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DIFFERENCES IN RATING TEACHERS' ACTIVITIES THAT BEST ENCOURAGE LEARNING AMONG STUDENTS OF THE PRESCHOOL TEACHERS' TRAINING COLLEGE IN KIKINDA

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ABSTRACT

The paper aims to present the research conducted in the Preschool Teachers' Training College in Kikinda. Purposive and convenience sampling was used with a sample consisting of students of the Preschool Teachers' Training College (N=133). The instrument used in the research was the Excellent Faculty Member questionnaire by Jenrette and Napoli, 1994 (Suzić, 2005, p. 861). The research goal was to determine the differences in the respondents' assessments of teachers' activities that best encourage learning among students of the Preschool Teachers' Training College. Research results point to a general conclusion that the teachers' activities that best encourage learning received higher ratings among master's students, in comparison to undergraduate students. When it comes to the differences in students' ratings of teachers' activities that best encourage learning among students of the Preschool Teachers' Training College between the first year graduate students and the second year graduate students, differences were found in the following items: teachers maintain high professional standards; provide written evaluation criteria at the beginning of semester; pose challenging tasks to students; see their students as subjects that operate in a broader perspective than the classroom; respect different talents; and keep accurate records of students' progress.

Key words: students, teachers' activities, encouraging learning.

INTRODUCTION

Today's society is a society of practical knowledge which demands its members to be equipped with the skill of adaptation and a flexible attitude towards the acquisition and application of knowledge (Todorović, 2010). Pavlović (2013) accentuates that modern-day life demands education, and university education in particular, to be as efficient as possible due to the enormous increase in the range of knowledge and skills necessary for normal functioning within a society. Such a context emphasizes the priority of higher education – „…to prepare qualified individuals which can effectively respond to the varying socio-economical and other social challenges (Bok, 2005; Vilotijević & Vilotijević, 2007, as cited in Ćirić et al., 2020, p. 84). The knowledge society conceived in this way demands the teacher in higher education to be ready for the change in the paradigm of transferring academic knowledge. Gojkov and Bojanić (2014, p. 202) state that in institutions of higher education "it is insisted on the participation of students, joint decision making, research and interdisciplinarity as elements of emancipatory learning, in such a way that institutions of higher education seek the most adequate forms of teaching and teaching methods, thus directing students towards efficient self-learning". Students enter the system of higher education with a body of knowledge, experience, skills, abilities and habits into which new scientifically verified knowledge needs to be implemented (Todorović, 2020). In addition, one of the important characteristics of a higher education institution is the lack of disparity between the intellectual development of teachers and students, but that does not imply that they are completely equal, wherein this inequality is not related only to the differences in knowledge (Pavlović, 2013).

The quality and success of the teaching process depend on various factors: the educational system, the organization of the educational institution, the number of participants in the teaching process, the curricula and teaching programmes, teaching methods, text books and other teaching aids, etc. (Kalin, 2004), but we should not neglect the fact that a university is not only an educational institution and that the processes of upbringing (in the narrower sense) is also developed there and is, naturally, different from the upbringing processes happening at lower levels of education (Pavlović, 2013). We must also stress that the teacher has an important role in the teaching process and is one of the factors which determine the quality and success of the teaching process. Antić and Pešikan (2016) state that there is a very important relationship between the teacher and

the efficient learning of students. From the wide range of teacher's activities, the following teacher's roles and their many sub-roles stand out:

- The role of an educator
- The role of a motivator
- The role of an assessor, evaluator
- Cognitive-diagnostic role
- The role of the regulator of the social relationships within a group, and
- The role of a partner in affective interaction (Ivić et al., 2001).

