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# Lesson parameters of ‘Around the world’ with an emphasis on inclusive education

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**Abstract.** The lesson is a basic organizational form of learning and is defined as a way of realizing the learning process. The purpose of the different types of lessons in ‘Around the world’ is knowledge, which students get, to acquire a practical appearance, turning into skills. There is a need to update the teaching and development of the lesson, as "new" children and pupils have a new type of perception, absorbing and consolidating the information. They learn differently and traditional approaches do not meet the diversity of their needs. The task of the teacher is to help them understand the different phenomena, enrich their life experiences, by respecting the individuality of each one, with their level of knowledge, skills, pace of performance, and this is also related to his creative thinking. The teacher can adapt the curriculum content and the way it is presented to suit the needs of the different children - use of a variety of methods, approaches and tools, differentiation of learning tasks and activities, research and discovery, inclusion of games, individual or team activity and interaction of students. It is the teacher who has to structure the lesson so that it is in line with the characteristics of each one, helping them to adapt and participate actively in the learning process, and this is in line with the philosophy of inclusive education.

## 1. Introduction

The learning process is a complex and multi-layered phenomenon. It has different aspects: more generally or more closely psychological, sociological, historical, etc. that are explored by different sciences. Thus, it (the educational process) is generally subject to many scientific fields. Each one, fulfilling its purpose, examines a certain aspect of it, which, in its summary form, constitutes its subject. The very realization of the process of forming personal readiness for life is a matter of technology, algorithm, choice and application of ways and means, a question of methodology. Depending on which of the life spheres, in which aspect of the human-environment interaction is directed the preparation of the human person, the necessity of some or other content and technological means, providing the process of this preparation, there is a need for one or another methodology. In general, such a lesson is characterized by the same key words that characterize the lessons of all other learning disciplines - 'learning' and 'forming'. They represent the two main purposes of each methodical unit - to learn specific information encoded in the accumulated human cognitive experience (so-called ‘educational tasks’) and to form a certain mental aspect of the student's personality (‘intellectual tasks’). The overcoming of didactic universalism and templates is related to the understanding that absorption and formation are always meaningful and disciplinary specific. This means that both learning of the concepts of natural and social phenomena and the formation of the

necessary human qualities of the student's personality for social and natural life take place in a specific way in the lesson 'Man and society', 'Man and nature'. In this sense, we need to be aware of what the 'human environment' is to express through it the meaning of the study of the social and natural environment in elementary school, and hence to be convinced of the necessity of the Methodology of 'Man and society', 'Man and nature', to serve the educational process for students without problems as well as for those with learning, mental, and so on restriction.

## 2. Exposure.

The place of the methodologies is in the transitional space between the brainwashing of psychology and pedagogy, and their concrete manifestation in the educational practice, between the theoretical design of recommendations, rules, requirements, etc. scientific claims of psychology and pedagogy, and their reincarnation in educational-educational reality, in school life. The factual explanation that symbolizes the methodology is between science in pure form and practice as an indicator of its purity, between theory as an abstraction and the practice that conceives its truthfulness. In this sense, the methodologies can be considered as intermediate sciences. Their theoretical developments become meaningful only when concrete implementation goals are achieved. The fact is that theoretically they are based on psychology, pedagogy and didactics, but their own field of activity is always the living and real educational and training practice itself. Similarly, in such a scheme, it is necessary to look for the meaning in the existence not only of the commented here - Methodology of training, 'Around the world' for the first and second grade; Methodology of 'Man and society' and Methodology of training on 'Man and nature' for third and fourth grade, but also of any other method - from a certain side of the interaction of the person with the environment, through the educational process, preparing for this interaction, to the technology of its flow to methodology. This scheme reveals the logic in the emergence and functioning of methodologies as science.

