

Field of work of the pedagogue and its role in the physical education in elementary school

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Abstract

The work of the school pedagogue has fundamental importance in the functioning of the educational process and no other educational and professional profile of a school worker can replace the work and function of the school pedagogue in schools. The benefit of physical activity is incredibly great and should not be missed in any developmental period. Any lack of physical activity, in different developmental periods, will catch you in the next one, and then the next one, and then there are serious repercussions in child's health.

In this paper, we put a special emphasis on the part in which we explain in more detail the entire work methodology of the school pedagogue, specifically in the elementary school. In this section, we elaborate the following areas of the school pedagogues work individually: planning, programming and evaluation of educational work; instructional - pedagogical work of the school pedagogue with the teachers; the school pedagogue work with students; the cooperation of the pedagogue with the parents; analytical-research work of the school pedagogue; cooperation of the school pedagogue with other professional bodies and social institutions; and connection and role of school pedagogue in coordinating and monitoring physical exercise classes, like crucial for a healthy mental state among students.

Keywords: Education, physical, health, sport, student, teaching, teacher, pedagogue, family, institutions.

Term for a school pedagogue

Issues related to the work of professional associates in school institutions in the Republic of Macedonia are regulated by certain provisions of the law, primarily for primary and secondary education, as well as within certain regulations (regulations, norms) issued by the Ministry of Education and Science. Recently, in the form of the official document, the basic professional competencies of professional associates in primary and secondary schools have been adopted (Ministry of Education and Science, 2016). In the Law on Primary and Secondary Education, it is decided that professional collaborators in the school should be pedagogues, psychologists, sociologists, social workers, special education teachers and librarians (but in secondary school they may be some other profiles) (Law on Primary Education, 2015).

Professional pedagogues in primary and secondary schools can be persons who have completed the first cycle of higher education from the field of an appropriate scientific discipline (pedagogy, psychology, special education...) Since it is legally determined for the first cycle of academic studies in Macedonia to last 4 years and carry 240 ECTS credits (Law on Higher Education, 2015), this means that the profiles that who work as professional associates in the school should have completed their studies within four years, while second cycle studies - master's studies - are a matter of personal choice. People who have passed a

professional exam, after a one-year internship (Law on Basic Education, 2015), can get the job of a professional associate on an indefinite working time.

A very important segment of the overall shaping of every social individual is upbringing and education, which contribute to making the mosaic of a comprehensively developed person complete and competent. Upbringing and education as two mutually related and lifelong processes can be realized through institutional forms such as formal education and non-institutional forms or informal education and upbringing. When it comes to upbringing and education in institutional frameworks, we are talking about program educational content in preschools, primary and secondary schools and universities. There is a hierarchy at all these educational levels on the organization and functioning of educational work, starting from the director, pedagogical - psychological service, teaching staff, pupils, students, etc.

Areas of work of the school teacher

We put a special emphasis on the part in which we explain in more detail the entire work and methodology of the school teacher, specifically in the elementary school. In this section, we elaborate the following areas of the school teacher's work individually: planning, programming and evaluation of educational work; instructional - pedagogical work of the school pedagogue with the teachers; the school pedagogue work with students; the cooperation of the pedagogue with the parents; analytical-research work of the school pedagogue; cooperation of the pedagogue with other professional bodies and social institutions; and management and processing of pedagogical documentation and preparation for work. A school pedagogue has many different job functions that are at the core of personality traits. The following properties are considered as characteristics and work functions of the school pedagogue:

- observer,
- informant,
- consultant,
- advisor,
- initiator,
- coordinator,
- organizer,
- realiser,
- researcher and analyst,
- innovator,
- disseminator,
- document processor. (Trnavac, Djorjevic, 2002)

It is very important for a school pedagogue to possess not only professional and work qualities, but also personal qualities of a positively oriented person, and they are the following qualities: Human qualities: kindness, naturalness, sociability, good mood and sense of humor; Qualities related to the attitude towards discipline and that: to be "fair", constant, disciplined and impartial; Physical qualities: physical attractiveness, pleasant voice, neatness, youth, good health; Teaching qualities: good knowledge of one's profession, helping students, acting in the

interest of the student, being interesting and enthusiastic, being able to interest the student, teaching clearly, comprehensively and emphasizing what is important. The traits and characteristics of the school pedagogue represent a very important element that enables the correct and consistent performance of work tasks, but of course also the expression of love for the work and love for the participants in the school, i.e. the students, who most need support and help from such a professional associate in the school.

With the pedagogue, it is not the same as with the teacher, because his teaching role is not evaluated in the first place, even though that is also important, but the creative role of a planner and strategist of the entire course of the teaching process and educational work in the school is more important, especially his educational role in direct contact with students. In the school, the pedagogue always has the basic direction and ultimate goal of all his activities, which is the student, i.e. monitoring his development, training, volume of acquired knowledge, discipline, but also cooperation with teachers, parents and the student body.

