

- NACIONALNO VIJEĆE ZA ZNANOST (2009). *Pravilnik o znanstvenim i umjetničkim područjima, poljima i granama*. Narodne novine NN 118/2009. Retrieved from: [https://narodne-novine.nn.hr/clanci/sluzbeni/2009\\_09\\_118\\_2929.html](https://narodne-novine.nn.hr/clanci/sluzbeni/2009_09_118_2929.html)
- Nemeth-Jajić, J. & Jukić, T. (2021). Defining and Using Terms for E-Teaching Modalities. *Metodički ogle-di*, 28 (1), 89-114. <https://doi.org/10.21464/mo.28.1.7>
- Odak, M., Sesar, K. & Vasilj, V. (2021). Remote teaching during the sars-cov-2 pandemic: what do the students say? *Mostariensia*, 25 (1-2), 73-99. Retrieved from: <https://hrcak.srce.hr/278762>
- Purković, D., Lapov Padovan, Z. & Delač, D. (2021). Perspectives of distance learning and teaching from the point of view of technical culture teaching: Teachers' experiences during the COVID-19 pandemic and perspectives for the future. *Politehnika*, 5 (2), 29-37. <https://doi.org/10.36978/cte.5.2.3>
- Runtić, B. & Kavelj, N. (2020). Opinions and experiences of higher grade primary school students about distance learning during the COVID-19 pandemic. *Acta Iadertina*, 17 (2), 149-174. Retrieved from: <https://hrcak.srce.hr/252881>
- Sovar, I. (2021). Competencies of educators in children's homes. *Metodički obzori*, 16 (2 (31)), 71-89. <https://doi.org/10.32728/mo.16.2.2021.04>
- Stanić, I., Hinek, S. & Perkušić, M. (2021). Effects of Communication during the COVID-19 Pandemic on Employees of Homes for the Elderly and Infirm. *Život i škola*, LXVII (2), 9-20. <https://doi.org/10.32903/zs.67.2.1>
- Sunara-Jozek, D. & Franjo, K. (2021). Croatian language classes in primary education. *Napredak*, 162 (3-4), 325-344. Retrieved from: <https://hrcak.srce.hr/267620>
- Šenjug Golub, A., Rajić, V. & Dumančić, M. (2020). Student satisfaction with distance learning during the COVID-19 pandemic at the Faculty of Teacher Education, University of Zagreb. *Andragoški glasnik*, 24 (39), 48-62. Retrieved from: <https://hrcak.srce.hr/272382>
- Šijaković, J. & Miljković Krečar, I. (2022). Students' perception of online classes on the example of VERN' University. *Napredak*, 163 (1-2), 51-71. Retrieved from: <https://hrcak.srce.hr/279085>
- Šunda, M., Babić, V. & Andrijašević, M. (2020). Online Physical Education lessons for students of the Antun Gustav Matoš High School during the COVID-19 pandemic. *Napredak*, 161 (3-4), 315-323. Retrieved from: <https://hrcak.srce.hr/249641>
- Vanek, K., Maras, A. & Matijašević, B. (2022). E-assessment in online teaching during the COVID-19 pandemic from the perspective of teachers. *Napredak*, 163 (1-2), 161-179. Retrieved from: <https://hrcak.srce.hr/279090>
- Višnjic-Jevtić, A. & Visković, I. (2021). Parenthood in the time of a pandemic COVID-19: A perspective of the parents of early and preschool age children. *Metodički ogle-di*, 28 (1), 11-38. <https://doi.org/10.21464/mo.28.1.4>
- Vrbik, A., Vrbik, I. & Jenko Miholić, S. (2021). PE Class Attendance and Engagement in Recreational Activities during the COVID-19 Pandemic. *Croatian Journal of Education*, 23. (1), 133-152. <https://doi.org/10.15516/cje.v23i1.4245>
- Žiljak, T. (2020). Participatory governance in adult education organizations in the circumstances of the COVID-19 epidemic. *Andragoški glasnik*, 24 (39), 11-18. Retrieved from: <https://hrcak.srce.hr/272379>

---

**KOTEVA-MOJSOVSKA Tatjana**

“*Ss. Cyril and Methodious*” Skopje

*Pedagogical Faculty “St. Climent Ohridski”, Skopje, Republic of North Macedonia*

## **HOLISTIC DIMENSION OF CHILD ORIENTED PEDAGOGY – CONTEMPORARY APPROACHES IN EARLY LEARNING**

**Abstract:** Modern discourses indicate that the child learns and develops in his specific way that means it participates in own development. It uses original ideas thus offering challenges for pedagogical creations and influences on its individual development. Hence, we can talk about child oriented/centered pedagogy. The other side of the modern pedagogical discourses refers to the holistic approach in organizing the educational influences. It means the child is an eco- system

whose behavior reflects its interaction with the nature and the socio-constructivist environment. Hence, child development is determined by interaction with the environment.

