



ЧЕТВРТА МЕЂУНАРОДНА
НАУЧНОСТРУЧНА КОНФЕРЕНЦИЈА
THE FOURTH INTERNATIONAL
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METHODOLOGICAL DAYS 2015

КОМПЕТЕНЦИЈЕ ВАСПИТАЧА ЗА ДРУШТВО ЗНАЊА

Тематски зборник

COMPETENCES OF PRESCHOOL TEACHERS FOR THE KNOWLEDGE SOCIETY

Proceedings book



Висока школа струковних студија
за образовање васпитача у Кикинди
Preschool Teachers' Training College in Kikinda

Висока школа струковних студија за образовање васпитача у Кикинди, Република Србија | Факултет за менаџмент у Сремским Карловцима, Универзитет „Унион – Никола Тесла“ у Београду, Република Србија | Педагошки институт „Антон Чехов“ у Таганрогу, Русија | Филолошки, историјски и теолошки факултет, Катедра за модерне језике и књижевности, Западни универзитет у Темишвару, Румунија | Факултет за социологију и психологију, Катедра за педагогију, Западни универзитет у Темишвару, Румунија | Филозофски факултет, Катедра за музикологију, „Етвош Лоранд“ Универзитет (ЕЛТЕ) у Будимпешти, Мађарска | Факултет за педагогију и практичну психологију, Катедра за психологију образовања, Јужни Универзитет у Ростову, Русија | Педагошки факултет, Катедра за психологију и социјални рад, Универзитет у Скадру „Луи Гираки“, Албанија | Факултет друштвених наука, Катедра за албански језик, Универзитет у Скадру „Луи Гираки“, Албанија

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МЕТОДИЧКИ ДАНИ 2015.

**КОМПЕТЕНЦИЈЕ ВАСПИТАЧА
ЗА ДРУШТВО ЗНАЊА**

ТЕМАТСКИ ЗБОРНИК

Кикинда, 2017.

Висока школа струковних студија за образовање васпитача у
Кикинди

**Четврта међународна
научностручна конференција**

КОМПЕТЕНЦИЈЕ ВАСПИТАЧА ЗА ДРУШТВО ЗНАЊА

Тематски зборник



30. мај, 2015.
Кикинда

Тема Међународне научностручне конференције

Компетенције васпитача за друштво знања

Тематска конкретизација:

Емергенција нових праваца професионалног усавршавања педагошких радника,

Компетенције васпитача за неговање еколошких и културних вредности као перспективе развоја педагошке струке,

Подизање нивоа компетенција педагошких радника са аспекта комуникативности, лидерства и менаџмента,

Усаглашавање система васпитања и образовања у складу са медијским и технолошким променама савременог друштва,

Инклузивне и компетенције за рад са даровитом децом у савременом друштву.

Организатори конференције:

Висока школа струковних студија за образовање васпитача у Кикинди, Република Србија

Факултет за менаџмент у Сремским Карловцима, Универзитет „Унион – Никола Тесла“ у Београду, Република Србија

Педагошки институт „Антон Чехов“ у Таганрогу, Русија

Филолошки, историјски и теолошки факултет, Катедра за модерне језике и књижевности, Западни универзитет у Темишвару, Румунија

Факултет за социологију и психологију, Катедра за педагогију, Западни универзитет у Темишвару, Румунија

Филозофски факултет, Катедра за музикологију, Универзитет „Етвош Лоранд“ (ЕЛТЕ) у Будимпешти, Мађарска

Факултет за педагогију и практичну психологију, Катедра за психологију образовања, Јужни Универзитет у Ростову, Русија

Педагошки факултет, Катедра за психологију и социјални рад, Универзитет у Скадру „Луи Гираки“, Албанија

Факултет друштвених наука, Катедра за албански језик, Универзитет у Скадру „Луи Гираки“, Албанија

Програмски одбор

Председник: др Зоран Мијић, директор и професор струковних студија (Висока школа струковних студија за образовање васпитача у Кикинди, Република Србија)

Чланови:

