

**SS. CYRIL AND METHODIUS UNIVERSITY IN SKOPJE
FACULTY OF PHILOSOPHY**

SCIENCE AND SOCIETY: CONTRIBUTION OF HUMANITIES AND SOCIAL SCIENCES

**Proceedings of the International Conference
on the occasion of the centennial anniversary
of the Faculty of Philosophy
2-5 September Struga 2020**

Skopje 2021



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FACULTY OF PHILOSOPHY



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Proceedings of the International Conference
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WHY DO WE NEED PEDAGOGICAL AND EDUCATIONAL REFORMS IN PRIMARY SCHOOL? - A DRAFT CONCEPT FOR THE NEW BASICS OF EDUCATION AND PEDAGOGY IN PRIMARY SCHOOL

Abstract: *To build an efficient and effective pedagogical and educational system it needs to be solid, safe and resistant to various changes, to produce healthy and competent citizens and which will be able to build a strong economy and well-being and foster a rich culture of living. Children and young people should be offered an education that respects their interests and abilities, nurtures and promotes their capacities and offers them opportunities to make choices and realize themselves through the pedagogical and educational process.*

Most of the interventions in the primary education are focused on the formal aspects of change. Even the initiatives aimed at the implementation of foreign models in primary education were not properly designed and adapted to the specifics of the current situation in our country. Primary education has failed to modernize teaching with correct curriculum interventions, by strengthening the didactic base and above all by establishing a career advancement system for teachers that will enable them to exceed the average individual investment in teaching.

The new concept is based on the revision of first to third grade curricula in primary education and pedagogy. This period is taken as a relatively compact period in terms of the psychophysical development of children. The proposed concept results in: introduction of target-oriented teaching and learning; compatibility and succession between curricula that have a certain purpose and are comprehensive, coherent, compatible and with well-organized content, with the possibility of their target integration; unburdening of curricula and defining levels of student achievement or learning outcomes; establishing an efficient and effective system for monitoring, evaluating, and validating student achievement. With the new concept of reforming primary education, changes have been proposed from: organizational, programmatic and didactic aspects.

Key words: reform, concept, primary education and pedagogy, curricula, subjects

Children and young people should be offered an education and pedagogy that respects their interests and abilities, nurtures and promotes their capacities

ities and offers them opportunities to make choices and realize themselves through the pedagogical and educational process.

Most of the interventions so far in the primary education and pedagogy in Republic of Macedonia are focused on the formal aspects of modern tendencies in education and pedagogy which are present in last decades in Europe and in the World. Also, big number of national and international programs and initiatives were present in the past two decades in state which were focused precisely on teaching and learning. Many seminars and trainings were held where participants from different profiles and degrees were included (teachers, expert associates, librarians, directors, and others). All were focused on the following: modernizing teaching and increasing the quality of students' study in primary education and pedagogy.

Basis of this approach can be found in concept of curricula where content dominates. If you look at the set purposes of curricula, you'll see that the ones that required adoption, more precisely memorization of certain fund of knowledge dominate, but the others purposes which suggest developing complex competencies are lacking. Process component of the teaching is being marginalized because the result is important i.e. reproduction of the lectured, not the ways and quality of the double knowledge (flexibility, dynamic, permanence, applicability, comparability etc.). So it means knowledge is being monitoring, evaluating, and validating in a narrow sense i.e. knowledge for the certain school subject, focused on memorization and reproduction of knowledge. Other student's achievements are in second plan or are totally marginalized. This approach causes situation in which student's capabilities for implementation of knowledge in new situations especially in real life situations aren't monitored, examined and validated enough. Capabilities, interests, views, believes and other characteristics of the personality are rarely examined and validated. Therefore, the whole evaluation of the achievements is based only on the realization of the educational assignment in teaching, pedagogical and functional assignment are left out.

Development of language skills is successive and simultaneous in all program areas of teaching the Macedonian language in first educational cycle of the nine years primary education. It is conditioned with the complex of the language and language skills as elementary components and it is important to be mentioned that because of that, there are more program areas with different purposes depending on the focus of specific language aspect. Purposes

correspond with student's adult and cognitive impairments and gradually are getting more complicated, which causes different levels of operationalization.

