

The novel and its role in the education of human rights in schools (From theory to practice)

Gentiana Muhaxhiri

Assistant at University of Gjakova "Fehmi Agani"

Elsa Vula

Assistant at University of Gjakova "Fehmi Agani"

Abstract

The educational system constitutes the development basis of all society. But despite multifaceted wide framework of educational system, are created also problems, which destroy the foundation of a healthy society. Establishing good interpersonal relations is a challenge for all countries, but with particular emphasis on the challenge of countries which emerged from war. In a strain the creation of a favourable climate for the respect of all without distinction is a process which takes a lot of time, but it is indispensable at the same time. Without prejudging, but this "bomb tracts" a new problem has surfaced, the deep distance among theory and practice according to this issue. Since school is the place where among other things the young citizen is shaped, it is the duty of this theoretical-practical gap to be solved by treating this problem during lesson hours, respectively in novel hours (by fragmentary reading and his extracurricular reading) which is the object of this study.

Keywords: novel, role, education, human rights, school.

Introduction

Human rights are defined as basic standards without which people cannot live with dignity. Human rights are the foundation of freedom, justice, and peace. Post conflict societies have sat to themselves the difficult mission but not impossible one of restoration of healthy relationship within society, thus establishing the basis of the values on which this community will be rebuilt. The post war period in Kosovo has been filled with seminars and trainings that were focused in children's right. This infeasible fact that Albanian students before the war were faced with enormous violation of their rights, including the fundamental right of life and freedom living. But despite training, the euphoria "to aware students for their right" was as big as they were immediately confronted with a "barrage" of rights which would be positive things only in cases when responsibilities which are born with these rights would be taught in a parallel way. This resulted in the creation of a new problem after focusing only on children's rights, which their responsibilities were overshadowed to a great extent. Unfortunately, a new generation was built, who significantly gives itself the right, but does not have a problem to deny other's freedom. So not infrequently the wrong approach to the problem has taken on a new area of responsibility establishing respectively its recognition.

Novel in classes and other functions along esthetics

Starting from the importance of rights and responsibilities acknowledgement from children, in a concrete case: pupils, school texts, especially those civics ones that dedicate a special importance to human rights and responsibilities. But is that enough, now that there are “fixed figures” created about rights in pupil’s minds? Of course not. In the questionnaire conducted with fourth and fifth grade pupils in some schools in Prishtina, a questionnaire from which we can conclude a general situation. Here are some of the results: In those questions related to acknowledgement of children’s rights, appears that pupils know them well. Thus when they were asked whether they have heard of Children’s Rights Concention and if they know it or not, fourth grade pupils answered yes 100%, whereas fifth grade pupils as follows: women 92.30% YES, 7.65% NO, men: 80% YES, 20% NO. However, in that case when they were asked with Yes or No answer, in the particular requirement as “I have the right to interrupt my friend as he\she speaks since I have my right to express myself too”, fourth grade pupils answered with 68%YES and 31.5% NO (women) and 33.33% NO , 66.66% YES (men), in the meanwhile, fifth grade pupils as follows: 58.83% NO and 41.17% YES (women) and 50% NO , 50% YES (men).

Taking into account pupil’s answers it’s concluded that theoretical acknowledgement of children’s rights is in a good level, but it leaves much to be found out, which is the practice of this knowledge because this knowledge is not implemented in practical terms.

The interconnection between teaching fields

The interconnection between teaching fields is the primary principle of a successful teaching. Which means that finding an indirect form, which does not target the problem but its solution. Not in a direct and imposing manner but in a discrete form, without emphasizing the problem otherwise this would have led to the opposite of the desired object. And it would contribute to increase the efficiency learning about their rights, especially learning the responsibility that everyone has.

Like Jan Amos Comenius states: “Craftsmen do not give lectures to their prentices; the put them immediately to work. This way they learn to smith the metal by beating it, they learn to engrave by engraving, they learn to paint by paining, and they learn to jump by jumping. This means that you should allow the students in the schools to learn writing by writing, to learn speaking by speaking, to learn speaking by speaking, to learn singing by singing, to learn reasoning by reasoning.

So the schools can simply be workshops where the work is done diligently”. This means that learning the rights and the responsibilities only in a direct manner, only from a specific subject, leads to vagueness. So, it is essential to find a second path which would be more practical. “In the pedagogical process, the literature as a form of art accepts two forms of learning target: As the art of the written word it influences the students’ consciences. In the emotional and creative field; as a part of the science, the literature addresses the logical side, the motive of creating.

One cannot seek the truth without emotions. However, each emotion becomes more vivid, it gains life, intensive form of its existence, only if that emotions is reasonable. Literature classes, especially those which have the novel as their main objective, not only awaken the feeling of beauty and influence the spiritual growth of the students. This also helps their scientific preparation and can have other benefits for the students, and in long term establishment it can also influence the society in general, because it is already known fact that the growth and the development of a society are continually dependent from the growth and the development of the individual.

Why precisely literature class or to be more exact why exactly the novel? The novel continues to be one of the forms which allows much more the expressivity, or to quote R. Ismaili: "Because in the world of the great art there is something more to discover". Inside of one novel can be created different realities which are disjoint from many subjects and create their artistic identity.