Академик Иван Алексејевич Чарота, шеф Катедре за словенске књижевности (Белоруски државни универзитет у Минску, Белорусија), академик Марина Чухрова Генадевна (Академија поларне медицине и екстремне хумане екологије, Новосибирск, Русија), академик Јулијан Тамаш (Војвођанска академија наука и уметности, Нови Сад, Република Србија), академик Мирјана Миланков (Национални центар за превенцију повреда и промоцију безбедности, Развојни центар за безбедне заједнице при Колаборативном центру Светске здравствене организације за промоцију безбедних заједница, Безбедна деца Србије, Нови Сад, Висока школа струковних студија за образовање васпитача у Кикинди, Република Србија), Александар Федоров, редовни професор, проректор (Педагошки институт „Антон Чехов“, Таганрог, Русија), Михај Радан, редовни професор (Филолошки, историјски и теолошки факултет, Западни универзитет у Темишвару, Румунија), Зоран Трпутец, редовни професор, декан Факултета за менаџмент ресурса ЦКМ (Свеучилиште „Херцеговина“, Мостар, Босна и Херцеговина), Јон Думитру, редовни професор, шеф Катедре за педагогију (Факултет за социологију и психологију, Западни универзитет у Темишвару, Румунија), Ала Белусова, редовни професор, шеф Катедре за психологију образовања (Факултет за педагогију и практичну психологију, Јужни државни универзитет, Ростов, Русија), Анета Баракоска, редовни професор (Филозофски факултет у Скопљу, Универзитет „Св. Кирило и Методије“, Македонија), Гезим Дибра, декан Педагошког факултета (Универзитет у Скадру „Луи Гираки“, Албанија), Мимоза Прику, ванредни професор, декан Факултета друштвених наука (Универзитет у Скадру „Луи Гираки“, Албанија), Милица Андевски, редовни професор (Филозофски факултет, Универзитет у Новом Саду, Република Србија), Дубравка Валић-Недељковић, редовни професор (Филозофски факултет, Универзитет у Новом Саду, Србија), Оливера Васић, редовни професор (Факултет музичких уметности, Универзитет у Београду, Република Србија), Јовица Тркуља, редовни професор (Правни факултет, Универзитет у Београду, Република Србија), Миомир Милин-

ковић, редовни професор (Учитељски факултет у Ужицу, Универзитет у Крагујевцу, Република Србија), Љиљана Пешикан-Љуштановић, редовни професор (Филозофски факултет, Универзитет у Новом Саду, Република Србија), Алин Гаврелиуц, декан Факултета за социологију и психологију (Западни универзитет у Темишвару, Румунија), Габријела Гросек, ванредни професор, (Факултет за социологију и психологију, Западни универзитет у Темишвару, Румунија), Магдалена Думитрана, ванредни професор (Педагошки факултет, Катедра за педагошку психологију, Универзитет у Питестиу, Румунија), Бирут Струкцинскин, ванредни професор (Факултет здравствених наука, Универзитет Клаипеда, Клаипеда, Литванија), Габор Боднар, ванредни професор, шеф Катедре за музикологију Филозофског факултета (Универзитет „Етвош Лоранд“, (ЕЛТЕ) Будимпешта, Мађарска), Драгана Павловић Бренеселовић, ванредни професор (Филозофски факултет, Универзитет у Београду, Одељење за педагогију – Катедра за предшколску педагогију, Република Србија), Живка Крњаја, ванредни професор (Филозофски факултет, Универзитет у Београду, Одељење за педагогију – Катедра за предшколску педагогију, Република Србија), Оља Арсенијевић, ванредни професор (Факултет за пословне студије и право, Универзитет „Унион – Никола Тесла“ у Београду, Република Србија), Горан Булатовић, ванредни професор (Факултет за менаџмент у Сремским Карловцима, Универзитет „Унион – Никола Тесла“ у Београду, Република Србија), Оксана Барсукова, ванредни професор (Факултет за педагогију и практичну психологију, Катедра за образовну психологију, Јужни државни универзитет, Ростов, Русија), Елена Кришченко, ванредни професор (Факултет за педагогију и практичну психологију, Катедра за образовну психологију, Јужни државни универзитет, Ростов, Русија), Наталија Мозговаја, ванредни професор (Факултет за педагогију и практичну психологију, Катедра за образовну психологију, Јужни државни универзитет, Ростов, Русија), Јованка Денкова, ванредни професор (Филолошки факултет, Универзитет „Гоце Делчев“, Штип, Република Македонија), Питер Спицер, др фил. (Безбедна деца Аустрије, Медицински универзитет Грац, Грац, Аустрија), Светлана Калезић-Радоњић, доцент (Филозофски факултет у Никшићу, Универзитет Црне Горе, Црна Гора), Лидија Мишкељин, доцент (Филозофски факултет, Универзитет у Београду, Одељење за педагогију – Катедра за предшколску педагогију, Република Србија), Предраг Јашовић, доцент (Департман за Филолошке науке, Државни универзитет у Новом Пазару, Република

Србија), Маријана Крашован, професор (Факултет за социологију и психологију, Западни универзитет у Темишвару, Румунија), др Јозеф Кабок, Помоћник покрајинског секретара за материјално-финансијске послове (Покрајински секретаријат за науку и технолошки развој, Република Србија), Брор Салмелин, мастер, Саветник за иновационе системе (Генерални директорат Европске комисије за комуникационе мреже, садржаје и технологије, Белгија), Милутин Ђуричковић, професор струковних студија (Висока школа за васпитаче струковних студија у Алексинцу, Република Србија), Јован Љуштановић, професор струковних студија (Висока школа струковних студија за образовање васпитача у Новом Саду, Република Србија), Весна Срдих, професор струковних студија (Висока школа струковних студија за образовање васпитача у Кикинди, Република Србија), Миланка Маљковић, професор струковних студија (Висока школа струковних студија за образовање васпитача у Кикинди, Република Србија), Јасмина Арсенијевић, професор струковних студија (Висока школа струковних студија за образовање васпитача у Кикинди, Република Србија).

