PEDAGOGY - YESTERDAY, TODAY, TOMORROW

BOOK OF ABSTRACTS

Novi Sad, 2023.

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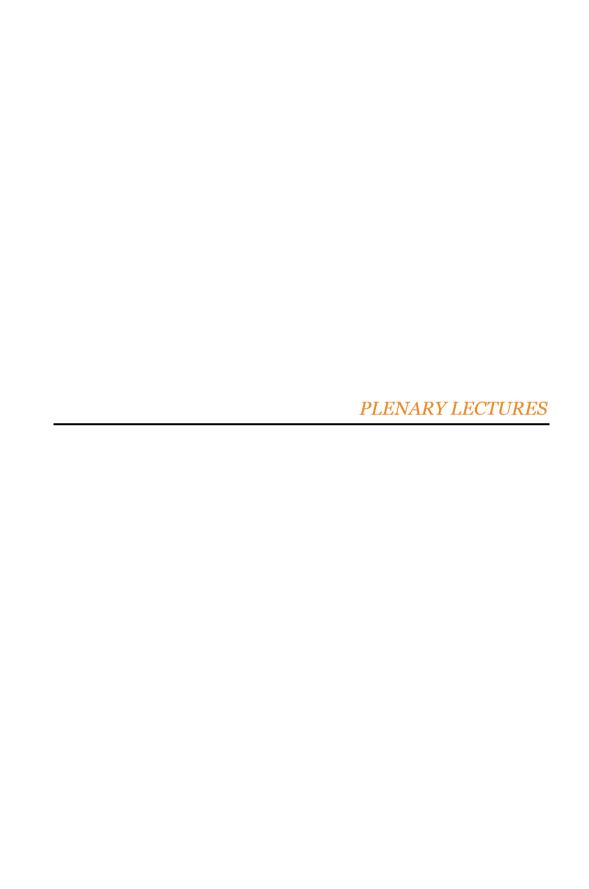Simona Bekić, University of Novi Sad, Faculty of Philosophy, Department of Pedagogy, Serbia

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(NO) FRAGILE IDENTITY OF PEDAGOGY?

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This paper explores the ways in which the identity of pedagogy that inherits the German tradition has been conceptualized and studied. The identity of science is based on the subject of study, which, when it comes to pedagogy, is not strictly defined because its subject is upbringing, education and socialization. Even if a consensus is reached on its subject, it remains open whether other sciences can better investigate it and explain how learning and human development work, how behaviour can be influenced by certain external stimuli, and how much influence social and institutional conditions have on the child being guided. A special problem that contributes to the fragility of the identity of pedagogy is the relationship between theory and practice because pedagogy did not offer enough knowledge that can improve practice. Furthermore, significant problems with the term pedagogy arise both in the national and international context. These and other theoretical-methodological difficulties lead to the legitimate question of whether pedagogy is a science because it lacks a common epistemological language. The identity of pedagogy is an interesting and challenging topic, particularly suited to research from humanistic-hermeneutic, empirical-analytic, critical, normative, and other perspectives, and is highly grounded and embedded in paradoxes, contradictions, and antinomies that we should consciously hold against all attempts at unification. Built-in paradoxes should be used as systemic tensions and contexts to defend difficult and exciting questions of identity against rash and cheap answers, especially to the question of the theory-practice relationship. Practice does not mean the implementation of pedagogical theories with the tendency that theory must be right, because theories are hypotheses and not guarantors of pedagogical certainties in practice.

Keywords; identity, pedagogy, theory, practice

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PERSPECTIVES OF PEDAGOGY IN (POST)MODERN SOCIETY

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It is paradoxical that the more that is published, debated and debated about the issues of education, upbringing and education policy, the greater the complexity in that area becomes. The propagated and launched education reforms replace each other, they are carried out without fundamental empirical research of individual measures and concepts, without looking at the effects and knowing what and why led to success or failure, and it seems that the current public discourse is not interested in these balances. The paper will analyze the reasons and consequences of neglecting the leading pedagogic maxims - demands, duties and ethical obligations, which are today suppressed in the public discussion on pedagogic issues. The description of the tasks of pedagogical activity and educational tradition has fallen into oblivion or been strongly suppressed in competition with ideological opponents such as psychologization, economization and technologization (informatization) - the terms that today explain and legitimize educational practice (a parallel to the almost traditional intentions of ideologizing pedagogical activity). Psychologization has allowed the emotionally interpreted subjectivity of the child and young person, with a focus on the relationship dimension, to become the most important, if not the only, measure of pedagogical influence, while the importance of social, awareness of values and responsibility is lost. On the other hand, economization, from its original limitation to the interpretation and planning of economic actions, has developed into an area that is understood and planned in society. Common to both ideological pillars of the zeitgeist is the ideal of individuality, which sees emotionally based subjectivity as the ability to constantly flexibly adapt to market demands. The psychologization and economization of pedagogy included such forms of resistance to criticism - which, on the other hand, represents a certain view of the world.   Regardless of the many benefits of the latest educational technology, digitization, virtual reality and artificial intelligence, the effects of learning are enhanced by face-to-face contacts and exchanges. Despite various counter-propaganda, broad general education is still one of the most current pedagogical ideas, which, at the behest of the common good, finds its strength through the spiritual unity of teachers and students.

Keywords: pedagogical principle, neoliberal principle, economization, psychologization, technologization

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ARE WE STILL THINKING ABOUT EDUCATION AS PEDAGOGUES?

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The topic of this paper is the actual tendency of marginalising pedagogy as science in the contemporary reforms of education. The aim is to illustrate the pedagogical implications of the existing reconceptualization of education as a form of human capital through the example of two reform initiatives. The first reform initiative originates from the public investment policy into stimulating optimal early childhood development through parents' training. It is promoted through the activities of the Council of Europe, UNICEF and the European Union, as the concept of "positive parenting" and "parenting support". It is founded on evidence-based research on the dynamics of human capital accumulation over the lifecycle. The public policies obtain the information from the principal findings that the largest rate of return from public investments into education and health is recorded in the early childhood stage. With that reference, creators of public policies propose programs of raising awareness, informing and counselling parents, all aimed at improving their parenting competencies. The focus is on supporting parents' activities (what parents are doing) through the implementation of an expert knowledge network from the field of developmental psychology, neurosciences and economics of education. The second reform initiative refers to the reconceptualization of education as literacy within the PISA project (*Programme for International Student Assessment)*. This comparative research program was launched by the OECD (*Organisation for Economic Co-operation and Development)* as a powerful promoter of economic policies based on the free market concept. The aim is to inform, in short cycles, the education policies' creators about the advantages and weaknesses of particular education systems based on measurements of economically relevant aspects of students' achievements (before they enter the labour market). Education is being reconceptualised as literacy for the purpose of economic growth. Observed from the standpoint of post-critical pedagogy, it can be concluded that the disregard for the immanently pedagogical method of thinking in the said reform initiatives leads to three crucial pedagogical implications: education as an ontologically necessary human activity is being reduced to accomplishing market-relevant competencies; neglecting the educational value of individual, group and generation interactions; normalization of the tacitly imposed image of the world as a competition arena where people fight for

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scarce resources, and no longer ask themselves whether they have been missing some other, more meaningful ways of living.

PEDAGOGY IN THE CONTEMPORARY SOCIAL CONTEXT

DEVELOPMENT OF A DIGITAL INSTRUCTIONAL LEADERSHIP SCALE

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The use of digital technologies to provide high-quality teaching and learning is one of the significant challenges for school systems around the world. Serbia also belongs to the group of countries that strive to use the educational potential of modern technology more effectively. Based on that fact, it is important to continuously examine the factors that contribute to the successful implementation of technology in teaching and learning. Previous empirical studies have highlighted the importance of teachers' professional beliefs and skills in the domain of using digital technology in teaching. However, there is a lack of knowledge about the role of school leadership in creating the conditions for successful technology implementation. Based on the above, this paper aimed to develop a scale of digital instructional leadership and examine its internal structure and reliability. It is an instrument that was created based on the model of instructional leadership with regard to the characteristics of the application of technology in schools. The instrument contains 16 items intended to examine teachers' perceptions of the leadership of school principals in the domain of encouraging the application of technology in teaching and learning. The participants were 73 teachers (78.08% female) working at different educational system levels. The results of the exploratory factor analysis indicated that it is a one-dimensional scale that measures the general construct of the school principal's digital instructional leadership. All scale items had high factor loadings and the composite reliability of the instrument was very high. However, future studies with larger sample sizes of teachers are needed to confirm the metric characteristics of this scale and to examine the relationship between the digital instructional leadership of school principals and the characteristics of technology application in teaching activities. The findings of this research provide preliminary evidence on the possibilities of using the scale of digital instructional leadership in Serbia. We believe that the application of this research instrument would

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enable the acquisition of knowledge about the role of this important construct.

Keywords: technology, digital leadership, instructional leadership, school principal, teachers

PREPARING FOR GENERATION ALPHA AND THE DEMANDS OF THE FOURTH INDUSTRIAL REVOLUTION IN SERBIA AND SELECTED COUNTRIES – PEDAGOGY STUDY PROGRAMS

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The impact of the Fourth Industrial Revolution and the so-called Society 4.0 and 5.0 on higher education can and should be monitored both in terms of its scope (extensions) and in terms of content (intensions). The Fourth Industrial Revolution generated the assumption that humanity would evolve from Society 4.0 to Society 5.0, centred around a man who develops and uses modern technologies to maintain the balance between economic progress and solving social issues by using systems that integrate cyber and physical space. The challenges faced by faculties that train future pedagogues are not only concerned with how to prepare students for the changes generated by the exponential growth of the Fourth Industrial Revolution through initial education, but also with how to respond to the needs and characteristics of Generation Alpha (students born between 2010 and 2025). Therefore, the focus of this paper is to ask the following question: how much are pedagogy study programs in Serbia and selected countries geared toward the so-called Generation Alpha, and how much toward the demands of the Fourth Industrial Revolution? The aim of the research is a comparative analysis of pedagogy study programs in Serbia and neighbouring countries (Croatia, Slovenia, Bosnia & Herzegovina, and North Macedonia). The method of theoretical analysis and the technique of content analysis of available program documents and syllabuses were utilized. The basic units of analysis include: the purpose of the study program, competencies of the graduates in these study programs, course name, objective, outcomes, and content. It was determined that pedagogy study programs aim to train future pedagogues to use modern technologies in different areas of their practice, but also that they do not develop the key

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competencies required to live and work in the era of artificial intelligence to a sufficient extent. In consequence, we indicate the need to update and modernize pedagogy study programs so as to help future pedagogues develop a humanistic approach to the application of artificial intelligence, establish and maintain efficient and effective cooperation between humans and machines in the field of learning, work and everyday activities, and readily face unpredictable changes and implications generated by the Fourth Industrial Revolution, primarily through dehumanization and devaluation of education.

DETERMINATION OF DISTANCE TEACHING FOR THE TIME OF THE PANDEMIC COVID-19

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In educational practice in our region, distance learning is not widely applied. The covid-19 pandemic required the rapid organization of the teaching process at all levels of education. Distance learning was the most acceptable model. In connection with its application, a critical analysis of empirical research and the experience of practitioners show that during the pandemic, distance learning was applied at different levels of education, in different ways, and that in addition to the scope, certain limitations were also observed. The goal of the research is to use factor analysis to identify the factors that determine the values and limitations of distance learning during the covid-19 pandemic. On a sample of 474 primary school teachers, the Scale for assessing the value and limitations of distance learning was applied ($\alpha = 0.88$). The first version of the five-point Likert scale contained 70 statements, and after validation, 41 statements were retained. After a methodologically justified factor analysis procedure (KMO test is 0.92; and Bartlett's test is significant at the 0.00 level), four factors (cumulative variance 50.54%) were identified: tne weaknesses and limitations of distance learning (27.98%), the values of distance learning (12.5%), the

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position of subjects in distance learning (5.94%), and didactic tasks in distance learning (4.13%). It can be concluded that the teachers' experiences indicate certain weaknesses of distance learning. The passive role of the student and the difficult creation of an individual approach to the student stand out. In distance learning, didactic tasks are not expressed as in regular classes, this is especially reflected in the educational task. The motivation and training of students for the application of different learning techniques in a digital environment, the different roles of subjects in the teaching process, the training of students for independent learning, professional development and the acquisition of new IT skills of teachers, are recognized as the values of this teaching. Future research should be focused on the search for the possibilities of removing the perceived shortcomings and improving the quality of the teaching process through experimental checks of different models of distance learning, as well as identifying procedures that contribute to increasing its educational task, with the gradual implementation of the didactic-methodical foundations of various subjects in distance learning.

Keywords: distance education, factor analysis, values of distance education, limitations of distance education

ASSESSMENT OF INTERNET ADDICTION AMONG ADOLESCENTS IN NOVI SAD

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Subject of research: Adolescents represent a generation that adapts very skillfully to the latest information and communication technology. They grow up together with the development of technology which makes Internet browsing both an indispensable part of their daily routine and a very useful tool for learning and absorbing new knowledge today. The availability of the Internet also carries the risk of excessive use and development of the Internet addiction. As this phenomenon of the modern age can significantly affect the growth, development and habits of adolescents, we noticed the need to determine the level of Internet addiction among adolescents in Novi Sad. Material and methods: The research was conducted as a cross-sectional study, by surveying students of both sexes, from elementary and

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high-school schools in Novi Sad, ages 12 to 18. The students were examined through an online questionnaire, and the instrument used was the Internet Addiction Test (IAT). The test evaluates the amount of user engagement in internet use and classifies the addictive behaviour into absence of addiction, moderate, medium and severe internet addiction. Results: The average score of the Internet Addiction Test among high school students was 30.4, (SD±16.64), which is at the upper limit of the score indicating the absence of Internet addiction. Statistical significance was observed in the students' scores in relation to the class they attend. The Cronbach α coefficient of the questionnaire is 0.89. It was observed that checking content on the Internet is a priority of their daily routines and that students have difficulties with regulating the amount of time spent online. The scores of higher grades were significantly higher in comparison with the younger students. Conclusion: High school students showed the absence of Internet addiction, with results that are borderline with the level of moderate Internet addiction. Implications: As these results indicate the need for further analysis, a more comprehensive study with a larger sample is suggested. The data also indicate a strong need to promote the safe use of the Internet and clearly indicate the border where use turns into abuse, that is, recognition of the possibility of Internet addiction.

