



Marija M. Jelić¹

Irena B. Stojković

University of Belgrade, Faculty of Special Education
and Rehabilitation, Belgrade, Serbia

Radovan M. Antonijević

University of Belgrade, Faculty of Philosophy, Belgrade, Serbia

Scientific review

Paper received: Jun 6 2021

Paper accepted: Sep 16 2021

Article Published: Apr 15 2022

Moral Development and Moral Education of Pupils

Extended summary

The pedagogical role of the school can be discussed in general or more specifically, given the extent to which the school can contribute to encouraging the moral development of students and the operationalization of the tasks of moral education. Following the theories of moral development and moral education, the paper is aimed at consideration of possible ways in which school may act in this domain, i.e., how curricular and extracurricular activities can contribute to encouraging moral development and moral education of students. The issue of moral education is inevitable, given that we are faced with a high prevalence of negative behaviors in children and youth (violence, antisocial behavior, substance abuse etc.), for which the school, as well as the wider community, fails to provide adequate educational response. Empirical research on moral education in our schools has been small, which indicates that this area is insufficiently researched and does not respond to the modern-day needs of pedagogical practice, especially the area related to the structure of school activities.

Focusing on the discrepancy between normative and practical functioning of schools, the authors emphasize in the introductory part of the paper the importance of the pedagogical role of the school from the aspect of moral development and moral education. Based on the review of the previous theoretical and research findings in this field, the characteristics of moral development are indicated as well as their compliance with the goals of moral education and the forms of pedagogical activities in schools. By considering the structure of school activities and the role of various participants in the educational process in the operationalization of the

¹ marijajelic@fasper.bg.ac.rs

Copyright © 2022 by the authors, licensee Teacher Education Faculty University of Belgrade, SERBIA.

This is an open access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0) (<https://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original paper is accurately cited.

pedagogical role of the school, and based on modern pedagogical and didactic standpoints, the opportunities offered by and the effects of the curricular and extracurricular activities on moral development and moral education of pupils are considered as well. The authors point out the capacities and key support points, but they also critically discuss the current problems and barriers to the possibility of moral development and education of students.

Considering all the components of the systemic approach aimed at encouraging the moral development and education of students, it can be concluded that the possibilities of the school are far greater than the existing achievements. In order for the school activities to contribute to encouraging moral development and moral education of students, certain preconditions are needed, both theoretically and practically. The authors of the paper emphasize that moral education of students is not sufficiently built into the educational activities of the school and that it is necessary to make additional efforts to create a more adequate and comprehensive plan and program of moral education than the existing one. Encouraging moral development and moral education of students requires a systemic approach, which emphasizes the importance of supporting the development of not only cognitive but also socio-emotional abilities and skills of students, through all school activities and through active action of all participants in the educational process (students, teachers, parents). Accordingly, it is necessary to reconsider the goals and tasks of education, the content of curricular and extracurricular activities, the relationship between teachers and students, the competence of teachers for educational work (especially in the role of class teacher) in the field of moral education. Also, encouraging moral development and positive student behavior includes the use of interactive methods and forms of work that should be tailored to the age and needs of students, adequate application of rewards and penalties, establishing rules of conduct in school with student participation in their adoption, and encouraging parents, students and the wider community to get involved in the work and life of the school.

Keywords: pedagogical function of schools, moral development, moral education, curricular activities, extracurricular activities

References

- Antonijević, R. (2013). *Opšta pedagogija*. Beograd: Institut za pedagogiju i andragogiju Filozofskog fakulteta.
- Antonijević, R. (2014). Sadržaj moralnog vaspitanja u osnovnoj školi. U: Nikolić, R. (ur.). *Zbornik radova međunarodnog naučnog skupa „Nastava i učenje – savremeni pristupi i perspektive“* (99–106). Užice: Univerzitet u Kragujevcu, Učiteljski fakultet u Užicu.
- Antonijević, R. (2017). Mogućnosti unapređivanja intelektualnog vaspitanja u školskom kontekstu kroz problemsku nastavu. U: Stančić, M., Tadić A. i Nikolić Maksić, T. (ur.). *Zbornik radova sa nacionalnog naučnog skupa Susreti pedagoga: „VasPITANjE danas“* (83–87). Beograd: Institut za pedagogiju i andragogiju Filozofskog fakulteta u Beogradu i Pedagoško društvo Srbije.
- Baucal, A., Džamonja Ignjatović, T., Trkulja, M., Grujić, S. i Radić Dudić, R. (2009). *Građansko vaspitanje – procena došadašnjih rezultata*. Beograd: Građanske inicijative.