'To construct successful learning strategies, it is necessary to know the context of social development. Scrutinizing social processes is extremely urgent today precisely in time and change the paradigm industrial age inherited from the information. The revolution that was born of the merger of computerization, means of communication and the media is the most powerful force shaping the world today, huge potential created by our tools of the new reality we create thanks to them, put before us require that you use their endless possibilities as they master to perfection. But while changing environment through its technical achievements, intensive interaction with it changes us. The objects of this brief work are the characteristics of postmodern thinking, knowledge and behaviours that should guide when inventing models of education now, at the beginning of the XXI century.' [3, p. 48]

It is well known that determining what, how and in what form, information to be given to students is one of the most difficult and problematic tasks to solve by the teacher. That is the case and we will address some of them in this publication, namely:

- at least because information about nature and people (society) is something dynamic, rapidly changing, even contradictory in certain aspects - social, ethnic or religious;
- knowledge as a meaningful volume, depth and necessity have always been a subject to discussion and criticism from the public to the work of the school. The society accuses the school system of overloading the children with information that is unnecessary and outdated;
- the information is offered 'apart' from the chronology of time, but also in an imbalance with what is happening 'here and now';
- the different children have a different absorption rate, they also have a different way of perceiving and consolidating the information that in the mainstream school is unified with the subsistence minimum of the students. Here is the problem of some students who, in general, have no training problem, let alone those who have them, have learning difficulties of a different nature. Or as M. Cesur says: 'Learning style is the usual way one prefers in the process of acquiring, proceeding and storing new information. In other words, learning style reflects one's approach and general attitude

towards learning process. In this process, what determines style is his own and accustomed way to perceive and his pattern to interact with learning environment.' [2, p. 290]

- the lesson as a form and the methods used by the modern teacher.

It is imperative to pay attention to the lesson and to say that besides the basic, it is also a specific form. And it is as methodically specific as a didactic general phenomenon. In this sense, the analysis of the lesson would be incomplete and insufficiently accentuated if one does not take into account its uniqueness and typicality in the given discipline unless it is interpreted by means of the specific methodology. Here are also the specific techniques used to implement the topic. To do this requires a wide range of shapes, different themed social content, tone and opportunities for written and oral communication: workshops ateliers, workshops, eg., For discussion, editing and producing ,edition'; projects with different focus - social, cultural, artistic; various genres of communication that provide opportunities to combine types of text - interview, studio debate scenario and others. [8, p. 30]

In this respect, M. Stoyanova writes: '...education is seen as a cultural phenomenon through interactive technologies, the essence of education in childhood as a complex phenomenon of education and training. Education integrates education and training processes as a current basis for stepping up socialization and the achievement of the culture of society and so that it is changes from the early childhood stage. To achieve the creation of the subjective picture is not looking for a literal copy of the observed space, but it is builds a perspective on the world. Between the process of creating the picture and the real world is the subjective sense of individuality. In the wording he is that one is educated at will and that education is active and not passive process.' [9, p. 10]

In order to arrive at the formulation of specific learning and formation requirements, it is necessary to pass through the analysis of certain processes that precede the lesson itself, trigger the need for it, determine and demand its specificity. These processes are embodied in the notions: knowledge, learning process and training. The point of their consideration is that they mark the logic of the emergence of the lesson as a necessary organizational form and, furthermore, as far as the training is the assimilation and understanding of the natural and social phenomena, they indicate the way of forming the concepts of them from the immediate life communication of pupils with natural and social objects to their purposeful mastering in the lesson. That said, the lesson is a moment, but not the only one, of the process of forming personal qualities and of learning about nature and society. The essence of this process is the relationship between knowledge, learning process and learning. Revealing the content of this ratio will lead to the discovery of the lesson's place in it. ,Knowledge should not be strictly differentiated but to catch links and to preserve the overall monolithic perception, which is natural to the way things exist. This is the lesson of the East, addressed to final analytical construction and rationalism of the West. Going into objects, not to divide them and distanced them realize only intellectually. To feel the essence and moral force of all life should be immersion, to identify with him.' [6, p. 129]