The new concept based on the revision of curricula in primary education and pedagogy results with:

- Introduction of **target-oriented teaching and learning** in primary education and pedagogy;
- Compatibility and succession between curricula (teaching subjects and program areas/themes) that have a certain purpose and are comprehensive, coherent, compatible and with well-organized content, with the possibility of their **target integration**;
- **Unburdening** of curricula and defining levels of student achievement or learning outcomes;
- Establishing an **efficient and effective system for monitoring, evaluating, and validating** student achievement. (Muijs, Reynolds, 2006).

Contents of five program areas are realized in current (valid) curriculum for Macedonian language and they are: Listening and speaking, Literature, Expressing and creating, Media culture and Preparation for initial reading and writing. Students have six teaching hours per week, and 216 per year.

During analysis of current curricula for this teaching subject it was concluded that some purposes/ contents from valid areas are too wide and they constantly repeat (*Primary Education, Contents and organization of pedagogical-educational teaching and Curricula I-IV grade, I and II part, 1997*).

In new concept, program area **Listening and Speaking** and program area **Expressing and creating** are both part of program area **Communication and language**, providing less burden to students.

Because of the development characteristics of children and period of adaptation in school environment in first grade it is predicted students to spend shorter time in new environment, and time gradually increases every next school year. This reduction of number of hours corresponds with reduction of the contents that burdens the previous curricula. This is provided by opportunity of integration of the purposes in teaching subject especially in other teaching subjects so that activities for Macedonian language are not realizing only on those four teaching hours.

The first phase of revision of curricula in primary education and pedagogy, provides for revision of first to third grade curricula in primary education and pedagogy.

Table no. 1

Current (valid) annual global plan for performing teaching of the Macedonian Language for 1st grade in school year 2016/2017 година (*Curriculum, Macedonian Language for 1st grade, Nine years primary education, 2007*).

Per week: 6 teaching hours; per year: 216 teaching hours

| |
|---|
| Program area: Listening and speaking (80 teaching hours) |
| Program area: Literature (60 teaching hours) |
| Program area: Expressing and creating (26 teaching hours) |
| Program area: Media culture (20 teaching hours) |
| Program area: Preparation for initial reading and writing (30 teaching hours) |

Table no. 2

Draft concept for new annual global plan for performing teaching of the Macedonian Language for 1st grade in school year 2018/2019

Per week: 4 teaching hours; per year: 144 teaching hours

| Program area: | Annual fund of teaching hours: |
|---|--------------------------------|
| Communication and language | 54 teaching hours |
| Literature | 35 teaching hours |
| Preparation for initial reading and writing | 35 teaching hours |
| Media culture | 20 teaching hours |

Table no. 3

Curriculum for the students in first grade (*Curriculum for 1st grade, Nine years primary education 2007*).

| Current (valid) curriculum | | | Draft concept for new curriculum | | |
|-------------------------------|---------------------------|---------------------------|----------------------------------|---------------------------|---------------------------|
| School subjects | Teaching hours (per week) | Teaching Hours (per year) | School subjects | Teaching hours (per week) | Teaching Hours (per year) |
| Native Language | 6 | 216 | Native Language | 4 | 144 |
| Mathematics | 5 | 180 | Mathematics | 4 | 144 |
| Environmental Science | 2 | 72 | World around us | 2 | 72 |
| Social Science | 1 | 36 | | | |
| Music | 2 | 72 | Art | 3 | 108 |
| Art | 2 | 72 | | | |
| Physical and health education | 3 | 108 | Physical and health education | 3 | 108 |
| English Language | 2 | 72 | English language | 2 | 72 |
| Total Teaching Hours: | 23 | 828 | | 18 | 648 |

Teachers can plan realization of the purposes through different sources, activities and strategies, by using their own creativity in accordance with the contexts. Grading of student's achievements is much easier and simple, thanks to the defined results which grow from purposes, in accordance with Blum's taxonomy. (ЧОНТЕВА, 2010). In the programs for upper grades review of the program areas with appropriate ascents of the purposes is planned, which will require succession.

