

PEDAGOGICAL DOCUMENTATION IN THE EDUCATIONAL PROCESS IN PRIMARY EDUCATION

Agron ILJAZI¹, Jehona REXHEPI ILJAZI²

¹*Faculty of Pedagogy, University of Tetova*

²*High School "7 Marsi" - Tetovo*

*Corresponding author e-mail: agron.iljazi@unite.edu.mk

Abstract

Pedagogical documentation refers to the analysis of curricula related to the learning process, planning, implementation, and evaluation of the same about teaching and learning. During the analysis of the pedagogical documentation and the curriculum and annual plans, we noticed several links that refer to the learning process, planning, implementation, and evaluation of teaching and learning in the learning process, which we will present below. The subject of our study is the scope and connection of teaching and learning during the learning process, which is reflected in the pedagogical documentation in primary education. The purpose of this research is the influence of the pedagogical documentation in the teaching process from the teachers' perspective, through their daily work during the implementation of teaching. Teachers should be trained and professionally prepared for the successful implementation of teaching and learning, through which students will acquire knowledge, attitudes, and skills, as well as independent individual development, according to their abilities. For this purpose, we have been dedicated to the analysis of pedagogical documentation. In addition to the analysis of pedagogical documentation, we also carried out research with a group of 284 primary education teachers in the cities of Skopje, Tetovo, Gostivar, Kumanovo, and Kichevo, in both urban and rural areas. The research was carried out in two phases, where a selection of the sample of elementary schools was firstly made and a review of the appropriate time needed for the research, i.e., application of the appropriate techniques and instruments; and in the second phase a final determination of the elementary schools and teachers, that were included in this research. We believe that the data from the expected scientific contribution, regarding the analysis of pedagogical documentation and its connection to the treatment and scope of teaching and learning in the first cycle of primary education, will be satisfactory.

Keywords: pedagogical documentation, teaching, learning, students, primary education, evaluation

1. Introduction

Teaching is one of the main categories of didactics and also an organized process towards education and education of students. Teaching represents a process that is very important for the development of the social aspect of the subjects involved in it, especially during learning. The understanding of teaching as a success means that it always leads to successful learning, which means that both are activities where the student learns from the teacher who appears as a facilitator in the process (Upjens, 2016). On the other hand, the learning process is very complicated because it involves relationships that must be combined and coordinated at the same time and be oriented towards the general development of students and teachers. Learning is a process, not a product, which means that the involvement of the student in this process is important since the learning process promotes changes in the student and learning involves lasting change in the person who learns (Ambrose et al., 2010).

Therefore, through this paper, namely the analysis of the pedagogical documentation, the analysis of the school curricula, the connections between the planning of the learning process itself, the implementation of the learning content, the process of evaluating the knowledge and skills of students with teaching and learning in the learning process were observed. Hence, it is also concluded that the pedagogical documentation offers opportunities for providing data for tracking and evaluating the treatment of these two didactic categories.

Curriculums must constantly undergo changes and additions because even ways of teaching and learning are changing, which means that changes and innovations must take place regularly, both theoretically and practically. Moreover, the pedagogical documentation and evidence must be adapted to the needs of the students, in terms of their abilities, to affect the levels of knowledge and the goals that the students must achieve during the school year.

2. Analysis of pedagogical documentation

Pedagogical documentation refers to the analysis of curricula related to teaching, planning, implementation, and evaluation of the same about teaching and learning. During the analysis of pedagogical documentation and the curriculum and annual plans, we noticed several links that refer to teaching, planning, implementation, and evaluation related to teaching and learning in the learning process, which will be presented below.

In the nine-year education curricula, that is, in the curricula from the first to the fifth grade, in the section on teaching objectives, curriculum implementation, and assessment, they refer to teaching and learning. It has been analyzed about the objectives, the learning results, the content and results of the same, the evaluation method, as well as the method of using the results. In the curricula, the goals for the specific teaching subjects are expressed in a clear form, according to the students' knowledge levels, which must be acquired, from the lowest level at which the student is familiar with the material, i.e. up to the level of analysis, emotional development and creativity of students. In this way, the goals that the students must achieve during the school year are detailed.

We have analyzed the samples, such as the instructions for pedagogical documentation for supplementary learning, additional learning, extracurricular activities, and pedagogical documentation for supplementary and additional learning in other languages in our country, on the website of the Bureau for Educational Development. This analysis reflects the parts of teaching, the teaching process, the way of evaluating students' success rates, as well as the way of using the results, and the tools used in the learning process, which have common points about teaching and learning of students and which should result in quality teaching, learning, preparation and creative critical thinking in them.