This presupposes an educational system that relies on children's individual approaches to learning that can only be expressed through the freedom of children's interpretations and expressions. This concept corresponds to the contextual or so-called natural learning which, at the same time, provides a holistic, integrated and active educational process and enables the development of own learning style.

In order to determine whether the development of child own learning style can be integrated in the holistic integrative concept of early childhood development a sample of 106 educators, principals and professionals from several kindergartens in the area of Skopje was surveyed. As well as was interviewed 30 educators arranged in five focus groups. With the help of the descriptive method and the application of an appropriate methodological framework, the research showed significant results that presuppose interventions in terms of redefining some curricular aspects, as well as revision the professional development of educators in preschool education.

**Keywords:** Early learning, Holistic approach, Learning style

## Introduction

The influences on the development of the child's personality are based on two pedagogical dimensions that are in a congruent relationship: 1. pedagogical concepts oriented to the treatment and the role of the child as an individual with its own integrity and needs and 2. pedagogical concepts oriented to the simultaneous influences on the child's nature – holistic approach to development. In other words, one pedagogical dimension refers to children's individuality and integrity. The other dimension, on the other hand, treats the issue related to the child's development as a complete eco-system on which all organized influences should act simultaneously on the totality of his personality.

The child learns, develops and discovers in his own specific way and thereby participates in his own development. It uses original ideas thus offering challenges for pedagogical creations and influences on his individual development. In this way, the child builds his own learning style as a basis for lifelong personal development and as a basis for building self-awareness and confidence. However, the child also represents a complete system whose behavior is a reflection of his synergy and interaction with nature and with the socio-constructivist environment. In fact, child development is determined by interaction with the environment. Accordingly, we can talk about natural or contextual learning that encourages personal affinities towards appropriate and relevant learning styles in each child, according to his potentials and possibilities.

This requires a holistic influence in accordance with the child's nature, which is why it is necessary:

- An educational system that supports children's individual (personal) learning approaches that can be expressed only through the freedom of children's interpretations and expressions, on the one hand and,
- An educational system that encourages contextual (natural) learning and that provides a holistic, integrated and active educational process as opposed to academically organized education

Namely, many theorists indicate that the child's natural curiosity in the early development period can be turned into a conscious research and learning interest only with the support provided by natural learning processes. Contextual or so-called natural learning corresponds to this concept, which, at the same time, provides an integrated and active educational process that ensures "...simultaneous engagement of all functional, socio-emotional, physical, cognitive and intellectual processes, which, in turn, implies an integrated approach to child development, that is,

holistically targeted influences on development” (Koteva-Mojsovska, 2015, p.6). Of course, this would go in favor of developing critical awareness among children. In this direction, a reorganization of the educational process in organized early childhood education is needed. Namely, a process is needed through which the spontaneous curiosity of children will be transformed into a directed learning process with reflection. According to this, it can be said that academic knowledge and achievements are not acquired through academic and scholastic approaches to learning, but through active, participative-experiential and continuous learning – modes of learning that develops the various abilities for the formation of academic knowledge.

Holistic discourse presupposes an educational process that will influence all developmental aspects of the person simultaneously in an organized manner. That is why the question arose whether the isolated conceptual setting of domain so-called approach to learning in the Early Learning and Development Program, enables the implementation of strategies and activities that will integrate the development of one’s own learning style into the simultaneous holistic influences on the overall development of children in preschool education. In other words, this discourse poses the dilemma of whether educators are able to incorporate children’s individuality in the process of organizing and realizing the holistic-integrative educational concept within the preschool educational system?