Организациони одбор

Председник: др Јасмина Арсенијевић (Висока школа струковних студија за образовање васпитача у Кикинди, Република Србија)

Чланови:

Др Јозеф Бушати (Педагошки факултет, Универзитет „Луи Гирази“, Скадар, Албанија), др Слађана Миленковић (Висока школа струковних студија за васпитаче и пословне информатичаре – Сирмијум, Сремска Митровица, Република Србија), др Мирјана Марковић (Висока школа струковних студија за образовање васпитача, Шабац, Република Србија), др Весна Срдих (Висока школа струковних студија за образовање васпитача у Кикинди, Република Србија), др Тамара Грујић (Висока школа струковних студија за образовање васпитача у Кикинди, Република Србија), др Лидија Мишкељин (Филозофски факултет, Универзитет у Београду, Одељење за педагогију – Катедра за предшколску педагогију, Република Србија), Слободанка Радосављевић, председник Савеза удружења васпитача Србије и председник Балканског савеза удружења васпитача, Јадранка Спасић, председник Савеза удружења медицинских

сестара предшколских установа Србије, мр Ангела Месарош Живков (Висока школа струковних студија за образовање васпитача у Кикинди, Република Србија), мр Стеван Илић (Висока школа струковних студија за образовање васпитача у Кикинди, Република Србија), мр Србислава Павлов (Висока школа струковних студија за образовање васпитача у Кикинди, Република Србија), Милош Латиновић, мастер (директор Битеф театра, Београд, Република Србија), мр Марко Мијатовић (Факултет друштвених знаности др Миленка Бркића, Бијакловићи, Међугорје, Универзитет „Херцеговина“, Босна и Херцеговина), Гордана Рогановић, професор (Висока школа струковних студија за образовање васпитача у Кикинди, Република Србија), Мирјана Балаћ, професор (Висока школа струковних студија за образовање васпитача у Кикинди, Република Србија), Слободан Балаћ, спец. (Висока школа струковних студија за образовање васпитача у Кикинди, Република Србија), Тања Бркљач, мастер (Висока школа струковних студија за образовање васпитача у Кикинди, Република Србија), Ана Ковачевић, професор (Висока школа струковних студија за образовање васпитача у Кикинди, Република Србија).

Одржавање Четврте међународне научностручне конференције Методички дани 2015. финансијски је подржао Секретаријат за науку и технолошки развој Аутономне покрајине Војводине.

Preschool Teacher Training College in Kikinda, The Republic of Serbia | The Faculty of Management in Sremski Karlovci, University “Union – Nikola Tesla” in Belgrade, The Republic of Serbia | “Anton Chekhov” Taganrog State Pedagogical Institute, Russia | Faculty of Letters, History and Theology, Department of Applied Modern Languages and Literatures, the West University of Timișoara Romania | Faculty of Sociology and Psychology, Department of Educational Sciences, West University of Timișoara, Romania | Faculty of Philosophy, Music Department, “Eötvös Loránd” University (ELTE) Budapest, Hungary | Faculty of Pedagogics and Practical Psychology, Southern Federal University, Russia | Faculty of Education, University of Shkodra “Luigj Gurakuqi”, Albania | Faculty of Social Sciences, University of Shkodra “Luigj Gurakuqi”, Albania

THE FOURTH INTERNATIONAL INTERDISCIPLINARY
SCIENTIFIC CONFERENCE

METHODICAL DAYS 2015

**COMPETENCES OF PRESCHOOL
TEACHERS IN KNOWLEDGE
SOCIETY**

PROCEEDINGS BOOK

Kikinda, 2017

Conference topic

Competences of Preschool Teachers in Knowledge Society

Thematic fields of the conference:

Emergence of new forms of professional development of teachers,

Competences of preschool teachers for preservation and nurturing of ecological and cultural values as a perspective in the development of pedagogy,

Raising the level of competences of teachers from the aspect of communicativeness, leadership and management,

Unification of the systems of education and adaptation to technological advances and changes in mass media in modern-day society,

Inclusive competences and competences for working with gifted children in modern-day society.

