

Why we are raising a generation of dependent children

Sociologist Jim Hancock in 1999 wrote the book *Raising Adults: Getting Kids Ready for the Real World*, which sounds simple message: if we educate children, the children will turn out.

We bring children to the porch of the school and even the Institute, please call during the walk, give them an excessive amount of pocket money and decide which Tutors to hire. While in school for them other smart people decide what they study, to what extent, for some books which view is correct and that you need to answer the question.

A frame from m/s Dar'ya

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Here are the kids living in a vacuum: on the one hand for them to make important decisions parents from another school. While the adult world, the world of the labour market all the more successfully moving away from an industrial model of work attitude, in the world of children in school is still thriving production archaic "head-slave".

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Adults are transplanted in the open-space or work from home, deny the hierarchical vertical and communicate with the head of the "you" actively use social networks to communicate and achieve professional and personal goals and overall experimenting with your life. Children still sit in class rows, quietly listening to the teacher, solve the problems about the pool, are the works of the quotes Dobrolyubova, memorize the definitions of the proton and neutron — in short, just doing what they were told to do.

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This seems quite appropriate in the predictable world, where traditionally the older generation "knows better" that you need in life, and somehow helps the younger generation to determine his future. But today, when the pace of change exceeded the rate of alternation of generations, this approach prepares children not to "tomorrow", and "yesterday".

Mark Sartan

head of the Center for development of educational systems "Smart school"

School in the world for a very long time preparing children either to the past or to repeat this in the future. Global problem which is solved by global education today — how to determine uncertainty. Uncertainty about the future — the main feature of modernity.

The criteria "maturity", which we used in the twentieth century, today it is not working. We believed that being an adult is to fly the parental nest, to have your own house, get a stable job, family, children. Here grow the roots of the questions from older relatives "And married when? And kids? And grandchildren?". For the older generation these things are signs of prosperity of people.

In the book "let them go" Julie Lythcott-Haines, exploring the phenomenon of the modern hyperopic and public perceptions of adulthood gives the following data: in 1960, 77% of the thirty women and 65% of thirty men had families and children and gain financial independence. 40 years later, in 2000, this figure decreased dramatically: only half of women and one third of men by the age of 30 have gone through the same life milestones. Does this mean that society is becoming more infantile?

No, it just means that changed the very criteria of "maturity". Marriage, children, wages and work experience are no longer goals sought by young people.

Speaking about the aspirations of the youth, Julie Lythcott-Haines refers to the study of a group of scientists 2007: researchers asked people from 18 to 25 years prioritize the criteria of adulthood. So, they consider themselves to be independent when:

- are responsible for the consequences of their actions;
- communicate with parents on an equal footing;
- independent from parents financial;
- form their own beliefs independent from their parents, and other effects.

Now ask yourself the question: do we let children be responsible for their actions? Allows them [write my essay 4 me](#) to do school?

Read the textbook from page 125 on page 134. Do the exercises after the Chapter. Go to the pool twice a week, tutor in chemistry every Thursday and grandma on Sundays. Fields of flowers, do not drink beer, get ready for the exam nonsense.

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The world no longer works according to the instructions. The teacher has lost the monopoly on knowledge, parental experience is not applicable to modern realities, ways of development is now immeasurably more than 50 years ago, and their number will only grow.

Does this mean that parents and school have nothing more to offer children? Take your time to crawl in the direction of the cemetery, we are still important figures and institutions in the lives of children.

Head of the Center for the development of educational systems of "Smart school" mark Sartan believes that in comparison with the possibilities of self-education school has undeniable advantages: accessibility, professionals, environment, organizational experience, tools, resources. Loses she is first and foremost in attractiveness, because I do not know how to organize education in accordance with individual characteristics and needs.

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The main thing we need to change is your role in the relationship with children and their own attitude to education. We have ceased to be a source of knowledge and a beacon in a strange world. Children no longer need to memorize and perform a sequence of actions. In modern conditions they need to be able to experiment, find new solutions, to quickly navigate, and to understand, to communicate effectively and be able to work in a team.

The transformation of the traditional school model is already happening, and the introduction of the GEF testifies to this: we are moving away from exclusively subject knowledge and skills and come to the wider concept of competencies. Give the stream of knowledge "outside", taken from the teacher's withering role of the tape recorder and finally give him to work with children is really interesting stuff — experiments, games, discussions, projects, group activities.

At the moment, unfortunately, the implementation of this approach in many ways is just a sham. To make paper textbook pdf-ku or give the task to "make a PowerPoint" is not in the least bring us closer to solving the main question — how to return school sense and touch with reality.

Footage from m/s Dar'ya

In June 2017 at international education conference, Geneva centre for the development of educational systems of "Smart school" presented the technology of the life design for students. In the same month, the project became the winner of competition "School of skills of the XXI century", organized by Sberbank and the Higher school of Economics.

The authors of the project note that the graduates of even the best schools with the most enthusiastic teachers remains the problem of unformed independence, insecurity and confusion at the exit to a great life. Can be overcome with research or creative projects, but to stall on simple life problems. What to do at MSU? How to make a trip to Europe, which had long dreamed of? How to save money in gyrometer? How to get started on your own vlog?

This is due to the gap between school and life tasks. School is school, and life is life, and these two worlds in the minds of children do not overlap. Children perceive school as their work, which they need to achieve some success, and I have no idea how to work over their own lives. Technology life design helps to find the school the meaning which it must bear to educate an adult with a conscious and responsible attitude to your life. As the authors of technology, the use of the advantages of project activities in determining personal motives and values and building a personal path should be a red thread through the entire learning process at school.

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This is one of the modern pedagogical approaches which can help the school to produce confused children, and a courageous and responsible adults. What other approaches do you know?