

Original  
paper

Aleksandar M. Stojanović<sup>1</sup>

University of Belgrade, Teacher Education Faculty

Tanja P. Nedimović, Nataša B. Sturza Milić

Higher Vocational School for Pre-School Teachers  
“Mihailo Pavlov”, Vršac



doi: 10.5937/inovacije1603084S

Paper received: August 31<sup>th</sup> 2016

Paper accepted: September 22<sup>th</sup> 2016

Article Published: October 31<sup>th</sup> 2016

## *Differences in Teaching Methods of Pre-School Teachers and Parents Concerning Desirable Forms of Behaviour*

### **Extended summary**

Contemporary philosophical and psychological understanding of a child and contemporary approaches to education posed the need for understanding, Research and changing of the existing pedagogical praxis in institutional and family upbringing. Bearing in mind the significance of cooperation between the pre-school institution and parents in creating suitable conditions for optimal development and upbringing of each child, in the paper, we are discussing methods of teaching which may contribute to this. Methods of teaching represent dynamic, variable and consistent structure, which as a whole contributes significantly to development of a child's personality.

Considering the fact that pedagogical work should be adjusted to new conditions and requirements, it is necessary to re-examine the existing methods of pedagogical work and searching for various methodological approaches, which would be more efficient in contemporary conditions. In accordance with this, we thought it would be significant to study the existing ways of teaching in praxis of family and pre-school pedagogical work in pre-school institutions, so that there is a view into actual state and that methodological creating as significant directing and encouraging children's development.

Findings of the research are discussed in which parents and pre-school teachers were interviewed, concerning the methods of teaching and desirable forms of behaviour of children, which they most often used. The focus group of the research consisted of 150 pre-school teachers; teaching children age 5-6 (preparatory pre-school group) and 150 parents of those children who attend pre-school institution in the province of Vojvodina. In the research we have done systematical non-experimental observing, the technique of interviewing, and the instruments

<sup>1</sup> aleksandar.stojanovic@uf.bg.ac.rs

---

used were composed for the needs of this research: two questionnaires – for parents and pre-school teachers. It was assumed that pre-school teachers, as more competent than most of the parents, applied the procedures in accordance with contemporary pedagogical tendencies.

Results show that there are no statistically significant differences between some variables, i.e. in characteristics of pedagogical styles of parents and pre-school teachers. Parents, in great extent applied procedures which were characteristic for authoritarian style of upbringing (focusing attention to desirable sort of behaviour by “giving lectures“, telling off, punishing children if they did not follow the parents’ style of behaviour, insisting on the strict requirements which children should have obeyed). Pre-school teachers applied democratic style of upbringing, more than parents did (putting children in different situations, so that y their activities they would gain personality traits and recognise some values, giving them their own example, etc.).

There is the impression that there are good pre-condition for successful upbringing of pre-school children. On one side, there are pre-school teachers as more competent ones, with the contemporary approach to pedagogical work, during the staying of children in pre-school initiations – their style of work and methods of teaching mainly lead children into the subject position and significantly contribute to their emancipation, getting free from dependence, pressures, prohibitions, authoritarian requirements. It is necessary that the pre-school teachers stimulate activities of children, and that children become partners in the process of education, having roles of both subjects and objects by successful choice and skilful application of methods of teaching. This is how children are enabled to develop consciousness, enrich their memories, make necessary habits and ways of behaviour. Results show that methodological approaches done by pre-school teachers support encourage and direct children’s activities stimulating their individual role in development.

Although parents, more than preschool teachers apply procedures which are characteristic for the authoritarian style of upbringing, it can be concluded that they understand social and pedagogical reality which shows that children should have “free space“ for their development and that they cannot be only objects which are used for transferring the determined system of values, knowledge, skills, habits, etc. It seems that, apart from preschool teachers, most parents understand that giving freedom to children has boundaries, i.e. that this is the boundary of the freedom of choice (values, attitudes and behaviour), that this depends on the degree of children’s responsibility in making decisions and means bearing consequences of the decisions.

Results show highly stressed understanding of parents and preschool teachers that children should be continuously observed and listened to. The research has shown that preschool teachers understand that each child should be accepted as unique and non-repetitive personality in development, who can be best helped if all particularities and possibilities for advancement should be observed.

It is necessary that education of future pre-school teachers, as well as in-service, should be in accordance with contemporary methodological cognition, which basis lies in humanistic approach to pedagogical-educational work and constructivist – interaction of the concept of learning. Both with pedagogical and methodological competencies, it is necessary to develop social and communicative competencies of pre-school teachers, so that during cooperation

---

with parents they should contribute to better efficiency of pedagogical influences of both families and pre-school institutions and to help these influences be optimal.