## Method

Reflections on the possibility of integrating the development of the child’s own learning style into the holistic integrative concept of early childhood development led to the need for research that surveyed a sample of 106 educators, directors and professionals from several kindergartens in the area of Skopje. Also, 30 educators distributed in five focus groups were interviewed. With the help of the descriptive method and the application of an appropriate methodological framework, the research showed significant results that assume interventions in terms of redefining some teaching aspects, as well as a revision of the professional development of educators in preschool education. The subject of the research was: Conceptual setting of the developmental domain called approach to learning in preschool education and education as a basis for developing one’s own learning style. The goal referred to the need to determine whether strategies and activities are implemented in practice that will integrate the impact on the child as an individual with personal integrity and own learning style into the holistic integrative concept of early childhood development. The following were taken as basic paradigms and directions that represented a landmark in the research:

- We connect the development of the child’s personal integrity with the development of his own learning style
- The foundations for the development of one’s own learning style are laid in early childhood development
- In the Early Learning and Development Program, they (the foundations for developing your own learning style) are laid out in the approach to learning domain

The subject of research was studied from the following aspects:

- The placement of the approach to learning domain as a basis for personal development
- The recognition of difficulties in the understanding and realization of the domain approach to learning by educators
- Educators’ awareness of their role in the implementation of the elements of the concept for the development of the approach to learning;
- Educators’ awareness of professional competence for realizing, monitoring and evaluating the approach to learning as part of the child’s development.

- The connection between the creation of one's own learning style in children and the development of self-awareness, responsibility and self-respect in them
- The explicitness in the curricular setting of the concept approach to learning
- The recognition of the concept of approach to learning as an integral part of all educational settings and development domains that are defined in the preschool curriculum

Among the research techniques and instruments used were the following: Analyzing the program for early learning and development; survey of educators, directors and people from professional services from several kindergartens in the central city area of Skopje; interviewing educators arranged in five focus groups.

## **Results and Discussion**

The analysis of the survey data showed interesting results. In accordance with the parameters determined for this paper, only a part of them will be presented here, which are related to the general question posed. However, it is still good to emphasize that the results assume interventions regarding:

- Redefining some curricular aspects, as well as
- Revising the professional development of educators in preschool upbringing and education.

From the analysis of the program, it emerged, among other things, that the approach to learning, although it is a separate part in the program for early learning and development, its essential settings are recognized throughout its other segments as well as through other domains or subdomains in the same program, but with a slightly different formulation. . They are recognizable in:

- The principles of the program
- The objectives given in it
- The role of the educator
- Other domains and subdomains
- Didactic recommendations

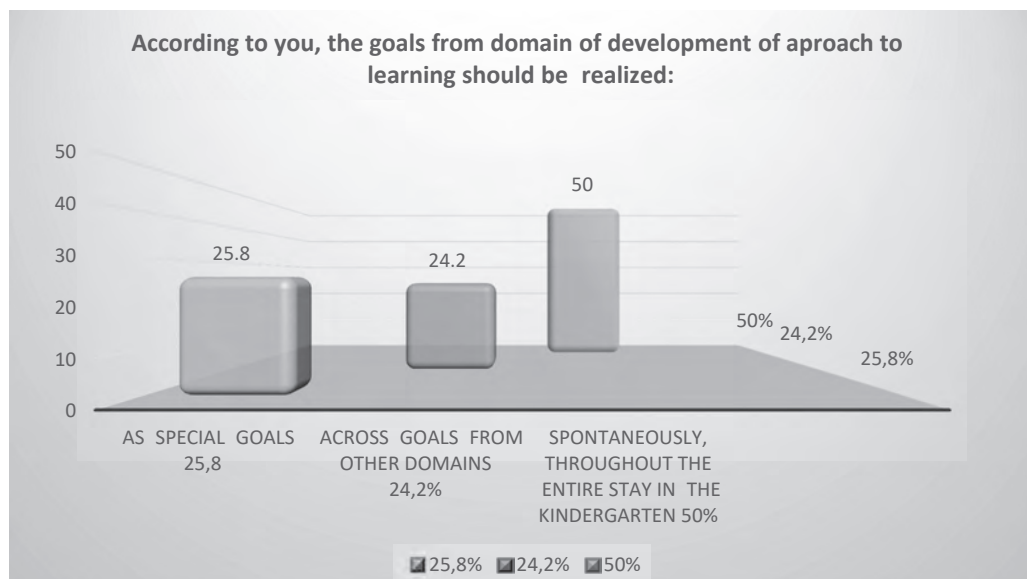
From the analysis of the data obtained with the interview, it emerged that:

- The approach to learning is not sufficiently recognized as an integral part of all educational settings and developmental domains determined by the preschool curriculum
- Planning the goals, contents and activities from the domain approach to learning with an emphasis on its separation from other educational influences, makes the holistic approach to the development of the child's personality difficult.

