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SOME DEVELOPMENTAL ASPECT OF ACTIVE CITIZENSHIP IN SLOVENIAN POLITICAL CULTURE

The paper summarises the results of the RP *Anthropological research of political culture and school* (1997-1999). We researched political and cultural conditions for the development of good, active and participatory citizenship. It was only in the independent Slovenia that an active citizen became an independent political subject. The main findings are that Slovenian patterns of political (non) decision-making are predominantly autocratic. Political and educational cultures are gradually becoming democratic and are still in their infancy ten years after Slovenia's independence.

The paper indicates which objective and subjective factors of socialization may promote, impede or even stop the development of democracy. A democratic political system promotes a democratic interactive citizenship. On the other hand, a latent autocratic and servant culture blocks development of democracy. Therefore, it is very important to discover and remove these blockages as they arise. In any democracy there are potential elements of totalitarianism and vice versa. Since Slovenia joined NATO and the EU, global and European citizenship have been developed.

The paper presents the differences between the western, democratic and the Balkan, autocratic political culture. The first is characterised by the trust in the democratic institutions, respect for human rights, active citizenship, pluralism of political party interests; on the other hand, the latter is seen as the hegemony of one party and one leader, hindering of democratic opposition, distrust in political institutions, violation of human rights, populism and demagoguery of the media.

The latent and partially present autocratism as well as particularism of interests, which preserve the fragmentation and heterogeneity are still present in political culture. Liberal values are prevailing in school which is presumably the consequence of the liberal party regulating the school system in the last twelve years. Some socialist values are still preserved, some Christian values are gaining grounds particularly in the licensed private schools.

The paper analyses political cultural conditions of active learning for interactive, participatory citizenship at all these three levels. We also analyse problem solving strategies and strategies to acquire democratic political and educational culture.

Interactive citizenship can develop a synergy with a positive attitude of citizens to their proper state. The state can encouragingly influence its citizens. Various civil groups could cooperate. Education could promote and develop democratic political and educational culture. The goal of education for active citizenship has school subjects, such as civic education, civic culture and ethics and society.

NEKATERI VIDIKI RAZVIJANJA AKTIVNEGA DRŽAVLJANSTVA V POLITIČNI KULTURI SLOVENIJE

Predstavljeni prispevek najprej povzema rezultate RP *Antropološko raziskovanje politične kulture in šole* (1997-99). Raziskali smo političnokulturne pogoje za razvoj dobrega, aktivnega in participativnega državljanstva. Pokazalo se je, da je šele v samostojni Sloveniji aktivni državljan postal samostojni politični subjekt. Glavna ugotovitev je, da so naši obrazci političnega odločanja in (ne)sprejemanja odločitev še pretežno avtorski in da se demokratičnost politične in pedagoške kulture postopno razvijata in da je še v prvem desetletju slovenske države še v začetni fazi.

V predstavljenem prispevku raziskujemo, kateri objektivni in subjektivni socializacijski dejavniki lahko razvoj demokracije spodbujajo, zavirajo ali celo onemogočijo. Demokratični politični sistem spodbuja tudi demokratičnost interaktivnega državljanstva, vendar pa latentna avtorska in podaniška kultura blokirata razvoj demokratičnosti. Zato je zelo pomembno sprotno odkrivanje teh blokad, da se le-te lahko odstranijo. Vsaka demokracija ima v sebi še potencialne elemente totalitarizma in obratno. Zlasti od vstopa Slovenije v NATO in EU se razvijata pri nas tudi evropsko in globalno državljanstvo.

Prispevek predstavlja razlike med zahodno demokratično in balkansko avtorsko politično kulturo. Za prvo je značilno zaupanje v demokratične ustanove, spoštovanje človekovih pravic, aktivno državljanstvo, pluralizem strankarskih interesov, za drugo pa je značilno hegemonija partije in vodstva, zaviranje demokratične opozicije, nezaupanje v politične ustanove, kršenje človekovih pravic, populizem in demagogija medijev.

Skriti in delno prisotni avtokratizem kot tudi partikularizem interesov, ki ohranjajo fragmentarnost in heterogenost sta še prisotni v politični kulturi. Liberalne vrednote prevladujejo v šoli verjetno kot posledica liberalne stranke, ki je regulirala naš šolski sistem zadnjih dvanajst let. Imamo še ohranjene socialistične vrednote. Krščanske vrednote pa so zlasti temelj privatnih šol.

Prispevek analizira političnokulturne pogoje aktivnega učenja za interaktivno, participativno državljanstvo na vseh teh ravneh. Analizira tudi strategije razreševanja problemov in strategije doseganja demokratično politične in edukacijske kulture.

Interaktivno državljanstvo razvija sinergijo pozitivne naravnosti državljanov do lastne države. Država lahko nanje pozitivno opogumljajoče vpliva. Različne civilne družbe lahko sodelujejo med seboj. Tudi izobraževanje lahko razvija demokratično politično in edukacijsko kulturo. Cilju izobraževanja za aktivno državljanstvo sledijo šolski predmeti kot so državljanska vzgoja, državljanska kultura in pri etiki in družbi.