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THE STRATEGIES OF KINDERGARTEN TEACHERS FOR THE INCLUSION OF CHILDREN FROM DESTITUTE FAMILIES INTO AIMED ACTIVITIES

Academician Miroslava Kojić

*The European Academy of Science in Belgrade, Serbia
kojicmb@gmail.com*

Smiljana Kojić Grandić

Primary School "Jovan Popović" in Kikinda, Serbia

Zagorka Markov

*College of Vocational Studies for the Education of Preschool Teachers in Kikinda,
Serbia*

ABSTRACT

The goal of this research is to determine which strategies within six teaching methods kindergarten teachers apply in order to include poor children in all kindergarten activities. The research has been realized by the polling of 384 kindergarten teachers employed in preschool institutions in several towns in Serbia. The research results indicated the readiness of kindergarten teachers to provide support and develop the strategies for the inclusion of poor children in all preschool aimed activities - teaching methods. The support for poor children in the activities, support for parents, support from a professional service and informing about a child represent the framework of the strategies kindergarten teachers apply in an educational and upbringing process in order to mitigate the consequences of insufficiently stimulating environments in which the children live. Similarly, parents are pointed to the significance of education and upbringing of their children with a collaboration and partnership with preschool institution. The support for poor children in activities is a field in which kindergarten teachers make the most contribution in the implementation of their strategies by realizing six teaching methods. The strategies rely on the organization of teaching methods in which a child's integrated learning is supported. In addition to this, poor children are provided with peer support, since the activities are organized in small groups and as a work in pairs, depending on needs. Kindergarten teachers start from the experience of a child and throughout the individualized organization of educational and upbringing work, they enable poor children to investigate, express and deepen their knowledge in activities. The children are encouraged to present the knowledge to peers, to collaborate with them and seek for possible solutions.

Key words: poor children, aimed activities, kindergarten teachers

1. INTRODUCTION

The upbringing and education of pre-school children is the highly significant factor of general children development and represents the inseparable part of a general education system, most closely associated with a primary school system. In Serbia, only a preparatory program for school lasting for a year is mandatory. Pre-school education can begin at the age of six months of a child's life (Vujić & Baronijan, 2013). The principles of children upbringing had been formulated long before organized forms of institutional education emerged, such as nurseries and kindergartens. Essays on the education of young children, written in the XVII and XVIII century by John Locke and Jean-Jacques Rousseau, had a great and lasting impact on a subsequent approach to the problems of preschool education (Belser, 1979). Numerous authors talked about the importance of a childcare and the education of children in the earliest period of life (Barnett, 2006; Kamenov, 1999; Barnett, 1993; Spock, 1965). In addition to care and nursing, a child also needs upbringing from his birth. Upbringing is a human relation which takes place between one or more mature persons, such as an educator and a child as an immature person, who will become a functional being by means of education (Matejić Đuričić, 2012). A comprehensible study (Gorey, 2001, according to Vujić & Baronijan, 2013) points to the long-term effects of pre-school education and upbringing that have been confirmed by tests. The effects of interventions at early age give good results ten years later. People who attended kindergartens are less likely to display unacceptable behavior than those who did not. Early learning and pre-school interventions are significant for poor children (Jacob & Ludwig, 2009). Indicators for the assessment of poverty are various. According to the assessments by which the European Union is guided, some authors cite two criteria that mark destitute families: they are supposed to possess less than 60% of average earnings and no family member is employed (Bradshaw, Richardson & Ritakallio, 2007). There are also authors who believe that the most optimal for poor children is to be in mixed educational groups (Melhuish, 2004). Persons who have attended kindergartens are less likely to display bad behavior in comparison with those who have not. Poor children are those who were born in destitute families with irregular and low income, socially excluded and discriminated (Razack, 2009). Pre-school programs intended for poor children, require pedagogically competent and compassionate teachers, who affect the proper cognitive, social and psychical development of a child by adjusting a teaching style (Devaney, Ellwood & Love, 1997). Poverty increases the risk in many spheres of life and may lead to poor education, the lack of preventive care, life in unsafe communities etc. (Jugović, 2007). Poverty affects the development of a child and education results