Hence, the respondents' dilemma arose whether the domain under study should be incorporated into the curricular integration of educational goals or should remain a separate domain with special goals as it is already given. In relation to this, the answers in the questionnaire showed the opinion of the respondents that the approach to learning should still be realized through the overall educational influences in the organized educational process. Namely, in the largest number of cases, ie 50% of the respondents, they believe that the approach to learning should be realized throughout the entire stay of the children in the kindergarten (Chart 1). The opinions of the rest of the respondents are equally distributed between two opposing answers, that is: 25.8% of the respondents chose the answer that the approach to learning among children should be realized through special goals in the educational work with children. A small percentage of the total number of respondents, or 24.2% of them, believe that the approach to learning in children should be realized through the goals in other domains of early learning and development. If a total is made between the answers (the answer: throughout the entire stay of the children in the kindergarten

and the answer: through the goals of other developmental domains) that are against the view that the approach to learning should be realized with its own special goals (74.2%) then we can state that the respondents consider that the approach to learning should be incorporated through the overall educational influence within the organized educational process.

**Chart 1**



In addition to the attitude of incorporating the researched developmental domain into the overall impact on the child’s development, the data also shows that 81.8% of the respondents believe that the approach to learning should be realized as an integral part of the overall holistic impact on the child’s personality, i.e. through all other development domains (Table 1). A small percentage of respondents, 18.2%, believe that this domain should be implemented as a separate development domain.

**Table 1**

	%
Standalone development domain	18,2
An integral part of all development domains	81,8

In the same direction is the opinion of the respondents in relation to the goals of the approach to learning. Namely, the respondents, in 63.6% of cases, appreciate that although the approach to learning is a separate domain in the Early Learning and Development Program, its goals can, however, be fully realized through other development domains, while 31.8% of them believe that they can be partially implemented through other developmental domains that are given in the Early Learning and Development Program.

However, in relation to the planning and realization of the holistic approach and in the conditions of an isolated conceptual setting of the domain approach to learning, educators have difficulties in planning and realizing its integration into the overall holistic approach in the educational influences on children, which is also evident throughout the interview of the educators with the focus groups.

The data with which educators confirm the connection of their own learning style with the development of some personality traits in early childhood development is interesting. Namely, it is about self-respect, self-awareness and responsibility among children and their direct connection with the development of their own approach to learning. Regarding this question, 66.7% of the respondents appreciate that the creation of their own learning style is related to the development of self-awareness in children (Table 2). In addition to this are the answers obtained through the interview in the focus groups. And in that part of the research, the respondents appreciate that self-awareness and self-respect are of great importance so that the child can build his own learning style and successfully use it in the process of discovery. According to a participant in a focus group "...self-awareness enables the development of learning style. Self-awareness is a motivating factor for using various sources of knowledge, as well as for using what has been learned..." (from the focus group interview)

**Table 2**

trait	%
Self-awareness	66,9
Self-confidence	9,1
Responsibility	9,5
Transmitting and adopting facts	14,5

## Conclusion

- The concept of approach to learning in curricular frameworks is presented in isolation, which is why it is not explicit enough for its realization within the framework of modern holistic-integrative educational practices.
- The separation of the approach to learning domain was made in order to emphasize the importance of the development of one's own learning style in each individual child.
- Although the approach to learning is a separate part in the program for early learning and development, the analysis of this document showed that the essential settings of this domain are also recognized through other segments of the educational process within other domains or subdomains in the same program and they are realized through different forms, methods, contents and goals through holistically organized influences depending on the professional capacities of the educational persons.
- The isolated domain makes it difficult to plan and implement a holistic approach to the development of the child's personality.
- The analysis showed that educators do not recognize difficulties in understanding the approach to learning domain, although the percentage of respondents who define it inappropriately is not small - but they recognize difficulties in its planning and realization as an integral part of the overall educational influences.
- The conceptual setting of the developmental domain approach to learning, although it is theoretically recognizable, does not allow to sufficiently implement integrative strategies and activities that will bring the development and personal learning style in connection with the simultaneous holistic influences on the overall development of children.
- The difficulty of this process in practice leads to the need for larger and more organized trainings for educational staff in which the main actors would be the institutions and persons who educate educational staff and the institutions whose priority is the development of preschool educational practice.