The organizers of the conference:

Preschool Teacher Training College in Kikinda, The Republic of Serbia

The Faculty of Management in Sremski Karlovci, University “Union – Nikola Tesla” in Belgrade, The Republic of Serbia

“Anton Chekhov” Taganrog State Pedagogical Institute, Russia

Faculty of Letters, History and Theology, Department of Applied Modern Languages and Literatures, the West University of Timișoara Romania

Faculty of Sociology and Psychology, Department of Educational Sciences, West University of Timișoara, Romania

Faculty of Philosophy, Music Department, “Eötvös Loránd” University (ELTE) Budapest, Hungary

Faculty of Pedagogics and Practical Psychology, Southern Federal University, Russia

Faculty of Education, University of Shkodra “Luigj Gurakuqi”, Albania

Faculty of Social Sciences, University of Shkodra “Luigj Gurakuqi”, Albania

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APPLICATION OF NEW TECHNIQUES AND TECHNOLOGIES IN KINDERGARTENS FROM THE PERSPECTIVE OF PRESCHOOL TEACHERS

Summary: This paper discusses two issues: the use of new techniques and technologies in kindergartens and the preschool teacher's ability to apply modern ICT. Namely, we are living in a world where changes are happening very fast and in which various communication technologies are taking an increasingly significant place in our everyday lives. The fact that in 2003 the United Nations included the development of these technologies and internet as one of the eight development goals for improving the living standards of all people on the planet shows how important the use of information technologies and resources that are placed on the internet is. Those having access to information and knowing how to make use of the advantages of information technology can progress and develop much faster. This applies to whole societies, parts of societies and individuals. The educational system is a part of the society, and literacy of future citizens is one of its most important tasks. The tumultuous development of the new information-communication technologies has not bypassed preschool education. However, the specific qualities of the preschool educational system define a specific way of implementing information technologies. The children of this category are in a delicate phase of their development that requires attention during the introduction of new things because, despite the progressivity of these, they can have a negative influence and can be abused. Therefore, it is necessary to realize the implementation of information-communication technologies through their application and integration into the educational work of preschool teachers, in order to positively influence all areas of child development, to enhance the quality of all segments of the educational work, and to develop children's media culture. This requires a preschool teacher who will be able to apply modern information-communication technologies.

Key words: preschool education, information-communication technologies, child development, educational work.

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1. The need for ICT in the educational process

The beginning of the new millennium is an extremely dynamic period in the development of computer science and technology. The digital world has become both the support of everyday life and the major thrust in the globalization of the world. Computers, on the one hand, integrate in modern everyday life, and, on the other hand, are recognized as a leading force in the growth of the world economy. New technologies are being continuously introduced and they are simultaneously becoming outdated as they occur. On the other hand, the rapid development of computers has substantial effects on education – both on educational content and on educational methods and techniques. The training of young people today must not lack ICT in the educational process. The application of technology brought the society in a state where the skills for using ICT began to be considered an elementary literacy. The review of media habits of the generations affected by technological development by D.Oblinger (Diana Oblinger, 2007) is of interest to us. She describes generations starting from the mid-20th century as baby Boomers, Generation X and the Net Generation. The integration of ICT in the educational process itself entails the issue of pedagogical expertise of all pedagogical workers, including preschool teachers in kindergartens. In that sense, in order to be trained, professionally improved and prepared for lifelong learning, pedagogical workers cannot skip the step of following trends and ICT application of ICT. After all, ICT gives a good foundation for creative and effective use of knowledge. The new form of learning takes the form that is more acceptable among young generations growing up with computers and mobile devices. Parallel with this change the role of preschool teachers also changes, but still their role remains crucial despite the fact that information globalization allows children to be informed, to make electronic trips, and to communicate via video connections. However, kindergarten is the place where children should be encouraged to practice critical thinking, social behavior, working discipline, and personal responsibility; it is also the place where curiosity needs to be developed and supported. The aspiration of every society to have a more efficient, more economical and more democratic education is well known, so the issue of using new information technologies in education boils down to the problem of creating a theoretically ideal model for using technology at all levels of education. The most important task of the modern educational process is to increase the impact of the existing methods and to find more effective new methods and forms of work. The whole educational process should be actualized in terms of systematic insertion of elements of modern society and the need of the modern man to introduce contemporary

