

support and empathy as do their students. This is not a paradox, but an expression of approval, joy, and sympathy on the part of students, who thus activate, excite, and delight their teachers. Teachers experience satisfaction in the way they interact with their pupils. Conversely, the manifestations of apathy, indifference and negativity on the part of students make teachers feel frustrated and disappointed. This can affect their professional performance and cause them to become indifferent to their teaching duties or stimulate them to seek more appropriate ways of understanding and interacting with each other.

The teaching-educational process is revealed first of all in the professional-pedagogical communication, which is the main “tool” with which the main goals of pedagogical activity are reached. The dialogue between those involved in the educational process is significant and relevant for the modern Bulgarian school. Good dialogic communication stimulates the development of the cognitive sphere of the personality of students, enables them to reveal their experiences, optimizes cooperation, builds spirituality, morality and orientation towards human values. It implies a principle of goodwill, tolerance and trust between the subjects of communication. Thanks to it, not only the cognitive abilities of students are enhanced, but their spiritual culture and personal development are enriched. They develop useful qualities and skills- observation, empathy, tolerance of other people’s opinions, skills of listening and understanding the partner ... that last a lifetime.

A good educator is a responsible person, convinced that his activity and proper communication contribute to the development of adolescents, to the building of their characters, to their becoming worthy citizens.

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## THE CHALLENGES OF TANDEM TEACHING IN PHYSICAL AND HEALTH EDUCATION FROM THE ASPECT OF THE GRADE TEACHER

**Abstract:** In the last few years there has been a positive revolution in the organization of physical education and health education, in fact with the latest changes to the Law on Primary Education in Article 54 paragraph 5 it is clearly emphasized that for conducting physical education and health education from first to the fifth grade includes a teacher of physical and health education, ie together with the grade school teacher the class according to the Law will be realized together with a teacher of physical and health education. According to the initial knowledge, there are positive effects

given by the tandem teaching of physical and health education in primary schools, especially when viewed from the aspect of the class teacher. The subject of physical education has been introduced in the teaching process, which is taught by subjects in addition to the class teachers. The aim of this paper is to discover and present the challenges offered by tandem teaching process from first to fifth grade for pupils through the prism of the grade teacher. While the focus of the paper is on the role of the class teacher in the part of tandem teaching process. As a conclusion from this paper are the positive aspects of tandem teaching for both pupils and the grade school teacher.

**Keywords:** Tandem teaching process, Grade school teacher, Pupils, Law of primary education

## **Introduction**

In the last few years there has been a positive revolution in the organization of physical education and health education, in fact with the latest changes to the Law on Primary Education in Article 54 paragraph 5 it is clearly emphasized that for conducting physical education and health education from first to The fifth grade includes a teacher of physical and health education, ie together with the class teacher the class according to the Law will be realized together with a teacher of physical and health education

According to initial information, there are positive effects given by tandem teaching of physical and health education in primary schools, especially when viewed from the perspective of the class teacher. The subject of physical education was introduced in the teaching process, which is realized jointly by the subject and grade teachers.

When we determine the function of the teacher in the process of transformation of the educational system in the modern social-pedagogical institution, then it is necessary to emphasize that the teacher is the living human factor in which all complex social-pedagogical processes are directly experienced, which are characteristic of modern educational trends. In order for today's teacher to function in these complex processes and to design his pedagogical practice, it is necessary for him to understand the essence of the total social movements.

The Bureau for Development and Education in cooperation with the Faculty of Physical Education, Sports and Health from Skopje, as well as the teachers of physical and health education through direct practical and verbal communication on the successful realization of the teaching in the schools on the whole territory of our country the very physical and health education class with the class teachers or the so-called "Tandem teaching".

## **Theoretical Background of the Paper**

### **Modern Teacher in the Educational Process**

In the time in which we live and work the role of the teacher greatly increases and significantly expands the responsibilities of those he had in the traditional school. At that time the teacher was asked to direct the student to accurately reproduce certain contents and their interpretation, he was responsible only for the progress of the class and the subject he teaches, to give information-instructions, to explain, evaluate, to insist on customs, traditions, morals and other norms. The teacher's activity was reduced to verbal contacts with the students, which seeks to influence them and their cognition.

