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RELATION OF THE MAIN PARTNERS (PUPILS, PARENTS, TEACHERS) TO THE PERSONAL ORIENTED LEARNING AND COMPETENCIES DEVELOPING

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Abstract. The article discusses the components and peculiarities of personal-oriented learning in the Lower secondary school educational degree. The relationship of the participating groups to the "subject-subject" interactions has been investigated. Maximum results in terms of success and competency development can be achieved only in coordination in the synergetic collaboration of the efforts of pupil's, teachers and parents in relation to the activity of the trainees, their participation in interactive methods, in extra class and extracurricular forms. The family environment has an important influence on the success and achievement of competencies. Pupils with one parent are less successful in extracurricular activities and have lower levels of competencies, requiring greater attention from teachers and families in achieving better results. Pupils evaluate the role of extracurricular learning, self-search and information discovery and the development of self-thinking that prove important to their achievements. All participants in the training process take the approaches, the techniques and the forms through which the open synergetic educational environment is organized and are satisfied with the acquired knowledge when completing the education under the Bulgarian-mathematics-foreign language.

Keywords: personal education; competences; pupils; teachers; parent's relations

Introduction

The dynamics and changes in society, in technology, in the economy, deeply affect the field of education, which should take into account global world trends in order to meet future needs. A new methodological approach is required, which puts the needs of the trainees at the centre of the educational model. In the context of synergetic pedagogy education and upbringing go hand in hand. "All transformations are directed and make sense in the sinergeting of trainers and educating effects". Education is an open system. Y. Merdjanova (2017) defines the

concepts of “Open education/Open education system” – a dynamic state of the education system, where it stands ready to determine the entrance – the passage – its output through balance between age, socio-cultural and personality parameters”. The “Open school environment” implies active partnership between teachers, parents, children, institutions.

M. Mandeva (2015) considers that the change in pedagogical doctrine is related to the denial of the traditional educational concept of “knowing man”. Today a new idea of education is being built a harmoniously developed and morally responsible person, prepared for life. In particular, this means: a free and creative person with a built worldview, oriented in the complex problems of modern cultures; understanding the position and values of the other; able to think, communicate and act/interact.

It is similar to the opinion of N. Tcanev (2003), who believes that the school cannot and should not foresee the future of each pupil. Mastery of knowledge methods is the main goal of learning. According to Ivanov, G., Kalinova, A. (2015) not the volume of knowledge is important, but to teach the pupils how to learn on their own, “to construct their own knowledge, not to get the information ready”.

In order to acquire the young citizen of Europe quality education, Constructivism became the philosophical basis of innovation in training (Radev, 2010). It is “the pinnacle of the pyramid of interactivity”. Interactivity (from the English language – Inter – mutual; Act – action) in school education is based on the “subject-subject” interaction, self-mastery of knowledge, a new culture of learning through multidimensional contacts with the environment and inclusion in the unity of the products and mechanisms of thinking and activity” (Todorina, 2010).

The **structural-functional model** of personal-oriented training, which is applied to achieve transversal competences at junior high school educational level, includes the following components:

- A system of *methods and techniques* which: put the pupil in an active position and provide it with the opportunity for self-searching, detection and use of information; contribute to the development of critical thinking through the probleming of learning content; develop creative talents and potential through realization of project-based learning.

Extracclass and extracurricular forms, performed and approved in the period 2014-2017 and aimed at satisfying the specific interests and needs of the pupils and giving opportunity for expression, validation and selfproofing of the pupils personality;

- Application of methodological approaches (genealogical, interdisciplinary, multi-sensory, synergetic, suggestopedic, psycho-physiological, multicultural), putting at the centre of the training pupil person and contributing to the achievement of transversal competences, portable in all education subjects;

- Conduct initiatives together with the participation of parents as a party to the learning process in order to increase pupil’s motivation to learn and active participation in school life.

As a result of Personal Oriented Education (POE), the following results are achieved:

- Change of positions: *teacher-pupil*. The relations between the pedagogue and the children are “non-linear, informal, subject-subject, bilateral and multilateral, functional, of cooperation” (Radev, 2013). Openness, democraticity of the educational process, according to the individual typology of the individual participants, is ensured.

So it is realized so-called. “Pedagogy of cooperation”, which brings together the efforts of pupils and teachers to jointly solve the tasks.

