

Summary

Students' views on teaching process in multicultural schools – social aspect

Sandra Car

Ante Kolak

Ivan Markić

Faculty of humanities and social sciences, University of Zagreb, Croatia
Department of pedagogy

Teaching is organized as a process of active partnership and acquisition of knowledge is the most systematically and most organized way of educational activities. If we look at it from a social point of view, we can conclude that enables students to navigate in relationships with other people, expanding the range of their own references and different experience of their own cultural environment and that implies mutual understanding, tolerance and dialogue. Due to the existence of extensive and broad theoretical definitions of classes, in this paper we have focused exclusively on the study of the social aspects of student attitudes towards the teaching process in multicultural schools. The social aspect of students' attitudes towards the teaching process determines and operationalized through the development of personality, development međuvršnjačkih relations, development of tolerance, non-violent methods of conflict resolution, the feeling of success, the development of positive collaborative relationships, pleasure, creativity students, the values of respect and intercultural communication.

Although almost each school can hold a multicultural, given the specifics of the situation and dispersion of national minorities in the survey sample included only those schools where teaching is held by some of the basic models in which the members of national minorities enabled their constitutional right to education and education.

Starting points of the empirical part of the paper is the research problem is formulated in the form of a question: What are the students' attitudes toward the social aspect of teaching in multicultural schools? We used the survey method, whereby the students to express their views through the Likert-type offered to the particles that describe the social aspect of teaching. Indicators of descriptive statistics we determined the hierarchy and structure of the investigated problems. Univariate analysis of variance we used to determine the (non) existence of significant contextual differences to give an insight into the structure of the investigated aspects of teaching. Based on the collected data was analyzed by the hierarchy and structure of the social aspect of teaching and attempts to identify possible determinants.

Keywords: social competence, teaching, school, interculturalism, multiculturalism.