

Methodology Focused on Child (Example: Bosnia and Herzegovina)

Nudžejma Obralić
English Language School
Internationa University of Sarajevo
Sarajevo, Bosnia and Herzegovina
obralicn@gmail.com

Abstract: In the project of the EU reform of general education in Bosnia, very important place in the profile of the reformed schools definitely take teaching methods aimed at children. Motivating activities, dramatic teaching and feedback can have very important role in teaching. There are varied activities which provide motivation in class and help students to enhance more knowledge. Dramatic teaching is also very important for to enhance both the relationship between us as teachers and our students and relationship between the students themselves. At the same time, dramatic teaching can help students create interest, clarify information, assist in organizing thoughts, promote understanding and relieve boredom while students work on their cases. Pedagogical value of different activities may also help in teaching. Feedback activities help students revise they have learned.

Key words: enhancing knowledge, foreign language, dramatic teaching.

In the project of the EU reform of general education in Bosnia, very important place in the profile of the reformed schools definitely take teaching methods aimed at children. Far traditional teaching has led many more accounts of the teaching content rather than the student who learn the lecture. It is necessary to make learning at school learning, which partially confirms and partially develops students' vitality³²⁶. Traditionally, also classroom work was done by using basic form of classroom teaching. The teacher adresses the whole group, who responded in unison or one by one, which is known as frontal teaching. And the other was when students were set work to do alone. The teaching process was mainly based on verbal learning without connecting with the environment in which students live and work. Also, in practice so far very little attention is paid to respecting the interests and abilities of students that had consequences for the impact on learning, but also on personality development in general. The reasons for the failure of the students were mostly due to maladjustment of work in education, skills and personality traits, difficult and extensive lecture, poor knowledge and low level of development of work habits. A student who is experiencing a failure is in constant conflict with the environment and himself. All of this requires certain specified changes in our educational system, change of the attitudes of teachers toward students, school and learning. These difficulties can be overcome by organizing modern teaching where methodology focused on child must be a regular practice, and the role of teachers should changed. Basic characteristics of this methodology are individual approach, a balance between working in a large group, small groups, pairs and individually, combining different methods (researches, experiment, debate, problem solving, demonstration); stimulating environment for active learning, thematic planning, continuous monitoring; evaluation and assessment and balancing activities. Many people believe the old pedagogical truth - that every teacher has "his" in way of working with students. What works well for one teacher may fail miserably for another.

Teaching is an art - because the teacher must choose the best methods and forms of work in learning situations. Therefore, the methods applied by the teacher are recognizable style of his educational and teaching work. It is necessary to make only one more step to focus our activity on students, to develop learning process from teaching and further towards creativity. Concerns about the ability to manage the class are common among all teachers. If we want all to work out the best way, we suggest the following model, and it is desirable that you find yourself a different activity which aims would understand the possibilities and limitations of our own personality in the process of reform. Teachers need to feel safe and comfortable with whom they are as a classroom manager. Before defining our activities it is necessary to

³²⁶ Slatina, M: Nasatvni metod, CIP- Katalogizacija u publikaciji, Nacionala I univerzitetska biblioteka, Sarajevo, 1998.

build your own classroom management profile and answer the question "I think I'm...?", "Who am I in the classroom, whether I am the head or leader" and "Formulate attitudes".

Prof. Dr. Suzić formulated the attitudes as follows:

- a. The teacher should try to help students understand the lecture,
- b. The teacher must have a clear view of the central issues of teaching,
- c. The teacher must work effectively,
- d. The teacher must have a clear expression of the underlined terms,
- e. The teacher must show tolerance and respect for students,
- f. The teacher must have a good plan and a system of work (design),
- g. The teacher should be proud of their profession,
- h. The teacher students must listen to him and respect,
- i. The teacher must use multiple methods and tools,
- j. The teacher must improve his work in teaching,
- k. The teacher must have a tendency to self-reflection.

This process won't happen overnight, it's long process. It takes a long time experimenting with different classroom situations.