Adult education is in many ways similar to other forms of education, but it also has its own specificities (Pavlović, 2013). Mikanović (2013) emphasizes that a modern institution of higher education needs to be defined by the learning of students and not the teaching of teachers. The results of the research conducted by Nikčević-Milković (2004) at the Teachers' Training College in Gospić, in the Republic of Croatia (*N*=77), show that students rate highly the teaching process which is active, cooperative, practical, critically oriented and creative, as well as the benefits of active learning in the context of problem solving, critical attitude towards the material, research and creativity. In other words, students prefer active learning which occurs as a result of being active and using their various abilities, interests and different aspects of their personalities. Since there are no specific criteria for measuring the quality of a teacher, it is difficult to define their role. Raufelder et al. (Raufelder et al., 2013; Smith, 2021) have established that adolescents rate the interpersonal dimension of a teacher more highly than the academic dimension. According to some past findings, even Ruben (1976) connected the seven important dimensions of teachers' competencies: flexibility, the ability to be non-judgemental, tolerance to ambiguity, communication, understanding and appreciation, empathy, interaction without conversation. Olsen (2021) believes that the question of teaching and learning is a long-standing one, since from the very beginning of education we strive to understand and articulate the components of knowledge, practice and efficient teaching process. According to him, the answers to these questions involve dozens of variables that are unique for the teachers themselves and the context of the teaching process, and contain various universal truths about the reforms of learning, teaching and education.

Lead by everything said above, we posed the research question: *Are there any differences in students' assessment of teacher's activities that best encourage learning among students of the Preschool Teachers' Training College in Kikinda?*

RESEARCH METHOD

The formulation of the research subject stems from the theoretical and empirical approach to research. Thus, the research subject was defined as the difference in the assessments of teachers' activities that best encourage learning among students of the Preschool Teachers' Training College in Kikinda. The goal of the research was to study the existing practice through the analysis of the differences in the students' assessment of teachers' activities that best encourage learning among students of the Preschool Teachers' Training College in Kikinda. The method used was empirical, i.e. nonexperimental.

Research sample

The research sample consisted of 133 students of the Preschool Teachers' Training College in Kikinda, first-, second- and third-year undergraduates (from both departments: Preschool Teacher and Preschool Teacher of Traditional Dance) and first- and second-year master's students. The sample was purposeful and convenient, which suits the nature of the research conducted.

From the total number of respondents, there were 90 (67.70 %) undergraduate students and 43 (32.30 %) master's students. The calculated value of Chi square χ^2=16.609 with statistical significance of p=.001 shows that the sample is not matched by level of studies.

Table 1 shows the respondents' distribution by year of study.

Table 1. Respondents' distribution according to year of study

Year of study	N	%
1, undergraduate vocational studies	30	22.60
2, undergraduate vocational studies	26	19.50
3, undergraduate vocational studies	32	24.10
1, master's vocational studies	25	18.80
2, master's vocational studies	20	15.00
Total	133	100

The ca1lculated value of Chi square χ^2=3.278 with statistical significance of p=.512 shows that the sample is matched by year of study.

Instrument

The instrument used in the research was the *Excellent Faculty Member* questionnaire by Jenrette and Napoli, 1994 (Suzić, 2005, p. 861). The questionnaire consists of 28 items describing teacher's activities that best promote students' learning. The respondents rated the items on the scale of 1 to 4, where 1 is the lowest and 4 is the highest rating (Suzić, 2005, p. 861).

Research process and statistical processing of data

For this research, conducted during February 2022, a questionnaire was created online, and a Google Form was used to collect data. The data obtained was analysed using the SPSS software.

RESULTS AND DISCUSSION

The answer to the question of whether there is a difference in the respondents' assessments of teachers' activities that best encourage students' learning was found through the application of one-factor analysis of variance – ANOVA.

The researchers were interested in finding out whether there is a difference in the respondents' assessments of teachers' activities that best encourage students' learning in relation to the level of studies of the respondents (undergraduate vocational studies or master vocational studies). The results are shown in Table 2.

