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Attitudes of Primary School Teachers and Students of Pedagogical/Teacher Education Faculties on Characteristics of Primary School Teachers in Heuristic Instruction in the First Cycle of Primary Education

Extended summary

Heuristic instruction is one of the less researched and used teaching models. Although it has a long history, as a special teaching model it started to develop several decades ago. In this research, we are interested in the roles of teachers in heuristic instruction, though we cannot neglect their roles in traditional teaching as well because it is dominant in schools. The aim of the research is to examine the attitudes and opinions of primary school teachers and students of pedagogical/teacher education faculties about the roles of teachers in heuristic lessons. The research is based on descriptive scientific research method. In addition, the method of theoretical analysis was used. The research showed the opinions of 336 teachers from the territory of Belgrade and 433 students of the third and fourth-year of teacher education/pedagogical faculties in Serbia. A list of teacher roles was determined, which, according to the respondents, are key in the efficient organization of heuristic teaching and are based on independent and creative research work of students. In this research, we started from the assumption that the roles of teachers in the teaching process are related to their position in that process. The obtained results indicate that the respondents have a very positive attitude towards the roles of teachers in heuristic teaching, which indicates the importance and a need for practical application of this form of teaching in our schools in the first cycle of primary school education. Both pri-

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mary school teachers and students of pedagogical/teacher education faculties were included in our study. More positive attitudes towards their role in heuristic teaching are expressed by the teachers themselves. In their practice they are aware of the shortcomings of traditional teaching, but also of opportunities that the application of heuristic teaching can provide. Another explanation can be found in the fact that the students are still trained for traditional reproductive teaching, and therefore it is necessary to review not only programs and curricula, but also the methods of their training. In relation to the positive attitudes of students towards the new roles of teachers in heuristic teaching, it is necessary to provide them with an opportunity to apply the elements of heuristic teaching during their academic education, based on the previously obtained theoretical knowledge, to be able to notice all the advantages and disadvantages of this model of teaching. Based on this, future teachers would be theoretically and practically trained to apply this important, but still underrepresented didactic system in the teaching process and contribute to its more frequent implementation. In order to be able to determine the advantages of the implementation of elements of heuristic teaching into the teaching process itself, it is not enough for teachers to be only familiar with it and aware of the benefits that this application provides. Moreover, it is necessary for teachers to be able to incorporate the elements of heuristic teaching into their practice and determine the effects of its application in some further investigations.

Keywords: heuristic instruction, first cycle of primary education, roles of teachers

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