

INTERNATIONAL SCIENTIFIC
CONFERENCE

PEDAGOGY - YESTERDAY, TODAY,
TOMORROW

BOOK OF ABSTRACTS

Faculty of Philosophy, University of Novi Sad
26. 5. 2023.



Novi Sad, 2023.

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ISBN
978-86-6065-789-5



Novi Sad, 2023.

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implement the appropriate type of humor in the correct way. The pedagogical implications of this work are reflected in the constant improvement of the teacher and his constant striving to find different approaches to the teaching and learning process, all with the aim of raising the quality of work.

Keywords: humor, teaching, teacher, attention

SPECIFICITY OF THEORETICAL CONCEPTUALISATIONS OF COOPERATIVE TEACHING/LEARNING

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The key question posed in the paper is: are the specifics of the theoretical perspectives that contribute to the understanding and explanation of this phenomenon recognized in the field of studies about cooperative teaching/learning? The research aims to analyze the specifics of the theoretical frameworks on which the concept of cooperative teaching/learning is based. The emphasis is on the analysis and interpretation of the theoretical viewpoints of leading theoreticians in this field. In accordance with the set problem and the aim of the research, the method of theoretical analysis was chosen. The aim of the study, which is multidisciplinary by its character, was achieved within the framework of draft fundamental pedagogical research. Based on the theoretical analysis, it was established that among the leading theoreticians in this field there are different viewpoints regarding the knowledge about cooperative teaching/learning, which should be integrated into a comprehensive conceptual framework. David and Roger Johnson (Johnson & Johnson, 2015) take four basic theoretical starting points for the conceptualization of cooperation in the teaching/learning process: behavioural-learning, cognitive-development, social-cognitive and social interdependence theories. Unlike the Johnsons, Robert Slavin (Slavin, 2011; 2014) and Van Dat Tran (Tran, 2013) do not estimate the behaviorist-learning perspective as significant for such a conceptualization. They also state the argumentation for the necessity of taking into account the starting point of the cognitive elaboration perspective, and Slavin (Slavin, 1996) emphasizes the importance of the social cohesion perspective and theoretical points of view in which motivation is viewed as the most influential factor in the

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learning process (motivational perspective). The differences between the mentioned theoretical conceptualizations of cooperativeness do not point to their confrontation, but to different contextual frameworks in which cooperative teaching/learning is viewed. The Johnsons explain cooperativeness in an extensive educational context, while Slavin explains it through a more specific relationship between learning and achievement. With the exception of behavioural-learning perspectives, all the theoretical points of view are complementary when it comes to understanding the importance of reciprocity of interactions among students who achieve academic aims through the process of cooperative teaching/learning. In the concluding remarks, it is pointed out that the social interdependence theory has produced the largest number of practical solutions in the process of implementing cooperative teaching/learning and relevant empirical research, which makes it the most fruitful theoretical conceptualization in this field.

Keywords: theory, teaching methods, cooperative teaching/learning, social interdependence

COMPETENCE OF CLASSROOM TEACHERS FOR TEACHING THE CONCEPT OF ENERGY

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The reform of the educational system in the Republic of Croatia brought changes that proved challenging for teachers. In the structure of the Nature and Society Curriculum for elementary schools, educational outcomes are focused on connecting, understanding and integrating knowledge, and a conceptual approach to learning and teaching is applied. There are four basic concepts in the Nature and Society class: Organization of the world around us, Changes and relationships, Individual and society, and Energy, all of which are linked together by a research approach. Teaching the concept of Energy is particularly demanding for teachers because, before the reform, not so much attention was paid to teaching content about energy. The paper presents the results of research aimed at determining teachers' assessment of their competence in promoting the concept of Energy. The following research problems arise from the defined research objective: 1) to what extent do

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