Table 2. The level of studies of the respondents and the assessments of teachers' activities that best encourage students' learning

Items Excellent teachers…	Level of studies	N	M	*F*-value	Significance *p*
...are enthusiastic about their work.	Undergraduate vocational	90	3.567	1.589	.210
	Master's vocational	43	3.698		
	Total	133	3.609		
...present their ideas clearly.	Undergraduate vocational	90	3.744	.238	.63
	Master's vocational	43	3.791		
	Total	133	3.759		
...are well prepared for work.	Undergraduate vocational	90	3.667	1.771	.19
	Master's vocational	43	3.791		
	Total	133	3.707		
...exhibit mastery of subject matter.	Undergraduate vocational	90	3.856	.005	.94
	Master's vocational	43	3.860		
	Total	133	3.857		
...are responsible towards the students' needs.	Undergraduate vocational	90	3.733	.726	.39
	Master's vocational	43	3.814		
	Total	133	3.759		
...pose challenging tasks to students.	Undergraduate vocational	90	3.522	.085	.77
	Master's vocational	43	3.488		
	Total	133	3.511		
...set themselves challenging goals.	Undergraduate vocational	90	3.378	1.778	.18
	Master's vocational	43	3.558		
	Total	133	3.436		
...give corrective feedback quickly and directly.	Undergraduate vocational	90	3.544	1.676	.20
	Master's vocational	43	3.698		
	Total	133	3.594		

... evaluate the students' progress fairly.	Undergraduate vocational	90	3.711	.009	.92
	Master's vocational	43	3.721		
	Total	133	3.714		
...carefully listen to what the students say.	Undergraduate vocational	90	3.744	2.503	.12
	Master's vocational	43	3.884		
	Total	133	3.789		
...see their students as subjects that operate in a broader perspective than the classroom.	Undergraduate vocational	90	3.500	1.103	.20
	Master's vocational	43	3.628		
	Total	133	3.541		
...are committed to the teaching profession.	Undergraduate vocational	90	3.733	.013	.91
	Master's vocational	43	3.744		
	Total	133	3.737		
...use teaching techniques which inspire intellectual courage.	Undergraduate vocational	90	3.622	.003	.96
	Master's vocational	43	3.628		
	Total	133	3.624		
...respect different talents.	Undergraduate vocational	90	3.711	1.580	.21
	Master's vocational	43	3.837		
	Total	133	3.752		
...show positive attitudes towards students' learning abilities.	Undergraduate vocational	90	3.689	1.085	.30
	Master's vocational	43	3.791		
	Total	133	3.722		
...treat their students with respect.	Undergraduate vocational	90	3.744	1.814	.18
	Master's vocational	43	3.860		
	Total	133	3.782		
...maintain high professional standards.	Undergraduate vocational	90	3.689	7.907	.01
	Master's vocational	43	3.930		
	Total	133	3.767		
...are available to students.	Undergraduate vocational	90	3.733	.361	.55
	Master's vocational	43	3.791		
	Total	133	3.752		

...expose students to diverse scientific perspectives.	Undergraduate vocational	90	3.556	2.588	.11
	Master's vocational	43	3.744		
	Total	133	3.617		
...provide written evaluation criteria at the beginning of semester.	Undergraduate vocational	90	3.600	4.578	.03
	Master's vocational	43	3.814		
	Total	133	3.669		
...use teaching techniques which encourage independent thinking.	Undergraduate vocational	90	3.578	3.460	.065
	Master's vocational	43	3.767		
	Total	133	3.639		
...keep up-to-date with theory and practice and innovate the contents of the subjects they teach.	Undergraduate vocational	90	3.644	.632	.42
	Master's vocational	43	3.721		
	Total	133	3.669		
...encourage students to be analytical listeners.	Undergraduate vocational	90	3.656	.778	.37
	Master's vocational	43	3.744		
	Total	133	3.684		
...introduce students to alternative ways of learning.	Undergraduate vocational	90	3.567	2.712	.10
	Master's vocational	43	3.744		
	Total	133	3.624		
...possess a sense of humor which strengthens the teacher-student bond.	Undergraduate vocational	90	3.522	1.169	.28
	Master's vocational	43	3.651		
	Total	133	3.564		
...keep accurate records of students' progress.	Undergraduate vocational	90	3.667	3.274	.07
	Master's vocational	43	3.837		
	Total	133	3.722		
...provide feedback to their students and others.	Undergraduate vocational	90	3.789	.358	.55
	Master's vocational	43	3.837		
	Total	133	3.805		
...are well organized in their job.	Undergraduate vocational	90	3.811	3.923	.05
	Master's vocational	43	3.953		
	Total	133	3.857		