The main function of the teacher in the modern school should be the mediation between the student and the knowledge, and less as a transmitter and source of information. The quality and quantity of learning, educational and teaching procedures, methods and forms of work, social and human relations in the classroom and beyond depend on the teacher.

The teacher should know the students well how to accurately and in time reveal to them their inclinations and interests, needs and opportunities, abilities and reaction to various teaching

situations, ensuring a positive emotional relationship and establishing the necessary communication in the class (Anastasovski Ivan 1995: 14-17). The teacher is a creative person and has a special function in working with young people, which in a special way contributes to the development of the overall student personality and all his human potentials.

### **The Notion of a Grade School Teacher**

There is no generally accepted definition of what a grade teacher is, but there are still various attempts to structure and define the notion of a grade teacher, which in recent history has been predominantly female. According to Utah Maharyan's writing from 2010, a class teacher is a person who is part of the pedagogical-educational process that teaches all subjects in the classroom. Class teachers usually teach in preschool and elementary school (Uttam Maharjan, 2010).

Grade school teacher is a person who raises and educates students (children) and actively participates in the educational process. The role of the class teacher is in many cases formal and monotonous, it is performed in a school or other place where formal upbringing and education is performed. In most countries, a person aspiring to become a class teacher must first obtain specified professional qualifications or accreditations from a university or faculty. These professional qualifications may include the study of pedagogy, the science of education.

Grade school teacher is one who helps children develop reading, writing and learning skills. Elementary school teachers play an important role in developing an educational path for students because they are the foundation of learning and transfer knowledge. They are responsible for teaching children from 1<sup>st</sup> grade to 5<sup>th</sup> grade.

Grade school teachers are responsible for developing necessary skills in junior school pupils such as identifying shapes, colors, etc. If any person enters this profession, he/she will be the best in all subjects. In fact, it doesn't matter what age and subjects you want to teach, you have to be best in a range of subjects from maths to English and physical education.

Grade school teacher work at an essential stage for pupil's education as they are responsible for developing life skills in pupils and encourage children to actively participate in classroom activities. They have to create interactive and engaging teaching methods that encourage children to learn, and help them develop verbal, numerical, reasoning and cognitive abilities.

### **The Notion for Teacher for Physical and Health Education**

Generally speaking, a teacher of physical and health education is a person who is part of the pedagogical-educational process which is obliged by law to realize the class of physical and health education in primary education.

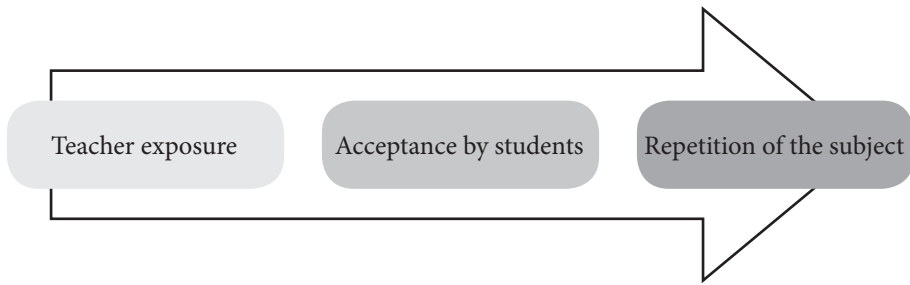
In conditions of the new organization of the internal life and the educational work in the school, the role and function of the teacher of physical and health education is fundamentally changing. His activity is not limited only to the teaching work entrusted to him, but also extends to various types of organized educational education for time and outside the teaching within the school (Aleksandar Anastasovski, 1990:145).

### **Concept for Class for Physical and Health Education**

The teaching class as an organized planning unit of the educational work was first applied in the 16th century, whose didactic foundations were given by the Czech educational and religious leader Jan Amos Komenski. Komenski sets the organization of the class in three stages (see Figure 1): Teacher exposure – Acceptance by students – Repetition of the subject (Aleksandar Anastasovski 1990: 97).

