

NECESSITY OF PRESCHOOL INSTITUTIONS IN RURAL MUNICIPALITIES

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Abstract

Preschool education is one of the most important factors for the development and formation of the personality of children and a new experience for children who change the environment from family to educational institution. This type of education enables children to develop physically, intellectually, morally, and as a basis for continuing their primary education.

Through this paper, we aim to establish the preschool institutions in rural municipalities their needs, and factors affecting them.

To prove this, we will use the theoretical analysis method, the descriptive method, to see how and why preschool education is important, then we will use the interview with an educator that will give us information about the importance of their institutions, the numbers of children's, staying, the causes, and the benefits they receive from attending these institutions.

After conducting these surveys, we hope that we will provide a clear picture of the establishment of the preschool institution in rural municipalities, the benefits which parents have of sending their children to this institution, and the preparations they receive after preschool age ends.

Keywords: preschool education, preschool institution, children, rural municipalities, benefits.

1. Introduction

Child as the most valuable creature in human society is given special importance and due care by parents. When it comes to caring, it is about education that the individual receives at different life stages, from early childhood, up to high levels of education. The preschool period is the time when the child develops mentally and is a crucial period for proper development. Such development is provided by preschool institutions that have optimal opportunities for their psycho-physical development.

Preschool education has become increasingly indispensable nowadays and is a compensatory factor for those activities and activities that the family circle cannot afford. The inclusion of children in preschools is necessary for a variety of reasons: employed parents, lack of other family members to take care of children, desire and willingness to send children to kindergartens, etc.

In the Republic of North Macedonia, the number of functioning kindergartens is high and they are located only in urban areas, but they are lacking in rural settlements, they are especially important in rural municipalities where the number of inhabitants is large, and other villages around are gravitating. For this reason, we found it reasonable to research how important these institutions are even in these settlements, where the interest in preschool education is high.

2. Theoretical approach to the problem

2.1 Child development in the preschool period

The preschool period of child development differs from other periods by some essential characteristics, this is the period when we have rapid development, at this age the child grows on average 6 cm per year, body mass increases, all tissues and organs develop. The child reaches the fastest pace of development at the age of three, but this development continues its pace until the child reaches the age of six.

The developmental pace in the 0-6 year preschool period is three times higher than during the two subsequent developmental periods (Veseli, A, 1999, p. 134).

To understand the psychic development of this period, we must look at the development of his/her body, in addition to the physical body, the observation that the child makes in the environment in which he/she lives, especially observes the parents who model and imitate them those.

Social development as an aspect of social development is seen in the changes in a child's social behavior, his/her involvement in the community, the establishment of different relationships between children and adults around him, the development of those personality traits that enable successful life in society (Murati, R, 2017, p. 15).

Qualitative early childhood education promotes critical thinking, self-esteem, problem-solving skills, and the ability to relate to other people in the environment, thus increasing the capacity to care for preschool children.

Given that the development of children in preschool is very high, as can be seen in the above description, then the inclusion of children in preschools is a current imperative.

In preschool institutions, in addition to the aforementioned, children also develop their socialization, early socialization of their children, respectively their enrollment in kindergartens, before children start compulsory education at the age of five and a half, increasingly supported by the competent authorities. Many studies support the idea that the appropriate time to take a child to kindergarten begins at the age of 18 months or two years, since at this age brain structures are built, that in the future will enable the linguistic development, speech and thought levels or not qualitative. However, in parallel to these premises, for countries such as North Macedonia with a less inclusive multiplier of children in kindergartens, it is necessary for institutions not to play the role of child custody, but also to offer educational programs according to the age of the children (<https://www.almakos.com-18.10.2019>).

According to a source cited by the Internet (almakos.com), an undergraduate professor in an interview, I quote: "For better cognitive development, the family environment is very important when it is educated by parents, grandparents, sisters or brothers, as well as the outside environment, which is the second step in socializing children".

Outdoors include kindergartens, which should pay attention to the quality and services they provide.

After elaborating on what we mentioned about child development in preschool, the role that institutions have in this regard, below, we will describe preschool institutions in our country.

2.2 Development of preschool institutions in the Republic of North Macedonia

Preschools in our state have existed since 1939-1940, where this school year existed as a preschool-infant group that included children before starting school. According to what is mentioned in the literature of the professor Rabiye Murati, Preschool Pedagogy writes: "The first regulations that exist in post-war Macedonia, regulate aspects of working in preschools related to kindergartens, which include children of age 3-7 and infants for children of age 4-7" (Murati, R., 2017, p. 14).

In the year 1950 the Minister of Education of that time adopted a normative act where kindergartens are distinguished as "institutions for the education and supervision of healthy children from the age of three until they go to school" but still preschool institutions continue to maintain a social character, which means that only children can register whose mothers are employed. Later in 1983, two preschool curricula were included in preschool pedagogy:

- Up to 2 years old - nursery,
- From 2-7 years old - formed by children of the same or similar age.

In the '90s in Macedonia, new models of educational work were introduced in preschool and primary education. Then, in the school year 2007-2008, with the implementation of some educational reforms in our country, preschool education is incorporated in primary education, with preschool children of age 5 years and 8 months that are enrolled in first grade, due to the fact that preschool education is not compulsory, there is a small number of pupils in these institutions (Murati, R., 2017, p. 14).

