

Educational practices and the contribution of social and cultural approaches to the family

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Abstract

Considered as an informal process, family education contributes to the development of the child and his socialization. There have been numerous attempts to determine the nature of this education and its consequences taking into account here the complexity of family interactions as well as social contexts. This paper highlights the issues of the consequences of educational practices within the family for which all those who deal with issues of family education are interested. Family education, how can we define it? There is a reflection on the objectives and methods of family education that ensure the reproduction of society.

The question that arises is, should family educational practices be formalized just like school educational practices?

The use of the term "school form" defines precisely the formal system of school education, the result of a rationalization of educational practices implemented in institutions composed of a group of professionals, with precise programs, with ad hoc buildings, with a division of students according to level of them (Vincent, 1980). But for all school activities can we say that they are formalized and is the education within the family disorganized? We consider education as a process of interaction, respectively as a relationship between teachers and educators, a meeting between the action of educators and those who self-educate. This process is two-sided and asymmetric, but in this paper, we will mainly address the action of educators towards the educated.

Keywords: educational practice, informal process, family education.

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