The basic characteristics of the school pedagogue, according to Jurich, in the domain of the intellectual sphere are the following:

- broad general education;
- general pedagogical culture and pedagogical tact;
- special knowledge of his field: school pedagogy and work methodology of a school teacher;

• methodological competence; • sense of organization of one's own work and the work of others;

• readiness for continuous self-education. (Jurich, 1977). Apart from the characteristics that include the intellectual aspect of the school teacher's personality, the personal characteristics of the school teacher are very important, and according to Jurich, they are the following:

- professional ethics, honesty and objectivity;
- communication and collaborative relationship with colleagues;
- emotional stability and love for one's work; • persistence, tenacity, value and accuracy;
- courage and openness in presenting truths and facing problems. (Jurich, 1977)

The school pedagogue, outside of his professional duties and responsibilities, needs to engage in solving some problems of his profession, which are outside the school and his workplace. These are, for example, problems of the type: influence of the method of education of future school pedagogues, procedures for adopting a program for the work of a school pedagogue, of the quality of methodological instructions and other professional instructions for the preparation of school pedagogues, methods of guidance, monitoring, controlling and improving their work.

According to these perceived characteristics of the school pedagogue, we can clearly see that the work of the school pedagogue has fundamental importance in the functioning of the educational process and no other educational and professional profile of a school worker can completely replace the work and function of the school pedagogue. in schools. Transferring the theoretical pedagogical knowledge and the application of the abilities, that is, the skills and habits that are built in accordance with that knowledge are the basic tasks of the work methodology of the school teacher.

However, the work of the school pedagogue in elementary schools is conditioned and directed towards the achievement of the goal and main tasks that are the basis of every teaching plan and program. According to Jurich, the program basis for achieving the goal and tasks in primary education, in relation to the work engagement of the school teacher, consists of work contents and activities from the following areas of work, namely:

- planning, programming and evaluation of educational work;
- instructional - pedagogical work with teachers; • working with students; • cooperation with parents;
- analytical - research work;
- cooperation with professional social bodies and professional social institutions
- management and processing of documentation and preparation for work (Jurich, 1977)

Physical education - necessary for young people

Our teachers, should motivate the students for outdoor activities. It is very difficult to motivate children at a distance. It's one thing when they're at home, and another thing when they're here, in front of you. Fortunately, the time of the covid 19 virus has passed, and now it is easier to coordinate the sports activities of students in school.

Every person, if he wants to be healthy in the future, if he wants to contribute to the social culture, to the society and to change something in our mental set and the perception of those activities, we have to raise awareness about the promotion and the meaning of physical activity which is in direct correlation with human health.

Starting from the well-known fact that modern society implies modern upbringing and education, then it is more than certain that we are talking about modern processes that are the sign of dynamic changes and reform integrative commitments. On the other hand, the quality of life as a complex phenomenon includes all segments of human life and its actions. The present, the time in which we live, is a time of great pollution of the water, the air, the earth, and this brings various diseases. That is why it is important to consume healthy food, to be physically active, but also to have "positive thoughts". The time when food and drink were in harmony with nature and optimally served man is long gone. Refined food habits have brought new recipes that are not based on the body's needs for food. The industrialization of production and processing of fresh products burdens food and drink with "foreign", "alien" substances. New eating habits such as "fast food" lead to monotony in eating, and as a result, many diseases occur.

It is necessary for pedagogues and teachers to direct and educate students about health and physical activities, by intensifying exercise in physical education classes, organizing various competitions, mountain tours, and activities outside school desks.

Work with teachers

The pedagogue especially helps the teachers in: the planning of the curricular and extracurricular activities, taking as a basis the previous planning and the results of the students' achievements, the realization of the teaching using appropriate modern methods, forms, activities, means/resources, the assessment of the students with aim to support learning, keeping pedagogical records and documentation, organizing parent meetings and self-evaluation of teachers' work. Support to teachers for planning and implementation of the educational process and self-evaluation. Professional knowledge and understanding of the teacher in this direction are:

- Knows the principles and methods for effective teaching.
- Possesses knowledge of external and internal checking of student achievements.
- Knows modern and different monitoring and evaluation methods and their possibilities and limitations.
- Knows the prescribed standards for formative and summative assessment.
- Knows textbook evaluation methodologies.
- Knows innovative approaches in teaching.

- Knows methods and techniques for supporting teachers in the self-evaluation of teaching work. Professional abilities and skills of the teacher are:
 - Provides professional assistance in the preparation and implementation of interactive teaching.
 - Provides professional assistance in the preparation and realization of the external and internal checking of the students' achievements.
 - It helps teachers to choose and prepare instruments for evaluation and self-evaluation of students' achievements and to use them accordingly.
 - Values the pedagogical aspect of textbooks.
 - Promotes innovative approaches in teaching.
 - Promotes a culture of self-evaluation as a basis for improving teaching.

