



# ČEMU JOŠ OBRAZOVANJE WHY STILL EDUCATION

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## Druga međunarodna konferencija

*Emancipacija i/ili obrazovanje: putevi i raspuća*

## Second International Conference

*Emancipation and/or Education: Challenges and Frictions*

Beograd  
2-5. oktobar 2020.

Belgrade  
2-5 October 2020

Druga međunarodna konferencija /  
Second International Conference

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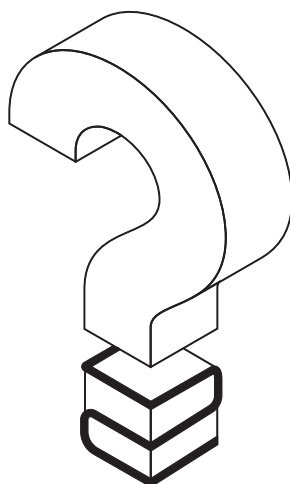
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## ORGANIZACIONI I PROGRAMSKI ODBOR / ORGANISING AND PROGRAM COMMITTEES

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## ČEMU JOŠ OBRAZOVANJE? 2 (VIZIJA KONFERENCIJE)

Godišnje konferencije *Čemu još obrazovanje?* zamišljene su kao otvoreni naučni forum koji će doprineti promišljanju i razvoju obrazovnih strategija, omogućiti prostor razmene iskustava i znanja i podstaći na plodotvorno iskušavanje postojećih obrazovnih praksi. Namera konferencija je da na jednom mestu okupi teoretičare obrazovanja različitih provenijencija i orijentacija (filozofe, sociologe, pedagoge, andragoge, psihologe, politikologe, antropologe, istoričare, stručnjake za upravljanje obrazovnim sistemima), kao i obrazovne praktičare (nastavnike, autore udžbenika, inicijatore dopunskih obrazovnih aktivnosti, predstavnike alternativnih obrazovnih programa). Budući da namerava da poveže istraživače i praktičare iz disciplinarno različitih oblasti istraživanja, kao i iz različitih kulturnih sredina, naslov ovogodišnje Konferencije glasi: *Emancipacija i/ili obrazovanje: putevi i raspuća.*

Odnos obrazovanja i emancipacije u savremenosti obiluje napetostima. Naslednici smo emancipatorskog potencijala prosvetiteljstva ali, kao nikada ranije, sumnjičavi prema njemu. Različite intelektualne orijentacije druge polovine dvadesetog veka – poput postkolonijalnih studija, feminizma i tako dalje – izložili su čitavu tradiciju prosvetiteljskog obrazovnog optimizma brižljivoj, prodornoj i povremeno razornoj kritici. Upravo zato što je klasični ideal emancipacije kroz znanje postao problematičan ili čak zastareo, čini se nužnim iznova promisliti i artikulirati samu ideju emancipacije. Želimo da istražimo da li, i u kojoj meri, pri propitivanju emancipacije, moramo da iznova mislimo i ulogu i cilj obrazovanja.

S obzirom na višeznačnost pojmova emancipacije i obrazovanja, očekujemo konferencijske priloge koji tematizuju i problematizuju njihov odnos. Neka „večita“, ali i do sada nedovoljno razmotrena pitanja se neposredno nameću: ko je subjekt emancipacije? Emancipacije od čega? Šta uopšte zamišljamo kada govorimo o emancipatorskom obrazovanju? Da li se obrazovanje koje emancipuje danas razlikuje od obrazovanja koje je ranije emancipovalo? Još (auto)refleksivnije: možemo li kritikovati ideološke, normalizujuće, konformističke funkcije obrazovanja, a i dalje zastupati njegovu emancipatorsku ulogu? Konačno, da li je emancipacija uopšte poželjan cilj obrazovanja; ne instrumentalizujemo li obrazovanje već unapred postavljanjem tog pitanja?