One-factor analysis of variance was used to examine the influence of the level of studies and the students' assessment of the teachers' activities. The respondents were divided into two groups. One group consisted of undergraduate students (basic applied studies) and the other of graduate students (master applied studies). Examination of Table 2 reveals that one-factor analysis of variance determined a statistically significant difference on the level of $p<.05$ between the level of studies and the assessments of teachers' activities that best encourage students' learning in the following items: *Excellent teachers maintain high professional standards* (F=7.907; p=0,01); *Excellent teachers provide written evaluation criteria at the beginning of the semester* (F=4.578; p=.03) and *Excellent teachers are well prepared for work* (F=3.923; p=.05). We were interested in finding out in which groups the difference appeared. Further analysis of the results obtained, i.e., arithmetic mean values (M), revealed that graduate students gave higher grades to the item *Excellent teachers maintain high professional standards* (M=3,930) than their colleagues from undergraduate studies. In addition, graduate students rated the item *Excellent teachers provide written evaluation criteria at the beginning of semester* (M=3,814) more highly than their colleagues from undergraduate studies. Moreover, the item *Excellent teachers are well prepared for work* was rated more highly (M=3,953) by graduate students than by students of undergraduate studies. Despite the statistical significance, the actual difference between the average values of these variables for the two groups is very small.

For the rest of the items, the F-values do not indicate differences between the two groups – undergraduate students and master's students - in the assessments of teachers' activities that best motivate students to learn.

The researchers were also interested in finding out whether there is a difference between the assessments of teachers' activities that best motivate students to learn in relation to the year of study (first, second and third year of undergraduate studies, and first and second year of master's studies). The results are shown in Table 3.

Table 3. The year of study of the respondents and the assessments of teacher's activities that best encourage students' learning

Items Excellent teachers...	Year of study	N	M	*F*-value	Significance *p*
...are enthusiastic about their work.	First year of undergraduate studies	30	3.567	1.316	
	Second year of undergraduate studies	26	3.577		
	Third year of undergraduate studies	32	3.500		
	First year of master's studies	25	3.640		
	Second year of master's studies	20	3.850		
	Total	133	3.609		.27
...present their ideas clearly.	First year of undergraduate studies	30	3.667		
	Second year of undergraduate studies	26	3.692		
	Third year of undergraduate studies	32	3.781		
	First year of master's studies	25	3.800		
	Second year of master's studies	20	3.900		
	Total	133	3.759	.790	.53
...are well prepared for work.	First year of undergraduate studies	30	3.733		
	Second year of undergraduate studies	26	3.615		
	Third year of undergraduate studies	32	3.625		
	First year of master's studies	25	3.800		
	Second year of master's studies	20	3.800		
	Total	133	3.707	.825	.51

...exhibit mastery of subject matter.	First year of undergraduate studies	30	3.867		
	Second year of undergraduate studies	26	3.885		
	Third year of undergraduate studies	32	3.750		
	First year of master's studies	25	3.880		
	Second year of master's studies	20	3.950		
	Total	133	3.857	1.039	.39
...are responsible towards the students' needs.	First year of undergraduate studies	30	3.667		
	Second year of undergraduate studies	26	3.769		
	Third year of undergraduate studies	32	3.688		
	First year of master's studies	25	3.880		
	Second year of master's studies	20	3.850		
	Total	133	3.759	.915	.45
...pose challenging tasks to students.	First year of undergraduate studies	30	3.467		
	Second year of undergraduate studies	26	3.500		
	Third year of undergraduate studies	32	3.531		
	First year of master's studies	25	3.280		
	Second year of master's studies	20	3.850		
	Total	133	3.511	2.496	.04
...set themselves challenging goals.	First year of undergraduate studies	30	3.333		
	Second year of undergraduate studies	26	3.346		
	Third year of undergraduate studies	32	3.344		
	First year of master's studies	25	3.480		
	Second year of master's studies	20	3.800		
	Total	133	3.436	1.665	.16

