

# From Dogmatic Pedagogy to Inclusive Pedagogy

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**Abstract:** *The directional method is one of the teaching methods that has accompanied this profession for decades. This method is the most used in schools. The content of the lesson is a secret of the know-how of the teacher, it is rare to meet learners, even those in upper classes informed on the whole content of a course. Learner participation in learning activities is poor. The used teaching method predisposes learners to the reproduction of acquired knowledge and poor to the production of knowledge. There is need to adapt to the new demands of the teaching profession during the training of future trainers, and a change in the teaching career.*

**Keywords:** Dogmatic Pedagogy, Inclusive Pedagogy

## 1. Introduction

Since several decades, African countries have gained independence. However, in their diversity, several sectors are evaluating at the rhythm of colonial philosophy. The D. R Congo would be no exception to this rule. The education system despite some renovations or reforms, the teaching style remains marked by the heritage of the Belgian colonialists. The D. R Congo still have at heart kept of a kinds of forced labour through the fields of cotton, coffee, sugarcane. . . , the individual result in the so called works joined the school in its practices. Teachers keep in mind that only competitive tasks are the best.

The new philosophies involve all nations. Dealing with globalization, internationality, doesn't leaves any African country indifferent; all are called to conform their educational vision to the demands of modernity; it is necessary to sought out new styles of teaching and assessment. Which is to develop the philosophy of the new school, more pragmatic than mnemonic, cooperative than competitive. This is the result of dogmatic pedagogy.

The Dogmatic pedagogy is that based solely on the affirmative or expository method. This is the oldest, most well-known method that relies primarily on the technique of the lecture. What is behind this is the assumption that: "It is enough to teach for the student to learn". [ . . . ], if he does not learn with this method, it is because he does not put enough interest into it. . . Alain RIEUNIER quoted by G. PALMADE, (1983)

This way of training young people remains anchored in the minds of Congolese teachers to the point that they are unable to let it go. Congolese teachers consider themselves better than when they expose their teachings. The learner must be in front of the subject of the day completely new to him, so that the teacher feels his *raison d'être*.

However, several companies have abandoned this way of training young people. They understood that it is not important to cling to elitism, because the future of a society will not repose on the few individuals, rather on the whole society. All the society becomes educated only if all citizens are educated. To do this, it is necessary from the base to train young people to work together, in fact, to cooperate, to

discuss, to inter-evaluate each other, to take care of the weak in order to move forward together.

What pedagogy should we applied in Congolese schools, to lead young people towards overall success?

Dogmatic pedagogy is no longer suitable for leading young people towards the transfer of knowledge and towards success, trainers should consider thinking of applying the recommendations of cooperative pedagogy. Certainly, the Congolese school faces several penalties in the training of young people in an effective way. Undertaking this study, the objective is to demonstrate to the principals and teachers that there are several other forms of education that can be used to develop learner skills and achieve goals from the base. The dogmatic, ex-cathedra pedagogy is more mnemonic and therefore less practical, consequently does not promote creativity or production among learners, rather the reproduction of what the trainer has given and as he has given it.

## 2. Development

Before talking about cooperative pedagogy, let's deal with cooperation. Etymologically speaking, the concept "cooperation" comes from the two Latin concepts: "cum", which means "with", (notion of whole) and "operare" which means "to act". Hence to act with. Cooperation is the act of cooperating, which means, to operate together; participate in a work, in a common project. It's about acting together to create something in common. Cooperation is the ability to collaborate in a common action as well as the links that are forged to develop it.

It is a mode of social organization which allows individuals with common interests to work together with concern for the general objective, [ . . . ] this action imply mutual aid and solidarity.

In the classroom, to cooperate means to learn together, with and through others and not alongside or against others. This implies real communication within the class, between the learners. This pedagogy is a learning means through which learners develop a positive interdependence. This pedagogy highlights their mutual responsibility in the process and transforms a group activity into a true cooperative activity. This interdependence is favoured by a few points below:

Activity objective, resources or executional material, tasks to be performed. . .