Keywords: adolescence, Internet addiction, Internet addiction test

THE SOCIAL CONTEXT AND ITS IMPACT ON PEDAGOGICAL ACTIVITY

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The social context in which pedagogical activity takes place has a significant impact on the teaching and learning process. The social context includes cultural norms, values, beliefs, and socio-economic conditions that shape how people think, behave, and interact with each other. Pedagogical activity is deeply intertwined with the social context, and educators must understand how it influences their practices. The reflection of the social context on pedagogical activity can have significant impacts on the effectiveness and outcomes of education. Cultural norms and values shape pedagogical practices in many ways. For instance, cultures that prioritize

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conformity, obedience, and respect for authority may prioritize rote memorization and strict adherence to rules and authority figures. In contrast, cultures that value creativity, critical thinking, and individuality may prioritize experiential learning and student autonomy. Socio-economic conditions also impact the way the pedagogical activity is carried out. For example, in societies that face economic challenges, education may focus on developing the skills that are relevant to the job market, such as STEM fields. In contrast, in societies with greater social inequality, education may prioritize social justice and equality, developing critical thinking and social awareness in students. The content and curriculum of educational programs are also shaped by the social context. In societies with a strong focus on economic growth, education may prioritize STEM fields, while in societies with a greater emphasis on social justice, education may prioritize critical thinking and social awareness. Educators must understand the social context in which they operate to design effective educational experiences that meet the needs and aspirations of their students. By doing so, educators can promote values and beliefs that support creativity, critical thinking, and social justice. Therefore, it is crucial for educators to understand the social context in which they operate and how it affects their pedagogical practices. This can help them to design effective and relevant educational experiences that meet the needs and aspirations of their students within the given social context. The aim of this study is to determine the societal factors that influence pedagogical activity and how they impact educational achievements. To achieve this goal, we will use the analysis as well as the conducted research to identify the influencing factors.

RELATIONS BETWEEN TYPICAL CHARACTERISTICS OF HIGHER EDUCATION INSTITUTIONS AND STUDENT ENGAGEMENT

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The main goal of this paper was to explore the relationship between the typological characteristics of the higher education institution (scientific field and size of the study group) and indicators of student engagement. Considering the type and scientific field, the following faculties of the University of Niš were included in the research: the Faculty of Electronics, the Faculty of Philosophy, the Faculty of Natural Sciences and Mathematics, the Faculty of Medicine, the Faculty of Occupational Safety and the Faculty of Sports and Physical Education. The character of student engagement is operationalized through NSSE indicators (National Survey of Student Engagement Indicators, 2018): academic challenge (learning with higher-order thinking, reflective and integrative learning, learning strategies), joint student learning (collaborative learning and fostering diversity), experience with teachers (teacher-student interactions and effective teaching), institutional environment (quality of interactions and supportive organizational culture). The research sample consisted of 515 students of the University of Niš. The respondents' perceptions of the quality of studies and personal engagement were collected using an adapted NSSE (2020) questionnaire intended for students. The obtained data indicate that within higher education institutions of social and humanistic orientation, a stimulating environment is fostered, which is characterized by frequent interactions of all members. Support for the study process and access to the needs of each student is dominant. The faculties within the scientific field of mathematics, informatics and technology are more oriented towards engaging their students in terms of developing numerical literacy and encouraging the integration of knowledge and thinking strategies. The complexity of functioning is most pronounced at the Faculty of Medicine, where respect for diversity is the basis of the organizational climate and culture, which, along with frequent interactions, ensures continuity in the study process. Therefore, it can be concluded that not all engagement indicators are represented to the same extent or in the same

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way and that they depend on the organizational culture and the type of profession for which they prepare their students.

A PLACE OF PEDAGOGY, ACTIVISM, AND ETHICAL RESPONSE-ABILITY IN THE TROUBLED WORLD: NAVIGATING PATHWAYS TO SOCIALLY JUST AND SUSTAINABLE FUTURES

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In many countries worldwide, education has been entangled with the logic of neoliberalism, a political ideology favouring competition, marketisation, 'free choice' and deregulation over sustainability, equity, and social justice for each and every one. By transforming all kinds of human endeavour into entrepreneurship, neoliberalism reconfigures the purpose of education, identities and educational practices with market principles. Taken up by many as an 'a mode of pedagogy', neoliberalism seems to become normalised as a 'new ' way of doing education and being a human in the world. The damaging impacts of neoliberal capitalist patriarchy are, however, well documented. Scholars, educators, pedagogues, advocates, and activists are thus urged to examine critically what happens in and with education in this troubled world. They are also invited to consider the necessity for, as well as the difficulty of, facilitating transformations towards more socially just, equitable and sustainable futures. This paper draws on a research study that utilises discourse analysis of leading education policies and interviews with teachers in New Zealand's early childhood education context. Research findings discuss the power of neoliberal discourses to narrow the purpose of education to the production of human capital and reshape relationships in education into a 'buyer-seller' exchange. On this ground, the paper contributes to scholarship that problematises the neoliberal framing of education. Simultaneously, it illustrates how those involved in education might resist neoliberal dictatorship by actively engaging with diverse critical pedagogies and re-imagining alternative educational futures. Instead of providing clear-cut conclusions, the paper poses a question: If/How can we collectively transform education in order to create more socially just and sustainable futures, and what sort of pedagogies do we need to take up in leading such transformation? The paper opens a conversation about the importance of diverse critical pedagogies,

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activism, and ethical choices in education and the implications of such pedagogical possibilities in strengthening the capacity for ethical response-abilities of everyone in this troubled world.

Keywords: education, pedagogical possibilities, neoliberalism, ethical response-ability, activism

REFLECTIONS OF DIGITAL ENVIRONMENT ON FAMILY EDUCATION - THE NEED FOR PARENT EMPOWERMENT

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Digital technologies have been an essential part of our daily lives, work, education, leisure, and family life for some time now. This is a natural environment for the new generations of children and young people who are born, grow up, and spend most of their time with technology, although this does not mean they use it appropriately. On the other hand, for parents who grew up in a different environment, this represents a source of numerous parental concerns, challenges, and uncertainties regarding their empowerment to mediate children's interactions with technology and new responsibilities in terms of developing the digital literacy of their children. Contemporary literature refers to this phenomenon as digital parenting and defines it as parental efforts and engagement in regulating and supporting children's activities in the digital environment (parental mediation). According to the previously mentioned facts, we come to the question of parents' empowerment to engage in mediation, i.e., regulating, guiding, and supporting the use of technology to promote the development of digital literacy in children. Based on the empowerment theory, this concept involves both the process and the result of the achieved level of empowerment and refers to the processes by which individuals, in this case, parents, gain power, authority, access to resources, and control in the context of adequate mediation in children's interactions with technology. The research aims to examine parents' perception of their empowerment to mediate their children's use of digital technologies. In this research, we

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start from the parents' perception of the risks and opportunities of children using digital technologies. Then, we focus on the mediation strategies that parents use in regulating their children's interaction with digital technologies. Finally, we seek to investigate to what extent parents feel empowered to mediate their children's use of digital technologies, and what kind of support they need in this context. A descriptive research method is used to provide a detailed description of parents' empowerment to engage in mediation. Data will be collected through a survey of elementary school children's parents from Belgrade, while the conclusions and pedagogical implications will be drawn based on their responses.

Keywords: parenting, digital technologies, mediation, parent empowerment

FAMILY EMPOWERMENT IN THE CONTEXT OF CHALLENGES AND CHANGES IN MODERN SOCIETY

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Previous studies of family functioning and mutual relationships have been focused on families' problems, risks, or weaknesses, while fewer families have been studied through their advantages and strengths. Family strength is defined as a set of relationships and behaviours that help and protect families and their members, back up families during periods of stress and changes as well as support family members' well-being and development, while simultaneously maintaining a high level of family cohesion. The main goal of this study, whose results are being presented, was to examine how parents define the term "family strength" as well as to determine which family characteristics enhance the strength of their family. In total, 210 participants took part in the study (participants' average age was 42.6 years), with the target group being parents of children of different ages. Regarding age, the highest number of participants have children older than 18 (36.2%); 31.4% of participants are parents of preschool children, whereas a similar percentage of participants have children attending 1st - 4th grade (25.7%) and 5th – 8th grade of elementary school (25.2%). The fewest number of participants have children of high school age (19%). The data were gathered via a questionnaire, whose aim was to examine the participants' opinion on the characteristics of family strength, potential

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influences that cause poor family functioning, coping mechanisms used to solve problems as well as their general thoughts regarding family functioning. The process of data gathering occurred online during the COVID-19 pandemic period in 2021/2022. The results of both quantitative and qualitative analysis showed that the vast majority of participants believe that they possess the characteristics of a strong family (mutual respect, encouragement, togetherness, positive communication, time spent together empathy). Despite the high frequency of contrasting attitudes regarding daily family functioning and mutual relationships, followed by those who believe that the significance of family strength is decaying, the results of our study are in favour of optimistic views as well as practising values and activities that stem from family togetherness. Considering the lack of research on this issue, especially from the perspective of strong families' characteristics, it is realistic to expect further extensive research in this field. Ultimately, modern pedagogy has earned its place in this process as a discipline aiming to anticipate educational challenges in the future as well as the inevitable need to modernize the educational system that will respect the challenges arising during the creation of realistic conditions needed to achieve important aims required to establish the expected partnership between parents and educational institutions at all levels.

Keywords: family strength, family functioning, family togetherness, modern pedagogy

INTERCULTURAL SENSITIVITY OF TEACHERS

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In a time of dynamic political, social and cultural transformations, finding optimal educational tools for a culturally diverse environment has become especially important. Diversity in a multicultural society is often perceived as a threat, leading to hostility and discrimination. In contrast, the interactions established in an intercultural society regulate social relations, and consequently intercultural communication and intercultural sensitivity. Intercultural sensitivity, as a part of intercultural communication competence, is considered an important competence that teachers should acquire and develop through their initial education and subsequent

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professional development. Learning about interculturality and developing intercultural competence among teachers during initial education is the basis for the successful implementation of intercultural upbringing and education and the development of intercultural competence among students. Despite the lack of consensus on what intercultural sensitivity is, there is interest in the topic of intercultural sensitivity and its importance for the realization of interculturality, both in the social and in the concrete school environment. The diversity of the world we live in requires research into intercultural sensitivity, especially in the educational process, which can and should be a promoter of interculturality and intercultural sensitivity. The aim of this paper is to present the available knowledge and research results on intercultural sensitivity as an important competence of teachers necessary to achieve interculturality, interaction and a positive climate in the classroom. We hope that this paper will make a modest contribution to raising awareness of the importance of, and interest in, the topic of intercultural sensitivity among teachers.

Keywords: interculturality, intercultural competence, intercultural sensitivity, teachers, education

ROLE OF THE SOCIAL MEDIA PLATFORM YOUTUBE IN PRIMARY AND SECONDARY EDUCATION

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Modern technologies are an indispensable part of students' everyday life, and as a result, education is inevitably moving from traditional frameworks to new, digital spaces. Therefore, the subject of this theoretical research is to examine the role of the social media platform YouTube in innovating formal, non-formal and informal education in primary and secondary education. The development of the World Wide Web 2.0 has changed the concept of one-way communication and has given its users the possibility of active creation and consumption of content. One of the most important Web 2.0 tools is Youtube. Authors describe it as a digital platform for sharing, watching, commenting and rating videos. Youtube is one of the

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most famous brands among children, and the content it produces is very diverse. The authors of this paper rely on the upgraded model of the well-known Bronfenbrenner (1994) theory of ecological development, proposed by Johnson & Puplampu (2008). In addition to the micro, meso, exo, macro, and chrono-systems, they suggest an additional system of influence: the technosystem. According to the authors, the technosystem is a mediator between other subsystems, for example: when children communicate with their parents via Viber call (microsystem), or when they check their children's grades on the online school platform (mesosystem). Therefore, this layer emphasizes the important part that modern technologies take in children's development. Thus, the goal of this paper is to explore what role Youtube has within the technosystem, when it comes to the education of elementary and high school students. In this paper, it is assumed that the effective use of YouTube in different types of education can enhance the learning process. Later on, examples of educational YouTube channels with great potential for improving the modern classroom are presented. This indicates that media literacy could be one of the essential parts of functional literacy in the 21st century. In a world where technology is the mediator of all events, including children's development, it is necessary to train for its skilful use. Examination of the possibility of using social media platforms requires further continuation, through relevant theoretical and empirical research.

Keywords: Bronfenbrenner's theory of ecological development, education, media literacy, social media platforms, Youtube

THE DIMENSION OF HUMOR IN FRIENDLY PEER RELATIONSHIPS

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School is an important life training ground where children and adolescents develop social skills. Peer-friendly relations are a significant pedagogical indicator since peers and friends play a crucial role at the time of quantitative and qualitative changes in the child-child relationship. And while most of the research on peer friendships in the mentioned period is focused on determining the quality of friendship, popularity, experience of

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friendship, behavioral correlates, strategies for reflecting friendship, satisfaction with friendships, social characteristics of students in friendships, friendships of students with special needs, etc., the authors of this paper are directed towards a more studious study of the dimensions of the quality of peer friendly relations. Taking the dimensions of friendly relationships separated by factor analysis by Kolak, Markić, Horvat, (2020), the authors emphasize intimacy, free time, the value of a person and protection, and within these dimensions, they focus on the importance and role of humor and fun in a friendly relationship. The significance of humor proved to be a significant predictor in all interpersonal relationships (marital, collegial, friendly). In friendly relationships, it occupies a high place in the hierarchical structure (right after the dimension of intimacy – trust, openness, honesty). In a friendly relationship, humor has the purpose of entertainment or occurs as a style of communication so that it maintains a pleasant atmosphere, improves communication and opens up space for expressing existing conflicts in an acceptable way. Its positive functions reflect on the friendly relationship in the way of promoting togetherness and improving the quality of friendship and jokes and laughter appear as one of the manifestations of humor in friendly relationships. In the end, the authors' thoughts are pointed toward theoretical considerations and the importance of the positive effect of humor in friendly relationships, emphasizing the pedagogical distinction between laughing "with" and laughing "at" a person.

