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SCHOOL DISCIPLINE – AN INSEPARABLE PART OF THE PROCESS OF EDUCATION

RADMILA NIKOLIC

Abstract: *As the number of educational problems of students increases, both at school and out of it, professional public has again turned to discussing the issue of school discipline. School discipline is a pedagogical phenomenon understood differently, exactly because of various conceptual and terminological definitions. A dominant belief in the school practice is that discipline is normatively regulated, and usually comes down to sanctioning rule-breaking, which regulates the relationships at school. Such a repressive and negative meaning of discipline is today considered obsolete. Discipline is an integral part of the school life, and the teaching process in classes. It does not precede education, but is a part of the education process. This also answers some authors' question that "discipline is not an outdated thing". The objective of this paper is to point out to some of the issues regarding school discipline, and to try and answer some of the questions related to this phenomenon.*

Keywords: *school discipline, teaching, student, teacher, models of school discipline.*

Poor discipline is actually a way in which children punish teachers for their bad teaching technique.

(Thompson)

A necessary condition for successful teaching and learning is discipline in the classroom. Contemporary authors agree that discipline is an integral, inseparable part of school life, and that it should not be separated from the teaching process in the classroom. It is a wholesome process with three aspects: *developmental, preventive* and *corrective*, the end goal of which is to develop students' self-control. *Developmental* implies training, adopting standards and values of acceptable behavior in class. *Preventive* aspect relates to restrictions and setting boundaries in the students' behavior, simultaneously pointing out to acceptable and unacceptable behaviors. *Corrective* implies the application of strategies, teachings and procedures of intervention, so as to support acceptable behavior. The use of certain measures of correction, rewarding, punishing, etc. is implied.

Discipline at school and in the classroom has been a neglected topic in the pedagogical literature of last few decades, although it is present in practice, and