Through the analysis, we can determine the main points from the pedagogical documentation, through which teachers realize the teaching content. The main goal, for the successful implementation of the lesson, is to meet the interests and needs of the students for the expansion of their knowledge, motivating students so that they actively participate in the learning process, as well as in extracurricular activities and in their free time through competitions, cultural activities, etc. Moreover, through the discussions we had with primary school teachers, we learned that they attach great importance to students' motivation at school, by implying that it is easier to satisfy their interests and needs if they manage to motivate them. This important step will contribute to more successful teaching and learning in the learning process.

Another important point is the way the lesson is developed, through different forms of methods during the lesson, individual work, lectures and discussions with students, the organization of exercises with contemporary methods and forms, the use of different tools, writing, understanding, etc. The use of a variety of literature through which we would meet the interests and needs of students, such as ability and individual progress. When it comes to extracurricular activities, the plan is to attend theater performances, performances at interschool meetings, municipal, regional, and state competitions, various sports, cultural activities, etc. The two points mentioned in the way of developing the lesson prove that all important aspects are foreseen, which contribute to successful teaching and learning in the learning process, as well as a successful relationship between teaching and learning, or between the teacher and students (Упатство за водење на Педагошка евиденција за воннаставни активности, n.d.).

The pedagogic documentation should also emphasize the way of evaluating the student's achievements, of course, the way of evaluation depends on the type of lesson, the activities prepared in it, the structure of the

students, and their skills in the field of cognition, on the psycho-physical, on the interests of the students, as well as in the environment for learning and on the conditions where learning or extracurricular activities take place. Therefore, we can conclude that the existing pedagogical documentation provides opportunities for obtaining data for monitoring and evaluating the placement and handling of teaching and learning by teachers during the learning process.

3. Research Findings

In the presentation of the results obtained from the survey carried out with teachers of the first cycle of primary schools, where a total of 284 teachers were included, located in several cities in the Republic of North Macedonia, including teachers from the first grade to the fifth grade, who answered the question about whether pedagogical documentation provides opportunities for obtaining data for tracking and evaluating the extent and treatment of teaching and learning during the learning process.

The independent variables are the place where the school is located, and the work experience of the teachers, whereas the dependent variables are the data on the opinions and attitudes of the teachers for the categories included in the research since they are related to teaching and learning during the learning process. The proposed hypothesis is: that pedagogical documentation provides opportunities for obtaining data for monitoring and evaluating the placement and handling of teaching and learning by teachers during the learning process.

Table 1. School location

| Alternatives | f | % | valid % | cumulative % |
|--------------|-----|-------|---------|--------------|
| City | 160 | 56.3 | 56.3 | 56.3 |
| Countryside | 124 | 43.7 | 43.7 | 100.0 |
| Total | 284 | 100.0 | 100.0 | |

M=1,44 SD=0,49

The statistical data obtained for the place where the school is located (city-village), from a total of 284 teachers who were included in the research, 160 of them stated that the place where they work, or the school where they work, is located in a city, while 124 teachers have stated that the school where they work is located in the village. From the obtained statistical values, it resulted in an average of M=1.44. SD=0.49, while the minimum value is 1, the maximum value is 2, while based on the expected average ($1+2=3$, $3/2=1.5$) it results that the obtained result is lower than expected.

Table 2. Work experience

| Alternatives | f | % | valid % | cumulative % |
|--------------|-----|-------|---------|--------------|
| 0-5 y | 46 | 16.2 | 16.2 | 16.2 |
| 6-15 y | 90 | 31.7 | 31.7 | 47.9 |
| 16-30 y | 113 | 39.8 | 39.8 | 87.7 |
| Up to 30 y | 35 | 12.3 | 12.3 | 100.0 |
| Total | 284 | 100.0 | 100.0 | |

M=2,48 SD=0,90

Statistical data were obtained in terms of the length of the work experience (0-5 years, 6-15 years, 16-30, and over 30 years), from a total of 284 teachers involved in the research, (46 or 16.2%) were teachers with experience from 0-5 years, (90 or 31.7%) from 6-15 years, (113 or 39.8%) from 16-30 years, and (35 or 12.3%) over 30 years of experience. From the obtained statistical values, it resulted in an average of M=2.48. SD=0.90, while the minimum value is 1, the maximum value is 4, while based on the expected average ($1+4=5$, $5/2=2.5$) it results that the obtained result is lower than expected.