**Key words:** methods of teaching, models of pedagogical attitudes, preschool pedagogical work.

## References

- Ćebić, (2009). *Početno matematičko obrazovanje predškolske dece*. Beograd: Učiteljski fakultet.
- Garz, D., Oser, F. & Althof, W. (1999). *Moralishes Urteil und Handeln*. Frankfurt am Main: Suhrkamp.
- Genc, L. (1988). Vaspitni postupci roditelja i razvoj neprihvatljivog ponašanja. *Pedagogija*, 3, 233–245.
- Gojkov, G., Paser, V. (1993). Pedagoški stil porodice u vaspitanju. *Pedagoška stvarnost*, 1–2.
- Gojkov, G., Stojanović, A. (2012). *Funkcija znanja i moralnost*. Vršac: Visoka škola strukovnih studija za vaspitače „Mihailo Palov“.
- Gordon, T. (1997). *Umeće roditeljstva: kako podizati odgovornu decu*. Beograd: Kreativni centar.
- Grác, J. (1991). Psychológia výchovy. In: Duric, L., Grác, J., Stefanovic, J. (Eds.). *Pedagogická psychológia*. Bratislava.
- Grandić, R. (1997). *Porodična pedagogija*. Novi Sad: KriMel.
- Kodžopeljić, J., Štula, J., Genc, L. (2006). Konstrukcija skale za merenje vaspitnih stavova. U: Kamenov, E. (ur). *Evropske dimenzije reforme sistema obrazovanja i vaspitanja* (467–474). Novi Sad: Filozofski fakultet.
- Nedimović, T., Biro, M. (2011). Faktori rizika za pojavu vršnjačkog nasilja u osnovnim školama. *Primenjena psihologija*, 4, 229–244.
- Oser, F. & Althof, W. (1997). *Moralische Selbstbestimmung – Modelle der Entwicklung und Erziehung in Wertebereich*. Stuttgart: Klett – Cotta.
- Piorkovska-Petrović, K. (1991). Jedan model za ispitivanje stavova roditelja. *Psihologija*, 1–2, 170–179.
- Stojanović, A. (2006). Razvijanje komunikacionih sposobnosti u nastavi iz ugla komunikativne pedagogije i savremene komunikacijske paradigme. *Razvijanje komunikativnih kompetencija nastavnika i učenika*. U: Branko Jovanović (ur.). Zbornik radova sa međunarodne naučne konferencije *Razvijanje komunikativnih kompetencija nastavnika i učenika* (101–109). Jagodina: Pedagoški fakultet.
- Stojanović, A. (2008). Uticaj multikulturalnog vaspitanja na vrednosne orijentacije učenika [The influence of multicultural education on value orientation of students]. *Pedagogijska istraživanja*, 5 (2), 209–217.
- Stojanović, A., Gojkov, G. (2015). *Didaktičke kompetencije i evropski kvalifikacioni okvir*. Beograd: Srpska akademija obrazovanja.

- 
- Stojanović, A., Bogavac, D. (2016). *Metodičke strategije razvoja dečjih potencijala u savremenoj predškolskoj ustanovi*. Beograd: Učiteljski fakultet.
  - Sturza Milić, N., Nedimović, T., Božin, A. (2014). Procena značajnosti kompetencija za profesiju vaspitača studenata – budućih vaspitača u Srbiji i Rumuniji [Assesment of Importance of Competences for Students – Future Preschool Teachers in Serbia and Romania]. *Istraživanja u pedagogiji*. 4 (1), 108–121.
  - Sturza Milić, N., Nedimović, T., Stojanović, A., Prtljaga, J. (2015). Istraživanje stavova vaspitača i roditelja o značaju fizičke aktivnosti u prevenciji vršnjačkog nasilja. U: Kasum, G., Mudrić, M. (ur.). *Efekti primene fizičke aktivnosti na antropološki status dece, omladine i odraslih (98–106)*. Zbornik radova sa međunarodne naučne konferencije *Efekti primene fizičke aktivnosti na antropološki status dece, omladine i odraslih*. Beograd: Univerzitet u Beogradu, Fakultet sporta i fizičkog vaspitanja.
  - Sutherland, K .S. (2000). Promoting positive interactions between teachers and students with emotional/behavioral disorders. *Preventing School Failure*. 44 (3), 110–115.
  - Szczęsny, W. W. (2001). *Edukacja moralna*. Warszawa: Żak.