The main argument to look for the genesis of the lesson in the unity of these concepts is our understanding of the relationship between knowledge, as a typical human activity for the discovery of facts and regularities of reality, and learning as a way of transmitting the human cognitive experience to adolescents, and as a means to pedagogy human knowledge. For its content learning has one or another knowledge acquired through knowledge and preserved in the universal human experience. That is, knowledge has both universal and educational meaning, it is as didactical as a philosophical category. The relationship between knowledge and learning is complemented by the fact that, as far as knowledge is at the root of the origin and the formation of more general or more specific knowledge of the world, it is the underlying basis of every training. It cannot be said about learning to learn and forming personal qualities outside the process of knowledge of the world. This relationship, this relationship between the typically psychic process of acquaintance with objective reality and the use of information about it through organized forms of learning, are particularly typical of the disciplines where their own content derives from the objective reality itself, and the knowledge of itself they determine their educational and educational meaning. Such disciplines are 'Around the world' in the first and the second grade, as well as 'Man and society', 'Man and nature' in the third and fourth

grade. This is the concrete methodological aspect of the relationship, learning - learning. 'On the base of motion are derived habits of introspection, comparing, analysing, perception of others (teacher, classmate), and their own actions; favourable conditions for reflection and through it - for effective participation and development of the learner have been created; the motor and mental activity are improved; the possibilities for detection of significant, notable for the performances, for finding appropriate solutions in fitness activities, a successful self-organization, self-evaluation and self-control are increased. It builds confidence; knowledge and skills to operate according to their capabilities have been learned. The orientation in terms of performance is faster and more accurately.' [5, p. 40]

### 3. Conclusion

From what has been said so far, as a process, knowledge once - in its general human form - precedes its training, and secondly - in its systematic and purposeful way of conducting - it fills with learning content. All this is quite typical for the specific training in these subjects.

In this sense, we fully agree with the words of C. Alexandrache: '...the differentiated education from an inclusive perspective presupposes the development of the autonomy and responsibilities of each pupil in his/her learning process, a fact that reaches implicitly the personal success and the growth of the level of trust in one's own strengths. Obviously, the teacher must also adapt in order to correlate the pupils' interests and potential with the curricular objectives, to create the necessary conditions to support the pupils in their learning process, to encourage pupils to use their abilities and their motivation so as to progress.' [1, p. 103]

The moment of turning knowledge into learning is, in fact, the moment of the learning process. The learning process is a form of deliberate knowledge, subordinate and learning oriented. It transforms knowledge into a process of learning and informing the subject. In this sense, the learning process brings two very important and decisively necessary qualities of knowledge: consistency in its course and way of organizing it. Of particular importance for students is the understanding and learning of information and specific knowledge in this process: This creates the conditions to overcome the unification of cognitive strategies in the teaching of individual subjects - unification, which (as the practice shows) gravitates towards the reproductive methods of self-preparation: memorizing, closing within a certain text (most often textbook development), and mechanical memorization. [7, p. 54]

Undisputed is the role of the teacher for whom R. Engels-Kritidis writes: '...it becomes obvious that the perception of 2nd grade pupils (who are close to the age of pre-schoolers) corresponds to a large degree with the personal and professional qualities mentioned by the students. According to the children, the teacher must be kind, resourceful, patient; they must be not only a teacher, but also a friend, someone who pupils can trust; someone who motivates and encourages them; someone active, adaptable; someone who 'seeks the key to the treasury of knowledge that must be the pupil's head'. 'The art of teaching and educating is the art of awakening curiosity in young souls... Teachers must make the lesson and the class more interesting. A good teacher motivates, inspires, can satisfy children's interest and thirst for knowledge, can make it so that pupils work harder to achieve better results.' It is very positive that children's views on good teachers correspond with those of the future teachers themselves - this creates more possibilities that the two of them will one day engage in cultivating and aiming pedagogical interaction that will provide satisfaction for both sides.' [4, p. 88]

Parameters of the 'Middle-earth lesson' with an emphasis on inclusive education are characterized by the fact that the teacher can adapt the curriculum and the way it is presented to meet the needs of the different children by using a variety of methods, approaches and tools, differentiation of learning tasks, research and discovery, inclusion of games, individual or team activity of students. It is he who has to structure the lesson so that it is in line with the specifics of each of them, helping them to adapt and participate actively in the learning process, and this is in full accord with the philosophy of inclusive education.

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