which begin in the first years of life. Thus, a range of strategies and interventions should be applied in order to improve the education of children from destitute families (Engle & Black, 2008). The additional education for children from underprivileged classes and layers, organized to help those children to catch up to children who have been growing up in favorable family circumstances is called compensatory education (Pedagoška enciklopedija 1). Numerous authors dealt with compensatory pre-school programs intended for children from lacking environments (Srđić, 2010; Kamenov, 2008; Walter & Pohl 2005; Stojanović, 2003; Stojanović & Hrnjica, 2003; Ševkušić & Hrnjica, 2003; Kamenov, 1982). Compensatory upbringing and education is based on the idea that developmental and learning difficulties originate from inadequate, where children would be intensively trained by pre-school teachers - professionals (Kamenov, 1982). The goal of these programs is to encourage motivation for learning through work in small groups and the development of cognitive abilities, together with tolerance and a compassionate attitude towards insufficient learning achievements, as well as with the tolerance of undesirable aspects of children's behavior (Ševkušić & Hrnjica, 2003) The awareness of the importance of pre-school education has not been sufficiently raised, although this level of education is defined as the early education of children by strategic and legal documents written after 2000. It is a worrying fact that as much as 78% of families from rural environments think that pre-school education is not important (*Подришка образовању деце из сиромашних породица*, 2014), while only 22% of poor children is included in pre-school education (Vujić & Baronijan, 2013). Researches have confirmed that poverty, together with insufficiently stimulating family environment, adversely affects intellectual abilities of children (Black & associates, 1995; Burchinal & associates, 1997; Hutcheson & associates, 1997, according to Biro & associates, 2006). Novovic and associates (2008) believe that poor children's intellectual neglect affects their attention, thus their functioning is disturbed and difficulties in learning and academic achievements emerge. Therefore, they recommend interventional support programs that would positively affect the attention of these children, in order to make learning easier for them. The consequences of poverty early in life, at the age of two and three years, are connected with significant effects in cognitive development and success in school. It is thought that children from destitute families lack in needed early language stimulation, so that they lag in the first year of life, especially in speech development, thus these children start school inadequately prepared and from the start they lag behind their peers (Jelić & Jovanović, 2011:82, according to Hirsh, 2005). (*Možda treba da stoji Hirsh, 2005, according to Jelić & Jovanović, 2011:82*) Based on their own practice and the reconsideration of their work, educational workers need to develop the system of con-

tinuous support that will enable evaluation to improve poor children education (Jacob & Ludwig, 2008). By introducing inclusive education in Serbia, as an opportunity for the education of children with developmental disabilities, poor children were also legally provided with additional support in pre-school institution (*Pravilnik o bližim uputstvima za utvrđivanje prava na individualni obrazovni plan, negovu primenu i vrednovanje i Pravilnik o dodatnoj obrazovnoj, zdravstvenoj i socijalnoj podršci detetu i učeniku*). In the world as well as in our country, there are programs intended for poor children and that are realized during the early age with trained kindergarten teachers (Jelić i Jovanović, 2011; Kamenov, 2008; Kamenov, 1982). The partnership of pre-school teachers and parents in an inclusive educational program is one of important factors, contributing to the early inclusion of poor children in pre-school institution, which represents a significant step for both children and their parents (Srđić, 2010). Intensified social interaction at early age helps children to develop friendship, which can certainly reflect positively in motivation and learning progress. High-quality social relations in kindergarten are useful for children, pre-school teachers, a family and a social community. They are a foundation for future quality relationships among adults, as they develop tolerance, pro-sociality, empathy and altruism (Kojić & Markov, 2009). Numerous studies on the social acceptance of children from culturally deprived environments in the inclusive process emphasize the importance of the existence of emotional and social support in the creation of inclusive educational process (Milovanović Macura, 2006). Various types of children deprivation, the common problem of which is insufficient experience due to destitute environment in which those children grow up have indicated the need for the compensation of existing deficit in socio-economic, cultural or educational terms. The attitude that prevails in the orientation of theoreticians focused on studying the effects of compensatory programs is that organized, planned intervention could prevent or compensate for intellectual, social, emotional and physical lagging of children and adults from socially, economically and educationally deprived environments (Stojanović & Hrnjica, 2003). An American study tells about the need to invest in early upbringing and education and the need to stimulate young children's cognitive abilities, that is, to make this a priority in education (Brian & Ludwig, 2009).