Keywords: friendly relationship, dimensions of friendship, humor, fun

STUDENTS' OPINIONS ON THE ORGANIZATION AND QUALITY OF HYBRID TEACHING DURING THE COVID-19 PANDEMIC

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The development of information and communication technologies (ICT) contributed to the improvement of teaching processes and the application of new teaching models. The Covid-19 pandemic caused most higher education institutions to replace traditional teaching with distance learning or a hybrid teaching model. The College of Vocational Studies for Teacher

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Education in Kikinda has been applying an online and hybrid teaching model since the beginning of the pandemic. Theoretical teaching took place at a distance as asynchronous and synchronous learning, and the exercises were organized in the school classically. The aim of the research was to determine the opinion of students of basic and master vocational studies about the organization and quality of hybrid teaching during the Covid-19 pandemic. Methods: The research sample comprised 99 students of basic and master's vocational studies at the College of Vocational Studies for Teacher Education in Kikinda, who were included in the hybrid teaching model (asynchronous, synchronous, and traditional). To examine the quality and organization of the hybrid teaching model, a questionnaire created for the purposes of this research was used, which consisted of three subtests. Students evaluated the organization process and the quality of teaching on a four-point Likert-type scale. Research results: Respondents positively evaluate the quality of hybrid teaching during the pandemic (Mdn = 3.43; SD = 0.64). The assessment of traditional teaching is more positive (Mdn = 3.80; SD = 0.61) compared to asynchronous teaching (Mdn = 3.40; SD = 0.85) and synchronous teaching (Mdn = 3.20; SD = 0.91). There are statistically significant differences in the assessment of teaching quality according to the type of study, year of study, and employment of the respondents. Master's students rate synchronous teaching and traditional teaching more positively than undergraduate students. Conclusions: The results of the research show that students positively evaluate the applicability of hybrid teaching. Although they prefer the traditional model of teaching, students believe that introducing online content enables better connections between theoretical and practical knowledge. Implications: The results may contribute to understanding the need to change traditional teaching methods and the wider application of modern technologies in performing teaching activities.

Keywords: synchronous teaching, asynchronous teaching, hybrid teaching, Covid-19

PEDAGOGY - YESTERDAY, TODAY, TOMORROW THROUGH THE DISCOURSE OF INTERPERSONAL PEDAGOGICAL COMMUNICATION

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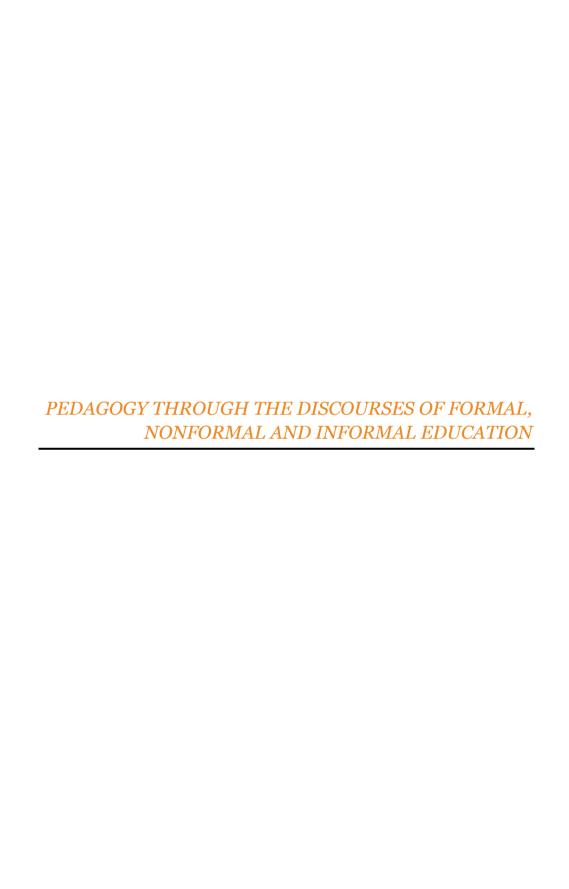**Emilija Petrova Gjorgjeva**,
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The current situation in the field of education is influenced by the tendencies of the today's global world and is characterized by postmodernism and constructivism, as well as democratic and humanistic approaches to pedagogy. These influences and approaches are quite logically reflected in the communication and interaction in the pedagogical relationships between the subjects, teacher-student and adult-child. The postmodern perspective evokes uncertainty, diversity, and multiplicity that can be fragmented and powerless as well as energetic and powerful. According to some authors, relationships, connectedness, and interdependence are the constants that hold us together in such a fragmented world. The context highlights the need for changes and a paradigm shift in education, which can be seen as a continuous process of looking for opportunities to improve the quality of teaching and interpersonal relationships in it, which is, among other things, one of the factors that affect the quality of education. By its nature, the problem of interpersonal communication is complex and topical. Here we try to study the above from several aspects, from the perspective of subjects in the act of interaction, and from the perspective of strategies for building positive pedagogical relationships between them. When speaking from the perspective of the subjects, the teacher and the student as well as any adult, as well as the child who is a direct participant in the communication act, bring a certain amount of subjectivity into the interpersonal relationship and they model the interaction in communication. If we take into account the fact that communication is a basic feature (mark) of the pedagogical process and its integral element, then it is quite clear that the model of interpersonal communication and the type of interaction relationships determine the quality of the pedagogical process as well as the expected results. In the paper, an attempt is made through the analysis of the

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interpersonal pedagogical communication discourse to determine the direction of pedagogy tomorrow, because without knowing the past and understanding the present, the future can not be planned.

Keywords: interpersonal relations, subjects, interaction

PEDAGOGY THROUGH THE DISCOURSES OF FORMAL, NONFORMAL AND INFORMAL EDUCATION

MUSEUMS AND SOCIAL INCLUSION
(MUSEUMS OF THE FUTURE – OPEN, INCLUSIVE AND ACCESSIBLE TO ALL)

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Museums, their role and importance have changed throughout history. Today, in order to be successful and respectable, museums must primarily be socially engaged and accept their responsibility towards the local community. We assume that museums as cultural agents can and should act as agents of social inclusion and advocates of social justice, and that there are more and more scientific-research works, conferences and seminars that deal with the issue of social inclusion in the context of museums, but also with the partnership between museums and the local community. Methods (content analysis and critical discourse analysis) were used in this research work. With this work, we want to point out that in addition to adapting the physical space, it is necessary to focus equal attention and energy on adapting the museum content to different categories of audience (people with visual and/or hearing impairments, people with multiple disabilities, children and young people with special educational needs and developmental disabilities), as well as on an adequate form of communication with the public both in the museum itself and through the museum's official pages on social networks and official museum websites. The paper presents successful stories and examples of good practice from three world museums: The Nelson-Atkins Museum of Art, The Santa Cruz Museum of Art and History and The National Museums Liverpool) which while listening to the needs and impulses of the local community, created inclusive museum content and programs, and positioned themselves as leaders and role models when it comes to (social) inclusion in the museum context. It is encouraging that in the last 10 years, on a global level, work is being done on the creation and promotion of inclusive practices in the context of museums, and that it is becoming clear to the professional and scientific public, as well as to the media and the general public, that the museums are the ones that have the importance, role, power and responsibility to indicate violations of human rights and current social problems.

Keywords: social inclusion, accessibility, The Nelson-Atkins Museum of Art, The Santa Cruz Museum of Art and History, The National Museums Liverpool

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POSSIBILITIES OF DEVELOPING AND DIVERSIFYING TOPICS/PROJECTS WITH CHILDREN OF EARLY AGES

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Supreme values in modern societies are, among others, the quality of education, playing and support provided to children as equal members of society. Taking these facts as a starting point and the current national framework – the Strategy for the National Development of Education by 2030 and the Law on Preschool Education ("Years of Ascent") we use different approaches, directions and possibilities of program development in our work, we organize the education process for the children at early childhood. This work results from the teamwork of students of Master's academic studies and it is a part of their pre-exam requirements at the Faculty of Education in Jagodina. Considering the Support programme for introducing the new programme concept of the Ministry of Education, Science and Technological Development, relevant expert and scientific literature, handbooks and guidelines concerning (the serial "Lines of Flight") at the forefront of the research are different approaches, ideas and directions of development of research projects with children in kindergartens. This research aimed to represent programme development strategies and to create a model of a research project based on an integrated learning approach and playing as a key factor in children's development and learning in early childhood. We used the method of theoretical analysis and the descriptive method in this research. The research results show that playing as an all-time and all-pervasive aspect of human life should be created, cultivated and enriched because it has inexhaustible educational values. That the potential of child's games can have the function of providing support to all aspects of children's welfare - personal, work and social shows the example (the model) of the development project in which children would learn with all their senses and whole body by playing and exploring, they would find the answers to all their questions. They would be active in situations that are meaningful for them and which are connected by meaning. The aforementioned project and its elements can serve

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preschool teachers as an example (a model) of structuring situations that encourage children's learning through playing and discovery, as well as creating and developing new projects in a way that a preschool is not only a place for children to be looked after and played with but also a place where they will gain qualitative and valuable experiences and knowledge, develop concepts, skills and abilities which will be useful for them in future life.

Keywords: integrated learning, preschool upbringing and education, project development, early childhood

INCLUSION AND GENDER EQUALITY IN TERTIARY EDUCATION IN SERBIA

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Even though women are now present in large numbers in the labor market, especially in developed countries, relevant researches show that there is still gender segregation in economic activity and earning gaps as well as in the field of study. Regarding professional education, women dominate health and education studies and men dominate engineering, technology, and sciences. Even in developed countries that tendency exists: Schleicher (2008) researched gender differences in mathematics performance and points out that just 30% of OECD females graduate with a mathematics or computer science degree. Similarly, Yazilitas et al. (2013) found out that in mathematics, science, and technology, where women have consistently been underrepresented, their participation rate has decreased over the recent years, from 41% at the end of the 1990s to 38% in 2010. Surprisingly, fields of education and labor market segregation followed by the gender pay gap are still present even in Nordic countries where gender equality policies have existed for a long time. The research question that we consider in this paper refers to the perspective of inclusion in higher education regarding gender segregation. The work is based on a case study applying a qualitative analysis of the content of documents on the number of students enrolled in tertiary education institutions in the territory of the Republic of Serbia in the five years from 2015 to 2020. The obtained results indicate the existence of a predominance of women from the field of Education, Health, and Welfare, where they make up about 70% of enrolled students, an equal number of male and female students from the field of Business,

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Administration, and Law as well as Agriculture, Forestry, Fisheries, and Veterinary, while on the other hand, male students predominate in the fields of Information and Communication Technologies and Engineering, Manufacturing, and Construction. The conclusions of this research move in the direction of analyzing the causes of existing inequalities, as well as how these differences are reflected in the later participation of women in the labor market. At the same time, the implications are related to potential ways of overcoming the currently existing gender gaps.

Keywords: tertiary education, gender gap, Serbia

EDUCATION OF CHILDREN WITH SENSORY INTEGRATION DISORDERS DURING THE COVID-19 PANDEMIC

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Research Problem: The current COVID-19 pandemic has caused school closures and widespread use of e-learning around the world, prompting extensive analysis of its effectiveness. The fact that neurodiverse disorders such as sensory integration disorders affect 5% to 16% of students in schools contributes to the importance of the debate on designing forms of support for this population group. This study aims to review papers that investigated the positive and negative effects of education in students with sensory integration disorder during the COVID-19 pandemic. Methods: The literature review was conducted through the electronic database Google Scholar Advanced Search and the Serbian Library Consortium for Coordinated Acquisition - KoBSON. Results: When learning at a distance, children with sensory integration disorder face many problems, such as lack of motivation, insufficient understanding of the subject matter and occurrence of stereotypy, low level of tolerance, frequent episodes of irritability, sleep disorders and frequent occurrence of aggressive behaviour. The COVID-19 pandemic has increased the problems and concerns of families with children suffering from various neurodevelopmental disorders. Parents express dissatisfaction with

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insufficient support provided to children with sensory integration disorder during the COVID-19 pandemic. The sudden appearance of certain conditions in children during the COVID-19 pandemic further increases the concern of parents due to the current unavailability of appropriate child care. The findings also suggest that a clear form of mental health support should be designed for these children after they return to mainstream education. Conclusion: The school system represents an important agent of socialization, especially in the very critical period of development of speech and language skills in children of younger school age. Due to the unavailability of direct instruction and face-to-face communication with peers and teachers during the COVID-19 pandemic, these children face problems that include reduced academic performance and impaired quality of life. Implications: Given that this study shows that distance learning can cause behavioural regressions in children with sensory integration disorders, the task for future research is to pay more attention to different forms of education for children with sensory integration disorders.

Keywords: education and COVID-19, children with sensory integration disorder, special educational support

MAPPING THE SUPPORT SYSTEM FOR FAMILIES AND CHILDREN WITH DISABILITIES

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Family is the most important factor in securing a safe and stimulating environment for child development. The families of children with disabilities go through various life stages for which they need systematic support on different levels. In order to provide adequate conditions for full child development, it is necessary to empower all members of the family to be able to respond to the challenges and opportunities in the whole process. Therefore, this paper maps the support systems focused on families and children with disabilities. Early intervention is the first step in creating a support system from the beginning of the child's formal education, which entails cross-sectoral cooperation of healthcare, social security and education. The specialized support system in education implies cross-sectoral and trans-disciplinary expert engagement with the children and their family members. This paper aims to question parents about previous forms of support for the family and their children. The research questions

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are the following: what forms of support have parents recognized and received since the beginning of their search for rights and community resources, what forms of support focused on families and children are currently present in practice and what forms of support within education system are currently present for the families and children with disabilities. The research methods are the following: the theoretical analysis method, the survey method and the descriptive method. The parents are questioned via an online survey. The research results show the scarce support parents receive when going through the stages of adaptation and orientation to new circumstances. Parents experience stronger support once their children spend a certain period at preschool or school. A unitary system for supporting families and children with disabilities in Bosnia and Herzegovina hasn't been completely established so far. However, there are certain mechanisms providing support for the families and children. Therefore, this paper aims to present the existing and other possible ways to offer support through a continuous and collaborative engagement of all sectors, especially the education system, which can offer various forms of support to the parents, siblings of children with disabilities and children with disabilities to ensure effective development of each child.

