



CHILD AS A SUBJECT OF EDUCATION

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Historical view of child and childhood

For centuries, children had zero value.

At the beginning of the 19th century the social value of the child increased. At the turn of the 19th and 20th centuries, the conviction of the child's free development resulted in the so-called child's cult, which emphasized the child's unsuspected potential and value.

In pedagogy, this turnover is referred to as Copernicus' turn in the view of the child (Ellen Key, 1900).

21st century considers the pre-school stage to be the most important in the child's life.

CHILD AS THE OBJECT OF EDUCATION

individual freedom of the child subject to the functioning of the whole collective;
instead of play intentionally organized by activity;
a fixed day regime with fixed so-called jobs
external regulation of child behavior with an emphasis on obedience and adaptation
object of manipulation of teachers in order to "teach a child"

CHILD AS THE SUBJECT OF EDUCATION

- ???

CHILD DEVELOPMENT





CHILD NEEDS (MASLOW)

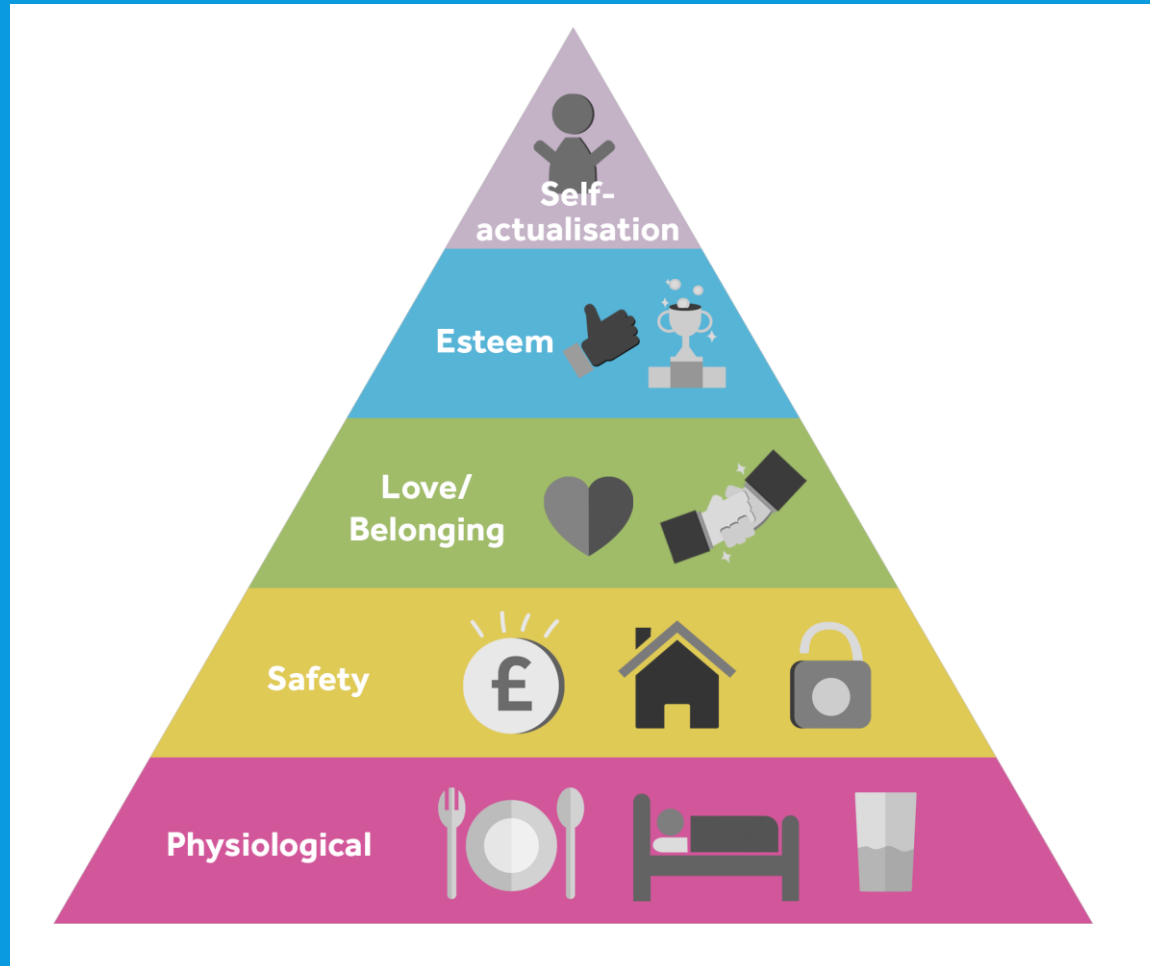
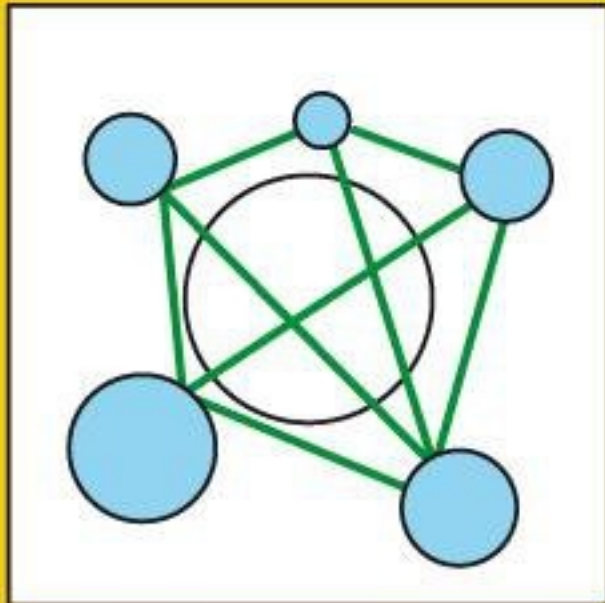
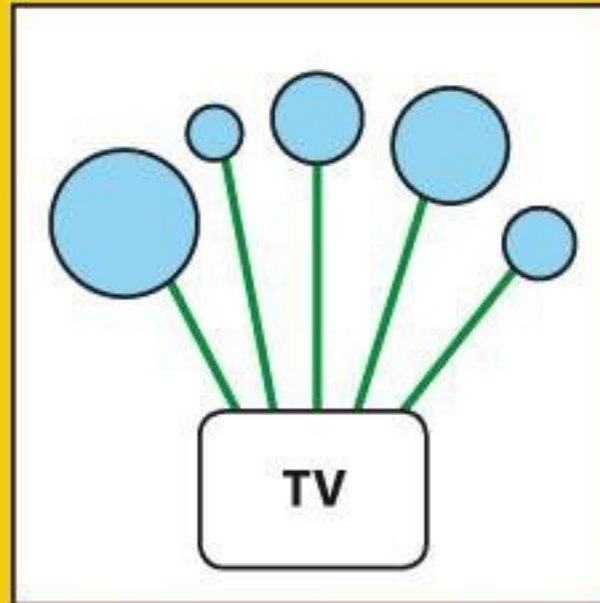


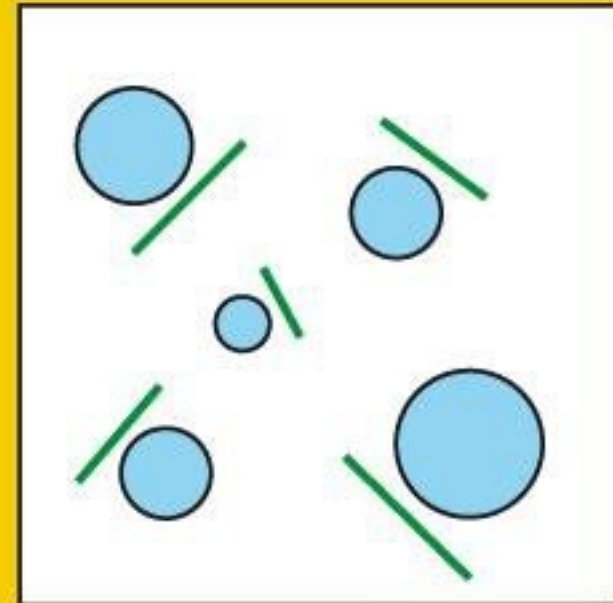
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RODINA KDYSI.
U STOLU.