2. SAMPLE AND PROCEDURE

The research has included 384 kindergarten teachers (Table 1) of a female gender employed in preschool institutions in Serbia. The total number of respondents according to the place of employment is: in Kikinda 88 (23%), in Nis 108 (28

%), in Novi Sad 51 (13%), in Zrenjanin 39 (10%), in Vranje 42 (11%) and in Smederevo 56 (15%). We determined that the sample of respondents according to the place of employment was not equable ($\chi^2=60,219$, $df=5$, $p>0,05$).

Total of 139 (36%) respondents had had 10 years of working experience in the profession at the time of the research, 115 (30%) respondents had had between 10 and 20 years of working experience, while 130 respondents had had between 20 and 35 years of experience in the profession. We have not determined significant statistical difference between the respondents concerning the working experience length ($\chi^2=2.297$, $df=2$, $p<0,05$). Total of 122 respondents (32%) were from 25 to 35 years old; 145 respondents (38%) were from 35 to 45 years old and 117 (30%) were from 45 to 55 years old at the time of the research.

We have not determined significant statistical difference between respondents concerning their chronological age ($\chi^2=3.484$; $2 =df$, $p<0,05$).

Table 1. The sample structure according to a respondent's place of employment

Place of employment	Number of respondents	%
Kikinda	88	23%
Niš	108	28%
Novi Sad	51	13%
Zrenjanin	39	10%
Vranje	42	11%
Smederevo	56	15%
Total	384	100%

3. THE METHODOLOGY OF RESEARCH

Relying on the theoretical concept of the paper, the main research goal was to determine which upbringing and educational procedures kindergarten teachers consider being effective for the incitement and inclusion of children from destitute families to regularly attend kindergartens and participate in aimed and other activities in kindergartens. In this research, we used interviewing techniques. Professor Miroslava Kojic, who held an accredited seminar to kindergarten teachers under the title "Holističko vaspitanje i obrazovanje u aktivnostima likovnog vaspitanja i razvoja govora" (Zavod za unapređivanje obrazovanja i vaspitanja, 2014), from the October of 2015 till the June of 2016, asked to complete questionnaires, if they wanted to participate the research, giving them detailed instructions. In addition

to general data about respondents (the name and place of kindergarten where respondents are employed, a gender, the years of working experience in the profession and the place of living), the questionnaires also contains 22 questions related to the inclusion of preschool children from destitute families into regular kindergarten in: aimed activities (the teaching methods of musical education, the teaching methods of fine arts, the teaching methods of physical education, the teaching methods of forming initial mathematical concepts, the teaching methods of environment introduction and the teaching methods of speech development), free activities selected by children; the forms and methods of work that are applied in work with preschool children and a cooperation with a family. The respondents could answer: always=3, sometimes=2, never=1. Additionally, they could leave a comment to every question. The questionnaire which evaluates kindergarten teachers' strategies for the inclusion of children from poor families in regular kindergartens, that is, in aimed activities, was compiled by Professor Kojic on the basis of theoretical foundations related to the inclusive education of preschool children, her several decades long professional experience in work with children from marginal groups as well as a conducted pilot research. Working as the professor of fine arts teaching methods for preschool children, Miroslava Kojić, applied a holistic approach to work in kindergartens that were mostly organized according to Model "A" (Kojić & Markov, 2013:52), ZUOV (2014). In this model, aimed activities (the teaching methods of musical education, the teaching methods of fine arts, the teaching methods of physical education, the teaching methods of forming initial mathematical concepts, the teaching methods of environment introduction and the teaching methods of speech development) are realized in an integrative way, thus it is expected that the methodologists of single teaching methods also get familiar with the curriculum of a preschool institution. Stated teaching methods exist in the plans and programs of colleges for vocational studies of preschool teachers including the College of Professional Studies for Preschool Teachers Training in Kikinda (Visoka škola strukovnih studija za obrazovanje vaspitača u Kikindi, 2017). The instrument reliability was tested by Cronbach alpha test which amounts 0.829. Considering that the Questionnaire was piloted for the purposes of this research, the statistical significance is high, and we can rely on the obtained findings. For future researches, making corrections is desirable. Only kindergarten teachers who had had poor children in educational and upbringing groups were polled. These are criteria for the assessment of poverty: a child's family is the beneficiary of social welfare, a family's income is below average, they do not own a flat, they live in unhygienic conditions or in a collective lodging.