Keywords: education system, early intervention, partnership, support

HOW UN/READY ARE WE FOR INCLUSION IN EARLY CHILDHOOD EDUCATION?

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There is more and more research when it comes to inclusion in educational institutions, which actually indicates the perceived importance of including children with special needs in regular groups in educational institutions. There are numerous benefits for all stakeholders when it comes to inclusion (for the children with special educational needs, for the children with typical development, for the parents, for the society), but the question

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arises whether these benefits can be achieved in the conditions we have in our educational institutions today. In this paper, we wanted to see the inclusive situation in kindergartens in two countries from the region (Macedonia and Croatia). Two online questionnaires are prepared for this research, one for the educators that work in kindergartens in the countries and the other for the professional services which the kindergarten has (pedagogue, psychologist, special educator and rehabilitator, speech therapist). The survey will be conducted in April 2023. The paper research the opinions and attitudes of educators from two kindergartens (100 educators from Macedonia and 100 educators from Croatia) about the challenges they face in their inclusive educational groups (their work experience with children with special educational needs, with which children with special educational needs they have no experience and they need training, the willingness of educators to participate in the development of the IEP, cooperation with parents). In addition to educators, we also observed the opinions and attitudes of support staff in the kindergarten from several aspects, namely: cooperation with parents (children with special needs and children with typical development), the needs in the inclusive groups, functioning of inclusive teams in kindergartens (staffing in kindergartens), obstacles that stand in the way of inclusion. Through the research, we will see whether any statistically significant differences exist between the two countries regarding the experience of the educators in the work with children with special educational needs, the initial educational preparedness of the educators to work in inclusive groups, the professional staff that is taking part in the inclusion in the kindergartens in both countries, the assistive technology available in kindergartens, the available educational assistants and the work conditions that the kindergartens have. The research aims to look at possible positive practices that can be applied from one country to another or to raise the alarm where it is necessary to react and make changes so that we can talk about inclusion.

Keywords: preschool age, inclusive groups, children with special educational needs, organized forms of care

PLAYFULNESS OF YOUNG PEOPLE AND SATISFACTION WITH LIFE

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The correlation between play and playfulness with functioning variables in youth and adulthood has been insufficiently researched and unknown until recently. Nevertheless, many studies support the idea that the personality trait associated with play as a natural behaviour can be essential in several life domains of young people and adults. Bearing in mind the mentioned issue, empirical research was carried out, the tasks of which included: examining the playfulness of young people and examining life satisfaction of young people, and whether there are differences concerning the measured socio-demographic characteristics, as well as examining the correlation between the playfulness of young people and life satisfaction. The survey consisted of a convenient sample of 200 respondents. As part of the instrument, respondents completed a questionnaire on socio-demographic characteristics and two seven-point Likert-type scales. The adult playfulness scale, translated and adapted for our geographical area by Jovanović (2020), contained nineteen items distributed in three subscales - Motivation to seek fun, Non-intrusiveness and Spontaneity. Another instrument used is the Life Satisfaction Scale (Diener et al., 1985), which contains five items and is adopted and adapted for our research. The research results indicate that young people achieved a moderately high score on the playfulness scale (M = 99.39, possible max = 133), whereby the female respondents have significantly higher scores compared to the male respondents. Regarding the criterion variable, the research results indicate a moderate level of satisfaction (M = 25.08, possible max = 35), where statistically significant differences were found in young people's age and financial situation. Furthermore, the positive correlation between playfulness and life satisfaction was confirmed at a higher level of statistical significance (Pearson's coefficient .388, p = .00). The results show that young people are highly motivated to participate in game activities and recognise their importance. Bearing in mind the positive connection between youth playfulness and life satisfaction, the influence of play and playfulness in young people, as an insufficiently researched field, should be the subject of further research concerning different life domains.

Keywords: youth, playfulness, youth satisfaction, life satisfaction

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THE ROLE OF PEDAGOGUES WITHIN INCOMPLETE SUPPORT STAFF OF MAINSTREAM ELEMENTARY SCHOOLS IN WORKING WITH STUDENTS WITH DISABILITIES

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School support staff required for the educational work of primary schools in the Republic of Croatia are a pedagogue, a psychologist, an educational rehabilitation expert (educational rehabilitator, a speech and language pathologist and a social pedagogue, A/N), a librarian and a health worker, whereby each school that has up to 180 students employs two school support staff members, one of whom must be a pedagogue (National pedagogical standard of the elementary school education system, 2008). Apart from the legislative framework, the role of pedagogues is also intensively encountered in the scientific discourse (Stankovska, Brahha & Ibraimi, 2022; Šimek, Ledić & Martinac Dorčić, 2020; Lesar, 2019; Mažgon, Jeznik & Ermenc, 2018; Popov & Spasenović, 2018; Vračar & Maksimović, 2017; Hall, 2015; Fajdetić & Šnidarić, 2014; Gregorčič, Mrvar & Resman, 2013; Ledić, Staničić & Turk, 2013; Zrilić, 2012; Wingfield, Reese & West-Olatunji, 2010; Epstein & Van Voorhis, 2010; Staničić, 2005; Jurić et al., 2001), however, mostly thematized is the role of pedagogues in the conditions of complete school support staff. On the other hand, the current inclusive educational everyday life is strongly determined by the fact that in national frameworks we witness almost non-existent systematic records on the completeness and composition of school support staff (National Institute of Statistics, 2022). Additionally, the necessity of (re)positioning and revising the tasks of school support staff members is discussed only by sporadic sources that point out the illogicalities in the hiring of school support staff members, which, among other things, speak of 90.6 % of pedagogues and 50.6 % of educational rehabilitation experts (whereby the latter number refers to all educational rehabilitation experts, and not exclusively educational rehabilitators) (e.g. Švegar et al., 2020). Bearing in mind all of the above, but also the fact that in mainstream elementary schools in the last decade, we have simultaneously observed a slight but constant increase of students with disabilities (who currently make up 7.53 % of the total mainstream elementary student population (School e-Mine, 2022)), this paper presents and critically analyzes the role as well as the range of tasks of pedagogues in situations of incomplete school support staff of

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mainstream elementary schools in working with students with disabilities.

Keywords: pedagogues, incomplete school support staff, mainstream elementary schools, students with disabilities

PEER RELATIONSHIPS OF ADOLESCENTS LIVING IN RESIDENTIAL CARE INSTITUTIONS

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Problems with peers are more frequent in the population of young people with intellectual disability compared to young people with typical development. Based on the review of the literature, there is a lack of research on peer relationships in an inclusive context such as institutions for children without parental care. The problem of this research was to look at the outcomes of inclusion in the peer relationships of adolescents with and without intellectual disability who grow up in residential care institutions. The study included 210 respondents aged 12 to 18, 80 of whom have a mild intellectual disability and 130 develop typically. Both groups were equal in relation to younger (12 to 14 years) and older (15 to 18 years) age. For data collection, the subscale Problems with peers from the Strengths and Difficulties Questionnaires and the Rahim Organizational Conflict Inventory were used, which examines 5 conflict resolution styles (domination, yielding, avoidance, problem-solving, compromise). To examine the effects of age and intellectual status in relation to dependent variables (problems with peers and conflict resolution), a two-factor ANOVA was used. The findings showed that there is no significant difference when it comes to problems with peers in relation to the age and intellectual status of adolescents. When it comes to conflict resolution styles, according to the results, it was shown that adolescents with intellectual disability use domination significantly more often than typically

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developing adolescents, but with age, the frequency of this style is the same as that of typically developing adolescents. Furthermore, it was shown that the older adolescents with intellectual disability are, the more often they avoid conflicts, while the reverse is true in the group of typically developing adolescents. Also, adolescents with intellectual disability more often choose compromise and problem-solving in peer conflicts than typically developing adolescents. Based on the above research results, it can be concluded that growing up in an inclusive context contributes to conflict resolution among adolescents with mild intellectual disability, but that violence and problems with peers in residential care institutions are equal problems for both groups of adolescents. The implications of the findings are relevant for the planning of preventive programs and targeted interventions in this domain of inclusive education.

Keywords: intellectual disability, inclusion, residential child care institutions, problems with peers, conflicts resolution

SUPPORTING CHILDREN'S SOCIAL WELFARE THROUGH PRACTICAL LIFE ACTIVITIES IN A DAYCARE CENTER

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Children and adults participate in various forms of daily activities that significantly shape their relationships, development and functioning. Considering the early development period, various routines and rituals especially stand out. They can be identified in various areas of development, but their importance in family and institutional conditions is particularly striking. However, in professional and scientific reflections, a theoretical-empirical analysis of their role in the family context dominates, while there are not so many interpretations when it comes to the aforementioned analysis in institutional conditions. This paper is about theoretical analysis of those activities having in mind preschool institutions, especially apostrophizing their role in supporting the social welfare of children. Given the selected context, the activities mentioned are interpreted through the concept of practical life activities, which imply different routines and rituals, as well as authentic situations inside and outside the daycare centre. The focus is on analyzing the relationship with the different social skills of

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children, especially their role in the processes of transition and adaptation from one environment to another. The role of a teacher in these processes was also analyzed, as well as the role of other factors that influence the overall organization and implementation of practical life activities in the daycare centre. The main conclusions of this paper relate to the fact that practical life activities in the daycare centre clearly create opportunities for different social skills development. Namely, they provide a sense of predictability, structure, security, belonging, cooperation, empathy, and self-responsibility. On a daily basis, they create situations for various social interactions and are therefore an important factor in creating and maintaining open and supportive relationships between a child and an adult, and among children themselves. Their field of action is very important during the transition from family to childcare, while their effects are particularly noticeable during the transition from childcare to school. A teacher's role is especially recognized in their implementation skills as an integral part of the program and the necessity of their partnership with the family so that practical life activities could lead to full potential and give support to the welfare of all children. Finally, there is a need for further empirical verification to get a complete picture of all the factors mentioned in this paper.

Keywords: practical life activities, routines, rituals, authentic situations, social welfare

PEDAGOGICAL ASPECTS OF INCLUSION IN PHYSICAL EDUCATION

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Inclusive education should ensure the inclusion of every child in the education system, a typical school. The pedagogical focus is on the individual who needs additional support in education. Inclusive teaching of physical education is based on the specific competencies of teachers, which are related to the implementation of inclusive principles and methods in the teaching process. Specific competences ensure the achievement of the outcomes and goals of

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education and upbringing, as well as respect for pedagogical laws, the focus of which is the students' prior knowledge, needs, interests and capabilities. The organization and implementation of teaching, and the adaptation of teaching units to the individual needs of students, is guarantee of a safe and stimulating environment and the involvement of students, not only in the teaching process but also in other forms of school interaction. The involvement of students who need additional support in physical education classes has beneficial effects on physical health, intellectual, moral, aesthetic and work components of the personality. The modern teaching model tends to focus on student activity and conscious learning, with understanding and connecting concepts. Providing knowledge about the possibilities of realizing inclusion in the field of physical education contributes to the improvement of pedagogical science and practice. In addition to teacher competencies, which are aimed at innovation and adaptation of work methods and pedagogical tools, it is necessary to ensure accessibility to the school itself, as well as to the physical education classroom for students who need additional support. The modern model of teaching tends to focus on student activity and conscious learning, with understanding and connecting concepts. Providing knowledge about the possibilities of realizing inclusion in the field of physical education contributes to the improvement of pedagogical science and practice. Therefore, the goal of this study is to highlight, based on professional and scientific literature, the pedagogical aspects that strengthen the process of inclusive education and inclusive teaching of physical education.

Keywords: inclusion, physical education, teacher competencies

FROM INDIVIDUAL TO INDIVIDUALIZED TOWARDS A DIFFERENTIATED APPROACH IN INCLUSIVE EDUCATION

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In the context of providing additional support to children from vulnerable groups, the last few decades have seen multiple changes in approach. Inclusion in the pedagogical sense refers to the inclusion of all children in the regular education system, including children with disabilities who need additional support in learning. In this paper, inclusive education is investigated through several decades in the past, by determining the current state and recognizing the tendency to improve the quality of inclusive education in the future in our country. In the last century we used the medical model to understand the education of children who needed

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additional support and after that there was the shift in paradigm to the social model. The noticeable difference between these two models of the approach to children with developmental disabilities, is the understanding of their learning and development, the interpretation of the social context and the use of (non)discriminatory language. According to the medical approach, working with children who need additional support is achieved with special aids, in a special environment with special experts, and preferably individually, during treatments. A "problem" is a child who cannot follow a regular program in the regular education system. But in the social model, the essence is in changes, so that the system would suit the child, and not about changing the child to fit into the system. The development of education is aimed at eliminating or reducing obstacles in the learning process and is characterized by individualization, that is, the creation of a plan tailored to the child in the regular education system. Today, the tendency is towards a model of affirmation, which emphasizes people with disabilities as valid individuals. The latest approach advocates for increasing self-esteem and improving the structure and the life quality of the person with disabilities and emphasizes their continued participation in society. In education policy, the direction of development today is towards the differentiation of the learning process, to achieve quality education for all and to enable education in an accessible and acceptable way that can be adapted to each child. The picture is that (every) child is able to learn, that it is competent and full of potential. Flexibility is the basic principle of this approach, as well as the principles of universal design for learning, diversity of presentation, adaptation of content and designing more ways to engage the child in the learning process. That is why we talk about different types of differentiation, namely content, process, products and learning environment.