In Macedonia, in 2004, a total of 36,177 children up to 7 years were included in preschool education, or 20,517 in preschools and 15,660 in kindergartens in primary schools, representing about 20.43% of the total number of children - 177,050 in age, up to 6 years (National Program for Development of Education in the Republic of Macedonia 2005-2015).

Regarding the inclusion of children in preschools, it is increasing and therefore in recent years has been taken care to open these institutions, and the need to open kindergartens has increased with the decrease of unemployment, where both parents are employed and need to leave their child in nursery care.

3. Research methodology

1. Subject of research

The subject of the research in this paper is the necessity of preschool institutions in rural municipalities. We are aware that the educational process is very important for children, especially in the early stages of its development, and preschools play a key role in education, in addition to the family

2. Purpose of the research

Given the fact that preschools are important in the education of children, our aim in this research is to establish the necessity of opening them up in rural municipalities.

3. Research tasks

To investigate the issue of opening kindergartens in rural municipalities, several research tasks need to be carried out:

- analysis and study of the literature addressing the importance of preschools in the education of children,
- the development of children early in life,
- interview with kindergarten educator in rural municipalities,
- interpretation of research results

4. Methods

- method of theoretical analysis,
- descriptive methods.

5. Techniques

To reach the purpose of the research, we will conduct an interview whereby we will obtain data on the opening of preschool institutions in rural municipalities, specifically in the Bogovinje Municipality.

6. Hypothesis

The opening of preschools in rural settlements is necessary because parents' interest in sending their children to kindergartens is high.

6.1 The attendance of preschools by children affects the quality of education, socialization, organization of child life.

6.2 Qualitative education of children in preschool is a prerequisite for success in the following periods of a child's life.

7. Variables

The dependent variables in this research are preschools institutions in rural municipalities, while the independent variables are the conditions and opportunities that influence the opening of these institutions.

4. Analysis and interpretation of results

Given the fact that the need for preschools is evident in many municipalities in our country, it is not excluded that these may be opened in rural municipalities as well.

Initiative for opening kindergarten in Bogovinje Municipality was made in 2014, initiated by the municipality itself.

In this village, with the initiative of the primary school "Abdyl Frashëri", and with the initiative of the municipality employees, has been opened a kindergarten for children, the branch of "Teteks" kindergarten.

In this kindergarten we conducted an interview, on October 16, 2019, at 10:00 a.m. with the teacher, N. I, who did not hesitate to answer us about the work in this kindergarten.

The opening of this institution was on April 01, 2014, in which there are two groups:

- small group - starting at age 9 months up to 3 years and having a total of 14 children,
- large group - mixed, with children aged 4-6 years, with the total number of children being 37.

Nursery work is carried out with a plan and program, student files, a diary containing data on each student, time of enrollment and deregistration, children's achievements, achieved standards, and other data that are consistent with the law on preschool education.

The kindergarten has two educators, a kitchen, bathroom, but does not have enough space for the normal functioning of the kindergarten.

The children who attend this kindergarten are also from the surrounding villages, such as Gradets, Pirok, Kamenjane, Palchishte, Kallnik.

When parents were asked whether all who brought their children to this kindergarten are employed, the answer was that there are, but there are also children who do not have employed parents but the desire for education and socialization was the cause of their involvement in this kindergarten.

In terms of preparing children for first grade, the educator points out that a large number of students achieve this goal, which is confirmed by teachers who accept them in first grade.

According to the information we received from the employees of the Municipality, we learned that in 2017 there was an official request for the opening of a municipal kindergarten, as the kindergarten in Bogovinje is regional, and does not meet the needs of the citizens of the Bogovinje Municipality, because it has the capacity for 40 children that work in two spaces and the interest is higher.

The Bogovinje Municipality has submitted a request to the Ministry of Labor and Social Policy and has signed a contract for the opening of a municipal kindergarten to function as an independent one from the kindergarten of Tetovo.

This kindergarten for its normal functioning will adapt the existing school building of the village Kamenjane, it will be a communal and non-regional kindergarten as it is currently functioning, thus creating conditions and capacities of 150 children, which will meet the demands and needs of citizens.

Hopefully that the opening of such kindergartens will take place in other areas as well, so that preschool education will be at an appropriate level and the transition from preschool to the primary will not find them unprepared but will have children who will know how to behave and orientate themselves in primary education settings, not directly from the family environment to the socialized environment.

Conclusion

Preschool education in the Republic of Northern Macedonia aims to include children in preschool institutions with various forms and programs tailored to contemporary trends and new knowledge in the field of child development.

The inclusion of children in preschools plays an important role both in the development of children psychologically, in the cognitive, socializing and other advantages that this schooling system offers.

According to some data, it is emphasized that children who follow this subsystem of the education system, show success in other periods of schooling, are more likely to develop social relationships with other children and teachers, show better skills in the learning process. In our country, not all pupils attend kindergartens and kindergartens, because the mentality is such that they are better educated in the family, but also other factors that influence, for example, financial opportunities or lack of institutions and their capacities. aiming to meet the demands of the citizens.

The impact that preschool education has on the further development of the individual, in our opinion, this type of education should be obligatory for all citizens aged 3 years, in which case we

will have successful individuals, educated families and society at large. sound and progressive, with democratic ideas and attitudes.

Appendix

Interview questions

Questions for the educator:

1. When was the kindergarten in Bogovinje opened?
2. From what age are the children attending this kindergarten?
3. The total number of children you have in this institution?
4. What is the reason that children are brought here?
5. How much do children socialize when they come to this institution?
6. Does their involvement in this institution affect the preparation of first grade children?

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