3.1. Data processing

With the factor analysis, we attempted to determine the dependence of variables, pre-school teachers' evaluation of applied strategies in educational work with poor children and to explain them with the help of a small number of common factors. One of the goals of this paper was to determine and analyze the latent structure of the strategy applied by pre-school teachers in work with poor children who helped in the determination of the factors that show the variables connection. From the correlation matrix on the scale items and by the method of main components with a Kaiser-Guttman criterion, six major components with a characteristic root greater than 1 were obtained. However, we separated four factors explaining 50,149 variances with the criteria of parallel analysis (Table 2). Since there are not enough factor loads on the fifth and sixth factors, we consider the above mentioned justified. Kaiser-Meyer-Olkin coefficient (KMO measure of sampling adequacy) is 0.830 which confirms that the use of factor analysis is justified. By the factorization of the instrument Questionnaire for pre-school teachers on the support for poor children in kindergarten activities (Chart 1), four factors were separated by Cattell's method. In Chart 1 (Scree plot), a curve is noted at the fourth factor. Kaiser's criterion indicates that selected factors have a value higher than 1 that is, the first factor has a unique value of 5.341; the second 2.444; the third 1.749 and the fourth 1.499 (Table 2).

Table 2. Component analysis

Component	Extracted sums of squares		
	Total	% of Variance	Cumulative %
1	5.341	24.276	24.276
2	2.444	11.108	35.384
3	1.749	7.951	43.335
4	1.499	6.814	50.149

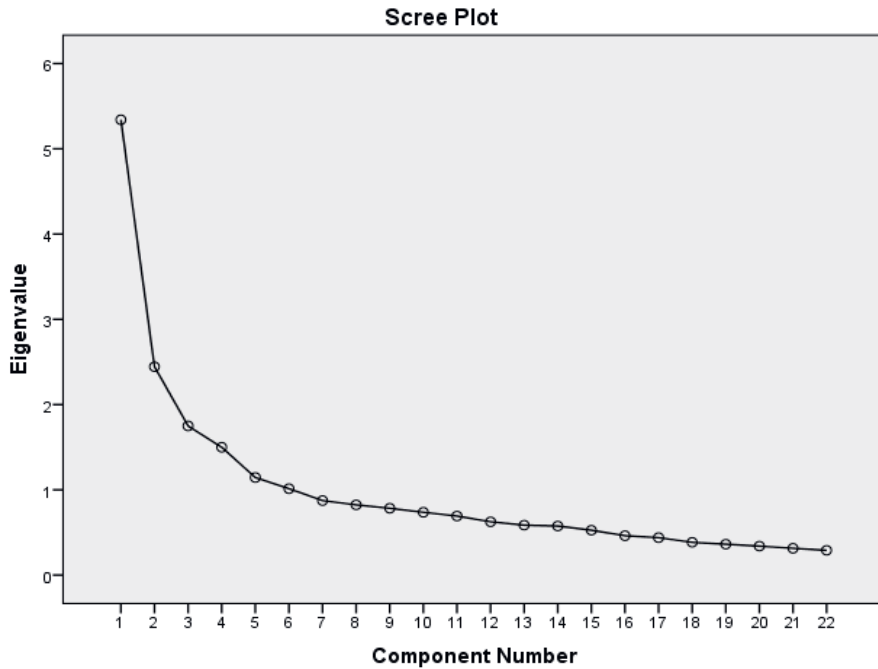


Chart 1. Number of factors according to Cattell's method rockslide

Table 3. A rotated factor structure and the level of items loading on the Scale of support and strategy for poor children

Factors	Components after rotation			
	1	2	3	4
Support in activities	.841			
	.814			
	.806			
	.456			
	.433			
	.400			
	.324			
Support for parents		.718		
		.660		
		.634		
		-.422		
		-.395		

	.365
Professional service support	-.850
	-.742
	-.435
Information about a child	.852
	.779
	.775
Rotation method: Oblimin with Kaiser normalization	.669
Extraction method: Analysis of principal components	