Keywords: inclusive education, paradigm shift, models, approaches

CRITICAL THINKING ABOUT THE NATURE AND QUALITY OF THE RELATIONSHIP BETWEEN EDUCATORS AND CHILDREN

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The paper presents postmodern perspectives on the importance of relationships for learning and development, on basic values in education

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and expectations from preschool teachers regarding their relationships with children and attitudes towards children. Afterwards, the paper points out the importance of considering different possibilities for the conceptualization of preschool teachers' initial education, professional development and vocational training, in order to encourage critical thinking about the nature, quality and different dimensions of the relationships. In that context, we are talking about creating the conditions for: reexamination of relationships (verbal and non-verbal communication and interaction) from different perspectives (reflection on the way children and adults experience relationships); reflection on preschool teachers' approaches, actions, inclinations and tendencies in behavior that limit or support the building of relationships and which (un)favorably affect the atmosphere in the group, reflection on the preschool teachers' role in the emotional and social behavior of children, reflection on the influence of preschool teachers' attitudes towards children on children' feelings, behavior and attitudes towards preschool teachers; reconsidering the position, rights, roles and responsibilities of children, compared to the position, rights, roles and responsibilities of preschool teachers, reflection on expectations from children, the opportunities provided to them and the restrictions placed on them (what is denied/enabled and in what way, what is prevented/supported and in what way, what is encouraged/discouraged and in what way) and reexamination of goals, intentions and personal interests of preschool teachers that are the basis of requests and expectations; reflection on the ways of manifestation and (non)violent demonstration of power in interaction and (non)verbal communication, on the messages that are sent to children and the possible consequences of abuse of power in interaction. Critical reflection on the different dimensions of relationships provides a basis for understanding the complex nature of relationships, while reflection on how children can be affected by the way preschool teachers treat them (the way they act, react, communicate and use power) provides a basis for developing sensitivity to relationships, empathy, responsiveness and self-control, and even the basis for changes of (patterns of) behavior, for the sake of children's wellbeing and developing the quality of educational practice.

Key words: communication, interaction, position of children, patterns of power

SOCIALLY RESPONSIBLE UNIVERSITY – TOWARDS THE HUMANISTIC FUNCTION OF HIGHER EDUCATION

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The appearance of the university in the Middle Ages and its survival to this day indicates its stability as an institution. Although the university is characterized by a long tradition and autonomy, this institution faces new demands in modern times. The contemporary social context sets new expectations for the university, and in the dialogue between the university and society, the question of the meaning of the concept of the responsibility of the university towards that society is open. The aim of this paper is to investigate, by applying theoretical analysis, one dimension of the third mission of the university - university engagement through cooperation in solving social challenges of the local and/or wider community, a dimension that is often neglected, but of particular importance for social sciences. Within this framework, the first task of this paper concerns the consideration of the need to actualize and develop the third mission of the university, whereby special emphasis is placed on analyzing contemporary efforts to connect the university and the community in terms of the production and use of knowledge that can help solve various social challenges. Within the second task of this theoretical research, the part related to different models of encouraging and evaluating the volunteer work of students as an important aspect of their social engagement is specified. In the concluding part, it is stated that social responsibility, as an important characteristic of the modern university, does not assume a single paradigm, but contains several dimensions that differ to a significant extent. Knowing and understanding each of the dimensions is necessary in order to achieve a comprehensive approach to this challenging function faced by the modern university, but also a way to promote aspects that are not determined primarily by market aspirations, that is, to reaffirm the humanistic idea of the university. The results of this theoretical research will be able to serve as a starting point for creating guidelines for the university's actions in terms of encouraging its social responsibility, especially the dimension that concerns the civic mission.

Keywords: social responsibility, the third mission of the university, higher education, volunteerism

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TRENDS IN HIGHER EDUCATION: TOWARDS COMPETENCIES THROUGH EXTRACURRICULAR COMMUNITY ENGAGEMENT

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The text starts from the guidelines for the improvement of the European Higher Education Area, which emphasize the need to combine transversal, multidisciplinary and innovative skills and competences at all levels of study, with current area-specific knowledge, so that graduated students are able to contribute to broad social needs and the labor market. It is recommended to develop study programs that encourage the innovative, entrepreneurial and research potential of students and at the same time improve their social competencies through experiential learning by solving problems in a concrete life context (community) through various forms of engagement. The analysis in the text is aimed at understanding the potential of various forms of student teaching and extracurricular engagement, whereby the potential of engagement through volunteering and community-based learning is particularly examined. The basic characteristics and possible achievements of practical engagement at the individual level of students, the level of university teachers, the institutional level and the wider level of the community are considered by comparing their orientation, learning outcomes and relationships that are being built with the community. Based on examples of good practice in developing competencies through extracurricular engagement in the community, recommendations for the application of various forms of extracurricular engagement of students have been shaped and adapted to our conditions where this approach to developing competencies is still in its infancy. The guidelines for organizing extracurricular engagement of students in the community are additionally operationalized on the basis of experiences gained during piloting extracurricular engagement of students from different study programs and levels of study at the Faculty of Philosophy in Novi Sad who were involved in the work of the Student Support Center of the Faculty of Philosophy, University of Novi Sad, over three years.

Keywords: higher education, social competences, extracurricular engagement of students, volunteering, learning through commitment in the community

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PEDAGOGY AND EDUCATIONAL PRACTICE

THE INFLUENCE OF DIFFERENT ASPECTS OF THE SCHOOL CONTEXT ON THE REALIZATION OF THE EDUCATIONAL FUNCTION OF THE PRIMARY SCHOOL: THE PEDAGOGUE'S PERSPECTIVE

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In order to achieve the goal of education, especially in a time of major social changes, it is necessary to achieve a constant interaction between the educational concept of the past, present and future. Especially in this regard, the aspect of values, that is, moral and educational principles, as important parameters in the education of students, is important.

Changes in social relations and the degree and intensity of digitization are in direct correlation with the increase in antisocial behavior among young people, and often their behavior is diametrically opposed to desirable, prosocial behavior based on moral principles and rules of healthy interpersonal interaction. Although the learning of prosocial forms of behavior has its basis in family education, the school also plays a large role in this process. Bearing in mind that it is not possible to clearly differentiate which link in the school system has the main role, and considering the professional tasks of pedagogues in the school, the research monitored their views on the various influences from the school context on the process of education and the behavior of students. Accordingly, the goal of the research was focused on the assessment of pedagogues on the educational impact on students from different aspects of the school. The research sample consisted of 97 pedagogues working in elementary schools, and the research was conducted using a questionnaire that was created for research purposes, with high reliability (Cronbach's alpha coefficient 0.911). The most significant results are that pedagogues direct their activities in the realization of the school's educational function mostly towards correcting unacceptable forms of student behavior in the form of interventions; that for the successful implementation of the school's educational function, the contribution of all teachers is significant, with consistency, respect for pedagogical and legal principles in the field of education, respect for the individuality and integrity of each student; that in the function of prosocial behavior of students, according to the views of pedagogues, a protective

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factor is the classroom community, activities that promote positive behavior, greater participation of students in the entire school system, which contributes to a greater degree of autonomy, and thus to taking responsibility for the behavior shown. The fact that pedagogues consider the evaluation of governance as an adequate educational measure is worrying, as well as the fact that there are more and more disciplinary problems in the school and weaker cooperation with parents. In addition to the importance of the results for reflection in school practice, the pedagogical implications are contained in the suggestions of pedagogues for improving the educational function of the school.

Keywords: pedagogue assessments, educational concept, school aspects

SOCIO-CULTURAL PERSPECTIVE OF PERSONAL AND SOCIAL IDENTITY DEVELOPMENT IN PRESCHOOL CHILDREN IN MONTENEGRO

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The research has been focused on examining the ways of encouraging, forming, and expressing the personal and social identity of children of preschool age in Montenegro, through consideration of the pedagogical interaction between teacher-child, child-child, and parent-child, using pedagogical strategies and educational content, as well as playing games and equipment of the physical environment. The sample on which the research has been carried out includes educators, children, and parents within six public kindergartens from six cities in different regions. Within the framework of the qualitative research approach, the authors have applied the technique of systematic observation and the interviewing process, and within the framework of the quantitative research approach they have used pre-designed questionnaires. The authors concluded that educators work primarily in the domain of encouraging personal identity, which parents have recognized especially through practices of respecting a child's identity and individualization. However, children mostly have planned group activities, which is in correspondence with the children's

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narrative that social categories dominate. Children are allowed to play, express, and explore freely, but are required to develop group identities. The findings we have come to indicate that the issues of encouraging and developing personal and group identity must be worked on more delicately, more organized, more patiently, and more responsibly.

Keywords: personal identity, social identity, preschool age, Montenegro

ENCOURAGEMENT OF THE DEVELOPMENT OF INDEPENDENT LEARNING ABILITY IN INDIVIDUALLY PLANNED INSTRUCTION

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Relying on the key elements of the constructivist and phenomenological didactic paradigm on which the features of individually planned instruction are founded, in the conception of the experimental research methodology, the author starts from the assumption that individually planned instruction will significantly contribute to the development of students' independent learning abilities. The problem of our experimental action research was to determine the effects of individually planned instruction on the development of the student's independent learning abilities. The dominant method in our research is an experiment with parallel groups, within which several research techniques were applied: test, interview, qualitative content analysis and case study. After a one-year implementation of didactically founded and individually planned instruction of mathematics, the independent learning abilities of the students from the experimental group were not significantly improved compared to the initial examination, but significant differences were found compared to the students from the control group who had been taught in the traditional, non-individualized way. Those differences are significant because the students of the control group regressed compared to their beginnings. Mathematical teaching contents are mostly complex, which required greater involvement of teachers in individually planned classes. The greater the strategic responsibility of the teacher, the lower the responsibility and engagement of the students. We believe that we could expect more significant changes after a longer period of time, when the students develop certain habits and techniques of independent learning. The results of this research have didactic-methodical and andragogical implications, such as the

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identification, application, evaluation and dissemination of effective independent learning techniques in individually planned instruction and other variants of the system of individualized and inclusive instruction, innovating the study programs of teaching faculties with the aim of preparing students - future teachers more effectively for planning, applying and evaluating independent learning techniques in innovative instruction and continuous professional development of teachers for innovating individualized instruction. The results of the initial and final examination of the level of independent learning ability of a specific student (case analysis) in relation to their own beginnings and other students in the classes are exemplarily graphically presented and interpreted.

Keywords: individually planned instruction, independent learning, continuum, student profile, individual educational program

RELATIONSHIPS IN EARLY CHILDHOOD CURRICULUM DIMENSIONS

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The study starts with an assumption about the multidimensional nature of the preschool curriculum. Its formal dimension, by which the curriculum directs the educational system by providing a set of values, indicates a society's vision of the optimal course of institutional early childhood education in social, historical and cultural contexts. The theoretical dimension provides recommendations for the overall shaping of the educational process and gives guidelines for the applied dimension, which can be developed and gain its meaning in cooperation with the participants: children, teachers, parents, the community, and the 'third teacher'. The issue of the continuous dialogue and interaction mediated by the curriculum places relationships in a central position, which is a problem of theoretical study. For relational pedagogy, the quality and character of the encounters between children, adults and the institution is the primary issue of a meaningful process of upbringing and education. The research question focuses on how the development and understanding of relationships are determined in curricular models in the Balkan region and the world. An operational matrix of relationships was singled out and used for theoretical analysis: (1) environment, peers and teacher and (2) the nature of the relationships. The primary results of the study indicate the existence of

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different theoretical foundations of the preschool curriculum according to the relationships, which, as a common feature, show a mixed approach. However, they can be placed on a continuum in terms of the relationships encouraged and nurtured by the curriculum: children are directed towards a structured environment and actions on objects that represent a structured system; children are directed towards adults and vice versa, guided by the outcomes and system of various initiated and spontaneous activities; children are directed towards interactions with their peers with different levels of participation and involvement of teachers, in which the recommendation for a programme based on children's play, expression and building children's communities dominates. Considering different curricular models from a relational perspective, we concluded that they all emphasise satisfying the fundamental human need to belong, although they do so through different paths and expected outcomes. One of the implications of the study is the development of teachers' and pedagogues' senses of the importance of relationships in the educational process, the skills to establish them in young children to participate in relationships together and learn within them. The possibility of understanding developmental and other processes of upbringing and education based on the reciprocity of human interaction in meaningful activities still remains an essential question of early childhood pedagogy and curriculum design.

Keywords: relationships, curriculum, participants in educational process

GENDER (IN)SENSITIVITY OF SCHOOL TEXTBOOKS: OVERVIEW OF THE CURRENT STATE OF AFFAIRS AND PEDAGOGICAL IMPLICATIONS

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The mutual conditioning relationship between education and gender (in)equality in society is an increasingly researched issue in the scientific discourse. On the one hand, it is noted that education, as an important factor of secondary socialization, can have a key role in initiating critical rethinking of existing gender norms, in contributing to gender sensitization of younger generations, and thus to the realization of a more gender-equal society. On the other hand, the results of the research conducted on this topic indicate that education more often perpetuates than questions the existing gender norms and stereotypes, thus contributing, in that manner, to the maintenance of the existing gender system. Although the research

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that would link education to gender issues in our country is still insufficiently present, the most researched aspect of the issue is related to the analysis of gender (in)sensitivity of school textbooks. In other words, it refers to examining the presence of explicit and implicit gender stereotypes within the various structural components of the textbook. Thus, the goal of this paper is to review the mentioned studies carried out in Serbia and the region and based on them, try to provide an overview of the current state of affairs regarding gender (in)sensitivity of school textbooks, but also to map the potential direction of future research and pedagogical activities. When it comes to the structure of the paper, in the beginning, a short conceptual framework, necessary for understanding gender issues in education, is presented; whereas the second part of the paper examines the importance of studying textbooks as a means of gender socialization. The third part of the paper refers to the normative-legal framework that includes the issue of education and gender equality, with emphasis on the regulation centred around the issue of textbooks. The final part of the paper presents an overview of the gender analysis of textbooks conducted in Serbia and the region - their theoretical initial points, diverse research focuses, methodology and the results; including potential solutions for overcoming gender stereotypes in textbooks.

