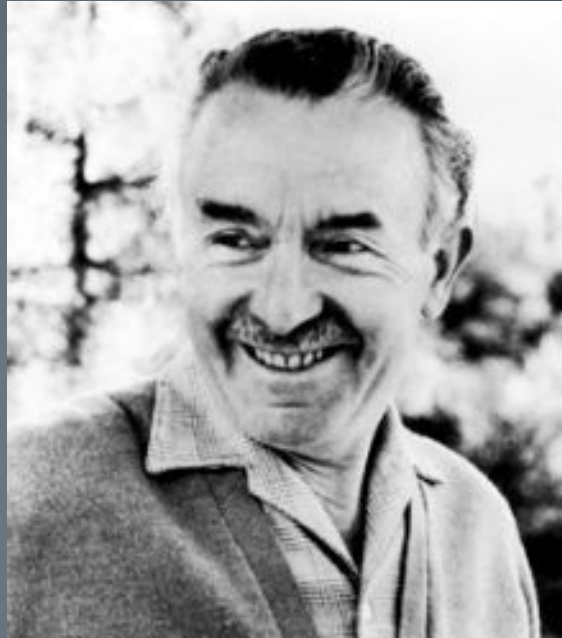


# CÉLESTIN FREINET



Célestin Freinet (October 15, 1896 - October 8, 1966) was a noted French pedagogue, and educational reformer.

# Brief History of Celestin Freinet

- Freinet was born in Provence as the fifth of eight children.
- His own schooldays were deeply unpleasant to him, and would affect his teaching methods and desire for reform.
- In 1915 he was recruited into the French army and was wounded in the lung. He never recovered completely, and suffered throughout his life from a shortage of breath.
- This was partly responsible for the nature of his educational innovations, in which pupil activities took the place of the habitual 'chalk and talk' of the teacher.

- In 1920 he became an elementary school teacher in the village of Le Bar-sur-Loup. It was here that Freinet began to develop his teaching methods.
- Between 1929 and 1933 the Freinets developed and enlarged the movement they had founded.
- Freinet later left the public education system and in 1935 he founded an independent school nearby in Vence.
- There, Freinet applied and developed his techniques until 1940.
- Freinet died in Vence in 1966. His movement continued after his death and Elise Freinet, the wife of Celestin Freinet kept alive the memory of her husband.

# FREINET TECHNIQUES

Freinet's basic philosophy is that which underlies what he himself called 'techniques for living'. This formula is a way of expressing a fundamental distrust of everything formal, everything forced and artificial, and having a grateful trust in nature.

# Freinet Techniques

- ❖ Learning Printing Technique
- ❖ Free Writing
- ❖ School Correspondence
- ❖ Field Investigations
- ❖ Work Schedule
- ❖ Self Correcting Files
- ❖ Classroom Assembly

# The Essential Concepts of Freinet Pedagogy

During his periods of detention at the time of the Second World War Freinet wrote his core works on pedagogy. There are 5 important concepts of Freinet's pedagogy.

- **Pedagogy of Work**- Meaning that pupils learned by making useful products or providing useful services.
- **Co-operative Learning**- Based on co-operation in the productive process.
- **Enquiry-based Learning**- Trial and error method involving group work.
- **The Natural Method**- Based on an inductive, global approach.
- **Centres of Interest**- Based on children's learning interests and curiosity.

# The Left Critique of Freinet Pedagogy: 1st Wave

Between 1950 and 1954, Freinet was vigorously attacked by intellectuals of the French Communist Party, who accused him of several things. These include:

- promoting a notion of school based on an outmoded rural ideal,
- downplaying the role of the teacher,
- stressing process rather than content,
- exaggerating the importance of children's spontaneous behaviour thereby reinforcing principles dear to bourgeois individualism (simply understood as selfishness for personal gain).



# The Freinet Myth and the Influence of the New Education movement

- ❑ It is generally believed, for example that Freinet's war wound lay at the root of his efforts to radically change his teaching methods.
- ❑ Since he was unable to keep speaking for very long, he had to invent Co-operative Learning and Child-Centred Techniques.
- ❑ Freinet's pedagogical theory is not only based practical techniques, but may also be seen in a larger philosophical and political context.
- ❑ His followers see him as a pedagogical genius and he is now recognized in the context of the international New Education movement.

# A Child-Centred Pedagogy

- The New Education has to be seen in the Romantic tradition of the philosophy of education.
- These educators recommended a return to the origins of childhood which is regarded as "innocent" and full of promise.
- The effort to adapt the child to modern, industrial society through school is essentially an act of corruption.
- "Natural education" offers a way to resolve these problems by introducing community-based activities such as manual labour and craft work. They are considered as more healthy and formative.

Freinet's pedagogy stands in this tradition when *he praises manual work and puts children's needs and desires above all.*

# Conclusion

- Celestin Freinet's main interest was always to improve the social and cultural situation of working-class children.
- He believed that instead of waiting for a broader revolution changes are possible in classroom right now.
- Nowadays Freinet pedagogy is still a very strong, international movement covering the whole range of school levels from kindergarten to university and adult education.
- Legacy- Freinet's work lives on in the name of Pédagogie Freinet, or the Modern School Movement, practised in many countries worldwide.

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