- New “*pupil-pupil*” relationship. Pupils work in partnership with each other and the resulting discoveries are a powerful factor in knowledge management. In personal-oriented learning, pupils interact with support and collaboration. They learn from each other, they create a cohesive, caring for the feelings and emotions of the other community, in which they manage extremely important social skills and competences, ensuring their adequacy in society.

- New learning strategies are being built. “Transition from a state of passivity (look, listening, remembering, reproducing) to activism (wondering, search, explore, researches, express opinions, ask, make conclusions, listen and share, create)” (Vasileva, 2004). The pupils themselves construct their knowledge. All important characteristics of human learning that underlie and motivation of pupils to learn: the desire (motivation) – to learn and succeed; Learning through action; Positive feelings; “Assimilation” of new knowledge (Giurova, 2014). The training can achieve much higher successes when it is aimed at achieving specific goals; it is done with desire and with satisfaction, not under duress.

The new educational paradigm is based on the requirements for activity and autonomy of the pupils.

- New teaching strategies are being developed. The teacher is not a major source of knowledge, but has a new role to: manager, which requires an appropriate style of management and self-management, at the core of which is the existence of an interaction; facilitator, which assists adolescents in the complex process of achieving competences; mediator, which mediates between the training and the educational content, between them and the global world and is ready for empathy and support;

- A new way of evaluating. Emphasis is on “formative evaluation”, whose focus is the individual learning process. It supports the development of the intellectual mechanism of regulation of own activity-reflection. In the foreground, self-evaluation is displayed (Mandeva, 2015).

The objectives of school education in the Lower secondary school are consistent with the need to enable pupils to form the necessary competences that are consistent with the needs of the person.

At the core of the competences that the person must possess in order to live fully, there are extremely important abilities of the person:

- To interact effectively with the surrounding reality;

- To communicate in different sociocultural areas of activity;
- To carry out actions adequate to the situation;
- Take individual decisions;
- To think critically, using logic to identify the strengths and weaknesses of alternative solutions;
- To have social susceptibility;
- Develop an ability to show empathy.

The education of the pupils in the Junior High School is a complex process, which is influenced by many and different nature factors. The results achieved, related to success and key competences, depend largely on proper coordination, the direction of action of the participating countries in the learning process as a whole.

In order to achieve maximum results, account should be taken of:

– The pupils and their personal qualities and character, related to the psychological, physiological, genealogical peculiarities, their behavior in the social environment, their motivation and specific attitude towards the study of the different education subject, the activity of their appearance during the learning process, the desire to participate in school and extracurricular forms of training, their personal contact and the attitude with the trainers, their aspirations to seek new knowledge and to broaden their skills, to be built as highly developed, intelligent, intellectually formed, socially developed personalities;

– Teachers with their personal qualities, general and professional knowledge, intellect, intelligence, charm and glamour, attitude towards learners, personal approach and the ability to identify and apply specific approaches, advanced, innovative, interactive methods of teaching and controlling knowledge, providing opportunities for active participation of the pupils, the expression of knowledge, based on the personal abilities of the learner and encouraging the formation of more knowledge, competences, correct worldview and behavior in the society.

Parents with their knowledge, intellect and ability to participate actively in the training of their children, to control their participation in the process of acquiring knowledge, behavior and attitudes towards teachers, class-fellows, participation in school and extracurricular forms of training and their expression in the applied interactive methods of training, to assist in providing additional training materials and to broaden the knowledge, competences and skills to build their personal nature, worldview and behavior in society as a public useful personalities.

Looking at teaching and learning in the context of pedagogical relationships, Iosten, T. (2016) considers that, in order to achieve good results, the school must have a model or framework for discussion and debate on education within the framework of the community (e.g. with parents).

Maximum success in achieving competences related to communicative, linguistic, creative, technical, technological and behavioral skills can only be achieved if it is known in depth the relationship of the three sides, participating in the learning

process, the activity of their actions and the extent of their impact on the final results related to the success and the degree of attainment of the competences of the pupils.

– The purpose of the study is to establish the attitudes of the participants in the learning process and their opinion on important issues and issues related to the implementation of the personal approach in training, the application of interactive methods, school and extracurricular forms of training. Pupils, their parents and teachers in the analyzed education subjects were surveyed – Bulgarian language and literature, mathematics, foreign language, forming some of the most important knowledge, skills and transversal competences of the pupils. The subject of the study is the synergetic model of personal oriented training, which is applied to achieve competences and its effectiveness.

To achieve the goal, the following tasks are implemented:

1. Structuring of a functional training model, through which to achieve competences, portable in the subjects;
2. Study the attitudes of the parties in the learning process – pupils, parents and teachers, about the model of personal oriented education;
3. Analysis of the results obtained.