teaching aids in the teaching contents. For this purpose it is more than necessary to introduce innovations into education: introduction of innovation in every sense – innovation as a novelty in the practice of education, and a change in content or methods of work in order to improve the quality of knowledge. This applies not only to something new, but to something better which is adopted, applied and improved. But that does not mean a complete change of the process. On the contrary, the existing concept of structure is modernized by raising the effectiveness of existing and finding more effective methods and forms of work. In modern societies children increasingly acquire more knowledge before starting school, so this makes it necessary to modernize the process of preschool education in order to achieve a mutual connection between what children see, hear, understand and remember, and to facilitate the adoption of content. The society we live in is defined as knowledge-based society. It has new needs and new demands placed before its members. In this regard, the question arises: Are teachers in kindergartens in Macedonia competent to work in the knowledge-based society? What is being undertaken for the professional development of preschool teachers and their professional competence? The results obtained show that teachers should develop specific competences such as: ICT competences, communication in foreign languages, ability to work in an inclusive environment, and ability to work in a multicultural environment. The application of ICT in educational work with children of preschool age is a novelty that slowly enters our practice and has yet to show its efficiency in our conditions. The preschool teacher is the first professional person who introduces preschool children to the world of science and technology. In order to be able to properly apply new techniques and technologies in educational work, the preschool teacher has to possess basic IT knowledge, knowledge of methodical-didactic use of educational software, but he/she also needs to know how to organize various activities to develop children's curiosity, creativity, their interaction with other children and logical thinking. It is of special importance to work on modernizing preschool teachers' work by using digitized contents that can greatly facilitate their daily work, and on the other hand raise the quality of educational work with children. There are a number of obstacles to the modernization of this process in preschool institutions, such as: non-functional space and a lack of modern equipment; acquired habits and distrust in new teaching aids; a great number of children in a group; insufficiently trained staff, etc. Today's pedagogy seeks to replace the usual way of learning with a better and more efficient way that will provide shorter time for enabling more children to actively participate in further development of science, technology and social

relations. Therefore, audiovisual resources, as they expand knowledge, complement materials and contribute to the durability of knowledge, are an important element of intensification of teaching.

2. Why is it necessary to introduce ICT in working with preschool children?!

The answer to this question refers to the determination of the aim of introducing ICT in educational work with preschool children. Namely, the preschool period of child development is a period in which the child, using all its senses and intellectual capabilities, is trying to discover and understand the world around it. During their preschool development, through play and interaction, children learn in several dimensions of their development, such as: physical development (motor, speech apparatus, senses, health and hygiene); social-emotional development (relationship to themselves and to others, respect for the environment); cognitive development (learning about the material and the living world, logical-mathematical structures, space, time and practical usage of the acquired knowledge in life and work); and development of communication and creativity. In the process of managing the educational process with preschool children that several principles must be respected: wholeness and integrity; orientation towards general (long-term) goals (individuality, independence, preserving health and encouraging physical development of the child, creativity, conviviality, emotional stability, acquisition of knowledge); dominance of games and game procedures; adjusting the pace of learning, content and manner of their display to their age and individual characteristics; children's gradual gaining of independence and social interactions and continuity. The specifics of the preschool educational system necessitate a wider understanding of introducing ICT in it and comprehensive research on all impacts that this technology (in the broader sense and all types of media in the family and preschool institutions) may have on the child development and the educational process in kindergartens. The introduction of ICT in kindergartens should be realized through its application and integration in the educational work of preschool teachers in the direction of: a positive impact on all areas of child development; raising the quality level of all segments of educational work and the development of media culture of children.

3. Key features of the application and integration of information technologies in the educational work with preschool children

The focus of educational work with preschool children is on the process and on the developmental goals and not on learning facts. A child gradually learns his/her initial skills for using ICT and acquires knowledge of information technology. This is realized as a logical consequence of the process in which this technology is used as a didactic tool, a means of research, for creative work, encouraging other activities, etc. During the advanced training for computer skills a child goes through the next stages: observation, imitation, attempts, upgrading skills, independence in the process of self-education (using a printer, microphone, headset, scanner, digital camera, mobile phone). ICT as an integral part of the educational process can be used by preschool teachers in different ways in their work and children's free play for children. Simply said, when the computer is in the room where there are children, then it may be one of their possible choices together with toys and other means of education and play. The advantage of this manner of understanding the application and integration of ICT is its "placing" in the social context where it is the driving force, the catalyst and the sublimates of social interactions of children, preschool teachers, families and the social environment. Programs that largely support such an understanding of the role of information technology in education are called "open ended" programs. One such program called "Shape recognition" is used in working with preschool children. This program, through multimedia and hypermedia display, introduces the child to geometric images and bodies and their relationship in space (above, below, left, right). At the same time it teaches them how to use the input-output devices (mouse, keyboard, monitor), the graphical interface and computer skills in Word, PowerPoint, Paint, etc. "PowerPoint" is a very useful tool in the hands of a skilled preschool teacher who is well trained in information technology, because it teaches children to create presentations where they can use all multimedia elements (text, graphics, drawings, images, animations, audio, and video recordings). Information technologies, depending on the way they are used, can positively and negatively affect different areas of child development and the realization of long-term goals of educational work with children, such as: physical development; social and emotional development; cognitive development; communication and creative development. In terms of *physical development* of preschool children, ICT application has both positive and negative impact. *Positive impact* includes: development of coordination of movements between eyes and hands; developing of small hand muscles (petty motor) and of perceptual features; and