Razumevanje odnosa emancipacije i obrazovanja umnogome utiče i na praxe potonjeg. Učitelji, nastavnici, profesori i drugi delatnici u obrazovanju, kao i donosioci odluka koje se odnose na politike obrazovanja, imaju vlastite, često suprotstavljene, vizije ovog odnosa. Da li i, ako da – kako, te vizije ostvaruju određene nastavne metode i sadržaje koje nalazimo u nastavnim planovima i programima? U kojoj meri zakonska rešenja određenih obrazovnih sistema podstiču, odnosno obehtrabuju, emancipatorski potencijal obrazovanja? Da li je i, ako jeste, kakva vrsta promena neophodna u tom pogledu i kako se ona može postići: drugačijim školovanjem, neformalnim obrazovanjem, reformom metoda podučavanja, učenja i ocenjivanja, novim nastavnim programima i udžbenicima? Dobrodošle su, dakle, i sve studije slučaja koje na posebnim primerima izlažu odnos ciljeva obrazovanja i sredstava za njihovo ostvarenje.

Ukratko, ova konferencija će se baviti preispitivanjem različitih vidova odnosa obrazovanja i emancipacije. Njen cilj je da okupi naučnike, istraživače, nastavnike, obrazovne savetnike, menadžere i organizatore, koji će razmotriti najnovija kretanja i trendove, te probleme i praktične izazove, koje nameće (pre)komponovanje ovog odnosa. Načelno, Konferencija ima ambiciju da predstavi i empirijske studije i teorijska ispitivanja koja bi mogla doprineti tekućoj raspravi o statusu obrazovanja i emancipacije u dvadeset prvom veku.

## WHY STILL EDUCATION? 2 (CONFERENCE VISION)

Annual conferences *Why still education?* are conceived as an open forum for development and reflection on educational strategies, which both open the space for the exchange of experiences and knowledge and encourage challenging of the existing educational practices. The purpose of the conferences is to bring together researchers studying education in the fields of philosophy, sociology, pedagogy, andragogy, psychology, political theory, anthropology, history, as well as experts in education management and practitioners: teachers, textbooks authors, initiators of supplementary educational activities, representatives of the alternative educational programs, etc. Considering that the aim of the Conference is to connect researchers and practitioners from various disciplinary and cultural areas, this year we address the following topic: *Emancipation and/or Education: Challenges and Frictions.*

The relation between emancipation and education is fraught with tensions. Even though we are the inheritors of the emancipatory potential of the Enlightenment, never before have these potentials been under such rigorous critical scrutiny as from various intellectual traditions of the second half of 20th century, such as postcolonial studies, post-structuralist thought, feminist critique, etc. But precisely because the classic emancipatory ideal became outdated, there is a great need for rethinking and rearticulating the idea of emancipation. We want to question whether, and to what extent, in rethinking emancipation, the role and the aim of education must be rethought as well.

Given the polysemy and heteroglossia of the relation between emancipation and education, we aim for contributions that thematize the emancipatory potential of education as well as those that problematize it. Some of the insufficiently considered issues are immediately imposed: Who is the subject of emancipation? Emancipation from what? What does emancipatory education even look like? Does the education that emancipates today differ from the ones before? How can we criticize ideological, normalizing, conformist functions of education and still argue its emancipatory role? Finally, is emancipation a desirable goal of education, or do we already assume an instrumentalization of education by asking this question?

The relation between the two significantly influences the practice of education. School teachers, university professors, other practitioners of education and policy makers, have their own, often opposed visions of this relation. How are these visions realized through particular teaching methods and contents we find in the curriculum? How is the emancipatory potential of education facilitated or encumbered by legal requirements of particular education systems? What kind of change is needed in this respect, and how can it be achieved: by reinventing schooling, informal education, teaching, learning, and grading methods, textbooks, curricula? We therefore also welcome specific examples and case studies that explore the relation between goals of education and means for their realization.

In sum, this conference will focus on rethinking different forms of relation between education and emancipation. It aims to bring together leading academics, researchers, teachers and educational managers, organizers and counselors to discuss the most recent developments, trends and concerns, as well as practical challenges in rethinking this relation. The overall ambition is to present both empirical studies and theoretical inquiries that could contribute to the ongoing discussion of the role of education and emancipation in 21st century.