- a) **Activity objectives:** within a class, learners must be informed on the expectations or objectives sought, even if the definition of the objectives places the trainer at the center of the activities; because he will be tempted to orient the teaching towards said objective. Learners will need to know what is expected from them and they will do their best to achieve it. Does the national program not foresee the general objectives of different branches? Shouldn't learners know them?
- b) **Execution materials:** To achieve learning, it is not enough to provide the theory to the learners, it is sometimes necessary to move on, to the execution of certain concrete tasks. Participants must have adequate equipment according to the tasks to be performed. Schools are obliged to have such materials available for the realization of learning.
- c) **Tasks to be performed:** Learning through cooperative pedagogy is a group learning. Within it, each participant must know exactly his share of responsibility. Anyone who experiences difficulties will get help from their peers. one cannot learn anything great by being passive. During tasks in small groups, if some learners do nothing, leaving their classmates to work for them; they will not improve. For this reason, learners will need to develop mutual aid.

**What is mutual aid?** It is the act of helping each other. This is the help we give to each other in a reciprocal way. It takes the form of spontaneous and free help between people who are trying to overcome the difficulties they are facing. Hence they become united.

**Solidarity:** from the Latin "solidus", whole, consistent. Solidarity is the feeling of responsibility and reciprocal dependence within a group of people who are morally obliged to support each other. For the sake of well-founded of learners and their future, they must be initiated to experience true solidarity in the classroom. They need a training so that they discover the authenticity of solidarity during their training so that they all go towards real success. We will lead them towards cooperative pedagogy.

#### Cooperative pedagogy what is it?

It is a pedagogy that provides to the learners two skills. It aims both to learn to cooperate and to cooperate for learning. It is applied in a class or team with a climate that is intended to be constructive. This pedagogy teaches the cooperative skills necessary for satisfactory group functioning and it structures learning activities in such a way as to strengthen everyone's involvement. According to Yviane ROUILLER (2009)

Sylvain CONNAC (2009), cited by Abel MALAMANT (2016, p.10) Cooperative pedagogy is a form of teaching in which learning is possible through cooperation between the people who make up the group or those who interact with it.

To cooperate is the situation where people act, produce or learn together. To cooperate therefore means living, doing and learning together, thus accepting the heterogeneity of

the class by using it. According to Memento, cited by Abel MALAMANT (2016, p.10)

Through this pedagogy, the learner is oriented towards a construction of his knowledge and skills by working with his peers and his trainer. Applying this in the classroom, cooperative pedagogy fights against academic failure and pushes the majority of learners towards success.

This pedagogy allows the learner to:

- Develop an initiative spirit;
- Develop their capacity to participate and collaborate;
- Cooperate respectfully with learners of different skill and levels. (ibidem)

According to P. MEIRIEU, to properly define cooperative pedagogy, it should be emphasized that it is both a project and a set of tools, [...], in the classroom, the important thing is not only to learn, it is learning together under the supervision of the master. This is the set of group work techniques, but also personalized work techniques so that everyone reaches the necessary level, [ . . . ] and can actually participate in group work.

Through this form of pedagogy, learners work in small groups, they have the opportunity to learn through the trainer, but also through friends. Group work and mutual aid are the pillars of this pedagogy. It also helps them to learn one from the other, to program a joint work, to plan the stages, to compare his point of view... Sylvain CONNAC, quoted by Catherina CASTSAROS, in the Parents' school 2012 (n ° 598, p.24-25)

In view of the above, we attest that cooperative pedagogy is a pedagogy to which the trainer must resort to train future trainers. The later play a very important role in their own training and that of their peers. This is the form of teaching where the weak are supported and encouraged, on the one hand by colleagues and on the other hand by the trainer. It is a pedagogy whereby the trainer teaches the students to learn on their own.

This pedagogy aims at two aspects, learning to cooperate and cooperating to learn. Katia LEHRAUS (2002). Aligning ourselves with the ideas of KATIA mentioned above, cooperative pedagogy aims to teach young people how to use cooperation effectively and how to learn by cooperation. It is a positive form of cooperation different from favouritism and corruption. Often young people think that to cooperate is to indulge in incongruous practices in education.

In the Congolese education system, learners are trained under the dogmatic, expo-interrogative method. These methods only develop their memory, since even evaluations are geared towards restitution of knowledge rather than initiative and production.

