

# Student Involvement in School Work

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**Abstract:** *Teaching is a dynamic process of education and cultivation in which students and teachers are the subjects. There are a lot of goals in teaching, but we will single out a few that are of great importance which enable students to participate in it in a suitable and meaningful way. In order to achieve this goal, we must consider the needs, possibilities, and abilities of those who participate in the teaching process. Cooperative strategies and forms of work are often mentioned and there is a growing desire for reforms in the school system, but it is very difficult to separate from the long-standing tradition. Many pedagogues emphasize what are the benefits of active and collaborative learning and create the necessary material conditions for realization, and today's teaching requires that without hesitation we should orientate oneself as soon as possible on modern teaching directed towards the student.*

**Keywords:** teaching, the position of pupils in the school, traditional teaching, modern teaching, subjects in the teaching process

## 1. Introduction

The student's partner in the educational process and the most important factor in the work of the school is the student. In order for the entire school system to function better, the student should be constantly encouraged and enabled to actively participate in school activities, regardless of the activity in question. Special attention should be paid to the relationship between teacher and student, ie. the dominant role of teachers in relation to students in all segments of the school system. The space for students to act in school is very narrow in planning, decision-making, but also in freedom of opinion.

Which means involving children in decision-making and being active participants in school. Children should be treated as active beings, be competent partners and be involved in their personal education and upbringing. Take responsibility for your own behaviors, success or failure.

Social groups that participate in the school system, teachers, students and parents should strive for the goal and work without prejudice, cooperating with each other, respecting each other, be responsible for what they do, to reach the goal much easier and simpler. Based on the fact that students are often uninterested in what is happening at school, the domination of teachers over them and disregard for the position and feelings of students. No, often students in schools are unprotected, oppressed, punished. Peer violence occurs inside and outside the school premises. Due to insufficient participation of students in everyday life in schools, such events are our everyday life. However, if we want to create "schools without violence", "schools equal for all", regardless of the differences we have, we must change our habits and influence others to do the same, with our positive examples. Supporting the authority of teachers would greatly contribute and the functioning of schools would change for the benefit of all. "It stands on the side of the child, in the student's space, which is actually a space of joint learning and mutual complementarity" (Milić and Marojević, 2014, 129). Any involvement of students in the work of schools in all activities can only give a positive connotation and the opportunity to avoid the negative events that accompany today's school, no, so rarely. The student should be given more space to act, which is very narrow in

his functioning and decision-making. As innovations happen every day in a modern school, so students should be included in the school system, and thus the inclusion of students in school will be improved.

### 1) Historical Development of the School

The fact is that the need to establish teaching institutions, ie. The institutionalization of upbringing and education that is acquired in today's school began more than three thousand years ago. In order to establish a school, citizenship was primarily needed. Although it does not necessarily mean that there was no upbringing or organized upbringing in the earlier period. The problem is that we equate school with organized education. Traces of the first literacy can be found in the oldest civilizations: Sumerians, Hindus, Hindus, Persians, Chinese, Jews and others. "We find the first organized schools, and even the first complete systems of education and upbringing in Ancient Greece, in the two most developed countries, Sparta and Athens" (Kačapor and Vilotijević, 2005, 32). The appearance of schools was influenced by the fact that people had already created levels of knowledge, skills and habits, that they could no longer pass it on to young people through activities in everyday life and work, but in specially organized conditions, ie. schools. At the very beginning of the establishment, schools appear in the function of the strata that these schools establish all for the purpose of productive work. Plato says: "... rich children enter school first and leave school last." The fact is that the first schools appear in rich societies. According to Trnavac and Djordjevic (2013), school is still more a consequence than a cause, while in the new century it will increasingly become the cause of economic prosperity of certain societies.

Everyone needs a school, without exception, as JA Komenski points out in his works that "Not only children of rich and famous people should be taken to school, but all children, equally, noble and bourgeois, rich and poor, boys and girls in all cities, villages and towns. "

After Comenius, a great supporter of the elementary school, Johann Heinrich Pestalozzi, who determined the contents of education in the public school. He introduced teaching in the mother tongue, asked teachers to get to know children's psychic abilities, and as a very important thing, he asked for

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children's independence. As Leo Nikolayevich Tolstoy adds, one should be educated without oppressing children and neglecting their interests, that is, freedom. So he created a school without coercion.

When a child performs tasks independently, he experiences school as his own and has a stimulating effect on the path to his success. "Independent success increases self-awareness, self-activity and self-engagement" (Kačapor and Vilotijević, 2005, 47).