better inclusion of children with disabilities in regular educational groups. On the other hand, *negative impact* includes: underdeveloped muscles, musculature problems (mostly problems with the back and hands) and photosensitivity. In terms of *social-emotional development*, the application of ICT also has positive and negative impact. The following are identified as being positive: increasing social interactions; development of cooperative games, joint (collaborative) problem-solving; development of autonomy; developing awareness of self and others; fostering security in themselves; encouraging compassion for others; exchanging opinions, feelings and experiences with other children. The following negative effects are evident: social isolation, reduced self-discipline and motivation, and emotional separation from the environment. Here we feel the need to point out several situations observed when preschool children use computers (educational programs) that are very positive: more children working on a common computer, and the communication between children when working under appropriate incentive of an educational software is very lively. They look for joint solutions, they explain, propose, physical contact is present (hugging, they use one mouse together), they help one another, etc.; some unforeseen positive events occur (e.g. children who can hardly speak, when working on a computer, forget about their problem and speak freely and extensively); when something unforeseen happens (e.g. the computer is blocked) children seek help from the teacher. As for cognitive development, some potential *positive impacts* are noticed on the process of thinking, on the skill of symbolic representation, focusing attention, the ability to understand the essence, the ability for clear and fast classification, on the decision-making process, the capacity for analysis and understanding causation, the process of remembering, stimulating creativity, curiosity and imagination, and on the process of problem solving and increasing motivation. We single out some *negative impacts* on cognitive development: reduction in creativity and creative thinking, as well as reduced ability to fantasize, decreased attention and patience for working and studying. In terms of communication and creative development, some possible *positive impacts* are: increased interaction with other children and people, exchanging views, increase in the experience of communicating with other children and people as well as acquisition of new opportunities and forms of creation and creativity. As for *negative ones* we emphasize: reduced interaction with other children and people (especially physical), predominance of the virtual over the real world and reduced creativity.

4. Modern educational technology for preschool children

The main goal of modern educational technology is in the function of increasing the efficiency and interactivity in the educational process, i.e.:

- increasing the quantity and quality of learning;
- increasing the opportunity for interaction of teachers and students and greater motivation and activity in class;
- reducing the time required for learning in order to achieve educational objectives of teaching;
- to select, process and disseminate modern educational means, and the information the students should learn and use;
- to implement modern models of pedagogical communication for better realization of the educational goal of teaching;
- to provide feedback information on what is scientific, on correction of learning, on motivating and creating a competitive atmosphere during learning;
- to teach all the participants in teaching to apply all modern audiovisual means, suitable software programs, programmed, problematic, interactive learning, communication skills, games and animations.

In the 21st century the role of the preschool teacher in the educational process will also be reduced to being advisory, instructive and collaborative, and communication is not only a primary factor of efficient and effective educational process but it also changes in the area of interactive relations emphasizing the relationship man-machine (computer). Furthermore, in the new millennium teachers and preschool teachers must be shaped as a media teacher/preschool teacher who should not only know the content, but also be able to successfully implement the new educational technology, to develop interests, cognitive capabilities and motives in children/pupils, and also be adept at communication and creation of a positive emotional climate in the group/class during learning content and evaluation of learning outcomes.

5. Information technologies in kindergartens – a response to the needs of children and in children's interest

The need and the obligation to start resolutely with the realization of the previously stated goals for the application and integration of information technologies in educational work with children stems from the facts that preschool children have already deeply stepped into using information technologies. The findings that the age at which a child is able to use computers decreases, that the presence of computers in children's lives is constantly increasing, the time a child spends with a variety of media is longer, the way it spends its free time

changes as well as the reasons for selecting media by children, manner and reasons for using computers they all speak about this. Hence systematic and organized introduction of computers in kindergarten is necessary.

6. The impact of computers on the development of preschool children

Organized introduction of computers in kindergartens enables information literacy which becomes equally important as general literacy. Children in the earliest, preschool age are already familiar with the technical devices used in their families and one of these is the computer. New technologies in general must not replace manual handling of toys, face to face communication, and physical activities outdoors. The computer helps the child:

- during adopting new knowledge and while learning the acquired knowledge;
- when adopting new words by linking them to the objects with appropriate titles;
- when training how to use the represented objects and symbols associated with them;
- using a computer is exercising fine motor skills and coordination between eyes and hands;
- in working with children with special needs.