-
- Bessa, C., Hastie, P., Araújo, R., & Mesquita, I. (2019). What do we know about the development of personal and social skills within the sport education model a systematic review. *J. Sports Sci. Med*, 18, 812–829.
 - Christenson, S. L., Godber, Y. & Anderson, A. R. (2005). Critical Issues Facing Families and Educators. In: Patrikakou, E. N., Weissberg, R. P., Redding, S. & Walberg, H. J. (Eds.). *School-Family Partnerships for Children's Success* (21–40). New York: Teachers College Press.
 - Džamonja Ignjatović, T., Pavlović, Z., Damnjanović, K. i Baucal, A. (2019). Evaluacija Građanskog vaspitanja u srednjim školama u Srbiji. *Godišnjak Fakulteta političkih nauka*, 13 (22), 9–32.
 - Đerić, I. (2005). Participacija učenika u školskom životu. U: Joksimović, S. (ur.). *Vaspitanje mladih za demokra-tiju* (167–182). Beograd: Institut za pedagoška istraživanja.
 - Đorđević, J. (1996). *Moralno vaspitanje – teorija i praksa*. Novi Sad: Savez pedagoških društava Vojvodine.
 - Đorđević, J. (2000). *Reformni pedagoški pokreti u 20. veku*. Beograd: Učiteljski fakultet i Naučna knjiga.
 - Đorđević, J. (2012). Talentovani učenici: vrednosti i moralno vaspitanje. *Srpska akademija obrazovanja*, 17, 276–290.
 - Đorđević, J. (2013). Savremeno vaspitanje – Epistemološka, semantička i sadržajna razmatranja. *Godišnjak Srpske akademije obrazovanja*, 29–50.
 - Đorđević, B., Đorđević, J. (2009). *Savremeni problemi društveno-moralnog vaspitanja*. Novi Sad: Savez pedagoških društava Vojvodine.
 - Džinović, V., Pavlović, J. i Milošević, N. (2007). Saradnja porodice i škole kao odnos međuzavisnosti: kako roditelji konstruišu problem. U: Polovina, N., Bogunović, B. (ur.). *Saradnja škole i porodice* (114–130). Beograd: Institut za pedagoška istraživanja.
 - El Nokali, N. E., Bachman, H. J. & Votruba-Drzai, E. (2010). Parent involvement and children's academic and social development in elementary school. *Child Development*, 81 (3), 988–1005.
 - Epstein, J. L. & Sanders, M. G. (2002). Family, school, and community partnerships. In: Bornstein, M. H. (Ed.). *Handbook of parenting: Practical issues in parenting* (5, 407–437). Mahwah, NJ: Erlbaum.
 - Fredericks, J. A. & Eccles, J. S. (2006). Extracurricular Involvement and Adolescent Adjustment: Impact of Duration, Number of Activities, and Breadth of Participation. *Applied Developmental Science*, 10 (3), 132–146.
 - Hebib, E., Spasenović, V. (2011). Značaj razgranate strukture školskih aktivnosti. *Nastava i vaspitanje*, 60 (1), 65–80.
 - Hebib, E., Spasenović, V. i Šaljić, Z. (2017). Funkcija(e) škole: vaspitanje i/ili obrazovanje. U: Stančić, M., Tadić, A. i Nikolić Maksić, T. (ur.). *Zbornik radova sa nacionalnog naučnog skupa Susreti pedagoga: „VasPITANjE danas“* (10–19). Beograd: Institut za pedagogiju i andragogiju Filozofskog fakulteta u Beogradu i Pedagoško društvo Srbije.
 - Hofman, M. (2003). *Empatija i moralni razvoj: Značaj za brigu i pravdu*. Beograd: Dereta.
 - Jelić, M. (2020). *Razvijanje socijalne kompetentnosti učenika u školi*. Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju.
-