On the other hand, cooperative pedagogy promotes mutual aid and solidarity during learning process, two nouns that must be developed among young Congolese. Nowadays, the class is no longer selective rather mass, it welcomes young people of different levels depending on the schools attended

at the base. Mutual aid and solidarity consist of this spirit of taking charge of each other to move forward together.

For learners to be able to take initiative, and understand the good sense of the concept of cooperating in the classroom, they need adequate training. Patrick LEMAIRE and Viviane GLISKMAN (2016) attest that in the broadest sense, cooperative pedagogy presents the worn-out experience for the training of trainees by setting up collaborative files. The aforementioned files have an operational objective to initiate themselves into a situation of distant collaborative learning [...] the teaching team deliberately stayed away from it so as not to interfere and let the trainees operate independently once the instructions are given. . .

The point of view of Patrick LEMAIRE and Viviane GLISKMAN clearly shows that this pedagogy uses active methods by which learners are the main actors in their own learning. The trainer becomes in the true sense of the word trainer, guide and guidance counsellor.

However, to achieve an effective application of this pedagogy, it is first necessary to train the trainers in this reality. Most teachers working in education have been trained under an individualistic, reproductive system, based more on theory and less on practice. If there is practical work, everything is based on the reproduction of the actions of the trainers. In several streams, learners do not know what a particular theory would be used for.

This option is based on the management of the school. The criticism of the school is a decades-long discussion. Ivan ILLICH (1971) quoted by Olivier REBOUL (2018, p.41) school is ineffective, since being compulsory it disgusts people to learn, and is harmful since it fails to educate the poor, [...] however, further on Ivan recognizes the merits of the school by saying "outside the school no salvation" (ibidem, p.44). This point of view of Ivan gathered at REBOUL is a mirror of our school. It is obligatory and is democratic, a position which weakens it. Attending to good schools depend on the financial means of each family. Therefore places in good schools are limited. Children from poor families have difficulty accessing it. They are excluded either by insufficient financial means or by the fact that the level of their basic training does not allow them to continue their training, children from poor families are drowned by formal lessons and overly competitive work. . These schools are very meritocratic, teachers ignore weak students.

In addition, by attesting that outside of school there is no salvation, "the author reinforces the idea of an uncooperative school. Marcel LEBRUN, treating the flipped classroom, attests that the child will learn more outside the classroom, by exchanging with his colleagues, his elders; he learns through his experiences and practices outside of the classroom. This form of training is one more reason to train young people through cooperative pedagogy. Thus the trainees develop a concern for maximum success, thus knowing how to share the pains and joys of acquisition with peers. It is by working in small groups that young people come to a certain inventions, creation, and application of certain theories.

This collaborative learning is a learning strategy where a small group of learners work towards a common goal. Without focusing on a division of tasks, all team members work together to complete all tasks. Jengh, J. C. (1997) cited by Colette DEAUDELIN (2003, p.3)

### 3. Origin of this Pedagogy

Against the ancient or medieval way of treating the learner, we ought this pedagogy from certain pioneers who raised up the tone to train young people differently. Among these pioneers we mention: Célestin FRENET, Jean OURY, Marcel LEBRUN.

- a) **Célestin FREINET** (1896-1966) French teacher, he was inspired by Dewey's pedagogy, offers the school a path likely to lead learners towards mastery of academic achievements. Its pedagogy would be the work of those working in the field, who demanded teamwork from teachers and a pedagogy whose foundation remains open and receptive. According to Sylvain CONNAC, (2009) this pedagogy stems from "new education" and "active methods" without confusing DIY and real learning. It is a project carrying the values of solidarity and freedom. For Freinet, the child is a "plant" that must be helped to develop harmoniously, while respecting certain "invariants" of pedagogy.
- b) **FERNAND OURY** (1920-1998) French teacher, author of the book entitled "From cooperative pedagogy to institutional pedagogy". Wanting to improve Freinet's educational philosophy, Oury opposes the "barracks" school, the implementation of training, which is essential to condition the pupil for learning conceived as the acquisition of automatism. Oury wants to change the relationship between trainer / learner to give trainees the ability to manage themselves. "Self-government". He proposes to replace the binary one-sided relationship between trainers and trainees in a ternary relationship, that which is created between the trainers and trainees as well a relationship between the trainees who discuss and exchange. By opting for cooperative pedagogy, trainers in schools want to lead learners towards mastery of learning by making them actively participate in their learning activities.