Table 3 Pedagogical documentation provides opportunities for providing data for tracking and evaluating the scope and treatment of teaching and learning during the learning process

| | | Frequency | Percentage | Valid Percentage | Cumulative Percentage |
|-------|------------|-----------|------------|------------------|-----------------------|
| Valid | Not at all | 5 | 1.8 | 1.8 | 1.8 |
| | A little | 12 | 4.2 | 4.2 | 6.0 |
| | Partially | 147 | 51.8 | 51.8 | 57.7 |
| | Fully | 120 | 42.3 | 42.3 | 100.0 |
| | Total | 284 | 100.0 | 100.0 | |

M= 3,35 SD= 0,646

From the teachers included in the survey, i.e. a total of 284 teachers, we have these results. 147 teachers or 51.8% answered that the pedagogical documentation partially provides opportunities for obtaining data for tracking and evaluating the extent and treatment of teaching and learning during the learning process, while 120 teachers or 42.3% answered with the alternative 'completely', 12 teachers or 4.2% with the alternative 'a little', whereas only 5 teachers with the alternative 'not at all'. From the obtained statistical results, Men is M=3.35 and SD is 0.646.

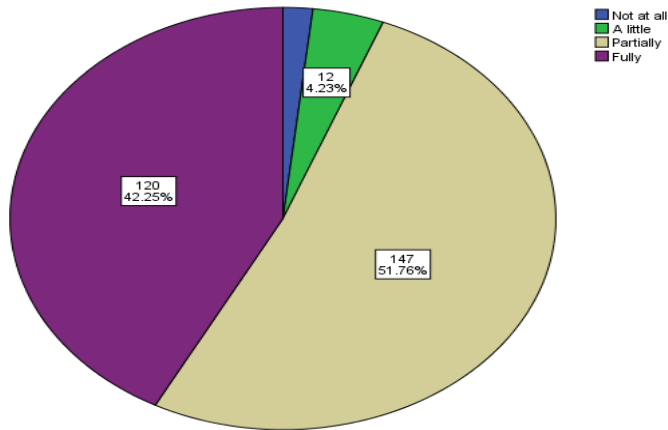


Figure no. 1. is related to the results presented in table no. 1.

Table no. 4. Intersection of the independent variables of the place where the school is located (city-village), and the work experience of the teachers with the question included in table no. 1.

| | Alternatives | F | Not at all | A little | Partially | Fully | Total |
|---|--------------|----------|-------------|-------------|--------------|--------------|---------------|
| 1. The place where the school is located | City | f | 4 | 8 | 87 | 61 | 160 |
| | | % | 80,0% | 66,7% | 59,2% | 50,8% | 56,3% |
| | Countryside | f | 1 | 4 | 60 | 59 | 124 |
| | | % | 20,0% | 33,3% | 40,8% | 49,2% | 43,7% |
| Total | | f | 5 | 12 | 147 | 120 | 284 |
| | | % | 1,9% | 4,2% | 51,7% | 42,2% | 100,0% |
| 2. Work experience | 0-5 y | f | 0 | 4 | 24 | 18 | 46 |
| | | % | 0,0% | 33,3% | 16,3% | 15,0% | 16,2% |
| | 6-15 y | f | 5 | 5 | 40 | 40 | 90 |
| | | % | 100,0% | 41,7% | 27,2% | 33,3% | 31,7% |
| | 16-30 y | f | 0 | 2 | 62 | 51 | 115 |
| | | % | 0,0% | 16,7% | 42,2% | 42,5% | 40,5% |
| | Up to 30 y | f | 0 | 1 | 21 | 11 | 33 |
| | | % | 0,0% | 8,3% | 14,3% | 9,2% | 11,6% |
| Total | | f | 5 | 12 | 147 | 120 | 284 |
| | | % | 1,9% | 4,2% | 51,7% | 42,2% | 100,0% |

1. $\chi^2= 3,621$ $df=3$ $p>0.305$ $\Phi=0,113$ $V=0,113$ $C=0,112$ $r= -0,106$

2. $\chi^2= 18,008$ $df=9$ $p>0.035$ $\Phi=0,252$ $V=0,145$ $C=0,244$ $r= -0,024$