Examples of professional practice

- Realizes workshops and individual consultations to ensure active participation of students in teaching (eg, asking questions, research, respecting students' interests, etc.).
- Informs teachers about different types of external testing (goals, types of tasks, method of implementation).
 - It helps teachers to ensure that students gain experience for different types of exams (oral, tests, practical).
 - Provides guidelines for documenting student achievements (group or individual consultations).
 - Implements quality assessment workshops.
 - Gives guidelines for choosing appropriate methods and creating and using instruments for evaluating student achievements.
 - Participates in working groups for the selection of textbooks and other sources of knowledge. - Instructs teachers on ways of using instruments and procedures for evaluating textbooks.
 - Prepares and implements open classes, with the aim of demonstrating modern forms and organization of teaching and learning, methods and means of work.
 - Develops instruments for self-evaluation of teaching.
 - Provides help and support to teachers in the process of self-evaluation of teaching.
 - It instructs teachers how to use the results of self-evaluation of teaching.

The pedagogue has a big role in supporting the teachers in their work with the students. He knows procedures for identifying gifted students and knows ways to work with students with different personal characteristics. The pedagogue also has professional abilities and skills to connect the characteristics of students with the appropriate ways of working with students.

- Advises teachers how to identify gifted students. - Proposes or, together with the teacher, devises ways to encourage the special abilities of gifted students and to motivate students to participate in contests and contests of various characters.
- Explains and demonstrates ways in which students can be helped to use different approaches to learning.

The educator, as a professional collaborator in daily work, also has the role of developing a school policy for quality assessment, he understands the conceptual approaches in various external national and international assessments, and analyzes their results. It uses methodologies to evaluate textbooks and other teaching materials.

- Analyzes and evaluates the assessment practice in the school.
- Uses knowledge from the assessment of scientific knowledge for effective assessment in designing a school assessment policy.
- Participates in the evaluation of the results of educational work.

- Participates in the preparation and equalization of evaluation criteria.
- Explains conceptual approaches to teachers in various external national and international assessments.
- It helps teachers to use the results of external assessments (national and international) to improve teaching and learning.
- Refers to how to use instruments and procedures for evaluating textbooks and other learning sources.
- He gives the results of the evaluation as recommendations for the selection of textbooks and teaching materials.

How do teachers view cooperation with the pedagogue?

The relationship between the pedagogue and the teacher (in the broadest sense, from the educator, through the teacher to the professors in primary and secondary schools) is one of the key points for understanding the teaching profession as well as for reconsidering and upgrading the identity of the pedagogue.

This relationship is important regardless of whether we are trying to understand the teaching profession starting from the laws that determine the work of professional collaborators in our educational system, from the psychophysical abilities in the action of the pedagogue, or from the criticism directed at their typical action (Pavlovic-Breneselovic , 2013).

In the literature, it becomes increasingly clear that reflective practice is not only an individual reflection on one's own experience, but is a social work that requires exchange and cooperation, and also implies that the development of one's own practice and one's own identity is impossible without the perspective of others (Radulovic, 2011). If we want to better understand our own actions, improve our self-image, and realize and develop our own professional identity, it is important to know how others see us, and it is especially important how our actions are seen by those to whom our work is related. daily professional action.

Conclusion

With the reconceptualization of the traditional role, the pedagogue is faced with more complex, responsible demands in front of students, parents, the director, the social environment. The pedagogue is required:

1. to possess high human qualities: high level of iq and eq (classical and emotional intelligence), social skills, empathy, self-control, power of reasoning, verbal skills, ability to influence interpersonal behavior, attitudes, opinion , student behaviors;
2. pedagogical qualities: to be a pedagogical leader, to facilitate the learning process, not to be biased, to be fair, permanent;
3. professional qualities: to be an expert in his field, to pay attention to his professional development, ability to optimally use emotional and spiritual resources in the classroom; focus on permanent professional development; motivation for teamwork; ability for cooperative - participatory relations; monitoring the dynamics of the learning process in the classroom; as a high degree of achieved professional ethics. In the school system in the countries, in addition to the teaching staff, the schools also employ professional collaborators - pedagogues whose main task is to provide professional help and support to the participants in the work in the schools in order to be successful in the realization of school education and the effects that have been achieved to be better.

Their professional goal is aimed at encouraging development and in identifying and understanding the difficulties students face and helping in overcoming them, as well as preventing learning and behavioral difficulties. In addition, their professional role is realized through joint work with the teachers and the management of the school in order to ensure optimal conditions for learning and development (health) of the students.

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Every person, if he wants to be healthy in the future, if he wants to contribute to the social culture, to the society and to change something in our mental set and the perception of those activities, we have to raise awareness about the promotion and the meaning of physical activity which is in direct correlation with human health.

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