Keywords: textbook, gender stereotypes, gender socialization, education, gender equality

DEVELOPMENT OF SOUND CONCEPTS IN PRIMARY SCIENCE TEACHING

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Before starting school, children develop a whole spectrum of spontaneous concepts based on their own experience of the world around them. Those naive explanations are a valuable basis for further learning and a gradual understanding of physical reality in a scientifically correct way. Teaching is considered pedagogically effective if the teacher helps students in active and self-regulating learning, i.e., motivates them, clearly introduces them to

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what they need to learn and continuously gives feedback on their achievements and progress. The aim of this research was to assess the quality of knowledge and the level of students' understanding of the basic concepts about sound in the first four grades of primary school under the influence of primary science teaching. The research was conducted in three schools from Sombor (Serbia) on a sample of 306 participants. Utilizing a knowledge test and a semi-structured interview, the adoption of basic concepts about sound was checked, including vibration, tone, noise, echo, characteristics (pitch, intensity, timbre/tone color), sources and propagation of sound. The results of the quantitative analysis indicated that there was a statistically significant difference in the achievements on the knowledge test between students from rural and urban schools, while this difference was not established between students from urban schools. The comparison of students' achievement on the knowledge test based on age revealed statistically significant differences between all the compared grades except between the third and the fourth. The qualitative analysis of students' responses to individual questions on the knowledge test, as well as the results of the interviews, provide insights into their alternative ideas and revealed which learning contents about sound confuse students the most. It was discovered that students have vast difficulties in understanding the concept of sound propagation itself, as well as how sound propagates in different mediums. Based on the obtained results, it can be concluded that the influence of early science teaching is not effective enough in the formation of concepts about sound. Possible causes can be found both in neglecting the importance of these teaching contents for students' scientific literacy and in inadequate methods of realization of these contents. It would be useful to design and verify various teaching models in teaching practice, based on the findings of this and some similar research.

Keywords: science education, classroom teaching, sound, student achievement, knowledge test

FACTORS IN THE DEVELOPMENT OF MORAL VALUES IN STUDENTS

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The system of moral values of an individual is formed in the processes of education and socialization, as aspects of personality development. The model based on which an individual forms a system of moral values is their

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development through the process of internalizing the value system of the culture and society to which the individual belongs. It is a complex and contradictory process, because the value system of culture and society is not an exactly based and unchanging set of values, universally and unambiguously acceptable for every individual. The questions are often asked: what are the "governing" values in a society, to what extent are they permanent, to what extent should each member of a society behave in accordance with the accepted values, etc. In the area of individual moral development, the processes of socialization and internalization of moral values are conditioned by several different factors, and the study of them should serve as a basis for improving the process of internalization of moral values among students. The factors of socialization, and therefore the factors of internalization of the moral values, can be classified into five basic groups of factors, namely: (1) family, (2) school and other educational institutions, (3) social environment, (4) mass communications and internet, and (5) peer society. The influences on the formation of the system of moral values among students that come from these basic groups of internalization factors are different in their significance and role in the whole process of internalizing moral values among students. For pedagogy as a science, it is important to know how the process of internalization of the system of moral values takes place, the basic characteristics of that process, the ways this process can be intensified and made more efficient, the role the school and in general institutional education have for the process of internalization, which characteristics of the individual are important for the development of this process, and the like. There are also several other significant issues, the solution of which should significantly improve the pedagogical possibilities that exist in this area. The paper examines, through a review of relevant literature and research, different contemporary understandings and views on the process of internalization of moral values among students and the real contribution of various factors in this area of student development.

HUMOR IN TEACHING

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In the era of modern technology and under the influence of social networks, it is increasingly difficult to attract and maintain the attention of both children and young people, as well as adults. Attention or focus is a cognitive process of directing and focusing on a selected number of relevant elements that have a central place in consciousness while ignoring the multitude of other, irrelevant ones. On the other hand, attention is an essential component in the process of teaching pupils or students, which in itself is neither simple nor easy. For this purpose, humor can be an excellent way to overcome this problem. Humor is a form of entertainment and a form of human communication with the purpose of making people laugh and make them happy. The origin of the word humor comes from the humoral treatment of the ancient Greeks, who claimed that the mixture of fluids (humors) controlled human health and feelings. By including humor in the teaching process, many benefits are realized for the students, such as: relief from stress, reduction of anxiety, easier and better communication with the teacher. Given that there are different types of humor, it is very important that the teacher's choice is adequate and suitable for the teaching process, because otherwise, he or she will not be able to count on its benefits. At the same time, one should be quite careful and not reduce humor to entertainment only, but use it in the sense of a more interesting presentation by the teacher and a better focus of the students. Therefore, the goal of the work is to determine how and in what way to use humor in the teaching process. For this purpose, a bibliographic speculative method was used in the form of a review article that provides a new synthesis of scientific information based on a review of the latest research on a specific problem. The specific keywords "humor", "teaching", "teacher" and "attention" were used to search relevant electronic databases, such as PubMed, Web of Science, Google Scholar and Scopus. The results obtained from the available research indicate the positive influence of humor, in terms of the active involvement of students in the teaching process. Based on a detailed analysis, it can be concluded that humor as an auxiliary tool is very important in the pedagogical process of teaching, which implies the creativity of the teacher and his ability to

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implement the appropriate type of humor in the correct way. The pedagogical implications of this work are reflected in the constant improvement of the teacher and his constant striving to find different approaches to the teaching and learning process, all with the aim of raising the quality of work.

Keywords: humor, teaching, teacher, attention

SPECIFICITY OF THEORETICAL CONCEPTUALISATIONS OF COOPERATIVE TEACHING/LEARNING

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The key question posed in the paper is: are the specifics of the theoretical perspectives that contribute to the understanding and explanation of this phenomenon recognized in the field of studies about cooperative teaching/learning? The research aims to analyze the specifics of the theoretical frameworks on which the concept of cooperative teaching/learning is based. The emphasis is on the analysis and interpretation of the theoretical viewpoints of leading theoreticians in this field. In accordance with the set problem and the aim of the research, the method of theoretical analysis was chosen. The aim of the study, which is multidisciplinary by its character, was achieved within the framework of draft fundamental pedagogical research. Based on the theoretical analysis, it was established that among the leading theoreticians in this field there are different viewpoints regarding the knowledge about cooperative teaching/learning, which should be integrated into a comprehensive conceptual framework. David and Roger Johnson (Johnson & Johnson, 2015) take four basic theoretical starting points for the conceptualization of cooperation in the teaching/learning process: behavioural-learning, cognitive-development, social-cognitive and social interdependence theories. Unlike the Johnsons, Robert Slavin (Slavin, 2011; 2014) and Van Dat Tran (Tran, 2013) do not estimate the behaviorist-learning perspective as significant for such a conceptualization. They also state the argumentation for the necessity of taking into account the starting point of the cognitive elaboration perspective, and Slavin (Slavin, 1996) emphasizes the importance of the social cohesion perspective and theoretical points of view in which motivation is viewed as the most influential factor in the

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learning process (motivational perspective). The differences between the mentioned theoretical conceptualizations of cooperativeness do not point to their confrontation, but to different contextual frameworks in which cooperative teaching/learning is viewed. The Johnsons explain cooperativeness in an extensive educational context, while Slavin explains it through a more specific relationship between learning and achievement. With the exception of behavioural-learning perspectives, all the theoretical points of view are complementary when it comes to understanding the importance of reciprocity of interactions among students who achieve academic aims through the process of cooperative teaching/learning. In the concluding remarks, it is pointed out that the social interdependence theory has produced the largest number of practical solutions in the process of implementing cooperative teaching/learning and relevant empirical research, which makes it the most fruitful theoretical conceptualization in this field.

Keywords: theory, teaching methods, cooperative teaching/learning, social interdependence

COMPETENCE OF CLASSROOM TEACHERS FOR TEACHING THE CONCEPT OF ENERGY

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The reform of the educational system in the Republic of Croatia brought changes that proved challenging for teachers. In the structure of the Nature and Society Curriculum for elementary schools, educational outcomes are focused on connecting, understanding and integrating knowledge, and a conceptual approach to learning and teaching is applied. There are four basic concepts in the Nature and Society class: Organization of the world around us, Changes and relationships, Individual and society, and Energy, all of which are linked together by a research approach. Teaching the concept of Energy is particularly demanding for teachers because, before the reform, not so much attention was paid to teaching content about energy. The paper presents the results of research aimed at determining teachers' assessment of their competence in promoting the concept of Energy. The following research problems arise from the defined research objective: 1) to what extent do

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teachers understand the basic concepts important for teaching the concept of Energy; 2) to what extent are teachers considered competent to teach the concept of Energy? For the purposes of the research, a survey questionnaire was constructed, divided into three parts. The first part of the questionnaire collected demographic data on the respondents; the second part of the questionnaire consisted of 6 open-ended questions related to the concept of Energy. The third part of the questionnaire consisted of 15 statements in which the teacher's opinion on the competence to implement the concept of Energy was examined. The teacher survey was conducted live. The research was conducted on a sample of 224 classroom teachers from different areas of the Republic of Croatia. The results of the research show that teachers do not have enough knowledge of the basic concepts important for teaching students about energy, and they assess their competence for teaching students about energy as mediocre. All of the above indicates that it is necessary to carry out continuous and systematic education of practicing teachers, but also to change the approach to teaching students at teacher colleges so that future teachers are fully competent to teach the challenging and extremely important concept of Energy.

Keywords: learning outcomes, conceptual learning, curriculum, nature and social sciences classes

TEACHER COMPETENCIES FOR CLASSROOM MANAGEMENT AND PROFESSIONAL DEVELOPMENT: IMPLICATIONS FOR THE PEDAGOGY OF TEACHER EDUCATION

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Recent studies point to the importance of good initial teacher education and professional development programs for both student teachers and teacher educators, which can be pivotal in developing an effective pedagogy of teacher education. Teacher education in general plays a central role in improving the quality of education. Teacher competencies are one of the determinants of orientation and readiness for lifelong learning, and self-assessment of professional competencies is a kind of indicator of the quality of teacher education. In this regard, it is important how a teacher assesses

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their competencies for classroom management and creating a positive atmosphere during the teaching and learning process. Therefore, the purpose of this study was (1) to examine the relationship between teachers' self-assessed classroom management competencies and professional development and (2) to determine the most important predictors of teachers' professional competencies in the basic areas of their professional activities. The research was conducted on a representative sample of Croatian class and subject teachers from first to eighth grade as part of a scientific research project, and the paper presents the results of class teachers (N= 451). The Scale of Teachers' Competencies for Classroom Management (Anđić, 2017) and the Scale of Teachers' Professional Competencies (Čepić, Kalin & Šteh, 2017) were used. Correlation analyses show significant positive correlations between classroom management competencies and teachers' professional competencies and their socio-demographic data (age and years of teaching experience). Hierarchical regression analysis revealed that teachers' self-assessed professional competencies for classroom management are significant predictors of their competencies in other core areas of professional activities and development. The results obtained reflect the importance of classroom management as one of the core areas of teacher competencies. The results are discussed in terms of the implications of the conducted analysis for improving the quality of initial teacher education and professional development, with particular emphasis on the importance of developing a pedagogy of teacher education.

Keywords: teachers, competencies, professional development, pedagogy of teacher education, classroom management

COMPETENCES OF PRESERVICE TEACHERS FOR PARTNERSHIP WITH PARENTS IN ORDER TO PREVENT AGGRESSIVE BEHAVIOR OF CHILDREN

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To deal with the increasingly frequent display of aggressive behavior by a growing number of children, to respond adequately and preventively, and in general to successfully overcome destructive forms of behavior, a series

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of professional competencies are needed for those who represent one of the basic factors of the entire education - teachers (preschool and school teachers). The competencies that teachers must have and develop are numerous; this stems from the social responsibility and complexity of their work. Continuous cooperation between the family and educational institutions has proven to be extremely important because of its preventive role in the manifestation of aggressiveness in children. To better and adequately educate preservice teachers, we must continuously work on developing their competencies for work in an increasingly uncertain time where aggressiveness becomes one of the frequent mechanisms of expression of both children and adults. One of those competencies is certainly the ability to establish cooperation with parents, the child's family, and the community in which the first educational influences are realized. Their cooperation can be achieved in different ways, and the advantages of the achieved cooperation are of immense importance when it comes to the well-being of children/students, prevention, and overcoming aggressive behavior. Therefore, the problem of this research is the question of the competence of preservice teachers in cooperating with parents in preventing and overcoming the problem of aggressiveness in children. The goal is to examine the needs of preservice teachers for the development of competencies to achieve a partnership relationship with the family to prevent aggressiveness in children. The sample consisted of first-year undergraduate and first-year master's students at the Faculties of Education. The surveying technique with scaling was applied, and the instrument was constructed for research purposes. The results show the need for knowledge in the field of pedagogy and psychology as a basis for preventive action against aggressive behavior of children and students, communication skills and developing interpersonal relationships of teachers with children and parents, as well as the skills of teaching parents for their educational style and actions in crises. Also, a priority in the development of competencies is knowledge of the roles that teachers should fulfill in the educational process, as a basis for quality conditions and circumstances in cooperation with the family, and the creation of preventive education programs and activities.