The first factor extracted in the scale explains 27,276 variance results. The number of items that correlate with this factor is seven items. The items in the structure of this factor relate to the assertions: *1. I adjust a teaching style to a poor child, with respect to his social, cultural and other deprivations; 2. I encourage pair work during aimed activities; 3. I encourage work in small groups during aimed activities; 4. I induce a child to express opinion during aimed activities; 5. I induce a child to sing and express himself by a movement; 6. I induce a child to express himself artistically; 7. I induce parents to watch aimed activities and to participate in them.* These assertions relate to upbringing and educational work. It can be concluded that this factor indicates pre-school teachers' support for poor children during aimed and free activities. Thus we call it the support in activities.

The second factor extracted in the scale explains 11,108 result variances. The number of items correlating with this factor is 5. The items that are in the structure of this factor are related to the claims: *1. The indication to parents of their children's early education in kindergartens; 2. Informing parents of their children's success and progress; 3. Participation of parents in the organization of activities; 4. Advisory work with parents on how to induce their child to learn; 5. The participation of poor parents in social activities organized for the socializing of all parents.* Based on their content structure, it can be concluded that this factor points to the support that teachers provide for parents of poor children, so we define it as the support to parents.

The third factor extracted in the scale explains 7,951 result variances. The number of items correlating with this factor is 4. The items that are in the structure of this factor are related to the following assertions: *1. Providing additional pedagogical education in order to improve parental competences by kindergarten professional service; 2. The organization of counseling work for parents by kindergarten professional service; 3. Providing additional support in learning for children by pedagogues, psychologists and other, during aimed activities; 4. The Organization of additional trainings by the professional service of a preschool institution in order to*

improve the competence of pre-school teachers for working with children from poor families. Based on the content structure, the third factor is defined as the expert service support.

The fourth factor extracted in the scale explains 6,814 result variances. The number of items correlating with this factor is 4. The items that are in the structure of this factor are related to the following statements: 1. *Monitoring and documenting the development and progress of poor children*; 2. *The Organization of individual interviews with parents*; 3. *Getting information from parents in writing and by telephone*; 4. *Informing the pre-school teachers about the family situation, living conditions and other personal matters.* This factor is defined as getting information about a child.

4. RESULTS OF RESEARCHES AND DISCUSSION

The first extracted factor from the questionnaire that explains 27,276 variance of results is *Support in activities* and it tells of the significance of kindergarten teachers who realize six aimed activities: the teaching methods of speech development, the teaching methods of environment introduction, the teaching methods of forming initial mathematical concepts, the teaching methods of fine art education, the teaching methods of music education and the teaching methods of physical education. By realizing these teaching methods, kindergarten teachers can direct poor children towards a participation in activities. The work in small groups and pairs are one of the strategies by which poor children are encouraged and stimulated to participate in activities, getting support from their peers. In order to be able to develop strategies for the inclusion of poor children in all six teaching methods, kindergarten teachers are supposed to be emphatic and trained. Similar researches have shown that poor children improve their cognitive, socially-emotional, physical and other abilities after only one year of kindergarten attending (Devaney, Ellwood & Love, 1997). The occasional inclusion of parents in aimed activities has positive effects, since they get an opportunity to watch their children in the group of peers and to develop concrete strategies useful for the behaviour of children in a group (Daniels & Stafford, 2001). Studies similar to our research have shown that preschool programs that induce the development of children from destitute families and where kindergarten teachers remain in contact with families and children when children start school, are given special importance in the world (Jelić i Jovanović, 2011). Researches have also revealed that poor children more often suffer from emotional problems, behavioral problems and social interactions with peers (Perkins, Finegood & Swain, 2013; Fitzsimons and associates, 2017). The