## 2) Student Participation and the School Environment

Many opinions and terms are used to explain student involvement in schools. One opinion is very useful, which we will state a lot about the inclusion of students in schools. "Student participation in school implies the practice of involving students in joint decision-making in the school system or participation in this process within the school" (Simovska, 2007). One of the most important activities of a child is schooling, which affects his social, cognitive and emotional development. Jeđud Borić and Car (2015, 4) state that "children spend a significant part of their time in school, through learning, playing and socializing, building their social network and themselves as individuals". Based on this, it is understood that the school is a place where one should learn about children's activities and their progress.

To better understand the school system, it is necessary to identify three social groups that are equally involved (or only found in the literature) in the work of schools and are interested in their successful work and progress. These are teachers, students and parents. If decisions are made independently, the ability to implement those decisions may be unsuccessful. The success of these decisions largely depends on the cooperation of these social groups. Having in mind the time spent in school, students need communication, interaction and relationships that are extremely important. Such an attitude builds a positive climate in the school in which children feel equal, safe and respect each other. The lack of all this can lead to the occurrence of violence in schools among children, rejection of children, withdrawal of individual children.

The relationship between teachers and students is important for enabling participation (participation), Milić and Marojević (2014) believe that if we want the concept of participation to come to life in schools, it is necessary to completely change the type of authority exercised by teachers. Often teachers build authority based on punishment or sanctions, and not by building the so-called. "Supporting authority" where the child is guaranteed the freedom to choose behavior in a teacher-controlled environment. In such an environment, the child would make a positive choice that will teach him independence and responsibility, but with the opportunity to feel the consequences of his own choice. Also, if the teacher uses supportive authority that is based on respect and "stands on the side of the child, in the student's space, which is actually a space of joint learning and complementarity" (Milić and Marojević, 2014, 129). It can be seen from the above that the inclusion of children in the school system requires a change in the role of teachers, from the one who was the only source of information, to a teacher who is a partner

with students in communication, learning and living, where there will be mutual respect and appreciation. students in different ways to achieve the best possible results not only in learning, but also in behavior, both in school and outside.

## 3) Student Inclusion in Traditional and Modern Schools

Terms for the educator have been used in many literatures, such as "educator," which has a broader meaning than "student." A student is a pupil who, above all, learns. In our schools, the term "student" is often used. For students who go to the first grade - a "champion" student. Everything in schools has changed from the very beginning until today, starting with the staff, the program, and especially the way of organizing. With the emergence of the category of students, schools were created first of all, regardless of who taught them and what was the place where they studied. In the upbringing of the ancient eastern peoples, the individual had no value, but received the position according to tradition, according to the property he possesses, but to the greatest extent his caste affiliation. In Sparta and Athens, the upbringing of children was reduced to physical and military education. "In order for young men to become resilient, they were accustomed to cold, hunger, thirst and pain" (M. Zaninović, 1988, 20). According to M. Zaninović, physical violence was used against students in Athens schools, which is confirmed by a proverb "Be a diligent boy, so that you are not beaten." Even in ancient Rome, not much care was taken of children, but they were prepared for future farmers and soldiers, without their will. They are selected depending on the strength and abilities they possess. The school, as a significant social institution, will be established and fully institutionalized only in the new century, when the number of students is greatly increasing. Although the number of students is increasing, the status and reputation of students is not special in the 16th and 17th centuries. For students (schoolchildren) and a well-mannered child, as well as a better position of students come only in the XIX century, where in France he became a "small citizen", in England a "young gentleman", as well as a product of education in public schools. One gets the impression that until the new century, a student who went to public schools was spoken of in the masculine gender. At that time, the girls were brought up in family houses or in nunneries and monasteries.

Due to the high mortality of children and moral simplification came the emergence of machine production, where the demand for child labor began, due to lower pay for their work. That is why, first in England in the 19th century, laws were passed to limit working hours and ban the work of children under the age of eight. In the following period, all measures represented protection from inappropriate physical work of children and thus opened the possibility to realize school obligations, ie. to systematically educate children in that period. Trnavac points out that: A child - a student has his own social, legal and pedagogical status. Although all three are conditional, we will first of all dwell on the pedagogical status, which speaks of the position of students in school. Frequently used terms "student as object" and "student as subject" are seen as two extremes in the treatment of students. The student as a subject connects with many pedagogues who criticize schools in which the teacher presented himself as an authority and the only source of information, where students

had to learn by heart and reproduce everything as they heard. It is clear that "the student is brought into a subordinate position and a passive attitude towards the teacher and the elderly" (Trnavac, 2005, 74). From all this came the passivity of the child, where it is considered laziness, incompetence and disinterest, and against that they reacted with inappropriate punishments, which did not contribute to positive changes, but on the contrary even greater passivity of students and in many situations disobedient and inappropriate students are created.

