

Югозападен университет
„Неофит Рилски“
ФАКУЛТЕТ ПО ПЕДАГОГИКА

СЪВРЕМЕЕННОТО ОБРАЗОВАНИЕ

МИСИЯ И ВИЗИИ

СБОРНИК С НАУЧНИ СТУДИИ И СТАТИИ



EDUCATIONAL DEVELOPMENTAL GOALS IN THE NINE-YEAR PRIMARY SCHOOL FROM GRADES I TO III IN REPUBLIC OF MACEDONIA

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Abstract

The paper Educational Development Goals in the Nine-Year Primary School from grades I to III covers the pedagogical approaches in defining the educational goals for forming an autonomous and creative individual. It emphasizes that the educational process in the primary schools plans the educational and functional aims and reviews the new approach in defining the aims, presented by a number of pedagogues, such as L. Bogнар, V. Clarin, B. Bloom and others.

Based on the modern understanding of the educational aims a profound study is made regarding the manner of defining these goals of the nine-year primary school in the Republic of Macedonia, thus proceeding with the theoretical knowledge in pedagogy, developmental psychology, didactics, philosophy of education, sociology, but also of the experience in primary schools in our country. The general aim supports the harmonious student development (cognitive, emotional, social and psycho-motor). Furthermore, the aims from the aspect of the individual, the society and the environment, and the development of student's awareness and concern for their personal health and the importance of a healthy environment are established. The manner of specifying the developmental aims from grades I to III of the nine-year primary school is considered (for all the stated components of the general aim) in the curricula for Macedonian language, introduction to the environment, mathematics, music, arts and physical and health education. The development of the aims can be viewed from the way they are defined for the period of development by grades and subject areas. This characteristic of the aims is particularly observed from the expected results for each subject area.

This paper also deals with the efforts made for empirical assessment (through tests and other relevant procedures) of the anticipated, i.e. expected results. This way of planning and assessment of the student's achievements is extremely important for devising and defining the instructional aims in the second developmental period of the nine-year primary school.

***Key words:** Educational goals, developmental aims, assessment of the student's achievements.*

In the newer pedagogical periodicals special attention is given to defining the goals of education and upbringing. Generally it is about the purpose of upbringing for building an autonomous and creative personality. In addition, the educational process in schools indicates that the primary plan is to achieve educational, functional and upbringing goals. Thus, the authors L. Bogнар and M. Matijevik in the book about university studies "Didactics" (2002) offer a new approach to defining educational goals. Their approach is based on the study concepts of authors from more developed democratic countries in which, for the

purpose of determining the upbringing and education, the social and individual aspects are emerging. L. Bognar and M. Matijevik, while determining the social aspects of the educational goal, depart from certain philosophical and ethical norms, starting from certain sociological knowledge of the lawfulness of social life, certain social-psychological relations between the individual and society, but also the exact empirical indicators of current social problems and needs of society for the development of upbringing. In totalitarian societies, the goal of education is assigned on behalf of the dominant social groups, and in democratic societies this effect is less pronounced and allows more democratic access to the settling of upbringing goals. However, in every society, the development of the personality is placed as an educational goal, which enables reproduction of the existing society and its possible further development. If a society is determined to change, then, in order to allow all this, it persists in the education and upbringing to promote a system of values and moral norms that correspond to the needs of the respective society.

Besides, there are social and individual aspects of the educational goal which manifests itself in an individual plan with every pupil, in the sense to allow optimal development of all the potential possibilities of every individual and to satisfy his/her biological, social, cultural, business and other needs, as well as the needs of a higher level regarding self actualization, self activity, creativity and the like.

The educational tasks are determined based on the general goal of upbringing. They relate to the building and formation of the student's personality, his/her moral orientation, views of life and the world around them, working, cultural and other habits, character traits and, generally speaking, the right attitude toward ourselves and others, toward work and creativity. By adopting a system of knowledge, skills and abilities, the students build their positive character traits. Therefore, the purpose of teaching and other educational work in school consists not only of assisting the student in collecting, processing and retention of certain data in their consciousness, but also building his/her whole personality as modern citizens with cultural and moral values which have high intellectual, business, aesthetic, moral and physical qualities.

L. Bognar and M. Matijevik offer a concrete structure of the goals and objectives of the educational process from theoretical studies of upbringing and education.

From the aspect of society, educational goals and objectives are concerned with "development of the social community, existential education, social education and humanist education. From an individual aspect, educational goals and objectives imply "realization of a personality, biological needs, social needs", as well as "need for self- actualization".

Educational goals and objectives in terms of society are concerned with "scientism of education, music education and technology education, and from the individual aspect with acquiring knowledge, skills and sensibility of the individual including "cognitive interests, concerns and affective psycho- motor interests".¹ The studies of this problem in pedagogic periodicals show that special attention is given to setting the goals of teaching and learning. So, M.B. Klarin in the book

“Pedagogical technology in the teaching process” (Pedagogical Institute of Macedonia, Skopje, 1995) considers several ways of setting goals. In the determination of the content objectives that are taught (e.g. to learn the content of some subjects) the question is what this way of determining the objectives gives. The answer to this question shows that the training covered the curricula which are systematized in the teaching units. However, this way of formulating objectives does not contain anything about the organization of teaching process. Furthermore, based on this way of formulating goals we cannot give any evaluation of their achievability. In other words, it appears that this way of setting goals is not useful for the teaching process.²

In practice, the determination of objectives approach through the activities of the teacher is sometimes used, for example, to introduce students to the principle of action (operations) of the internal combustion engine or to show students how to read a geographic map, etc. Note that this approach suggests the activity of the teacher, so the impression is that the teacher has the competence to explain the content in teaching. However, the teacher plans and determines their activity without having the opportunity to compare the actual outcomes in teaching because those results are not predictable with this way of setting goals. Practically, the non-operative nature of this way of setting goals is only hidden, but not overcome.³

The author adduces his findings and determination of objectives through internal processes of intellectual, emotional and other personal development of students. What is characteristic for this way is that generalized educational objectives are recognized, such as "to establish a skills analysis of the phenomena observed", "to establish a skill for independent analyzing of the conditions and for finding a way to solve a mathematical task, etc. In these formulations it is not clearly stated which teaching units these goals are related to. With this way of setting goals, orientations by which the achievement of objectives could be evaluated cannot be disclosed. However, this method is not fully unproductive because according to Klarin it is necessary to go one step further towards making the goals more precise. This can be achieved by setting goals through learning activities of students, for example, studying the cellular structure of plants, etc. But in this way of setting goals the teacher does not predict the most important moment, the expected result of teaching. The result is progress in the development of the student in the adoption and application of acquired knowledge. The manner of setting goals in pedagogic theory are known as the so called taxonomies of assessment of objectives according to the order and level of intellectual and other activities of the student form which we can clearly see the expected results. So, after WWII a group of psychologists and teachers who were involved in the committee for college's entrance exams in the U.S. under the guidance of renowned scientist B. Bloom spent years of research conducted in order to develop common rules and ways of clearly defining and determining the pedagogical goals. These studies in 1956 resulted with the first part of the "Taxonomy" which includes goals in the cognitive area. In the following decades, D. Kratval and other scientists wrote the second part of The Taxonomy in the affective area.³

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¹ L. Bognar, M. Matijevik, "Didactics", p. 158

² M.B.Klarin, „Pedagogical technology in the teaching process”, page 19-20

³ Ibid., pp.19-20