Concept for small and big is learned in school subjects Mathematics and World around us, and difference between big and small letters are tiny.

However in different language number of small letters which are different in writing is not the same: In Macedonian language from 31 letters in alphabet only 3 are different in writing, in Albanian language from 36 letters, 22 letters are different in writing, in Turkish language from 29 letters in alphabet, 14 are different (*Curriculum, Macedonian language for I, II and III degree 2007*).

Need for global reading is determined by more possible factors: modern ways of communication, environment in which child grow, time spent in preschool institutions, having older brother or sister- students etc. Literacy process with global method starts with linguistic mark- the word, not with letter as an initial ground for studying. Thereby every analysis and synthesis is rejected because it is considered as unnecessary. This type of reading, at least at the beginning is made much easier because word recognition is supported and connected with specific didactic material (subject, model, photo, painting), (Harrison, 2006). In this way students learn how to identify, how to recognize the word before they learn about word elements i.e. letters from which it is composed. This way of learning is a result from recognition of whole words (global) which child finds often.

Sentences and short texts can be completed and read from few learned words, the same way as words and sentences are completed from several learned letters.

In teaching subject native, mother language for first grade practices for writing preparation have been considered because through the system of graphic and manual exercises ordered by difficulty, child's hand gradually will learn how to make coordinate moves and how to operate with writing set, thereby preconditions for easier learning of the technique of writing will be established. Teaching practice shows that writing is more difficult skill from reading, children start school with not enough practiced arm to operate with writing set. This results from complex process of writing and modern way of

living (writing is more difficult process from process of reading) and gets to the conclusion that writing preparation should be considered very seriously (Goodman, 2000). **Practice shows that separate writing of the elementary lines from which the letters are composed** (straight, italic, half rounded... lines), is not corresponding with children's nature at this age. Modern pedagogues suggest this type of exercises to be replaced with drawing sketches in which those lines and other different manual and creative activities are inserted., (Тофова-Камилова, 2019а). With this kind of practice, according to the experience, children are preparing for writing on natural way because these exercises are much interesting and easier. What is more important, is that they are made in connection with everyday life, unlike exercises for writing the letter's elements, which are abstract and lifeless and does not provoke child interest, suffocates their wish for creating and makes students tired. We can't forget that on this age it's difficult for children to rewrite from the blackboard, can't make short distance or to write in one line. Also as planning support for students with special educational programs is important, as well it's important to be mentioned that children who can write /read can get additional activities in accordance with their qualifications.

When we talk about language literacy process we have to underline that, that is basis of all types of other literacy processes, and "basis of that base" is elementary literacy. It is interesting that according to the latest psychological information integrated access expressed through inter teaching approach gives better results. Basis of elementary literacy are given in curricula purposes in first, second and third grade - then ends learning of the Latin alphabet. Besides its huge meaning, language literacy (initial reading and writing) is not the only program area. Namely in first educational cycle in teaching native language, there are many program areas which develop and strengthen different language aspects. Elementary literacy is integrated through these areas, and we can talk about inter program integration. New pedagogy based on vivid knowledge offers whole range of technics for learning which should find their place in teaching processes and learning in primary education and pedagogy. Those are learning by: observation, imitation, practicing "attempts and mistakes", feedback, conversation, tutoring and helping, resolving problems from real life, research, critical opinion and production of knowledge, listening and remembering, reflection, virtual surroundings, incentives and playing roles, training, competition, games etc. (Томевска-Илиевска, 2016). In preschool age students should have many situations in which they will listen, write, read and

talk. It means that use of language skill should be in different contexts, as are listening and communicating with students from the same age and with adults, sharing and talking about what they read or wrote. Development of language skills has global meaning and it is integral part and ground of whole development process, because without developed language abilities, process of learning is impossible. From the other hand this process of language competences is process that requires constant progress, not just process of realizing specific primary purposes according to the program.

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