Recent literature and modern pedagogues are increasingly talking about the student as a subject of the educational process, where the participation of students (students) is increasing in its development. It is necessary to ensure the position of students by giving them the opportunity to act freely, actively and responsibly in accordance with their abilities, characteristics and expectations of society. At the end of the 19th century, many ideas emerged that led to the reforms of the "old" or the formation of a "new" school. No attention was paid to the abilities and progress of the students. "School tailored to the child" (E. Klapared), "school without a class" (Jena-plan and others) are some of the ideas.

Trainings and seminars for teachers held at the beginning of this century are focused on the student in the center of attention in which almost every teacher of primary and lower secondary schools in Kosovo attended. We believe that they have accepted the fact that the student becomes the subject of the educational process and that they apply it in their daily work with children at school. However, this is not a topic in this paper, but the inclusion of students in school. The student should be given the opportunity to actively participate in all activities. "He is influenced by the teacher, through systematic and planned teaching, guiding, directing, providing support and assistance, but he also acquires educational and upbringing qualities through independent learning, work and commitment" (S. Kačapor and N. Vilotijević, 2005). How the student's personality will be shaped, as well as how he will approach all activities in the school "depends on the students themselves, but in many ways on the teachers and institutions where the teaching process takes place" (S. Bangoji, 2017).

A student, gifted or student with special needs should be provided with adequate conditions and adapted accordingly to each individual for access and progress in school. We present some other differences that often stand out among students in certain schools, such as the economic status of the family, whether the student comes from a rural or urban environment, as prejudices about their parents' occupation, which "destroy" individual students and automatically exclude and put them in subordinate position. That success largely depends on students, as we pointed out earlier, they should be given a chance to succeed without obstacles.

We will especially emphasize in our primary schools many children with disabilities are sent to special schools, without the application of inclusion in education. One of the reasons is the insufficient number of trained teachers for inclusive education. In such cases, students receive boarding accommodation and are separated from family and family

life, thus limiting them to living in the local community. As stated in the introductory part of the book - Basics of educational inclusion, (Ljiljana Igrić et al., 2015) Parents who could be a great force in encouraging change are not sufficiently involved, and the local community is not satisfactorily present in change, and so the support of those on which changes in education depend. Changes happen in too much isolation, are poorly coordinated and as such cannot be the focus of attention of teachers who are counted on in integration. The difference between children in a modern school and children in a traditional school is that today's children live with the belief that they have the right to be children. They express their opinions and feelings without obstacles, ask questions, present arguments and expect to be understood at all times. Self-awareness in children has grown, but they are also growing up in an environment where they have no fear of adults, which was once unthinkable. One of the reasons may be that generations of these children attended modern schools and now became parents and some were educated and became teachers and pedagogues and now stand in the way of such a position of students in schools. Although the current school provides a lot to the student, it does not mean that there are no problems in the education system. According to Jesper Hull and Hele Jensen, there is talk in Scandinavia that today's children lack "social competence". There is talk of a general "crisis of discipline" in Germany. Many countries have their own versions of the problem but everything seems to be changing the behavior of children, something that is common to all, and it is considered as the only path that should not be taken. Aware that changing the rules of conduct, prohibitions, punishments are not the right way. We need to re-examine our behaviors and our actions through the daily pedagogical work of a pedagogue or teacher. It is not often that blame for poor performance in the learning and behavior of children in school is shifted to another because they are unable to accept responsibility.

#### **4) Criticism of Schools from the Aspect of Student Position**

Every change that took place in schools, in almost all countries of the world in earlier periods was not enough, so it led to the so-called. crises and critiques of the school. The existing school structures as well as the new social goals were not harmonized with each other and therefore provoke even greater criticism. The biggest criticisms appear at the end of the 19th and the beginning of the 20th century. As we stated in the period of the greatest industrial development, the "old schools" were criticized, where they considered that they were schools of drumming, strict discipline and authority of teachers, neglecting the pupil (student). In that period, in the system of upbringing and education, we should especially emphasize the position of primary school, because the number of people who did not complete at least primary education was reduced to a minimum, which was not the case in the past. This was contributed by the awareness of parents, an educational system that allows access to each person to be involved in the process of education and upbringing, without distinction, which is the goal of the "new school". These changes were started by Jan Amos Comenius at the end of the 19th and the beginning of the 20th century.