Analyses show that a child of about four years of age is able to learn how to use a computer to the extent that meets his/her needs. At the age of one year and three months a child can learn to turn on a computer, at the age of one year and six months the child can insert a CD, a one year three months old child can use a mouse, and at the age of five he/she uses the computer daily. The survey (made in 2007 in Belgrade by the Association of Preschool Teachers) covered 1008 parents of children from 3 to 7 years of age from 15 Belgrade preschool institutions [4]. The results obtained show that 793 children (75 %) have and use computers, and 215 (21 %) do not use computers. The same research found that children from 3 to 6 spend an average of two hours and eleven minutes in front of the computer and TV; the time spent watching television is longer, but with age that ratio changes in favor of the computer. This indicates that the computer is a tool that attracts the attention of children, on the one hand, but that it is also a product of technological development. Developments in the field of computer software initiate a lot of research on the advantages of using computers in the process of education. Here we mention the presentation on the topic "What Can Educators Learn from Computer Games about Engagement & Children", by the author Marc Prensky. He begins his presentation with three statements:

- 1) Computer games represent active learning;
- 2) Children always want to be actively involved in the learning process,
- 3) The processes of engagement and activity are more important than the content of the activity.

These statements are in favor of the effects of ICT application in learning and teaching. In this direction, prof. James Paul Gee, the author of “What video games have to teach us about Learning and Literacy” describes the main features of well-designed computer games as signposts to active learning. Through well-designed computer games children learn by attempts, experimentation, exploration, discovery, by concentrating on certain elements, repetition and analysis of their actions, by sharing and exchanging their experience with other players; they become part of a team or group jointly solving certain problems. The player acquires certain computer literacy (games are a system of signs and symbols, letters, images, sounds...). The player is faced with solving well designed problems, and by solving them he/she develops creativity while using the acquired skills and knowledge. Simulations are also games by which real-world events are imitated. Most often they need to build a flat, a house, or a farm for a certain time or to find food. These also include driving, flying and sports games. Role playing games are among the most popular ones. In these games a person is put in the role of one or a group of characters and he/she should solve the given task. Usually the characters have certain traits and abilities. Through these games items need to be collected, obstacles should be overcome, players have to fight the enemies, etc. Usually they have a story rich with characters, places, events. The characters progress through the game and reach a higher level. Survival horror games are not recommended for children and are even banned. In these the characters are awful vampires and monsters and there are a lot of violent and scary scenes.

7. Education through computer games

Computers and games that are available for children have educational power and value. Their varied and dynamic content creation divides them into several groups: math games, language art, games with animals and nature, games with words, logic games, memory games, preschool games, games for working faster with the keyboard, geography games that will help the child to cope in everyday life and at the same time will educate it how to behave in the environment. On-line learning games for children are a great way to acquire skills that will help them succeed and progress in school. Educational games for children make learning fun and interesting. Current research confirms that

computer games can become part of the process of education in educational institutions because they offer dynamic and interesting elements in the learning process. With the help of computer programs, children will be able to learn critically, to communicate with others on the basis of knowledge and acquire skills for coping effectively in human relations. As computer games are slowly fitting into the teaching process, more and more attention is paid to their design and their contents in order to obtain an effective teaching tool.

8. Guidelines for the application of ICT in preschool education

Preschool education largely prepares children for what awaits them in their future lives; that is why it is the foundation of future growth and the development potentials of each individual are built at this time. Preschool children have already widely entered the world of information technology. Therefore, it is the obligation of all those dealing with the education of children of this age to find a way to motivate children to use computers in the best possible way. Preschool teachers must also be equally motivated for this process. The key to motivate preschool teachers to acquire IT knowledge can be found in the following three views:

First: The purpose of applying information technologies in working with preschool children is not learning IT skills, but it is a process in which children together with teachers discover new and expand the existing knowledge with the help of information technology and multimedia display (information technology means a computer, digital camera, printer, scanner, software and the Internet). In this way information technology is understood as a tool that leads to knowledge through the opportunities to display and work with images, sound, moving image, text and connecting one content with another through a hyper link.

Second: The application of computers in educational work must be related to the development of a child's media culture. Preschool teachers need theoretical knowledge about the ways in which children use the media, their positive and negative impacts and opportunities to reduce the negative and increase the positive impact.

Third: Information technology offers enormous opportunities for modernizing educational work with preschool children and encouraging interaction with all stakeholders in the process. The application of information technology is far from being an easy task. Preschool teachers need to explore and use various programs, specialized websites and software and to apply and share knowledge and experiences in order to improve the quality of teaching. The

creation of specialized websites that can have useful resources for improving the educational process are not yet a practice in our region. The website (<https://sites.google.com/site/skolaweb20/home> offers useful tips and experiences from R. Serbia and allows sharing experiences and resources. The site http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=239 is also a useful resource for teachers and parents.