strategies applied by kindergarten teachers have been realized through aimed activities, especially the Teaching methods of fine art education (Jeremić, 2015; Kojić & Markov, 2013). These aimed activities are based on a contemporary methodical approach which is planned and programmed so that children's individual differences are respected. (Krnjaja & Miškeljin, 2006). The researches by foreign authors (Perkins, Finegood and Swain, 2013) pointed to speech problems that poor children have. The application of the Contemporary methodical approach in fine arts activities according to the Kojic Model (Kojić & Markov, 2013) proves that this approach gives positive effects on speech development and vocabulary enrichment of preschool children. In the realization of aimed activities, that is, of educational and upbringing work, it is important that kindergarten teachers behaves in a non-authoritarian way, that he encourages the development of children by using their professional competencies and cognitively stimulating didactic materials with a close relationship between kindergarten teachers and children (Clarke Stewart, 1989; Peisner Feinberg and associates, 2001; Loeb and associates, 2007. Using their strategies, kindergarten teachers affect the inclusion of poor children in activities, contributing to their development, since it is known that these children possess less knowledge in the teaching methods of the formation of initial mathematics concepts, speech development, social skills and other, in comparison to their peers with better social and economic status (Halle et al., 2009; Lee & Burkham, 2002, according to Lamy, 2013). This means that the poor material status of a child's family indirectly affects academic achievements, which has been confirmed by researches (Davis-Kean, 2005). Positive effects of the Contemporary methodical approach to the teaching methods of fine art education according to the Kojic Model have also given results in the work with poor children (Kojić & Markov, 2009; Kojić, Samardžić & Markov, 2013). The goal of aimed activities/teaching methods is the development of poor children's skills because they regress compared to typical peers. In any case, these activities should also affect their intellectual capacities, motivation to regularly attend kindergarten and be in the society of peers. Only when these conditions are met can one speak about the positive effects of pedagogical intervention (Ferguson, Bovaird & Mueller, 2007). about the positive effects of pedagogical intervention (Ferguson, Bovaird & Mueller, 2007).

The second extracted factor from the questionnaire which explains 11,108 variances has been defined as the Support for parents. This factor indicates that parents should be pointed to the significance of early learning and that education is one of the possibilities that could take children out of a poverty cycle. Additionally, there is the need for collaboration and the realization of partnership with families. They will be encouraged and induced by the inclusion of parents in various activi-

ties in kindergarten. Advisory work with parents should be based on respect, empathy and attitudes without judging (Beckman, Frank & Newcomb, 1996, according to Daniels & Stafford, 2001). While a kindergarten teacher and parents document the development and improvement of a child, (*Pravilnik o standardima kvaliteta rada ustanove*, 2012) the kindergarten teacher will get an opportunity to direct parents to encourage a child to learn at home. Parents should also get involved in trainings organized by preschool institution for the strengthening of parental competences. The advisory work with the families of poor children with the monitoring of the effects of poor children's progress is a factor that will induce parents to become engaged in the coaching of their children. By organizing joint activities for all families, parents from poor families will get an opportunity to meet parents from well-off families and to make friendship with them. This could provide support for poor families. At the same time, parents from well-off families could influence their children in providing support for their poor peers. Educational and upbringing institutions, as the factor of environment, affect a child's intelligence, since by learning a child solves problems, develops abstract opinion, attention and other (Biro and associates, 2006). Several studies have proved that education affects intelligence which also on the length of education (Ceci, 1991, according to Biro and associates, 2006). The support for poor children has been regulated by legal regulations. However, implementation still represents a challenge, since no set of laws is committed to the support for the education of poor children (*Podrška obrazovanju dece iz siromašnih porodica*, 2014). Kindergarten teachers as experts and persons who spend the most of a day with children are given the possibility to develop the strategies in order to include poor children in all kindergarten activities, and thus to mitigate social and cultural deprivation and encourage their development. A kindergarten teacher is supposed to accept a child's social background and to learn as much information about him. In one section, *Pravilnik o bližim uputstvima za utvrđivanje prava na individualni obrazovni plan, njegovu primenu i vrednovanje* tells about the pedagogical profile of a child which needs as much exact information about a child. After the detailed analyse of received data about a child, a kindergarten will decide on the method of work with poor children, with respect to enormous differences in children's learning styles. One should bear in mind the way a child receives and organizes information and the way he construct knowledge. Social, emotional, biological, physical and other needs which a child connects to learning are also very important. (Krnjaja & Miškeljin, 2006). According to one study, these forms of work improve the quality of attention, which is often a problem in children from culturally deprived environments (Novović, Smederevac, Biro & Jovanović, 2008). Dominant forms of grouping: work in a pair