The data obtained about the issue of the opportunities offered by pedagogical documentation in obtaining data for tracking and evaluating the extent and treatment of teaching and learning, based on the place where the school is located (city and village), show that the majority of teachers chose the alternative 'partially', respectively (87 or 59.2%) from city schools and (60 or 40.8%) from village schools, then the other alternative was completely chosen by (61 or 50.8) from city schools and (59 or 49.2%) from village schools, or 51.7% had chosen the alternative 'partially' and 42.2% had chosen the alternative 'completely'. While the alternatives 'few' and 'not at all', were chosen by a small number of teachers, i.e. 4.2% and 1.9% of the total 284 teachers surveyed. The results obtained from the variable of the teachers' work experience also show that the majority of the surveyed teachers had chosen the alternative 'partially' (51.7%), and the alternative 'completely' (42.2%). In the categories for the duration of work experience, the determination of the largest number of teachers in the 6-15 years category (33.3%, in the 'fully' category) and 16-30 years (42.2% also in the 'fully' category) is singled out. Based on the statistical values obtained, it turns out that there are statistically significant differences in the opinions and attitudes of teachers according to the indicated independent variables, namely the variable for the place where the school is located (city village) and the variable for the teachers' work experience ($p > 0.305$ and $p > 0.035$). Accordingly, the majority of teachers with work experience of 16-30 years and over 30 years, think and position that pedagogical documentation partially provides opportunities for obtaining data for tracking and evaluating the extent and treatment of teaching and learning (teachers with experience from 6 to 15 years were equally determined for the alternatives 'partially' and 'completely'), compared to teachers with a work experience of 0-5 years, which can be attributed to the level of professional experience of the teachers themselves or some other factors (motivation, confidence, etc.) of less experienced teachers. The **hypothesis**, according to which: *pedagogical documentation provides opportunities for obtaining data for monitoring and evaluating the placement and handling of teaching and learning by teachers during the learning process*, is partially accepted.

4. Conclusions

In the framework of pedagogical documentation and the possibilities of obtaining data for monitoring and evaluating the placement and handling of teaching and learning by teachers during the learning process, an interesting phenomenon related to teachers' attitudes was observed. To be more specific, with more years of work experience, teachers are more convinced that pedagogical documentation provides partial opportunities for obtaining data for tracking and evaluating the placement and treatment of teaching and learning of students. Moreover, about the realization of successful and appropriate teaching through the application of methods for the correct assessment of students' learning during the teaching process, a certain degree of uncertainty and disbelief appears among teachers that the same is possible and could be realized in practice. Such attitudes of teachers should serve for a further comprehensive analysis of the purpose, suitability, and quality of pedagogical documentation, especially when it comes to teaching and learning of students during the learning process. In particular, the thoughts and attitudes of teachers should be taken into account regarding the existence of large documentation that they have to manage and complete, for which they spend a significant part of the day, rather than focusing more on concrete educational tasks.

References

- [1]. Arthur, J., Grainger, T. and Wray, D. (eds.). (2006). Learning to Teach in Primary School. Abingdon: Routledge.
- [2]. Ambrose, S. A., Bridges, M.W., DiPietro, M. & Lovett, M.C. (2010). How learning works: Seven Research-based Principles for Smart Teaching. San Francisco, CA: Jossey Bass.
- [3]. Cremin, T. & Arthur, J. (Original published 2006, Ars Lamina 2017)., „Zhvillimi i mësimdhënies në shkollën fillore“, Ars-Llamina. Shkup.
- [4]. Hayes, D. (Original published 2012, ArbëriaDesign 2017)., „Bazat e mësimdhënies në arsimin fillor“, ArbëriaDesign. Tetovë.

- [5]. Moyels, J, Georgeson, J. &Payler, J. (Orginal English language edition Copyright 2011, ArbëriaDesign 2016), „Mësimdhënia dhe mësimnxënia fillestare në vitet e hershme dhe në arsimin fillor“ ., ArbëriaDesign. Tetovë.
- [6]. Миовска-Спасева, С., Илиев, Д., Шеху.Ф., Барбареев, К. и Мехмеди, Л. (2018). *Образованието на наставниците во основното образование во Република Македонија- Состојби и перспективи*. Монографија, фондација, Отворено општество Македонија, Бригада дизајн, Shkup.
- [7]. Tessier, D. (2021). Handbook of Research on Organisational Culture Strategies for Effective Knowledge Management and Performance. Canada.
- [8]. Uрјens, M. (2016), Училишна дидактика, Ars-Llamina, Biblioteka nacioanale dhe universitare. „Shën Klimenti i Ohrit“– Shup
- [9]. Zylfiu, N. (2005). Didaktika-Teoria e mësimimit dhe mësimdhënies. Prishtinë.
- [10]. Упатство за водење на Педагошка евиденција за воннаставни активности. (n.d.). Retrieved from <https://www.bro.gov.mk/wp-content/uploads/2020/12/Upatstvo-za-vonnastavni-aktivnosti.pdf>