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**PROGRAM KONFERENCIJE /  
CONFERENCE PROGRAM**

## Petak, 2. oktobar 2020. / Friday, 2 October, 2020

9:30 – 10:00 Registration / Registracija

10:00 – 10:15 Conference Opening and Welcome Address / Otvaranje konferencije i pozdravni govori

### 10:15 – 12:00 Session 1 / sesija 1 (English)

#### What Does It Mean to Orient Oneself in Thinking Education and Emancipation / Šta znači orijentisati se u mišljenju obrazovanja i emancipacije?

Chairperson / Moderator: Vera Mevorah

**Olga Nikolić**, *Emancipatory and Ideological Functions of Education*

**Ana Dimiškova**, *Critical Thinking as Educational Goal: Challenges and Justifications*

**Nataša Lacković**, *Relational Education, Not Education OR Emancipation*

Discussion / Rasprava

12:00 – 12:15 Pauza za kafu / Coffee Break

### 12:15 – 14:00 Session 2 / sesija 2 (English)

#### Politics of Emancipatory Education / Politike emancipatorskog obrazovanja

Chairperson / Moderator: Aleksandar Pavlović

**Andrija Šoć**, *Emancipation Through Deliberation: Toward a Comprehensive Model of Deliberative Education*

**Paolo Scotton**, *Towards a Theory of Emancipatory Education*

**Robert Imre**, *Peace Education and Global Cultures of Violence: A Research Agenda for Childhood Studies and Education Involving Nationalism*

**Đurđa Trajković**, *Jacques Rancière and Emancipated Reader*

14:00 – 15:30 Pauza za ručak / Lunch Break

### 15:30 – 16:45 Sesija 3 / Session 3 (srpski)

#### Emancipatorne alternative u nastavi I / Emancipatory Alternatives in Teaching I

Moderator / Chairperson: Milica Sekulović

**Aleksandra Ilić Rajković**, *Osnajiti snage za promenu: Pedagoško učenje Vićentija Rakića*

**Nevena Mitranić**, *Pobeći kao pedagoški izazov: Emancipatorski potencijal igre u obrazovanju*

**Mašan Bogdanovski**, *Primena misaonih eksperimenata u nastavi i emancipatorska uloga obrazovanja*

Rasprava / Discussion

16:45 – 17:00 Pauza za kafu / Coffee Break

### 17:00 – 18:45 Session 4 / sesija 4 (English)

#### Neoliberalism and its Critics / Neoliberalizam i njegovi kritičari

Chairperson / Moderator: Đurđa Trajković

**Mitja Sardoč**, *The Language of Neoliberalism Education*

**Lili Schwoerer**, *Feminist Knowledge Production in England and the 'Crisis Consensus'*

**Aleksandar Ostojčić**, *Knowledge versus Production: Michel Serres and Idiosyncratic Roads of Education*

Discussion / Rasprava

## Subota, 3. oktobar 2020. / Saturday, 3 October, 2020

### 10:00 – 11:45 Session 5 / sesija 5 (English)

#### The Means and Objectives of Emancipation / Sredstva i ciljevi emancipacije

Chairperson / Moderator: Aleksandar Ostojčić

**Paul Giladi, Keith Crome**, *Education and the Emancipatory Potential of Play*

**Una Popović**, *Learning from Arts: Dance as Emancipation of the Body*

**Igor Cvejić**, *Emotional Bases of Educational Processes: Beyond Care for Well-Being*



**Tetiana Podolska, Oksana Skryl**, *Subjectivity Of Personality: The Essence And Ways Of Implementation In Education*

Discussion / Rasprava

11:45 – 12:00 Pauza za kafu / Coffee Break

12:00 – 13:45 **Sesija 6 / Session 6 (srpski)**

**Emancipatorne alternative u nastavi II / Emancipatory Alternatives in Teaching II**

Moderator / Chairperson: Iva Subotić Krasojević

**Jelena Pavličić**, *Slika i prilika: o proširenim nastavnim metodima čitanja slikovnog nasleđa proveravanim kroz dve obrazovne radionice*

