and access to the age of the student. Adherence to the principle of differentiation in teaching means meeting the demands for respect for differences among students in their psychophysical development, their capabilities, experiences, abilities. Thus we help students to use their potential for personal development. Individualization and differentiation in education implemented through various elements (content, methodical aspects) also include adjustment of teaching to the age of the student and respect for individual differences. The principle of availability in teaching stems from the requirements for: the new knowledge to be based on the previously adopted knowledge; the system of knowledge to contribute to the intellectual development and lead to new quality; knowledge to become an inner need of the students understood and experienced as a necessity for life.

If these requirements are met, then we can speak about the upbringing of a young person in the direction of humanity in relations with other people. The principle of awareness is an axiom in teaching which confirms the intention of educating for human relationships because the conscious activity of the student in teaching is a driving force of his development, self-education and an expression of the personality of each individual.

So, teaching principles fully correspond to what is called modern values and characteristics of education for human relations. Those are freedom, equal human rights, tolerance behavior, empathy and altruism.

Freedom as one of the most important human values in society and, through it, in teaching it is a prerequisite and condition for the freedom of a person. The degree of freedom in the classroom determines the limits and possibilities of the freedom of each student. Governed by the principle of differentiation and individualization in education the assumptions of freedom of the student are met, which provides conditions for democratic education and education for human relations. Furthermore, the student's freedom is expressed in his/her commitment to individual educational goals and content, behaviors and manners of communication. Education for human relations involves creating pleasant conditions for satisfying human needs and the needs of each person, i.e. equal human rights. The basic ideas in human relations such as respect for human dignity, respect of his/her rights and freedoms are the basic ideas in educational influences on the creation and nurturing of human relationships. Tolerance as a feature of human relations is closely linked with freedom and equality. And all this together is a precondition for empathic connections and altruistic relationships between people.

4. And something for the end....

As it can be seen, education for human relations, among other things, is conditioned by the respect for fundamental didactic principles in teaching. In their systematic connectedness they indicate what is humane in relationships between people directly involved in education - teacher and student, and, through them, also the relations in the wider community. In addition, as teaching principles act in their unity as a system thus values which determine human relations are closely linked in a system of unbreakable ties.

Hence the education for human relations in teaching should be seen as a priority in the modern educational process and as a part of the hidden curriculum of modern school.

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