The teacher must define his target by following paragraph:

“ I've come to the frightening conclusion that I am the decisive element in the classroom. It's my daily mood that makes the weather.

As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized.” (Haim Ginott, American psychologist and teacher)

THE REVIEW OF THE RESEACH DONE IN BOSNIA, NOVEMBER, 2010.

The research was done among thirty (30) English teachers in The Sarajevo Canton.

The Advantages of Using Different Dynamics

1.

Which way of teaching do you prefer?



Teachers said that they prefer frontal teaching when they teach grammar or lectures that students are not able to find related resources to use. While doing reading and writing activities students might be set for individual work.

2.

Do you underestimate the value of the "student - teacher"?

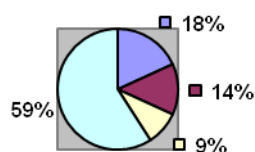


It's very important not to underestimate the value of the student – teacher relationship. By allowing our students to work in pairs or groups they develop their skills for creating interesting ideas, comparing and contrasting their ideas, passing information to each other, and gaining self – confidence.

But according to the results of the research, we found out that the teacher is able to spend more time working individually with students, especially with ones who are having difficulties, either on their own or in groups.

3.

Disadvantages of pair and group work?



- Students speak in their native language.
- Dividing class into different groups needs to stand up and move about.
- Passive students don-t do anything in groups.
- It causes too much noise.

Disadvantages of pair and group work:

- a. students speak in their native language
- b. dividing class into different groups necessities standing up and moving around
- c. passive students don't do anything in groups
- d. it causes too much noise

We found out that younger students are highly egocentric and they demand individual attention, but it is obvious that mixed abilities students should be given different tasks according to their abilities. Finishing first, students want to do something else. We can tell them take a rest. We can give them a short little task to complete while they are waiting.³²⁷

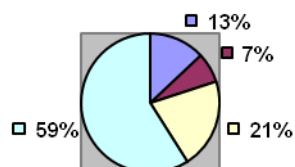
Many teacher do not allow their students walk around in the class. The school day is long and we cannot expect them to sit at the desks all day. It's known that younger students need to move around physically during a lesson. The teacher is meant to prepare more tasks which include activities moving around in the classroom. Try to include at least one moving activity in each lesson.

³²⁷ Jeremy, H.: The Practice of English Language teaching, Longman.

Activities with motions sometimes may cause another problem, such as too much noise. We have to underline that Discipline is not Classroom management, it's a part of it. And it often involves how teachers try to teach individual students better behaviour.

4 What are the problems you face during the lesson?

What are the problems you face during the lesson?



- disruptive behaviour
- aggressive behaviour
- passivity
- student talking to his/her pair?

We cannot always expect from our students to work in silence and behave appropriately. Working with specific discipline problems may require additional knowledge of a student, his family and environment. It is a big problem if his misbehaviour becomes chronic or seriously disruptive. Students can easily get angry, when called down, sometimes without specific reason.

Teachers should be flexible as possible. They should always be ready to change the the order of activities in their lesson plans to take into account the mood of their students because they can get very passive during the lesson. For teachers, passivity may be sometimes a trouble more than misbehaviour or discipline problems in classroom.

To avoid misbehaviour in classroom teachers must be consistent and open minded. Sometimes students don't follow the teacher's instructions and don't know what they are supposed to do, they usually don't behave appropriately and misbehave for they want to get teacher's attention. Teachers should decide in advance what they want their students to learn and how to behave, and at the same time, they should make their expectations clear. We shouldn't label students as "difficult" and expect them to be good always.

