

THE PARTICIPATORY APPROACH OF RESPONSIBLE SUBJECTS IN SCHOOLS FOR A MORE SUCCESSFUL ADAPTATION OF STUDENTS

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Abstract

The already established educational practice indicates a serious flaw regarding adaptation while transferring from one to another education period. This transformation indicates additional attitudes which are usually negative, such as: fear of the unknown, insecurity, loss of self-confidence, lack of interest towards studying and the school in general, intolerance towards the new school friends and the new teachers. In certain schools in our country, some measures have been undertaken with aim to overcome these attitudes, but its effects are small, so the problem still remains. To successfully overcome this issue, a common participation and presence of many subjects is required, such as the teachers, parents, pedagogues, and psychologist. This approach of participation means partnership between the subjects during the realization of the working tasks. Functionally speaking, the approach of participation is interesting for two aspects: Firstly, for the teachers-to provide starting principles for undistracted development of the students, which is directed towards the strategical aims of the education, and secondly for the professional services at school – to provide progress for the teachers' work i.e. every teacher would undersand the present situation and would be prepared for the anticipated changes.

This survey has an aim to underline the hardship during the adaptation of the students, but also to provide some solutions to the problem.

Keywords: adaptation, participation, transformation, educational period in an elementary school, professional services, acceptability, reliability, partnership, school.

Experiences and knowledge from the practice of primary education in the Republic of North Macedonia point out the need for a new structural separation, which will result in greater efficiency and effectiveness of schools. Indeed, in practice, there is a large number of communication weaknesses within the programmatic and organizational setting of the first period of education (from grades 1 to 3), the second (grades 3 to 5) and the third (grades 6 to 9), in a common system called Primary Education. On this occasion I would list only a few:

- In the first period, the full-time educational work is usually carried out only through the class teacher and the English language teacher, while in the third period there is a separate teacher for each subject. In the middle period, efforts are being made to combine learning from class teachers and subject teachers, but this is not sufficient because no attention is paid to the complementary activities that should be undertaken for a successful adaptation of the students during the transition from one educational period to another.
- There is no organized program of cooperation between different periods, while some common activities are rare and with individual initiatives.

- The age of children is distinctly different, and each age has its own priorities and challenges set in the curriculum, so there is no significant meeting point between one and the other educational period
- In a large number of schools, teachers from various learning periods do not practice companionship, not even co-operation, on the contrary, there is personal and collective dislike and disagreement. Teachers from the third educational period, attribute the successes of their students to their work and quality, while they attribute their failures to the poor educative work of the students' class teachers and vice-versa.

Based on the facts mentioned above, from the professional experience, it can be seen that the world experiences, do not suggest, by any chance, the need for the development of mechanisms that will enable preconditions for overcoming the above situation.

In addition to introducing new forms and strategies in the educational process, the advancement of school modernization requires changes in the style of the school management and direction, increased participation in the decision-making process, team learning, permanent perfection, etc., that currently mark a stagnation.

In the historical development of didactic theory and practice, a large number of systems have been established, through which the structure of work in education is defined. Today, the notion of teaching strategy, namely learning strategy, is also mentioned. Some learning systems from the past are being abolished because of their bias and ineffectiveness, such as dictation and various examinational learning variants. Parallel to the abolition of outdated teaching systems, contemporary systems, that are more responsive to contemporary education, are built. During the construction of contemporary systems, all of the structural components of the teaching process should be taken into account with all their micro-elements. In each didactic system there are specific variations in the implementation of the specific components of the teaching process from the point of view of the teaching (teachers' lectures) and the independent work of the student.

More teaching systems are implemented and thus derives the nomination multi-strategy of learning. It can therefore be concluded that the participation of all subjects in the process of organizing and realizing the learning process is the determinant of the normal advancement of the students, namely the elimination of obstacles that appear in the process of education.

The fact that the biggest decline in the current system of elementary education occurs during the transition from class to subject teaching, (after enrollment in grade V) confirms the assumption that this decline is most often due to the level of unsatisfactory knowledge and skills acquired in class teaching (students are enrolled in the next year without adequate achievement), which are then reflected on the ability to engage in the subject teaching. At the same time, in the subject teaching there is a misunderstanding of the fears that students feel because of the change they face.

In addition, elementary school students, during their transition from the last years of class to subject teaching, are characterized by more pronounced physical, physiological, and psychological changes, accompanied by changes in socialization, emotions, wills, and which have an impact on behavior, co-operation, and other phenomena that lead to misunderstandings, conflicts, and deviant phenomena that produce consequences. Because of the above mentioned, we need mutual understanding, tolerance, and cooperation, through parent to children dialogue, discussions within family circles, orientation through schools, teachers, professional services, community of pupils - children, which according to their function and purpose may be different in the creation of favorable climate and atmosphere for joint action and solving problems and difficulties.

Given the above-mentioned perspectives and knowledge, I am of the opinion that competent authorities, institutions and individuals, in accordance with their duties and competencies, are

acting in an uncoordinated manner, from time to time, partly and incidentally, what in popular words is known as "Take my hard work to the next", which leads to asocial and deviant changes that have consequences for students, parents, teachers, and for the society in general.

For these reasons, it is necessary that each subject accepts and carries out duties seriously and responsibly and takes responsibility for him/herself, to give his/her contribution to the orientation, education, and formation of young people as future citizens of the society, without instructions and recipes. This should be done through concrete examples and actions, in partnership, mutually and coordinated, for the benefit of the young people. On the other hand, society and the state should have understanding for the future generations.

The perception of the impact of the participation of the responsible subjects as a factor for a more successful adaptation of students during the transition from one educational period to the next, respectively as a factor for improving the development of the students, is of great importance for the pedagogical practice. Through participation, school employees have found ways to formulate good practices as a basis for building unimpeded development of students.

During the process of creating the participatory process, other not less important values also emerge.

- Teachers and other people who are involved in student education, perceive the best effects of teamwork versus the individual efforts.
- Integral approaches to the delivery of solutions are being practiced. Teachers themselves learn during the implementation of the measures and activities; that is, they jointly define problems, perceive the impact of changes in school-based relationships and relationships with parents; on the one hand, they are provided with personal and organizational benefits through the conveyance of personal experience and knowledge, but on the other hand they inject and direct the effect of organizational knowledge on each individual performance of team members.

Namely, by determining participation and putting it into practice, all subjects involved in that process directly affect the integrated assurance of successful adaptation of students during the transition from one educational period to another.

School employees as well as parents of students attending these schools have a highly developed partnership awareness, as a means of achieving more successful performance of tasks. Hereby improvements in both internal and external communication are included, they are more effective in overcoming the obstacles that students face when adapting to school conditions and rules, they demonstrate the professional expertise more effectively, etc.

All this information confirms the relationship between the participation during the implementation and the success of school functioning.

It can be concluded that the implementation of the participatory approach has a significant impact on many aspects of the work and functioning of both employees, as well as schools and their surroundings. The very complex process of building infrastructure, namely the development of schools requires more than just skills, people and plans. The process requires dedication and learning. It also requires time, desire, training and teams. In implementing the participatory approach, each individual introduces something of themselves, something individual, while at the same time buys and absorbs something from others. He gradually changes and perfects tactics, habits, and certain principles in himself. With such personal education and perfection, but also through the implementation of participatory relationships, he affects all positive events during the realization of the educational process, respectively the improvement and upgrading of students in schools.

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