Design of the study

In the study of the pupils' opinion and their participation in the educational process, a total of 68 pupils were included in the survey, divided into groups-Group A-22, Group B – 23, and Group G – 23. The surveys are conducted in each of the three education subjects - Bulgarian language and literature, mathematics, foreign language. The inquiry includes 6 questions:

1. Do you show creativity and initiative in the educational process in Bulgarian language and literature (BLL)? (mathematics, foreign language, respectively) 2. Do you approve the independent search and discovery of information, the self-thinking of BLL? (mathematics, foreign language, respectively) 3. Do you have motivation for active learning by BLL? (mathematics, foreign language) 4. Do your parents encourage the receipt of additional, out of school help in relation to your training in BLL? (mathematics, foreign language). 5. Do you participate in school competitions and events, in the extracurricular and extraclass forms by BLL? (mathematics, foreign language) 6. At the outcome of the lower secondary school educational level are you satisfied with the acquired knowledge and skills in the training process under BLL? (respectively, mathematics, foreign language).

Three possible answers are defined to each question: (a) Yes; b) No; c) I have no opinion. The opinions of the pupils in the inquiry were processed statistically with Excel and ANOVA (Stat Soft Statistics 10 for Windows 10). A total of 1224 answers were handled (pupils 68; polls 6, education subject - 3).

The degree of achievement of the transversal competences and abilities of the pupils was established through an anonymous enquiry with the pupils from

the seventh classes at the end of the training at the Lower secondary school. The survey included 6 questions, expressing to a large extent the pupils' transversal competences: 1. The training in the Lower secondary school educational level has created a capacity for communication in different situations, different subjects and different addressees? 2. In communicating with other people do you express your own position, protected by arguments? 3. Do you have the ability to assess your own achievements and achievements of other people? 4. Do you know how to solve problems of different nature: school, life, personal? 5. Can you search, discover and systematize information on your own? 6. Do you have the ability to accept a different position from your, such as tolerance? Three answers are included in each question: yes; not; I have no opinion.

In the study the attitude of parents and the family environment to the person-oriented, subject-subject" training and the formation of competences in the survey were included a total of 61 parents (in Group A – 20; Group B – 21; Group G-20). The survey also includes 6 questions with 3 possible answers - yes; not; I have no opinion, expressing the opinion of the parents to the issues: 1. Do you consider that the creativity and initiative of the pupil in the learning process is encouraged? 2. Do you approve the methods and techniques that put the pupil in an active position and allow for self-search and information discovery, for self-thinking? 3. Do you consider that your child is motivated for active learning? 4. Are you actively involved in your child's school life? Do you support and cooperate in the learning process? 5. Do you encourage your child to participate actively in school competitions and events, in extracurricular forms? 6. At the outcome of the lower secondary school educational level are you satisfied with the acquired knowledge and skills of the pupils in the training process? The questions are adapted to the parents, but they are built on the main problems in the training and the questions posed to the pupils. A total of 366 answers were handled (61 participants, 6 answers in one card).

In a survey of teachers' attitudes towards the person-oriented "subject-subject" training and competences formation, a inquiry was conducted with teachers in the BLL, mathematics, foreign language (English and German). The inquiry includes the same problems as the pupils and parents, and the questions are adapted to the teachers. In order to understand the opinion of the teachers about the organization of the learning process in the different disciplines, given the specificity of the education subject, the questions are raised: 1. Do you encourage creativity and initiative from the pupils in learning process? 2. Do you use methods and techniques that put the pupils in an active position and allow for self-search and information discovery, for self-thinking? 3. Do you think that you are able to motivate pupils for active learning? 4. Do you provide additional support and cooperation to the pupils in the learning process when necessary (e.g. consultations)? 5. Do your pupils participate in various extracurricular and extraclass events? What percentage? 6. At the outcome of the Second educational level are you satisfied with the acquired

knowledge and skills of the pupils in the learning process?

The survey also includes 6 questions with 3 possible answers- yes; not; I have no opinion expressing the opinion of the teachers. To question № 5 the trainers have the opportunity to indicate the percentage of pupils' participation in the extracurricular and extraclass competitions and events in the education subject they teach in order to compare the pupils with the results of the pupils and parents. A total of 24 responses were analyzed (4 teachers by 6 answers).