LEARNING IN TEACHING PROCESS

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Cognition is the process by which an individual acquires knowledge about reality. There are different types of knowledge: everyday knowledge - all people, each in their own way, learn something about objective reality every day (common sense knowledge); scientific knowledge (the assumptions are a source of the scientific hypotheses) and learning in the teaching process (processed scientific knowledge is the basis of the teaching subject). The goal of our research is to examine learning in the teaching process. In order to illuminate the general goal more completely, the goal was expanded to identify: 1) the stages of learning in the teaching process; 2) the laws of psychological development of high school students, and 3) the ways of connecting/harmonizing the stages of the cognitive process according to the laws of psychological development of high school students. The stages of the learning process in teaching are: sensory learning, mental activity (opinion) and practical verification of the acquired knowledge (practice). The first stage of the cognitive process - sensory cognition - is based on perception, and it consists of a collection of data received by the senses (sight, hearing, smell, touch, taste). If the perceptive part is missing from learning, students' knowledge will be formalistic: they will be able to express some concepts in words (they can learn mechanically), but they will not know what content is behind it. On the basis of perception, the external properties of objects, the concepts are built. Thought operations in the formation of concepts are: comparison, identification and differentiation, analysis and synthesis, abstraction and generalization. With a more complex thought activity - judgment, two or more concepts are brought into relation, while by bringing judgments into connection, a conclusion is reached. At this age, not only can high school students connect facts but also discover the essence of phenomena, i.e. to understand the cause-and-effect relationships of phenomena (thinking becomes more and more dialectical). Learning should be the result of one's own mental work: for the student to go through the entire thought path by himself - from perception to representations to concepts, judgments and conclusions. Practical verification of acquired knowledge represents the final stage in the cognitive process. Since practice is the goal of knowledge, it is at the same time a criterion of truth, a measure of the accuracy of knowledge. The knowledge that has not been verified through practice does not provide complete assurance of its veracity. Based on the conducted research, guidelines for teachers are offered. Some of them are: externalizing one's

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own reasoning process and organization of knowledge in order to show students how to regulate their cognitive processes; a more tolerant approach to student questions and doubts; teaching methods to include the personal experience of the student.

Keywords: cognitive process, teaching, high school students

LEADERSHIP IN THE CONTEXT OF PROFESSIONAL TRAINING OF FUTURE PEDAGOGUES

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Starting from the increasingly complex role of the pedagogue in the modern educational context, which requires adequate knowledge, professional skills, but also personal potential, the paper points out the importance of training future pedagogues for research work, for critical review of educational practice, and, above all, for leadership as a key component of any effort to improve the educational process. Accordingly, the goal is to try to find a suitable place and way to encourage a leadership role within the initial education program for the profession of the pedagogue. The leadership skills of pedagogues are gaining importance today more than ever before because they are expected to be prepared for various challenges that come from both the institutional context and the wider environment. The role of the pedagogue includes their ability to establish and maintain good interactions with colleagues as well as effective connections with the community. That is why it is necessary to have strong interpersonal communication, teamwork and cooperation skills. Part of the responsibility of a modern pedagogue is to positively influence the educational policy, practice, character and culture of the institution where they work. Pedagogues who strive for the best achievements in their work enter the essence of the educational process, they are directed towards the development of critical thinking, creativity and the use of modern technology, and base their work on a clear system of values. The leadership role of the pedagogue includes all these elements. From the point of view of professional training of future pedagogues, this means that in addition to acquiring special pedagogical knowledge, attention should also be focused on cultivating and developing those skills that are necessary for establishing, building and improving relationships with other participants

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in the educational process. In this regard, the paper emphasizes the need for continuous professional guidance of pedagogy students through the integration of leadership in the educational process. It is recommended that, as an overarching theme, all study courses include the question of encouraging participatory responsibility and the leadership role of future pedagogues.

Keywords: leadership skills, initial education, pedagogy students

PEDAGOGICAL ASPECT OF SELF-ASSESSMENT OF STUDENT ACHIEVEMENT IN PRIMARY SCHOOL LITERATURE TEACHING, AS A TYPE OF MOTIVATION FOR LEARNING

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Lack of motivation for learning at primary school age, which results in failure, and very often "learned helplessness", is one of the frequent phenomena in the educational process. In schools, as educational institutions, there is no systemic solution, and as a consequence, this deficiency turns into a problem that can be treated as the absence of objective insight into the student's result, which, in the end, is not only a grade as a number but also an insufficiently developed critical opinion and thus motivation for learning. The motivation of the students is mostly influenced by the teacher himself, starting with the way of communication, through the choice of didactic-methodical solutions, to the way of evaluation. The teacher, as a teaching organizer, can apply the method of evaluation that provides the student with the opportunity to self-evaluate his own achievements, with the aim of achieving good communication, developing the ability to be objective and critical thinking, as well as building a relationship of trust in which the student's personality is respected, which is one of the starting points modern teaching process. Self-evaluation of students' achievements can also be considered an educational segment because by evaluating themselves, students learn to encourage personal autonomy, learn from their own mistakes, look at their results, recognize and respect differences, and build critical thinking. Bearing in mind the fact that language and literature is the only teaching subject that is not "taught", but provides the opportunity to think and expand one's horizons, and thus to learn and understand, there is still room for implementing in this subject the assessment model that will put the

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pedagogical aspect in the foreground in relation to the student to the subject, to the teacher, but also the overall relationship of the student to the school. The goal is to achieve an objective insight into the result, not only the result that concerns the acquired knowledge but also the one that concerns the development of different possibilities for the student and his skills. Questions are asked: Does the student learn for himself or others? What influences, to the greatest extent, the formation of students' attitudes that "learning for its own sake" is the right choice? To what extent and in what way can the teacher contribute to the creation of a learning climate in which the student will feel a respected interlocutor in mutual interaction? How prepared are teachers for student self-assessment?

PEDAGOGICAL SCIENCE AND REFORM OF TEACHING IN SERBIA BETWEEN THE TWO WARS: AN EXAMPLE OF LJUBICA JOVIČIĆ

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Ljubica Jovičić (1884-1938), the first woman with a doctorate in pedagogy in Serbia (1912), in the period between the two wars, was employed as a schoolteacher and supervisor of primary schools (1929) in Belgrade. Her contribution to developing pedagogical science and practice in our country was not the subject of interest to researchers. This paper aims to determine the basic characteristics of her approach to the practice of school supervision, through the analysis of archival documentation and relevant publications. We tried to establish the basic data from the professional biography of Jovičić, to contextualise her work and to thematise her approach to the practice of school supervision. The period between the two wars in the world is characterised by a strong movement for a new school that was current in the domestic context, both theoretically and in the field of pedagogical practice and educational policy. The paper states that her work as a supervisor was aimed at developing a specific didactic attitude of teachers as a necessary condition for teaching reform in the direction of the ideas of the new school. In a theoretical sense, the pedagogical practice she advocated was based on the pedagogical concept of Pestalozzi, the results of then-modern pedagogical and psychological studies and the vision of a new school that was realised in the Yugoslav pedagogical context in the form of a model of complex teaching. In order to build a new didactic attitude toward teachers, she applied for work in the classroom with teachers, published contributions of a theoretical nature on topics relevant to pedagogical practice, gave lectures and participated in discussions at teacher meetings. Through the listed activities, she was recognised by teachers as school support staff. It was established that her work contributed to the application of the concept of complex teaching in primary education, as well as the application of various forms of children's expression. The results of this study imply: expanding the approach in looking at the history of the profession of pedagogues as school support staff in the sense that the starting point should be the role of pedagogues in improving the educational work of the school, and not only the year in which this profession was made official and move it from the margin of research interest on the role and

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contribution of women in the development of pedagogical science and practice in Serbia.

Keywords: the professional identity of pedagogues, women in science, pedagogical science and school practice

DOCTORAL THESES IN PEDAGOGY IN CROATIA

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The following five institutions have been continuously running higher education programmes in pedagogy in Croatia: the Faculty of Philosophy / Faculty of Humanities and Social Sciences, University of Zagreb, since 1928, the Faculty of Philosophy in Zadar / Department of Pedagogy at the University of Zadar since 1961, the Faculty of Teacher Education / Faculty of Humanities and Social Sciences, University of Rijeka, since 1966, the Faculty of Humanities and Social Sciences, Josip Juraj Strossmayer University of Osijek, since 2003 and the Faculty of Humanities and Social Sciences, University of Split, since 2007. Doctoral degrees are awarded by four of these five public universities: Osijek, Rijeka, Zagreb and Zadar. The first doctoral degree in pedagogy in Croatia was awarded at the Faculty of Philosophy, University of Zagreb, in 1917. Until the end of 2022, a total of 212 doctoral theses were defended in that institution. At the Faculty of Teacher Education / Faculty of Humanities and Social Sciences in Rijeka, the first doctoral thesis was defended in 1981, with a total of 61 by the end of 2022. At the Faculty of Humanities and Social Sciences, Josip Juraj Strossmayer University of Osijek, the first doctoral thesis was defended in 2016, with a total of 14 defended by the end of 2022. At the Department of Pedagogy, University of Zadar, the first two doctoral theses were defended in 2012 and another one in 2022. This paper analyses all 290 doctoral theses defended in the field of pedagogy in the last hundred and five years in Croatia (1917-2022). A tendency has been observed of a growing number of doctorates being awarded at present in comparison to the past. The paper also reveals school pedagogy being predominantly present among all represented branches of pedagogy. Doctoral theses reflect a trend of academic profiling of pedagogy in Croatia.

Keywords: doctoral thesis, pedagogy, Croatia, academic development

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DIVING INTO EDUCATIONAL PHILOSOPHIES: INITIAL LITERATURE REVIEW

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This paper's research problem focuses on educational philosophies in education as an initial stage for the more complex further literature review and empirical research. The method used in this paper is a content analysis of published theoretical and empirical results. Educational philosophies entail a system of beliefs about educational values, teaching and learning (Beatty et al., 2009; Cetinić, 2005; Conti, 2004; Ozmon & Craver, 1981). They are narrative descriptions of how a teacher perceives education should be and their role in the context of it. These philosophies are based on teachers' "metaphysical, epistemological and axiological beliefs" (Kunac, 2020, p.17). An educational philosophy incorporates ideas on what is real, what is to value, what knowledge is, and what it means to know. A teacher's metaphysical belief is highly considered valuable since it urges them to identify their positions within the ultimate reality and whether such a reality exists (Beatty et al., 2009, p. 102). Supposing that teachers perceive that epistemology deals with answers to questions of validity, structure and origin of knowledge, there are five ways of answering the questions regarding how and what we know, which will be discussed in the paper. Finally, the axiological dimension incentivises answering questions regarding ethics, aesthetics, and the value of knowledge or nature (Beatty et al., 2009, p. 104). Most studies about educational philosophies agree on four types (Kunac, 2020) - perennialism, essentialism, progressivism and social reconstructionism. In parallel, others, such as Sadker and Zittleman (2018), add existentialism. The paper will present an initial literature review and serve as an introduction to further comprehensive research on educational philosophies in higher education since one of the authors' essential insights is the need for more research related to the educational philosophies of higher education teachers.

Keywords: educational philosophies, teachers, beliefs, literature review, further research

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A VIEW ON THE PROFESSIONAL PRACTICE OF PEDAGOGUES

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The paper presents the findings of a research study aimed at examining how pedagogues perceive their professional practice. Specifically, the study investigated: (a) how pedagogues view their professional role in current and desirable circumstances, and whether there are differences in this regard between preschool and school pedagogues; (b) to what extent the engagement of pedagogues as school counselors is significant, and (c) how much the activities performed by pedagogues within various work areas contribute to the improvement and development of educational practice. The research sample consisted of 158 pedagogues employed in kindergartens, primary and secondary schools across Serbia. The instrument used for data gathering was a combination of a questionnaire and a descriptive scale. The findings show that the role of a collaborator most faithfully describes the professional practice of pedagogues in the current context, and that it is the most desirable role from the perspective of pedagogues. The difference in the perception of the professional role between preschool and school pedagogues is reflected only in the fact that pedagogues working in kindergartens perceive the role of a researcher as more desirable compared to their colleagues in schools. The research participants believe that it is extremely important for every educational institution to have a pedagogue as a school counselor, and their impression is favorable regarding how important is for preschool/school teachers to have a pedagogue in the institution. The results also show that, according to pedagogues' opinion, the activities they perform within various areas of work greatly contribute to the improvement of the quality of educational practice, especially those related to collaboration with students, teachers, as well as the director and other school support staff. The paper concludes that when reviewing the professional practice of educators, and if necessary, redefining their role, it is important to consider how pedagogues perceive their own professional role and how they experience their own professional identity.

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INTERVISION AND PROFESSIONAL DEVELOPMENT: CHALLENGES AND POTENTIAL SOLUTIONS IN THE WORK OF PEDAGOGUES AND TEACHERS

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Intervision is a method of group reflection led by professionals. It is one of the significant processes that take place in educational institutions. The paper points out the importance of intervision as a process of providing support and finding ideas for problem-solving by pedagogues and teachers. We conducted qualitative-quantitative research on a sample of 100 respondents (pedagogues and primary and secondary school teachers) within the territory of the Republic of Srpska from August to November 2022. The paper presents the attitudes and opinions of pedagogues and teachers about the challenges and problems in the intervision work and the advantages of applying this method. We created a questionnaire for this study to examine the opinions of pedagogues and teachers about the challenges and problems they face in the intervision work and their self-assessment of experience, skills, and competencies in the field of intervision. We created an instrument to collect data on the subject under questioning. Based on the designed research tasks, the questionnaire included open-type questions and competence assessment where respondents decided on an answer on a five-point Likert scale (from 1 = strongly disagree, to 5 = strongly agree). The obtained results were also analyzed by qualitative thematic content analysis (TCA). It was established that the respondents recognize the importance of intervision as a method of working in a school, and they listed certain advantages: professional development through joint problem-solving, developing the ability to see problems from different angles, developing social and emotional competencies, developing a sense of belonging to a professional group, and building group cohesion. Analyzing the responses, we obtained results that indicate two groups of problems: conducting the intervision (challenges of moderation and challenges concerning the participants) and competencies, which the respondents assess as insufficiently developed. The research results imply the importance of the role of pedagogues in helping and supporting teachers in solving problems and acquiring social skills. Professional development of pedagogues and teachers in the intervision work implies systematic and continuous support during the period of personal growth and professional development.

Keywords: challenges, intervision, pedagogue, support, teacher

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CROATIAN PEDAGOGUES AS HEADTEACHERS – WHAT MOTIVATES THEM?