and a small group usually concretize themselves in the use of a problem method: learning through discovering, the method of a group inducement, cooperative learning, a method directed to acting, integrated learning which induce the quality of learning (Krnjaja & Miškeljin, 2006). The encouragement of children from poor families to activities, singing in a pair or group, communication and similar, contributes to their socialization and confidence gaining. Aimed activities - teaching methods are mainly realized in correlation one with another or in an integrated way (all of them within one aimed activity). This provides kindergarten teachers with the opportunity to start a kindergarten activity in which a poor child will be able to participate and show a wish to learn, play and relax in the group of peers, on the basis of information on a child's interests and experience. Cooperative learning represses undesirable forms of children's behavior that could manifest depending on the type and length of poverty (Brooks Gunn & Duncan, 1997). Children from destitute families often do not get adequate support for learning at home. This fact additionally put these children in an unfavorable position since their parents are mostly insufficiently educated. The most acute problems in giving poor children the education of good quality are providing preschool education and upbringing and additional activities (*Podrška obrazovanju dece iz siromašnih porodica, 2014*) The providing of additional pedagogical education by a professional service of kindergarten aiming to improve parental competences, the organizing of advisory work for parents by the professional service of kindergarten, the providing of additional support in learning by pedagogues, psychologists and other for children during aimed activities and the organizing of additional trainings by the professional service of preschool institution in order to improve kindergarten teachers' competences for the work with poor children are factors that contribute to the development of strategies in the improvement of the quality of educational and upbringing interventions in the work with poor children and that are regulated by the *Pravilnik o standardima kvaliteta rada ustanove*. What also affects the poor families' motivation to see preschool education as the first step towards the exit from the circle of poverty is the pointing to the significance of early upbringing and education in kindergarten, informing parents about the success and improvement of their child, parents' participation in the organization of activities, such as: trips, visits to cultural places, excursions and similar, advisory work with parents on how to induce a child to learning and the participation of poor parents in social activities which are organized for the socializing of all parents etc. Poor families often see the education of their children as an opportunity for better life and the exit from a poverty circle (Walter & Pohl, 2005). However, it happens that parents are not conscious of the significance of education and upbringing and thus they

cause various reactions, since the system of values between school and a family is not uniform (Lacour & Tissington, 2011). A kindergarten teacher ought to support those parents who are conscious of the early education significance and to talk openly about the necessity of early language stimulation of a child (Hirsh, 2005, according to Jelić & Jovanović, 2011). The organization of joint activities for all parents would contribute to bringing poor and ordinary families together (Danelis & Stafford, 2001) which would also reflect to the social position of a poor child (Krnjajić, 2002). The monitoring and documenting of the development and progress of poor children, the organization of individual interviews with parents, getting information from parents in writing or by phone, informing pre-school teachers about a family situation, living conditions and other personal issues are the strategies that strengthen trust between parents and pre-school teachers.

The third extracted factor in the scale explains 7.951 variances of results and was defined as the Support of professional service. As parents usually realize direct contact with the parents of all children, including the poor ones, they have an opportunity to sensitize parents to additionally educate themselves within training that are organized in kindergarten. Also, parents ought to turn to the professional service (a pedagogue, a special education teacher, a speech therapist etc), without hesitation and with the support from a kindergarten teacher. In order to improve their professional competences and lifelong learning (*Pravilnik o stalnom stručnom usavršavanju i sticanju zvanja nastavnika, vaspitača i stručnih saradnika*), kindergarten teachers are supposed to achieve additional competences to better cooperate with poor families. The fourth extracted factor in the scale explains 6.814 variances and is defined as Information about a child. Without accurate and verified information on a child, which originates from various trusted sources and which are used for the Pedagogical profile of a child, a kindergarten teacher cannot plan educational and upbringing work in which he will implement interests, experiences, needs and similar for children from poor families (Krnjaja & Miškeljin, 2006). The monitoring and documenting of the development and improvement of poor children (*Pravilnik za utvrđivanje prava na individualni obrazovni plan, negovu primenu i vrednovanje*) is necessary in order to determine whether a child stagnates or progresses in speech, the forming of initial mathematical concepts, social skills and other. It is important that a teacher is objectively informed on life conditions in which a poor child lives, to give support to this child in accordance with professional competencies and to enable the child to learn and progress through individualized educational and upbringing work, since similar researches have proved the advantages of institutionalized preschool education and upbringing not only for typical children, but also for children from poor families (*Pravilnik*