Analysis of the results of the empirical study

1. Attitude of pupils towards personal training and the achievement of competences.

The analysis of the positive responses shows that different groups have different attitudes to the issues investigated depending on the type and specificity of the discipline. In Group B, the positive responses are slightly lower, averaging 70.77%, but the differences are not statistically proven. In Group A the number of positive answers to question 6-satisfaction with the achieved knowledge and skills at the completion of the training (92.42%) is higher compared to groups B and G. The difference is well proven at $P < 0.01$. Between the two groups (B and G), the difference is not proven (Table 1).

Table 1. Comparative analysis of the pupils' positive responses to questions in education subjects and groups, %

Subjects	Positive answers of the questions, %						Average
	1	2	3	4	5	6	
Average for the groups							
A	81,82a	80,30a	74,24a	59,09a	56,06a	92,42**	73,99a
B	78,26a	82,61a	79,71a	59,42a	47,83a	76,81a	70,77a
G	72,46a	75,36a	75,36a	69,57a	72,46a	72,46a	72,95a
Average for the education subjects							
Bulgarian language and Literature	75,10a	86,76a	80,83a	70,55a	73,52a	78,19a	77,49a
Mathematics	79,45a	80,76a	73,52a	64,62a	69,17a	83,93a	75,24a
Foreign language	78,00a	70,75a	74,97a	52,90a	33,66**	79,58a	64,98**
Average for all education subjects and groups							
	77,51A	79,42A	76,44A	62,69B	58,78B	80,57A	72,57

*Differences among the answers in the education subjects and groups are statistically significant at $P < 0,01$, if have not equal letters (small among the groups and education subjects and capital among the questions).

For pupils from Group A and Group B, the positive answers to questions 4 (encouragement and additional help from parents) and 5 (participation in school and extracurricular training) are less than Group G where the activity is greater.

The average results from the positive answers on subjects showed that the least positive responses were received in foreign languages – on average 64.98%. The difference with the other two education subject is well proven at $P < 0.01$. In this subject matter № 5 received significantly less positive responses – on average 33.66%. The difference with the other two subjects was statistically well demonstrated at $P < 0.01$. The BLL and the mathematics in the 7th grade are formed by a *free elective profession (FEP)* group, which contribute to better preparation for *national outside evaluation (NAE)* and in the foreign language such preparation (FEP) is lacking. In the education subject of BLL and mathematics the answers to the questions are very close – on average 77.49 – 75.24% and the differences are not statistically proven. At the BLL little higher values were received in question № 2, but in mathematics in question № 6.

The comparison of the mean values of the positive responses received from all educated subjects and groups shows that pupils give a high positive assessment (on average 72.57%) in the questions put in the poll, related to the organization of the learning process, the methods of teaching and their participation in the training.

The most positive answers are received on the question № 6 (average 80.57%), dedicated to the fact that the pupils are satisfied with the acquired knowledge and skills at the output of the education. Secondly, it is a question № 2 (79.42%), by which they confirm that they approve the independent search and discover information and the development of self-thinking, which is important for their success and the learning of competences.

On the third place are the questions of № 1 and № 3, which have almost identical positive values (76.44-77.46%). Question № 1 is related to the expression of creativity and initiative in the learning process of the subjects studied, and a question № 3 with the existence of motivation for active learning, which is essential for the personal oriented training, which promotes the maximum performance of the pupils. With slightly lower values are the answers to question № 4, dedicated to the role of parents in relation to the additional preparation of pupils. This is due to the fact that the parents are engaged in work related to the maintenance of the families and do not promote adequately the provision of additional resources to educate pupils, relying on teachers to a greater degree.

Slightly lower values are received on question 5, regarding to the active position of the trainees in additional events and competitions, which contribute to the expansion of their knowledge. Significant influence here also has the specifics of the subjects studied, which should be taken into account in the organization of extracurricular forms of training.

Self-reflection and pupils' assessment of the transversal competences

Transversal competences reveal to a large extent the ability of pupils to apply the formed knowledge, skills and competences in areas in the out of school environment, determine their ability to communicate with other people, their capacity to individual decisions, determine their reaction and behavior in different situations. They depend on the readiness of the pupils for personal expression, confidence in their own abilities, presentation of their own opinion and the ability for integration in society.

