

Summary

Possibilities for internal reform of primary education by implementing didactic-pedagogical elements of reform pedagogies

Višnja Rajić

Faculty of Teacher Education University of Zagreb, Croatia

One of the key features of education today is its' constant need for change due to the social change and economical pressure. This constant change can be seen in numerous reforms of education. The paper presents results of the research conducted with the aim to explore teacher oppinions about pedagogical adequacy of pedagogical reform and possibilitis for change in personal contexts. The research concluded that all teachers have positive oppinions about the pedagogical adequacy of internal reform (implementaion of different elements of student individual work cooperation, changes in organisation of teaching and learning process as well as the development of manual skills of the students) regardles the duration of their service in school. Teachers evaluate the development of student manual skills as the most positive change. Still, significant differences were determined in teacher oppinions about the pedagogical adequacy and possibilities to implement different elements in personal context according to the place of work (rural/urban) and the county that the scool is in. All of the teachers have a more negative oppinion about the possibility of implementation of elements of reform pedagogies than their pedagogical adequacy. These results should be taken into account when planning educational reform of primary education.

Key words: internal reform, primary education, reform pedagogies, Republic Croatia.