Several nations have abandoned the resuming of classes as a means of regulating learning and have opted for automatic passage or the single class, like Spain, Norway, Finland, etc.

However, by using the single class or automatic passage technique, regular and individualized monitoring of learners in difficulty is necessary in order to enable them to overcome their penalties. Applied in third world countries, the technique is more harmful than anything. Because we let the learners move forward with their weaknesses.

To enable the training to be effective, teachers use inclusive pedagogy. In addition to cooperative pedagogy, this pedagogy is based on active methods taking into account the inter-individual differences of learners. It has become one of the new requirements of the teaching function for proper support of learners in an individualized manner.

Teaching by using this pedagogy becomes to diversify the teaching / learning and techniques methods and multiply or vary assessment strategies, by multiplying the techniques of appropriation so that each learner grasp a good part of the knowledge enabling him to respond to the Goals.

Within a classroom group, learners exhibit differences on several levels, namely, socioeconomic level, affective, emotional, mnemonic, level of attention, physical ability, sensory, and even learning style. The teacher must know how to meet the needs of each learner in order to lead them to success.

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Benjamin BLOOM, dealing with mastery pedagogy, attests that all learners would be able to learn what we would like to teach them if we gave to everyone adequate time to learn.

If the teacher in their schools understood that time was running out for every learner, they would do their best to actually deal with it. It is not a question of masking the insufficiency of learning, rather of looking for other means to lead learners towards the acceptable margin of the level of learning. This is why in several schools, the learners who, yesterday were judged good, are criticized the following year.

The time is over, there is no longer any question of believing that a good education is that in which the majority fails, selective education. Nowadays, teaching has become that of mass, because the life of every learner depends on it. In fact, teachers are called upon to use inclusive pedagogy.

To use inclusive pedagogy, the trainer must meet the following requirements:

- Take into account the diversity of learners;
- Provide course content to learners, in printed or electronic texts;
- Construct synthetic diagrams with learners to facilitate understanding and retention of basic concepts;
- Avoid ignoring teaching not mastered by learners;
- Take into account the learning styles of learners;
- Adapt teaching methods to the level of the learners;

- Diversify prior learning acquisitions

#### 4. Conclusion

The Training of young people in schools requires multidimensional knowledge on the part of teachers. This knowledge ranges from mastery of the subjects to be taught for the teaching objectives, teaching methods and techniques to assessment techniques, through in-depth knowledge of the one being taught, and the arrangement of teaching materials. Adequate teaching.

For one to be effective in this profession, teachers remain "perpetual learners", to adapt themselves to new requirements, taking into account the needs of society, and that of the labour market. During learning activities, to date, it is more recommended to use active methods, those which place the learner in front of his learning.

Some requirements to be observed in order to lead the training of dogmatic pedagogy towards inclusive pedagogy:

- Move from teaching learner submission to participation activity;
- From competitive school to support school; from the homogeneous class to the heterogeneous class;
- From the magistrocentric school to the pedocentric school;
- From more theoretical teaching to more practical teaching, a practice adapted to the level and needs of learners.

The Congolese teacher finds it painful to place the learner ahead of learning activities, so that they learn by their own efforts. The conception of the pupil as a "disciple" who must listen and follow his teacher haunts the teacher. This must experience a migration towards the requirements of new schools. In his practice, he must move away from dogmatic pedagogy towards inclusive pedagogy via cooperative pedagogy. Cooperative and inclusive pedagogy, exceptionally based on active methods by which the teacher teaches young people to learn by themselves and that the trainers remain the guides, the guidance counsellors, the coaches. . . because, what a learner discovers through him-even is better known? We say. Whether it is cooperative or inclusive pedagogy, success depends on the basic level of the different trainees. The functioning of the basic schools have a great responsibility in the said success.

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