9. The application of ICT in educational practice in kindergartens from the perspective of preschool teachers

Preschool teachers, apart from their regular duties, should continuously monitor, investigate, organize and master the educational process. Accordingly, they should know how to select the most appropriate educational tools and devices and adapt them if necessary. Preschool teachers also have an obligation to share experiences with their colleagues, to participate in and attend seminars, to improve constantly in their work and to use computers and computer programs. They can and must be creators of educational computer programs as they are most actively involved in working with children and have the greatest experience. To this end, during recent years more attention has been paid to the education of future preschool teachers in the direction of introducing information technologies in the educational system. Universities have been introducing and implementing programs and courses in information technologies leading to acquiring knowledge at a user level (operating systems, the Internet, word processing programs, spreadsheets, drawing programs, making presentations, processing of sound and video etc. Multiple research shows that the application of computers in the educational process as opposed to the traditional way of teaching gives better results in children concerning the acquisition of mathematical skills, science, reading and writing (Fletcher-Flinn and Gravatt, 1995). Better results in their math skills were shown by the children involved in a survey in Australia conducted on 54 children divided into three groups of which two used computers for mathematical skills and the third group used computers but for other areas except for mathematics Test of Early Mathematical Ability-TEMA2 (Elliot & Hall, 1997). The contribution of using computers in learning writing and reading has also been confirmed in the study made by Din and Calao (Din & Calao, 2001), and in writing skills (Moxley et al., 1997) as opposed to the traditional teaching methods (Reitsma & Wesseling, 1998). Another important finding in the study by Shute and Miksal (1997) is the increased attention in children who learn with the help of computers. Studies made in our country unfortunately show that teachers in kindergartens do not use ICT in their edu-

cational practices as a result of insufficient information literacy and poor ICT equipment in preschool institutions. But what is the real picture in kindergartens?

10. ICT and the preschool teacher

The second issue that is of interest in this paper refers to the teachers and the application of computers in the educational practice. The survey, which was conducted for that purpose included 120 preschool workers from two municipalities in eastern Macedonia. The data analysis indicates a worrying fact that even 65% of teachers do not to use computers in everyday practice, although they are greatly beneficial in the educational work. Only 17% of teachers frequently use them, and 18 % of teachers use computers rarely or very rarely. In fact, more than half of preschool workers covered by this survey point towards the state of information illiteracy, which is also a much worrying fact. Out of the small percentage of preschool teachers who use computers in their everyday practice, about half of them (52 %) most often use computers when processing new educational content, 42 % in planning, and only 6 % in keeping pedagogical records. And preschool teachers themselves, when asked how they assessed their computer skill are objective, so answering the question “How capable do you think you are to work on a computer?”, 70 % of them think that they are not qualified enough, and 30 % think they have sufficient knowledge about working on a computer. These indicators have strong enough arguments that computer literacy of preschool teachers is more than needed. For further steps in the area of professional development of preschool teachers, a systematic approach is needed that will continuously monitor the development of ICT in general. And let us not forget that the specificity of working in kindergartens in this sense implies certain specifics of ICT education of preschool teachers as well as of the ICT application in kindergartens.

11. Instead of a conclusion

Numerous studies have shown similar results. ICT is part of children’s everyday lives. This inevitably imposes the need for a more comprehensive and a more professional approach in the application of new techniques and technologies in the educational process with the children at preschool age. According to the National Programme for the Development of Education in the Republic of Macedonia, the Draft Plan for the Development of Preschool Education, 2005–2015, and the plan for introducing ICT in the preschool system, it is necessary to improve the ICT equipment of preschool institutions

and to improve the training in teaching methods of the teaching staff for their application in the educational process. In that sense it is necessary to act in several directions, including:

- coordinated social action in cooperation with all institutions and organizations that can help in equipping the institutions of the preschool system with ICT devices;
- development of programs for preschool education that would include the aspect of elementary information literacy, as well as including contents that these children would learn with the help of ICT and that would help develop in children skills for using ICT and acquire knowledge through them;
- interventions in pre-service education of preschool teachers by establishing standards of competence that would also include the competences of proper use of these means in the educational work;
- development of a system for professional improvement of the teaching staff;
- preparation of educational software that will be used for the needs of children of this age with meeting and controlling the standards and forms that need to be respected in its preparation;
- establishing closer cooperation with parents for gaining their support and understanding of the importance of this aspect of the work with children.

Lastly, the question remains open, in what “dose” should ICT be applied and what is the role of the teacher in terms of child development, having in mind the effects of applying ICT in the preschool period, as well as of the consequences of ICT domination in working with preschool children. Our intention is not to argue the importance of ICT in the process of acquiring knowledge among preschool children, but is it not the time for a mega survey of the consequences that computers leave behind, we wonder?! In fact, the normal development of the child is a fundamental prerequisite for the development of a young person, productive, imaginative, proactive and helpful to the community.

Who will provide this?

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