

Enhancing Children's Critical and Inquisitive Skills in Culturally Informed Communities of South Africa

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ABSTRACT Evidence exists that young learners in culturally inclined communities of South Africa lack critical thinking and inquisitive skills. These learners are assumed to be culturally beguiled into believing that it is an abomination to question elders, and those who did so are tagged rabblies. Therefore, this study used the perspectives of community elites to expose the challenges children/young ones face in gaining critical and inquisitive skills along with possible solutions. The study is underpinned by Sociocultural Theory within the transformative paradigm. The study was designed using participatory research and unstructured interview to elicit information from the participants. The data collected were analysed using thematic analysis. The study revealed that children/young ones are being demonised as rebels, and stereotyped as uncultured, untrained and disrespectful, hence deprived of skill development. The study recommends organisational advocacy and curriculum restructuring, alongside strong school advocacy and awareness towards children/young ones' skill development.