But " in order to accept the novel as authentic and something that excites a person, it should reproduce things and people by being displayed by the things one recognizes; so the novel will be successful not only because of its objective truth that reconstructs it in report to the number of people, the subjective truth which expresses the assumptions of the ones it reflects, with the images of the ones that disagrees"

So it should be chosen carefully the type of the novel in order to serve the purpose and also the methodological approach, which, besides aim to increase the aesthetic effect, it is always accompanied with a dose of didactical element. This approach can and should create at the same time the effect of increasing the collective consciousness about particular issues and also the type of the novel can serve this function.

As it is noticed in a guide for teachers: " The books and poems are great resource for actual facts of violating or supporting human rights. (A good example from the English literature is the novel *Oliver Twist* from Charles Dickens, which deals with children's abuse, or from North American literature, the novel *Uncle's Tom Cabin* by Harriet Beecher Stowe, which deals with slavery". Thus, the Albanian literature also offers immense opportunities in order to include skills and different concepts for children's rights during the classes.

Among the novels that could dignity serve this human purpose by contributing at the same time their biggest reception are: *Dead River*, in which the characters are deprived by a series right starting by very basic respectively: Articles, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 23, 24, 25, 26, then novels: *White Juga*, *Flower salt*, *Children of my river*, *People*, *Commissioner Memo*, *The man with ball*, *The rose in glass*, *The rise and fall of Zyro friend*, *The devil Ark*, *Loser*, *The general of dead army*, *Chronicle in Stone*, *Castle*, *April Broken*, *Who brought Doruntina*, *Palace of Dreams*, *Concert in late winter*, *Big Winter*, *Bridge with three arches*, *File H.*, *People are frozen*, *Vicious Year*, *The Pyramid*, *Spiritus*, *Novel for Kosovo*, *White Caravan*, *Lost*, *Corpse*, *We three*, *The last city*, *Hasta la vista*, *Cave of Pirates*, *Mountaineers*, *After death*, *The smoke of house*, *Earth Bloody*, *Streets of my house*, *Crastakraous*, *Great weather*, *Instructions of passing sea*, *Byzantine Nights*, *One hundred years of solitude*. These novels which represent only contemporary Albanian literature constitute a strong and healthy foundation which according to it will suffice just a little creativity on the part of teachers and will be a discrete fusion of rights and responsibilities of man by

contributing not only an aesthetic formation but also a spiritual and citizen formation of students. In this case we must consider the interpretation methodology of novel that should be compatible with conceptual and aesthetic characteristics and at the same time to be appropriate with cognitive skills respectively experiential learners. If other number will be added to previous one for e.g. from Albanian and foreign literature then definitely the number will be multiple higher and consequently the opportunities to connect artistic experience with a sense of human respect of people's right. A good opportunity would be the most versatile function, by helping and motivating students to read fragmentary novels, screen film episodes of novels, etc. These mini-sequences can create the exact atmosphere for reading out of class and can be used from teachers to make interconnection of teaching topics inside of lesson hour, as "Values which synthesizes the purpose of education are guide values that open the individual perspective" these are national consciousness, productive, political consciousness, patriotism, human propensity for humanity, for justice, and freedom, a tendency to moral behaviour, interest in intellectual development, etc, and if these values would be synthesized may reflect more.

Conclusions

What was consisted from student's responses it is found out that the theoretical knowledge of children's right is satisfactory. James Moffett in teaching methods writes "Literature is served not only to be understood but also to feel it". But how can we realize in the same time three things: "to serve", "to be understood", and "to feel" it, and also to synthesize the emotional and rational at the same time. It is essential that from the beginning teachers should project the objectives of this issue. So, at the beginning of school year, teachers by different instruments have to take notes from pupils and to ask them for their favourite topics and writers. This list will be used for multiple functions. One element should always be taken into consideration that in all cases teachers should give a great care to artistic work, so despite the good intentions we cannot escape to that which is basic on the interpretation of novel, because in this case by trying to recover a missing piece of the students' formation, by mistakenly putting them in the second plan, which in fact is basic in the realization of literature's hours. So, in a nutshell, we can say that the interconnection of educational fields has to do with special care, depending on the practical situation, maintaining the proper degree relationship between values in order not to have a confrontation of concepts, goals and ideas.

References

- Aliu, A. (1983). *Artikuj kritikë*, Pristina.
- Aliu, A. (1987). *Ese letrare*, Pristina.
- Bahtin, M., (1980). *Çështje të romanit*, Pristina.
- Bashota, S. (2001). *Domethënia e ideve letrare*, Rilindja, Pristina.
- Care international (2008). *Edukimi mbi të drejtat e njeriut dhe mësimdhënia ndëraktive*, Pristina.
- Ismaili, R. (1991). *Poetika e prozës së Jakov Xoxës*, Pristina.
- Karamitri, E. (2001). *Arti i mësimdhënies në letërsi*, Erik, Tirana.

- Krasniqi, B. (1984). *Letërsia dhe vetëdija historike*, Rilindja, Pristina.
- Luboteni, G. (1964). *Teoria e letërsisë*, Enti për botimin e teksteve i RSS, Belgrade.
- Murati, Xh. (1998). *Pedagogjia e përgjithshme*, Logos. Skopje.
- Qosja, R. (1969). *Kritika letrare*, Rilindja, Pristina.
- Qosja, R. (2005). *Tri mënyra të shkrimit shqip*, Toena, Tirana.
- Uçi, A. (1980). *Probleme të estetikës*, Rilindja, Pristina.