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During the times of reform, the quality of teaching and learning in a school institution primarily depends on the skills, motivation and satisfaction of those who need to implement the changes. Apart from teachers, who directly influence the education process, there are other stakeholders who give indirect contributions. In that sense, headteachers and pedagogues represent two distinctive professionals, who act as separate but intertwined pillars that carry the load of change in schools. Their contribution and motives especially intertwine when a school pedagogue assumes the role of a school headteacher. It is noted that the research is lacking to provide the answers to the following questions: a) What motivates them in their headteacher role? and b) How does their motivation compare to other professional profiles working as headteachers in primary schools? Rooted in the self-determination theory, this study aimed at exploring various aspects of the work motivation of headteachers employed at primary schools in Croatia. More precisely, it tackled the issue of work motivation of those headteachers who were pedagogues by profession. For that purpose, a questionnaire containing 30 items was administered in 262 schools, resulting in 19 out of 262 headteachers (7%) as pedagogues by profession. The participants were asked to rate their work motivation for the headteacher role on a 7-point Likert-type scale in order to gather quantitative data. The preliminary findings confirm the multi-dimensional nature of headteacher motivation and clearly indicate that headteachers' motivation (and the motivation of pedagogues as headteachers) is distinctly associated with their self-efficacy in their work roles. The results could point to the direction of developing and improving certain aspects of headteacher work motivation, by implying the perspectives of upgrading the quality of cooperation between headteachers and pedagogues to benefit the future of the educational process in primary schools.

Keywords: Croatia, pedagogues, primary schools, headteachers, work motivation

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HARMONIZING THE STUDY OF PEDAGOGY WITH CROATIAN QUALIFICATION FRAMEWORK

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The long tradition in the field of school support staff pedagogues in the Croatian educational system can be seen in the work of school pedagogues. By establishing Croatian Qualification Framework (CQF) as an instrument used to harmonise the labour market with education, i.e. connecting the occupational standard and core tasks with the qualification standard, a significant step towards the systematic development of pedagogues' education was made. With the cooperation of every higher education institution in Croatia that educates pedagogues for work in different educational institutions, the CQF project, named "Competency Standards of Teachers, Pedagogues and Mentors" – UP. 03.1.1.03.0056, was carried out. It was coordinated by the University of Zadar with the Universities of Rijeka, Zagreb, Osijek and Split as its project partners. The main result of the project was the creation of the Pedagogue occupational standard as well as the Magistar Pedagogije qualifications standard. The occupational standard was recorded in the CQF register in November 2022 and is valid until December 2026, while the registration of the qualification standard is still in process. One of the key issues during the defining of the pedagogue's professional area of work is the answer to the question of which core readings the pedagogue must perform as well as competencies he must possess. In line with the occupational standard, pedagogues in Croatia perform 11 core tasks: 1) planning, programming and assessing educational work; 2) organising, monitoring and improving educational process; 3) cooperating with educational subjects who work in the same institution as them as well as with community and social environment; 4) planning, conducting and monitoring of professional development; 5) creating pedagogical documentation as well as developmental and strategic documents of educational institution; 6) leading and monitoring newly hired educational subjects, trainees as well as mentoring students at educational institution level; 7) participating in the creation and application of adjusted curricula for students with special needs; 8) carrying out research and assessing the performance of educational institution; 9) assuring and improving the quality of educational institution; 10) providing professional guidance and performing counselling tasks with key subjects of

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educational process; and 11) pedagogue's mentoring. Based on the core tasks in the occupational standard, 11 sets of competencies required for the job of the pedagogue were defined.

Keywords: Croatian Qualification Framework, occupational standard, core tasks, pedagogy studies

THE FIRST WOMEN IN PEDAGOGICAL SCIENCE IN SERBIA

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The goal of our work is to present the life, work and literary works of the first women who received their Ph.D. at the Department of Pedagogy at the Faculty of Philosophy, University of Belgrade. The first women who were promoted to the title of Ph.D. of pedagogical science at the mentioned department are also the first women in Serbia with this title. We approach this research question with the intention of shedding light and trying to reconstruct the relevant facts related to their theoretical and practical work in pedagogical science with a more comprehensive and direct approach. The Department of Pedagogy at the Faculty of Philosophy in Belgrade has a relatively long history, while within it, the title Ph.D. in pedagogical science as it began to be acquired just between the two World Wars, and the largest number of doctoral dissertations were defended during socialist Yugoslavia. In 1932, the first doctoral dissertation in pedagogy was defended, and by the end of 1965, pedagogy had become richer for 32 Ph.D.s, thus meeting the minimum needs in this field. Out of this number, only four women defended their doctoral dissertation in pedagogy: Darinka Mitrović (1959), Milja Stošić (1962), Ljubica Aleksić Prodanović (1965) and Aleksandra Marjanović (1965). Four of them were the focus of our research. In the paper, we will try to provide insight into the topics of their doctoral dissertations and pedagogical activities. For the purposes of our analysis, we will use their biographies, doctoral dissertations, and bibliographies of their works, in order to historically, faithfully and fully present their rich creativity in pedagogy. In order to achieve the set goal of the research, we will use text analysis. Bearing in mind that today there is a significantly greater number of women both in pedagogy studies and in pedagogical science compared to men, which was not the case in earlier years, we

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believe that it is necessary to study and shed light on lives and works of the first women in the field of pedagogy. With this work, in a modest way, we strive to preserve from oblivion those who were the first to „set foot" in pedagogical science and left an indelible mark.

Keywords: women in pedagogical science, first women with a Ph.D. in pedagogy, doctoral dissertations in pedagogy

APPROACHES TO THE RESEARCH OF THE HISTORY OF PEDAGOGY

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Historical research in pedagogy leads to a new understanding of the past and its importance for the present and the future. We look for solutions to contemporary pedagogical problems in the past, they allow us to understand the current ones and point us to possible trends in the future. There is a close connection between the general development of historiography and the history of pedagogy. The general world trends in the development of historiography followed, to a certain extent, historical pedagogical research in the areas of Yugoslavia, especially up to the period of the establishment of socialism. However, the scientific methodology when researching pedagogical phenomena based on the idea of dialectical and historical materialism leads to the discontinuity of contemporary historiography and historical pedagogical research in the areas of Yugoslavia. The weakening of party reins and ultimately the disintegration of the state brings opportunities to re-approach the currents and achievements of contemporary historiography. Historical researchers, traditional and scientific, accept knowledge, as well as methodological achievements of social sciences in order to construct perceptions of the role and goals of education, the idea of school, public opinions, the culture of the school. The possibilities of historical research in pedagogy are still not fully utilized, nor do the latest researches in the history of pedagogy show that modern approaches to historical research are being followed. The paper traces the development of approaches to historical research from the beginning of the 19th century to the present day. By reviewing the relevant literature and qualitative analysis of the content, the historiographical trends in the observed period are presented and analyzed in detail. Using a

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historical-comparative approach, the possibilities of the implications of historiographical trends in research into the history of pedagogy were investigated and analyzed. At the end, recommendations are made for historical pedagogical research in the future.

Keywords: historiography, history of pedagogy, pedagogy

IDENTITY ISSUES OF PEDAGOGY: RECONSIDERING CONCEPTS, AIMS AND ACADEMIC PROGRAM

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The article examines the identity of pedagogy as an academic discipline, in the light of its 75-year tradition in Macedonian higher education, but also of the significant changes it has undergone as a result of global trends shaping education today. By applying a historical-comparative method in the study of university programs of pedagogy, legal regulations and strategic documents for the development of education in Macedonia, several identity issues of contemporary pedagogy are identified and analyzed: 1) the changes in the program (remodelling of the broad discipline-based academic curriculum based on its modularization and "utility"); 2) the changes in the terminology (increased hybridization and nativization of the English terminology and the replacement of the terms pedagogy and upbringing in names of institutions and course titles, in documents and scientific papers); 3) the changes in the values, aims and language of pedagogy in line with the free market approach in education and the need to develop skills and competencies required for participation in "the global knowledge economy". All these identity issues of pedagogy are explored in consideration of the social transformations and ideological shifts nationally and internationally. The analysis is focused on two different ideologies that shaped the study of pedagogy within two states with different political and educational systems: the Marxist theory of education that marked the 45-year development of pedagogy in socialist Macedonia (1946-1991), and the neoliberal concept of competitiveness and compatibility in education that has been advocated in the independent Republic of Macedonia since 1991. The latter reflects the powerful modern processes of globalization, economization and marketization of education that suppressed the Humboldtian concept of university education that teaching, learning and research are integrated to serve the culture and humanity. Therefore,

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reflecting on the future of pedagogy means reconsidering not only the current social and educational priorities but also the humanistic tradition in the development of pedagogy and higher education in general.

Keywords: pedagogy, study of pedagogy, language of pedagogy, educational aims and priorities

PROFESSIONALISM IN TEACHING - THEORETICAL PERSPECTIVE

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What does professionalism in teaching represent? Depending on the context, the concept of professionalism is defined differently as a response to scientific development, external pressures, and public discourse. Given that education is a publicly oriented profession, and that good quality education is traditionally associated with teachers' competences and their degree of professional efficacy, professionalism in teaching has taken a prominent position when it comes to the professional work of teachers and the degree of their autonomy. Professionalization of teaching, which includes working towards improving one's skills, collaboration with colleagues and parents and reflection, as well as efficient work; has conditioned numerous definitions of the concept. Although these differ and encompass various elements, what they have in common are the attained degree of expertise and dedication to the teaching profession as well as acting in alignment with personal decisions. Accordingly, the three categories of teaching professionalism are: conduct, attitudes and communication. The historical development of teachers' professionalism can be divided into four phases. The first phase is the pre-professional era when teachers worked exclusively following the instructions of their supervisors. The second phase was a period of autonomous professionals and was marked by the attainment of significant freedoms in the work of teachers. After those, the third phase followed, in which a professional culture of cooperation was created, as a response to fast-paced changes and reforms in education. The last, fourth phase, is called the post-professional

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period where we aim at redefining the teachers' professionalism with tendencies for flexible professional development. In accordance with these phases, modern teaching professionalism is divided into two varieties. The first is scientifically based professionalism whose main trait is the development of theories for higher efficiency teachers, while the second represents the pedagogical professionalism which is based on doubts and distrust of theories and work guidelines given to teachers. Research has shown that contemporary postmodern teachers' professionalism is marked by polarized approaches. On the one hand, professionalism is represented as a social movement which protects and improves the teaching profession, and on the other hand, there is a notable de-professionalization of teaching which cannot withstand the manifold pressures and intensified workload. In this sense, professionalism represents an infinite form, which flows in the constant current of reflection and professional development as the only viable roads to the efficient transformation of the teaching practice.

Keywords: teachers' professionalism, elements of professionalism, professionalization, professional development

THE IMPORTANCE OF ACTIVE PARTICIPATION IN THE PROFESSIONAL COMMUNITY FOR THE DEVELOPMENT OF PEDAGOGUES' PROFESSIONAL IDENTITY

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Professional identity is reconstructed throughout the career and presents a part of the individual's broader social identity. Assuming that it is formed and clearly perceived, it is linked to a better understanding of one's own professional roles and responsibilities, a sense of greater professional satisfaction, accomplishment and independence in the process of professional development. Active participation in the professional community is very important for building a professional identity because various studies have shown that it can be seen as a component of professional identity, but also as its indicator and predictor. Accordingly, the aim of the research is to examine the connection between the pedagogue's assessment of participation in the professional community and the professional identity of school pedagogues. The sample consisted of 434 pedagogues of primary and secondary schools in the Republic of Serbia. For

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the purposes of the research, a questionnaire that collected data on the respondents' length of service, assessment of the school pedagogue professional associations' activities and their own involvement in them was created. Also, the Scale of Professional Identity of School Pedagogues - short version (PISC-s), which measures 4 components of professional identity: Professional Knowledge, Professional Competency, Attitude toward Profession and Engagement in Pedagogy Profession (Woo et al., 2018) was used. The results of the research showed that the most important predictor of professional identity is the assessment of one's own involvement in the professional community. School pedagogues who evaluate this engagement at a higher level have a stronger professional identity as a whole, as well as all components of professional identity, except for the Professional Competency component. On the other hand, the other predictor variables included in this analysis do not contribute to the professional identity as a whole, but only to certain components - pedagogues with longer working experience have more extensive knowledge about the profession and pedagogues who evaluate the school pedagogue professional associations' activities at a higher level have a significantly more positive attitude towards the profession. Bearing in mind that this is not the first research that determined the importance of active participation in the professional community of experts, the paper provides pedagogical guidelines for creating more favorable conditions for the active participation of pedagogues in professional associations.

Keywords: professional identity, profession, school pedagogue, professional associations

SELF-ASSESSMESNT OF THE STUDNETS – FUTURE PEDAGOGUES ON THE PROFESSIONAL COMPETENCES

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School pedagogues, along with the other profiles of school support staff, upon entering the workplace should possess the professional competencies required for quality performance of work duties. The publication "Basic

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Professional Competencies and Standards for School Support Staff" (2016) defines the basic professional competencies of support staff from primary and secondary schools. All the competencies listed here, which refer to professional knowledge and skills, are grouped into two categories: common competencies and specific competencies for individual profiles of school support staff, grouped into seven areas. The process of acquiring and developing these core vocational-professional competencies is particularly important for students during their initial education, a period when the foundations of the profession of educator - school support staff member are laid. The defined competencies of the pedagogues become important in the preparation of students for their future professional-pedagogical work. It is expected that the initial education of students - future pedagogues will enable the acquisition of the necessary professional competencies. The basic idea of this paper is to investigate the level of acquired professional competencies of the students - future pedagogues during their initial education. For this purpose, a survey was conducted with the students from the final year of studies at the Institute of Pedagogy. The survey was carried out with a specially created instrument, constructed based on the defined standards of the professional competencies of the pedagogues - school support staff. The results obtained from the students' self-assessment regarding the level of development of professional competencies during their studies generally lead to the conclusion that they have acquired a solid level of developed competencies needed for their future professional work. The results of the research also showed that the students have acquired sufficient theoretical knowledge, but not at the same level with the necessary skills necessary for quality pedagogical action.

Keywords: students, pedagogues, professional competencies, initial education