-
- Jelić, M., Stojković, I. i Markov, Z. (2018). Saradnja predškolske ustanove i roditelja iz ugla vaspitača. *Specijalna edukacija i rehabilitacija*, 17 (2), 165–187.
 - Jevtić, B., Ivanović, M. (2013). Moralna dimenzija kompetencija – humanizacija univerziteta. *Zbornik radova sa Međunarodnog naučnog skupa „Nauka i savremeni univerzitet 2“* (91–104). Niš: Filozofski fakultet.
 - Joksimović, S. (2003). Mišljenje učenika o verskoj nastavi i građanskom vaspitanju u srednjoj školi. U: Joksimović, S. (ur.). *Verska nastava i građansko vaspitanje u školama u Srbiji* (70–96). Beograd: Institut za pedagoška istraživanja.
 - Joksimović, S. (2004a). Uloga vršnjaka u socijalnom razvoju dece i mladih. U: Krnjajić, S. (ur.). *Socijalno ponašanje učenika* (37–60). Beograd: Institut za pedagoška istraživanja.
 - Joksimović, S. (2004b). Komunikacija u nastavi i psihosocijalna klima škole. *Pedagogija*, 2, 1–9.
 - Joksimović, S., Ševkušić, S. i Janjetović, D. (2002). Demokratska klima u školi i vaspitanje za demokratiju. U: Avramović, Z., Maksić, S. (ur.). *Izazovi demokratije i škola* (39–48). Beograd: Institut za pedagoška istraživanja.
 - Joksimović, S., Maksić, S. (2006). Obrazovanje za demokratiju u školskom kontekstu. *Pedagogija*, 61 (4), 441–452.
 - Joksimović, S., Gašić-Pavišić, S. (2007) *Podsticanje prosocijalne orijentacije mladih u porodici i školi*. Beograd: Institut za pedagoška istraživanja.
 - Jovanović, B. (2005). *Škola i vaspitanje*. Beograd: Eduka.
 - Jovanović, B. (2018). *Vaspitni rad u školi*. Beograd: Zavod za udžbenike.
 - Jovanović, M. (2009). O postojećoj komunikaciji u nastavi i neophodnim promenama. *Nastava i vaspitanje*, 2, 201–216.
 - Jovanović, B., Jelić, M. (2014). Pedagoška podrška učenicima u koncepciji humanističke pedagogije. U: Nikolić, R. (ur.). *Zbornik radova međunarodnog naučnog skupa „Nastava i učenje – savremeni pristupi i perspektive“* (73–88). Užice: Univerzitet u Kragujevcu, Učiteljski fakultet u Užicu.
 - Jurčić, M. (2006). Povezanost subjektivnih i objektivnih realiteta razredne zajednice i njihov utjecaj na stabilnost zadovoljstva učenika razrednom kohezijom. *Pedagojska istraživanja*, 3 (2), 141–152.
 - Kao, C. C. (2019). Development of team cohesion and sustained collaboration skills with the sport education model. *Sustainability*, 11 (8), 2348. DOI: 10.3390/su11082348
 - Katz, L. G. & McClellan, D. I. (1999). *Poticanje razvoja dječje socijalne kompetencije*. Zagreb: Educa.
 - Kohlberg, L. (1971). Stages of moral development as a basis for moral education. In: Beck, C. M., Crittenden, B. S. & Sullivan, E. V. (Eds.). *Moral education* (23–92). New York: Foresman and Company.
 - Kohlberg, L. (1978). Revisions in the theory and practice of moral development. *New Directions for Child and Adolescent Development*, 78 (2), 83–87.
 - Kostović, S., Marić Jurišin, S. (2011). Škola i socio-emocionalni razvoj učenika: od interakcionističke teorije ka konfluentnom obrazovanju. *Pedagogija*, 3, 365–372.