**Figure 1**

Organization of the class according to Jan Amos Komenski



### **The Challenges of Tandem Teaching in the Class of Physical and Health Education from the Aspect of the Class Teacher**

As positive effects can be assessed so far what gives the popular tandem teaching of physical and health education in primary schools as in addition to the class teacher and a teacher of physical and health education.

Physical education in the world stands out with its diversity in terms of the elements it contains, their preparation and implementation in practice. In the country, until a few years ago, physical education was reduced to teaching where the student rarely had the opportunity to develop his motor skills, and thus to accelerate the psycho-social development of children of school age where until now the class teacher was responsible.

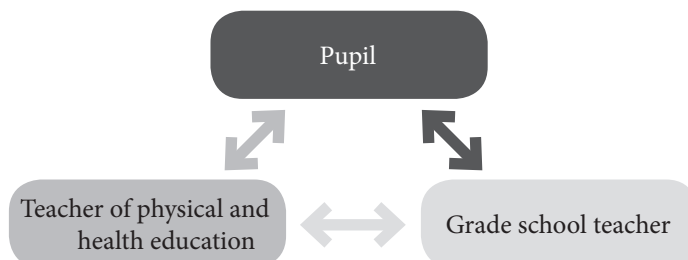
The new reform “Tandem” physical education classes, which includes a teacher in addition to the class, is expected to contribute to improving the quality of teaching, improving physical abilities, motor skills and knowledge in the field of physical and health culture in children.

This reform was adopted at the request of the scientific institution Faculty of Physical Education, Sports and Health at University Ss Cyril and Methodius which is in charge of producing staff for the needs of physical and health education. This revolutionary act is in accordance with the latest amendments to the Law on Primary Education published in Official Gazette of the Republic of Northern Macedonia No. 161/19 and 229/20 when officially in Article 54 paragraph 5 a provision is entered which reads education from first to fifth grade includes a teacher of physical and health education.

According to the latest amendments to the Law on Physical and Health Education in primary schools, the pupils has such an opportunity to receive guidance from the class teacher and the teacher of physical and health education (see below, Figure 2) who are in charge of its implementation.

**Figure 2**

Stakeholders in the physical education and health education class



What can be stated in this paper is that in this day and age of modernization, technology and internet revolution, ie the time of information society, the teacher gets new numerous and different roles that relate to teaching and learning, and those roles and Tasks are: the teacher should be a friend, a person of trust, a counselor-mentor, a transmitter of cultural values, a person who actively participates in the development of each young person and in some cases (and in modern times a larger number), replaces the parents.

That life dynamics in us humans causes big changes that we must follow, but those changes are also felt in the part of the educational process, especially for the youngest or the students from the grade teaching. In that segment, the class teacher has a great responsibility in the overall realization of the teaching, which includes the class in physical and health education.

The challenges posed by that segment of the classroom teaching are the fact that children need to be developed and directed properly in order to improve the psycho-somatic status of children as well as the health aspects of the teaching itself. Therefore, as class teachers, we can only welcome and support these reforms in the area of physical education and health education, which seriously improve our position in terms of placement in the HIF class and motivate us to build with all our capacity to realize this important segment of teaching, in order to improve the health and social aspects of students in lower grades.

## Conclusion

Viewed through the specificity and complexity of the teaching process in the classroom teaching and the new reforms that were adopted for the class of physical and health education (PHE), it can be concluded that the joint pedagogical activity of the two teachers (classroom and PHE) is to be welcomed and it moves in a positive direction in order to facilitate the work of the class teacher and to give importance to the practical work of students from first to fifth grade. Based on all the above and stated, the following conclusions can be made:

1. Of great importance was the amendments to the Law on Primary Education in the part of the physical and health education class where tandem teaching was done.
2. The role of the class teacher in the process of tandem teaching is very important, especially for students who have a high level of trust in the “teacher”.
3. It is unquestionably important for the two teachers to conduct the teaching in the HIF class in sync and with full trust.
4. It is a fact that the teacher of physical and health education is of great benefit to the class teacher in the class of PHE in many aspects (practical, health, social, etc.).
5. Finally, the reform in the primary education in the part of the class of PHE is generally accepted, which is of great benefit for the students themselves, as well as the teaching process and for the class teachers.

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