**Aleksandar Milanković**, *Interaktivna nastava kao komponenta društvene emancipacije*

**Marija Petrović**, *Značaj seksualnog obrazovanja*

Rasprava / Discussion

13:45 – 15:30 Pauza za ručak / Lunch Break

15:30 – 16:45 **Session 7 / sesija 7 (English)**

**Digital Technologies: Emancipatory Vehicles or a New Slavery? / Digitalne tehnologije: sredstva emancipacije ili novog ropstva?**

Chairperson / Moderator: Srđan Prodanović

**Mikhail Bukhtoyarov, Anna Bukhtoyarova**, *Educational Technology. From Educational Anarchism to Educational Totalitarianism*

**Liudmila Baeva, Alexandr Grigorev**, *Risks and Safety of Digitalization of Educational and Social Space*

**Natalija Gojak, Jana Mišović**, *Democratizing Knowledge on the Internet: From Utopia to Dystopia*

Discussion / Rasprava

16:45 – 17:00 Pauza za kafu / Coffee Break

17:00 – 18:00 **Sesija 8 / Session 8 - Panel diskusija / Panel Discussion (srpski)**

**O upotrebi naučne fantastike u nastavi filozofije – prijemčiviji način prikaza filozofskih tema ili obesmišljavanje filozofije? /  
On the Use of Science Fiction in Teaching Philosophy - A More Appealing Way of Presenting Philosophical Topics or a Degradation of  
Philosophy?**

Diskutanti / Discussants: **Željko Šarić, Miroslav Galić, David Menčik**

**Nedelja, 4. oktobar 2020. / Sunday, 4 October, 2020**

10:00 – 11:45 **Session 9 / sesija 9 (English)**

**Emancipation Through Tradition or From its Hegemony / Emancipacija kroz tradiciju ili od njene hegemonije**

Chairperson / Moderator: Balša Delibašić

**Sanja Petkovska**, *Decolonization and Emancipatory Education*

**Igor Stipić**, *Who Speaks the Nation-State? Hegemonic Structures, Subaltern Pedagogies and Fractured Community in Bosnia and Chile*

**Aleksandar Pavlović**, *Neo National-Romanticism in Serbian Education: Comparing Romantic-National and Recent Serbian Literature and History Textbooks*

Discussion / Rasprava

11:45 – 12:00 Pauza za kafu / Coffee Break

12:00 – 13:45 **Sesija 10 / Session 10 (srpski)**

**Slike u obrazovanju – slika obrazovanja / Images in Education – The Image of Education**

Moderator / Chairperson: Marija Velinov

**Iva Subotić Krasojević**, *Ko se boji slika još? Pozicija, ciljevi, pristupi i izazovi umetnosti i vizuelne kulture u obrazovanju*

**Sonja Jankov**, *Edukativni karakter operativnog realizma – učenje o savremenim umetničkim praksama i učenje kroz njih*

**Milica Božić Marojević, Dragan Bulatović**, *O opštoj i posebnoj vrednosti slikovnog obrazovanja u savremenim koncepcijama aktivnog učenja. Slučaj tragova kalokagatije u genezi dva suprotstavljena pristupa – anglosaksonskog i mediteranskog*

**Miloš Čipranić**, *Obrazovanje kroz neverbalne akte*

Rasprava / Discussion

13:45 – 15:30 Pauza za ručak / Lunch Break

15:30 – 17:00 **Sesija 11 / Session 11 – Panel diskusija / Panel Discussion (srpski)**

**Estetika i mediji: svet varijacije i simulacije ili posrednik u novim formama obrazovanja? /  
Aesthetics and Media: The World of Variation and Simulation or a Mediator in the New Forms of Education?**

Diskutanti / Discussants: **Vanja Novaković, Tanja Todorović, Luka Janeš**

17:00 – 17:15 Pauza za kafu / Coffee Break

17:15 – 18:45 **Session 12 / sesija 12 – Panel Discussion / Panel diskusija (English)**

**Learning and Teaching Under Stress: Reinterpreting the Concept of Conflict in Education /  
Učenje i podučavanje pod stresom: reinterpretiranje pojma konflikta u obrazovanju**