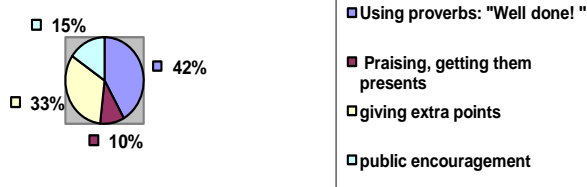
Teacher's personality and core beliefs are important. There is a room for flexibility as long as student feels safe, respected and able to learn well. Here, are different characteristics teacher should behave according to and tend to be:

- a. active listener
- b. communicative
- c. able to collaborate
- d. responsible
- e. tolerant
- f. flexible
- g. open-minded
- h. self-critical
- i. objective
- j. humane
- k. visionary
- l. sympathetic

One of the main rules is: 'Never let students feel incapable to understand the lecture'.
Teachers are supposed to support them. There are different ways of supporting students.

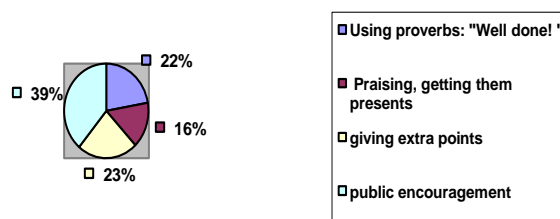
5 a.

What is the best way to emphasise and reinforce the good things students do?



b.

How would you like your teacher to emphasise and reinforce the good things you do?



It's important to emphasise and reinforce the good things that students do. There are many forms depending on the education level of the students. We can see that students love public encouragement. They like other students hear teacher praising them and appreciating their work or conduct. When acknowledged for their efforts, they are likely to be more receptive to new challenges.

Every student needs his praise.

Here are some examples of effective praising and appreciating students' efforts:

Examples of Positive Instructions

Use the "do" instead of "do not"

“Please go through the hallway slowly and silently “ instead of “ do not run”

Say Clearly What You Want

"It is necessary to do this, to move on to another activity".

Use Constructive Criticism

"Your handwriting may be better".

Encourage in a Positive Way

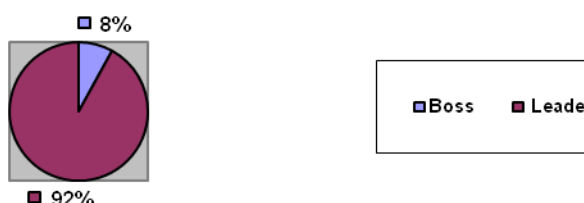
„All you have done so far is true. Try to do this one“

Praise Concrete Work on Procedure

“ It is nice to hear that you was not late for morning lecture”

6.

What is the best role of the teacher in the class?



Classroom manager or leader is a teacher who follows actions to take in order to maintain order in the classroom which enables learning to take place. Being boss and leader are closely linked. So, we can say that classroom management and discipline are closely linked. Management and leadership involve a total plan to address the variety of circumstances, while discipline is more individualized. We should not forget that teachers should never humiliate or use their advantage of age and experience, and belittling a student.

Conclusion:

All theoretical discussions about the impact of different kinds of motivation to students in the learning process could be reduced to two aspects:

1. approach in which the teacher is in the center,
2. approach of active learning where the focus is on students

The traditional method focuses on the idea of frontal teaching. Teaching program was aimed to transfer information from teacher to students. Exchanging information between teachers and students has consisted of short questions and answers. Motivation in this form of teaching seems to be unnecessary. We found out that some studies estimated that 80% of the classes is carried out as described above. The latest approach is based on the understanding that the curriculum has a focus on the learning outcomes, which is actually what students should learn, not what the teachers should teach. Classes which inspire students, make them feel curious, creative and encouraged to think individually, trained for emotional intelligence and social skills (communication, self-control, self-evaluation, etc.), may at the same time provide encouragement and atmosphere for demonstration of student's personality, have an opportunity to change educational way and prepare students for life.

"Effective teaching may be the hardest job there is." BY William Glasser

References:

Goleman, D: Emotional Intelligence, Bantman Books, 1995.

Hadfield, J: Classroom dynamics, OUP, 1992.

Jeremy, H.: The Practice of English Language teaching, Longman.

Slatina, M: Nasatvni metod, CIP- Katalogizacija u publikaciji, Nacionala I univerzitetska biblioteka, Sarajevo, 1998.