-
- Mahoney, J. L. (2000). School Extracurricular Activity Participation as a Moderator in the Development of Antisocial Patterns. *Child Development*, 71 (2), 502–516.
 - Mahoney, J. L. & Stattin, H. (2000). Leisure Activities and Adolescent Antisocial Behavior: The role of Structure and Social Context. *Journal of Adolescence*, 23 (2), 113–127.
 - McHeal, R. (1999). Participation in high school extracurricular activities: Investigating school effects, *Social Science Quarterly*, 80 (2), 291–309.
 - McNeal, R. B. (1999). Parental involvement as social capital: Differential effectiveness on science, achievement, truancy, and dropping out. *Social Forces*, 78, 117–144
 - Meyer, H. (2002). *Didaktika razredne kvake: rasprave o didaktici, metodici i razvoju škole*. Zagreb: Educa.
 - Meyer, H. (2005). *Što je dobra nastava?* Zagreb: Erudita.
 - Milosavljević-Đukić, T. (2016). *Vaspitna funkcija osnovne škole* (doktorska disertacija). Kosovska Mitrovica: Filozofski fakultet u Kosovskoj Mitrovici Univerziteta u Prištini.
 - Miočinović, Lj. (1991). Struktura moralne ličnosti učenika u svetlu cilja i zadataka moralnog vaspitanja. *Zbornik Instituta za pedagoška istraživanja*, 23, 23–68.
 - Miočinović, Lj. (2003). Moralno vaspitanje: škola kao pravedna zajednica. *Zbornik Instituta za pedagoška istraživanja*, 35, 195–221.
 - Miočinović, Lj. (2004). *Moralni razvoj i moralno vaspitanje: kognitivno-razvojno shvatanje*. Beograd: Institut za pedagoška istraživanja.
 - Mouratidou, K., Goutza, S. & Chatzopoulos, D. (2007). Physical education and moral development: An intervention programme to promote moral reasoning through physical education in high school students. *European Physical Education Review*, 13 (1), 41–56.
 - Pearce, N. J. & Larson, R. W. (2006). How Teens Become Engaged in Youth Development Programs: The Process of Motivational Change in a Civic Activism Organization. *Applied Developmental Science*, 10 (3), 121–131.
 - Popović, B. V. (1997). Upotpunjavanje „celovitosti“: vraćanje u kolo brige, osećajnosti, ideala i vrednosti. U: Joksimović, S., Gašić-Pavišić, S. i Miočinović, Lj. (ur.). *Vaspitanje i altruizam* (19–46). Beograd: Institut za pedagoška istraživanja.
 - Popović, B. V. i Miočinović, Lj. (1977). *Moralne vrednosti dece i mladih i njihov razvoj*. Beograd: Prosveta.
 - Popović, B. V., Miočinović, Lj. i Ristić, Ž. (1981). *Razvoj moralnog saznanja*. Beograd: Prosveta.
 - Potkonjak, N. (1984). *Ostvarivanje vaspitne uloge škole*. Beograd: Prosvetni pregled.
 - Potkonjak, N. (2009). Zašto naučni skup o školi. U: Potkonjak, N. (ur.). *Zbornik radova sa naučnog skupa: Buduća škola* (3–26). Beograd: Srpska akademija obrazovanja.
 - Potkonjak, N. (2017). Nedopustiva i neprihvatljiva jednostranost strategije razvoja obrazovanja u Srbiji do 2020. godine. U: Stančić, M., Tadić, A. i Nikolić Maksić, T. (ur.). *Zbornik radova sa nacionalnog naučnog skupa Susreti pedagoga: „VasPITANjE danas“* (2–9). Beograd: Institut za pedagogiju i andragogiju Filozofskog fakulteta u Beogradu i Pedagoško društvo Srbije.
 - Spasenović, V., Milanović-Nahod, S. (2001). Stavovi učenika prema problemima i potrebama naših škola. *Zbornik Instituta za pedagoška istraživanja*, 33, 389–407.
-

-
- Stojilković, S. (2000). Moralni razvoj i moralno vaspitanje celovite osobe. *Zbornik Instituta za pedagoška istraživanja*, 32, 43–65.
 - Stojilković, S., Dosković, Z. (2006). Implicitne teorije o moralnom vaspitanju kod nastavnika. *Godišnjak za psihologiju*, 4 (4–5), 237–251.
 - *Strategija razvoja obrazovanja u Srbiji do 2020. godine* (2012). Službeni glasnik RS, br. 107.
 - Šaljić, Z. (2017). *Prevenција antisocijalnog ponašanja učenika: šta i kako raditi u školi?* Beograd: Čigoja štampa.
 - Thornberg, R. (2010). School Democratic meetings Pupil Control Discourse in Disguise. *Teaching and Teacher Education*, 26 (4), 924–932.
 - Thornberg, R. & Elvstrand, H. (2012). Children's Experiences of Democracy, Participation, and Trust in School. *International Journal of Education Research*, 53, 44–54.
 - Trnavac, N. (1992). *Škola pod lupom, škola predmet kritike*. Beograd: Institut za pedagogiju i andragogiju Filozofskog fakulteta.
 - Trnavac, N. (2000). Pregled značajnih pokušaja osavremenjivanja vaspitno-obrazovnog rada u proteklom periodu (1945–1995). *Nastava i vaspitanje*, 1–2, 17–39.
 - Trnavac, N., Đorđević, J. (2007). *Pedagogija*. Beograd: Naučna knjiga.
 - Woodhouse, M. & Fleming, D. B. (1976). Moral education and the teaching of history. *The History Teacher*, 9 (2), 202–209.
 - Wyness, M. (2009). Children Representing Children: Participation and the Problem of Diversity in UK Youth Councils. *Childhood*, 16 (4), 535–552.
 - *Zakon o osnovama sistema obrazovanja i vaspitanja* (2020). Službeni glasnik RS, br. 6.
 - Zuković, Z. (2009). *Verska nastava u srednjoj školi iz perspektive učenika i roditelja*. Beograd: Filozofski fakultet.
 - Zuković S., Klemenović, J. (2012). Obavezni izborni predmeti u školi i razvoj demokratskih vrednosti. *Godišnjak filozofskog fakulteta u Novom Sadu*, 37 (1), 35–47.