The positive answers of pupils occupy the largest share – 82.05%. The negative responses are 10.30% and the responses on which the learners have no opinion are only 7.65%. The comparison between the groups shows that in terms of positive answers the differences are small and statistically unproven. With a few more positive opinions are the pupils in Group G and Group B. This is a testament that pupils are convinced of the achieved transversal competences and in their own capacities. This conviction is greatest for Group G, where there are the lowest negative answers-4.35%. The difference with Group B is statistically proven ($P < 0.05$). With the lowest answers “I have no opinion” are the pupils at Group B. The difference with the other two groups has been well demonstrated at $P < 0.01$.

The comparison between the questions clearly shows the different attitudes of the pupils to the different issues. The highest percentage of positive answers is the question № 2 – 91.17% (Fig. 1).

The positive answer to this question confirms the view that in communicating with other people, pupils express their own position protected by arguments. This shows that they are convinced of the right of their own knowledge and competence. Secondly is the answer to question № 5 – 86.63%. This question is related to self-searching, discovering and classifying information. This proves the importance and role of information systems in obtaining information and effective use of it to solve various problems. The lowest positive answers were received at a question № 6 – 67.52%. The question is related to possessing the ability to accept a different position from the own and the expression of tolerance in relations with other personalities. The difference in this issue has been proven at $P < 0.05$. In this case the negative answers and the answers “I have no opinion” are the most in comparison with the other questions. The answer to this question shows that the pupils are defending their position, which they declare with their answer on question № 2 and that they are strongly convinced and ready to protect it very actively. It also influences the individual psychology of children, according to which only in this way can feel important and noticed (Iosten, 2016). The remaining positive responses have very similar values and the differences are not statistically proven. The smallest share takes on the negative answers to questions № 5 and № 2. The differences between the two issues were not statistically proven, but were demonstrated at $P < 0.05$ compared with the

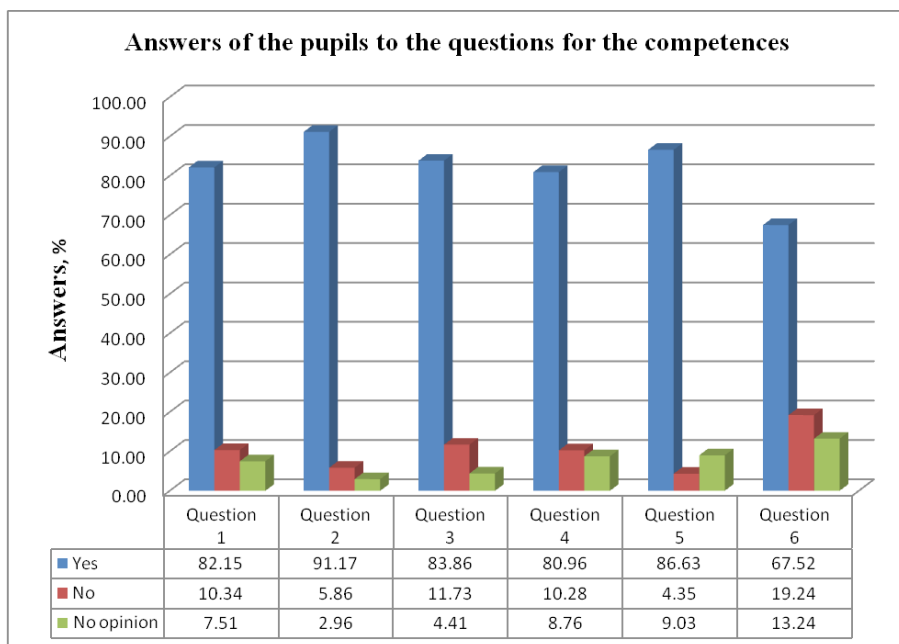


Figure 1. Pupils answer to the questions for achievements of transversal competencies

other answers. In matters where pupils do not have an opinion, the differences are large but are not statistically proven.

In a conducted empirical study by M. Ilieva (2017) on the qualities needed to be formed in human in the process of training, 40% of the respondents answer that at the end of his training the young person in his social and professional realization was necessary to strive for continuous improvement; 22% respond that they must express their personal position; 17.78%-to show motivation of behavior; 4.44%-have a positive attitude to reality; 2.22%-the facts and the events of reality to be questioned.

The results obtained from the present investigation are close and confirm the above-mentioned statements that the most significant skills and competences are mentioned: the pursuit of personal improvement, the representation of own opinion and its assertion.

Attitude of Parents and the family environment towards a person-oriented “subject-subject” training and competences formation

On average, 77.38% (question 2) of parents support the methods and techniques that put the pupil in an active position and allow for self-searching and information discovery, for self-thinking (Table 2).