From the very beginning of schooling until the end of high school, students will be in a team that they did not choose themselves. The first challenge for children starting primary school is to be able to sit on a bench. Their choice is often influenced by their parents. In the beginning, they will be satisfied, but depending on many factors, it depends on how long it will last. "By starting school, the youngest students begin to systematically become independent in performing their duties and work tasks" (LJ Prodanović, 2013, 14). They will be supported along the way by their families, teachers and the students themselves. Also, Prodanović points out: Everyone will have a role and be a support in acquiring new knowledge and their application in everyday life, as well as acquiring the necessary habits, personal and social characteristics. change that took place in schools, in almost all countries of the world in earlier periods was not enough, so it led to the so-called. crises and critiques of the school. The existing school structures as well as the new social goals were not harmonized with each other and therefore provoke even greater criticism. The biggest criticisms appear at the end of the 19th and the beginning of the 20th century. As we stated in the period of the greatest industrial development, the "old schools" were criticized, where they considered that they were schools of drumming, strict discipline and authority of teachers, neglecting the pupil (student). In that period, in the system of upbringing and education, we should especially emphasize the position of primary school, because the number of people who did not complete at least primary education was reduced to a minimum, which was not the case in the past. This was contributed by the awareness of parents, an educational system that allows access to each person to be involved in the process of education and upbringing, without distinction, which is the goal of the "new school". These changes were started by Jan Amos Comenius at the end of the 19th and the beginning of the 20th century.

"As much as education determines the degree and dynamics of development of society, to that extent the reduction of inequality in society depends on the mitigation of inequality in education" (M. Nedeljković, 2010, 165). The process and outcome of the educational work of the primary school depends on a number of interrelated factors. The pedagogical standard has a significant place and role in that. A certain level of education also implies the creation of adequate conditions so that students can achieve success according to their abilities. "According to the pedagogical standard of the school, the position of students in it is recognized and the success of the joint work of all its subjects is indicated (R. Rodić and S. Kostović, 1995).

Poverty as a broad social phenomenon in the world greatly affects the behavior of children and their position in schools. Many children are put in the background by some teachers and rejected by peers and characterized as less valuable. "Poverty has many faces, and its most famous dimensions are sociological and socio-economic" (I. Aceski, 2001). Greater social disparities greatly affect the fact that children living in poverty are at greater risk of life. "Poverty is not the result of an individual's incompetence, but is largely the substrate of broader social processes and structural imbalances caused by the unfair distribution of resources and the creation of living conditions, which are difficult to

overcome" (E. Giddens, 2001). Hence, the position of poor children in schools differs greatly from children who have a better economic status and the creation of inequality. Inequality is manifested in different areas and even in educational institutions - schools. The main factor of social inequality is inequality in education.

## 2. Conclusion

Based on the studied literature and the results obtained by research on this topic, they indicate that the position of students in school differs greatly from the period when traditional methods and frontal form of work were forced in teaching in which the student was considered an object affected by the finished content. , which should be accepted, without the possibility of independent reasoning and critical thinking. The teacher was in the role of the subject in teaching. The modern school strives to create a better relationship in the school and bring the student to the center of attention in the school and thus in the classroom, and in cooperation with the teacher they gain new knowledge and experience.

Student involvement is much greater in school decision-making. A large percentage participate in planning and selecting the content of teaching materials, arranging the school circle, planning and organizing trips and excursions, as well as marking important events at school (celebration of School Day, exhibitions, competitions ...).

The relationship between students and teachers changed from a relationship where the teacher represented authority, respecting only his rights, physically punishing students, without showing any understanding of students in a relationship that is friendly and cooperative with mutual respect, without coercion, physical punishment and fear. Together they participate in the selection of teaching contents, plan activities and evaluate their achievements in teaching.

This is a very important fact, because the safety of students in schools is also improving. The more efficient work of the security services, the all-round commitment of all factors in charge of the functioning of the school's work has led to this improvement. Gradually, the awareness of teachers and students about mutual relations is changing, which will certainly contribute to better and better work of the school in general.

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