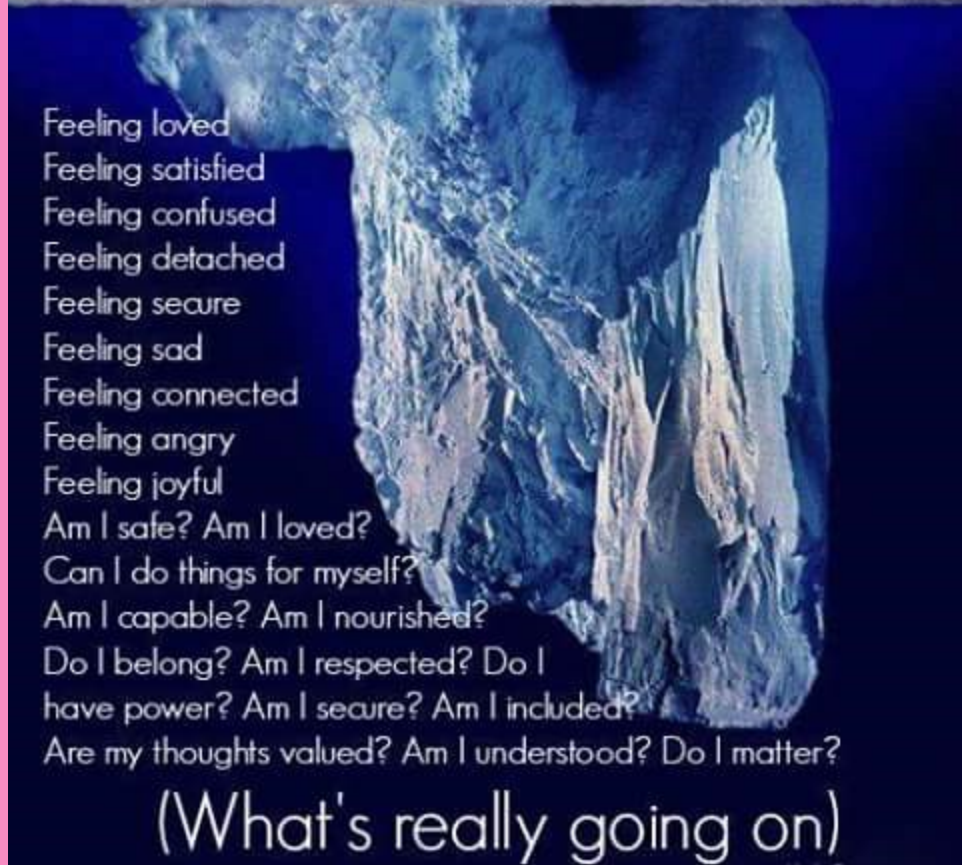
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RODINA DNES.

A Child's Behavior is an Iceberg

What you see:



Feeling loved
Feeling satisfied
Feeling confused
Feeling detached
Feeling secure
Feeling sad
Feeling connected
Feeling angry
Feeling joyful
Am I safe? Am I loved?
Can I do things for myself?
Am I capable? Am I nourished?
Do I belong? Am I respected? Do I
have power? Am I secure? Am I included?
Are my thoughts valued? Am I understood? Do I matter?

(What's really going on)



PREVENTION

- Order in environment
- Order in time
- Order in relationship



Emotional
safety

THANK YOU FOR YOUR
ATTENTION.