Discussants / Diskutanti: **Michael Schapira, Julie Reshe**

**Ponedjeljak, 5. oktobar 2020. / Monday, 5 October, 2020**

10:00 – 11:45 **Sesija 13 / Session 13 (srpski)**

**Helenistička pouka / Hellenistic Instruction**

Moderator / Chairperson: Miloš Čipranić

**Ivan Nišavić**, *Prednost Epikurovog shvatanja obrazovanja*

**Tamara Plečaš**, *Da li je obrazovanje za koje su se zalagali stoici Musonije Ruf i Epiktet po svom karakteru emancipatorsko?*

**Aleksandar Dobrijević**, *Izlazak iz stanja stultitia: Senekina pedagoško-terapeutska strategija*

**Marija Velinov**, *Etika sopstva kao obrazovna praksa*

Rasprava / Discussion

11:45 – 12:00 Pauza za kafu / Coffee Break

12:00 – 13:45 **Sesija 14 / Session 14 (srpski)**

**Prosvetiteljsko nadahnuće / Enlightenment Inspiration**

Moderator / Chairperson: Predrag Krstić

**Kristina Todorović, Hristina Banić**, *Problem odnosa emancipacije i obrazovanja kod Rusoa*

**Milica Smajević**, *Tumačenje procesa obrazovanja iz perspektive Kantove filozofije istorije i pravno-političke teorije*

**Katarina Njegovan**, *Moralno obrazovanje kao uslov za praktikovanje slobode kod Kanta*

**Milica Sekulović, Petar Nurkić**, *Djujjevo čitanje Rusoovog Emila: između pragmatizma i naturalizma*

Rasprava / Discussion

13:45 – 15:30 Pauza za ručak / Lunch Break

15:30 – 16:45 **Sesija 15 / Session 15 (srpski)**

**Doktrina, indoktrinacija, dedoktrinacija / Doctrine, Indoctrination, Dedoctrination**

Moderator / Chairperson: Igor Cvejić

**Jelena Đurić**, *Edukativna emancipacija ili oslobađajuće obrazovanje*

**Miloš Kovačević**, *Šta emancipacija nije? Određenje indoktrinacije u savremenoj analitičkoj filozofiji*

**Živka Krnjaja, Dragana Purešević**, *Oslobađanje od tržišne slobode: Promišljanje emancipatornog potencijala obrazovanja u eri neoliberalizma*

**Predrag Krstić**, *O (ne)mogućnosti emancipacije obrazovanja*

Rasprava / Discussion

16:45 – 17:00 Pauza za kafu / Coffee Break

17:00 – 18:00 Plenarna rasprava i zatvaranje konferencije / Plenary Discussion and Conference Closing

**REZIMEI IZLAGANJA /  
PAPER ABSTRACTS**

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## POBEĆI KAO PEDAGOŠKI IZAZOV: EMANCIPATORSKI POTENCIJAL IGRE U OBRAZOVANJU

