**The emergence of the sociology of education in France**

**(1) Developmental stage:**

It is no secret that the sociology of education originated in France where it was developed more clearly, therefore we will devote the first lesson to this topic.

The first credit for this goes to Emile Durkheim (1858-1917), who is considered the pioneer of the sociology of education, although the lessons that he presented about the sociology of education at the Sorbonne University was published after his death, for example: the following titles **‘Education and Science Sociology** (1922)**, Moral Education** (1925)**, Educational Development in France** (1938)**.**

Durkheim mainly highlights the socialization function that the school performs in modern societies, which works to transfer common values and customs through education. Thus, the school is considered one of the most important ways to achieve social integration and fully prepare individuals to assume social roles.

Durkheim considers education a distinct field for sociology. He says: **<<** If we want to analyze a developed society, we must study its educational system **>>** He presents a sociological approach to education in France that differs from the approach of psychologists. When studying a student’s suffering from a problem, the psychologist will introduce us to his problems, but with a sociologist we can study the problem comprehensively as we learn about the impact of the school system on students who have the same problem, because the issue is not a unique case, for example: Academic failure, is the result of several factors.

He defines education as: **<<** the action exercised by the older generations upon those who are not yet ready for social life, It‘s purpose is to awake and develop a certain number of physical, intellectual, and moral states in the child that the political community as a whole demands of him, and the environment to which he is directed in.**>>**

**(2) The second stage:**

It is a phase that came after the year 60 until 70. Pierre Bourdieu and Jean-Claude Passeron were the pioneers of this period, as they developed the sociology of education. He diversified its research topics and emphasized inequality in the field of education, after Durkheim overlooked the importance of cultural heritage (social origin) meaning that every individual is rooted in a specific social class. For example: the son of a blacksmith will become a blacksmith. Therefore, it was noted in the stages following World War II that the school did not succeed in reducing social inequality

At that time there were There are two stages of school education: the Primary stage: The primary stage is directed to students coming from disadvantaged backgrounds; The secondary stage: It is a long stage directed to students coming from advantaged backgrounds. The primary stage studies is managed by priests and the secondary stage by the state.

The most prominent works that revealed this deficit are the works of Pierre Bourdieu and Jean-Claude, and by that we mean the book **Les Héritiers** (1964) and **La Reproduction** (1970).

Their central hypothesis is that school reproduces social inequality through teaching methods and content that implicitly favor a form of culture of the dominant classes. In doing so, it adds to inequality.

Researchers have criticized these theories and considered them to be based on new determinants. The most important of these is Raymond Boudon. François Dubet also explained the importance of the daily life of secondary school students (Les Lycéens, 1991) and their life troubles. In his book, **The Sociology of the School Experience**, which he wrote in 1996 with Danilo Martucelli, he analyzes the way in which students live what he calls their school experience. According to him, the individual construction of personality, or what he calls “subordination”, which occurs especially among young people through participation in a certain cultural consumption, conflicts during schooling with socialization, meanwhile students have different resources depending on their social background.

This tension between submission and socialization is more acute among young people of popular origins, especially because of the gap between their family culture and school culture, and what explains their more common failures.