## References

- Alice Y. Kolb and David A. Kolb, (2010) *Experiential Learning Theory: A Dynamic, Holistic Approach to Management Learning, Education and Development*, Weatherhead School of Management, Case Western Reserve University, <http://learningfromexperience.com/media/2010/08/ELT-Hbk-MLED-LFE-website-2-10-08.pdf>
- Хрватска енциклопедија – on line <http://www.enciklopedija.hr/natuknica.aspx?ID=25947>
- Miller, J. <https://www.noodle.com/articles/the-philosophies-behind-a-holistic-approach-to-education>
- Котева-Мојсовска, Т. (2006), *Учење низ проекции*, Просветно дело 5, Скопје, 19-26.
- Koteva – Mojsovska, T. (2015), *Possibilities of teachers for monitoring, detecting, and recording of individual characteristics of students in early school age*, International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE), Volume 3, Issue 1, June 2015. The Association for the Development of Science, Engineering and Education, Vranje, Serbia & College of professionals studies educators, Aleksinac, Serbia
- Koteva-Mojsovska, T. (2014), *Possibilities for promoting human values in children at preschool age*, Book of proceedings of 5<sup>th</sup> International Balkan Congress for Education and Science, 28-29.05.2010, Ohrid, Skopje: Ss. Ciry and Methodious, Pedagogical Faculty, Skopje, 17-27,
- Котева-Мојсовска Т. (2015), *За концепцијата педагогија базирана на дејската природа*, Педагошка ревија, Скопје: VI, 1-2, Универзитет „Св. Кирил и Методиј“, Скопје, Педагошки факултет „Св. Климент Охридски“, Скопје, 11-18
- Koteva-Mojsovska T. (2017), *The preschool curriculum in the Republic of Macedonia from the aspect of the holistic-integrative discourse in the early childhood development*, YEARBOOK of the FACULTY of EDUCATION – Volume XIV, 2017, 164-173, Stara zagora: Trakia University, Faculty of education, Bulgaria
- Koteva-Mojsovska, T. (2018), *System of competences for the holistic-integrative concept of early childhood development*, Conference proceedings of International Scientific Conference: The education at the crossroads – conditions, challenges, solutions and perspectives; Bitola: Macedonian science society – Bitola, Republic of Macedonia, 81-88
- Михајловиќ, Љ., Михајловиќ, К., Михајловиќ, Н. (2014), *Холистички пристап во васпитно-образовном процесу – констрактивност со опширом постојавком живојиа* Синтеза, часопис за педагошке науке, književnost i kulturu, 6, 37-48
- Mahmoudi, S., Jafari, E., Nasrabadi, H. A., (2012), *Holistic Education: An Approach for 21 Century* International Education Studies Vol. 5, No. 2; April 2012, (Received: December 14, 2011 Accepted: December 19, 2011 Online Published: May 9, 2012) URL: <http://dx.doi.org/10.5539/ies.v5n3p178>
- Montessori, M. (1964), *The Montessori Method*, New York: Schocken Books
- Nutbrown, C. (2006), *Key Concepts in Early Childhood Education& Care* SAGE Publications London
- Програма за рано учење и развој базирана на Стандардите за рано учење и развој кај децата од 0 до 6 години“, (2014), Биро за развој на образованието на Р. Македонија и Министерството за труд и социјална политика на Р. Македонија
- Slunjski, E. (2001), *Integrirani predskolski kurikulum*, Zagreb: „Mali professor“

---

---

## KRSTANOSKA Marija

### TUTORING PUPILS FROM THE ROMA POPULATION IN PRIMARY EDUCATION

**Abstract:** This paper will focus on approaches to improving the quality of education, improving the success of Roma pupils and the role of the tutor, as a mediator between the school and the NGOs sector in terms of extracurricular work with pupils, its irreplaceable place in schools, its role, significance and contribution to the system of primary education with pupils from the Roma population.

The purpose of this paper is to prove the justification, need and effectiveness of tutoring that is focused on primary education of pupils from the Roma population. Also, included is determining and examining the educational needs of teachers and tutors, the process of micromethod