o bližim uputstvima za utvrđivanje prava na individualni obrazovni plan, negovu primenu i vrednovanje; Pravilnik o dodatnoj obrazovnoj, zdravstvenoj i socijalnoj podršci detetu i učeniku; Pravilnik o standardima kvaliteta rada ustanove). Studies have shown that parental competencies are connected to the social and economical status of families (Gridley, Hutchings, & Baker-Henningham, 2013). Thus, it is important that a kindergarten teacher works on the strengthening of parental competences and responsibilities with the support from the professional service.

5. CONCLUSION

The findings of this research conducted on the sample of 384 respondents have shown that teachers are developing strategies in educational work with poor children. These findings are consistent with the study stating that in order to fight against poverty, a pre-school institution must provide a huge incentive that will forever change the academic path of a child (Lamy, 2013). Kindergarten teachers mostly manifest strategies in the support they provide for poor children within aimed activities: the development of speech, the fine art education, the music education, the acquaintance of environment, the formation of mathematical concepts. Modern methodological approaches that kindergarten teachers apply in the strategies in working with poor children, contribute to their development. Studies have shown poor children most often manifest problems in behaving, emotions, and social relationships with peers (Fitzsimons, Goodman, Kelly & Smith, 2017; Brooks Gunn & Duncan, 1997). The possibility that these children be active in the realization of educational work in accordance with their abilities and collaborate with their peers (work in pairs, work in small groups) is what contributes to their acceptance by peers and the strengthening of their socio-emotional competences. Researches have shown that sympathetic educators who implement support programs for poor children with clear goals where these children and their development occupy a central place have positive effects on the cognitive and socio-emotional development of children (Devaney, Ellwood & Love, 1997). According to the studies, poverty and speech development are related (Perkins, Finegood & Swain, 2013), and the strategies that teachers use in the realization of the methodology of speech development and the methodology of art education contribute to the development of speech and the enrichment of vocabulary. Studies have shown that children from poor families lag behind in speaking their first words and the development of literacy, mathematics and social skills (Halle et al., 2009; Lee & Burkham, 2002).

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STRATEGIJE ODGOJITELJA ZA UKLJUČIVANJE DJECE IZ SIROMAŠNIH OBITELJI U USMJERENE AKTIVNOSTI

SAŽETAK

Cilj istraživanja je utvrditi koje strategije primjenjuju odgojitelji u okviru šest metodika kako bi siromašnu djecu uključili u sve vrtičke aktivnosti. Istraživanje je realizirano anketiranjem 384 odgojitelja zaposlenih u predškolskim ustanovama u nekoliko gradova u Srbiji. Rezultati istraživanja ukazali su na spremnost odgojitelja u pružanju podrške i razvijanju strategije uključivanja siromašne djece u predškolske usmjerene aktivnosti - metodike. Podrška siromašnoj djeci u aktivnostima, podrška roditeljima, podrška stručne službe i informiranost o djetetu čine okosnicu strategija koje odgojitelji primjenjuju u odgojno-obrazovnom procesu kako bi ublažili posljedice nedovoljno stimulativnih sredina u kojoj djeca žive. Također, roditeljima ukazuju na značaj odgajanja i obrazovanja njihove djece uz suradnju i partnerstvo s predškolskom ustanovom. Podrška siromašnoj djeci u aktivnostima je područje u kojem odgojitelji realizirajući šest metodika imaju najviše utjecaja u provođenju svojih strategija. Strategije se temelje na takvom organiziranju metodika u kojima se podržava integrirano učenje djeteta. Također, siromašnoj se djeci pruža vršnjačka podrška, jer se aktivnosti ovisno o potrebama organiziraju u malim grupama i u paru. Odgojitelji polaze od iskustva djeteta i individualiziranim organiziranjem odgojno-obrazovnog rada omogućavaju im da istražuju, iskazuju i produbljuju svoja znanja u aktivnostima. Potiču ih da se predstavljaju vršnjacima, da surađuju s njima i da traže moguća rješenja.

Ključne riječi: siromašna djeca, podrška, usmjerene aktivnosti, odgojitelji