Ne bi bilo pošteno početi nikako drugačije: autorka ovog rada je pedagoškinja koja se u svom istraživačkom radu bavi problematikom dečje igre. Kako to obično biva, po prijemu poziva za konferenciju zapitala se kako njena tema može pomoći da se odgovori na zadati izazov. Činilo se jednostavno – ako krenemo od teze, zastupljene među naučnicima i laicima jednako, da je jedna od osnovnih odlika igre sloboda, aktuelni trend zastupanja dečje igre kroz obrazovne politike i programe već se ukazuje kao potencijal emancipacije – pokazatelj da i formalno organizovano vaspitanje i obrazovanje vapi za otvorenosću, fleksibilnošću i transformativnošću, da prepoznaje specifičnost detinjstva, uvažava dete i igru kao detetu smislen način bivstvovanja, te igrom otvara prilike unutar obrazovnog sistema da deca budu slobodna i samostalna. Međutim, priča se zakomplikovala. Kroz dublje preispitivanje položaja igre u obrazovanju i dominantnih retorika kojima se ona u politike i prakse uvodi, te preispitivanje prirode i funkcije slobode koja se takvom igrom promovira, sama sloboda i samostalnost postale su upitne i počele da se čine, ne kao kvaliteti kojima treba težiti, već kao opasna fatamorgana. U perfidnom mehanizmu društva kontrole, ideje slobode i samostalnosti mogu funkcionisati kao pokretač mehanizma koji „obrazovane“ ne čini osnaženim, samostalnim i slobodnim igračima, već igračkama. Ne radi se o mehanizmima disciplinovanja koje smo kao istraživači obrazovne politike i prakse navikli da sagledavamo i kritikujemo, već o drugačijem mehanizmu potčinjavanja, koji zahteva angažovanje alternativnih naučnih paradigmi kako bi se razumela njegova kompleksnost i razmotrila perspektiva otpora. Ako je čitalac pomislio da time dolazimo do srećnog kraja ovog rada, prevario se. Alternativne paradigme nameću nam pitanje šta uopšte sloboda i samostalnost znače, i vode zaključku da niti je igra slobodna i samostalna, niti smo mi slobodni i samostalni, ali i da to nije nužno loše. Oslanjajući se na Gatarijev koncept linije bega, autorka ovog rada pokušać da argumentuje mogućnost za drugačije razumevanje igre i slobode koju ona nosi, te da nas dovede ako ne do srećnog kraja – makar do srećnog početka, podstičajem da emancipatorski potencijal potražimo u drugoj, nadaleko poznatoj i osporavanoj tezi: da je igra *beg od stvarnosti* (ali sa jednom malom izmenom – da je igra *beg stvarnosti*). Od čega, ka čemu i kome u ovoj priči valja bežati, pitanja su kojima ćemo u zaključku pokušati da iznova dovedemo u odnos igru, emancipaciju i obrazovanje – nadajući se da smo time na tragu nužne misli.

**Ključne reči:** emancipacija, sloboda, igra, društvo kontrole, linije bega.

## TO FLEE AS A PEDAGOGICAL CHALLENGE: EMANCIPATORY POTENTIAL OF PLAY IN EDUCATION

It wouldn't be fair to start in any other way: The author of this paper is a pedagogist, whose research concerns a child's play. As is usually the case, upon receiving a conference call, she wondered if her topic could help answer the given challenge. It seemed simple – if we start from the thesis, widely spread amongst both laics and scientists, that one of the main characteristics of play is *freedom*, current trend of promoting child's play through educational policies and programs already seems as an emancipatory potential – indicator that even formal education craves openness, flexibility and transformability, recognizes specificity of childhood, respects child and respects play as modality of being meaningful to children, using it to open up spaces inside educational system for children to be free and independent. However, the story got complicated. Rethinking position of play in education, dominant rhetorics through which it has been established in educational policies, and nature and function of freedom promoted through so established position of play, the very freedom and independence started to seem questionable – more like a dangerous *fata morgana* than qualities to strive for. In a perfidious mechanism of a society of control, the ideas of freedom and independence might function as gear wheels which make the “educated man” not an empowered, independent and free player, but a toy. It's not about mechanisms of discipline which we, as the researchers of educational policies and practice, are used to criticising, but about different mechanism of subjugation, which requires us to engage with the alternative scientific paradigms if we wish to understand its complexity and consider perspectives for resistance. If the reader thought that with this we came to the happy ending of this paper, he was wrong. Alternative paradigms force us to rethink what even freedom and independence mean and lead us to the conclusion that neither is play free and independent, nor are we, but this is not necessarily an issue. Relying on Guattari's concept *lines of flight*, the author of this paper will try to argue the possibility for different understanding of play and freedom that it brings, leading us, if not to a happy ending – at least towards a happy beginning, with an impulse to search for an emancipatory potential in another well known and widely disputed thesis: that the play is *flight from reality* (but with a little twist – that the play is *flight of reality*). From what, who, or toward whom should we fly away, those are the questions which will guide us through the conclusion in reconceptualising relation of play, emancipation and education – and, hopefully, further towards the necessary thought.

**Keywords:** emancipation, freedom, play, society of control, lines of flight.