...give corrective feedback quickly and directly.	First year of undergraduate studies	30	3.533		
	Second year of undergraduate studies	26	3.423		
	Third year of undergraduate studies	32	3.563		
	First year of master's studies	25	3.720		
	Second year of master's studies	20	3.800		
	Total	133	3.594	1.323	.26
... evaluate the students' progress fairly.	First year of undergraduate studies	30	3.700		
	Second year of undergraduate studies	26	3.692		
	Third year of undergraduate studies	32	3.656		
	First year of master's studies	25	3.800		
	Second year of master's studies	20	3.750		
	Total	133	3.714	.263	.90
...carefully listen to what the students say.	First year of undergraduate studies	30	3.767		
	Second year of undergraduate studies	26	3.808		
	Third year of undergraduate studies	32	3.625		
	First year of master's studies	25	3.920		
	Second year of master's studies	20	3.900		
	Total	133	3.789	1.749	.14
...see their students as subjects that operate in a broader perspective than the classroom.	First year of undergraduate studies	30	3.367		
	Second year of undergraduate studies	26	3.615		
	Third year of undergraduate studies	32	3.438		
	First year of master's studies	25	3.520		
	Second year of master's studies	20	3.900		
	Total	133	3.541	2.406	.05

...are committed to the teaching profession.	First year of undergraduate studies	30	3.867		
	Second year of undergraduate studies	26	3.692		
	Third year of undergraduate studies	32	3.594		
	First year of master's studies	25	3.640		
	Second year of master's studies	20	3.950		
	Total	133	3.737	2.255	.07
...use teaching techniques which inspire intellectual courage.	First year of undergraduate studies	30	3.633		
	Second year of undergraduate studies	26	3.577		
	Third year of undergraduate studies	32	3.563		
	First year of master's studies	25	3.640		
	Second year of master's studies	20	3.750		
	Total	133	3.624	.379	.82
...respect different talents.	First year of undergraduate studies	30	3.700		
	Second year of undergraduate studies	26	3.654		
	Third year of undergraduate studies	32	3.719		
	First year of master's studies	25	3.840		
	Second year of master's studies	20	3.900		
	Total	133	3.752	.845	.05
...show positive attitudes towards students' learning abilities.	First year of undergraduate studies	30	3.700		
	Second year of undergraduate studies	26	3.731		
	Third year of undergraduate studies	32	3.625		
	First year of master's studies	25	3.800		
	Second year of master's studies	20	3.800		
	Total	133	3.722	.524	.72

...treat their students with respect.	First year of undergraduate studies	30	3.767		
	Second year of undergraduate studies	26	3.731		
	Third year of undergraduate studies	32	3.688		
	First year of master's studies	25	3.960		
	Second year of master's studies	20	3.800		
	Total	133	3.782	1.349	.26
...maintain high professional standards.	First year of undergraduate studies	30	3.867		
	Second year of undergraduate studies	26	3.654		
	Third year of undergraduate studies	32	3.531		
	First year of master's studies	25	3.960		
	Second year of master's studies	20	3.900		
	Total	133	3.767	4.533	.01
...are available to students.	First year of undergraduate studies	30	3.867		
	Second year of undergraduate studies	26	3.692		
	Third year of undergraduate studies	32	3.594		
	First year of master's studies	25	3.840		
	Second year of master's studies	20	3.800		
	Total	133	3.752	1.469	.21

...expose students to diverse scientific perspectives.	First year of undergraduate studies	30	3.667		
	Second year of undergraduate studies	26	3.538		
	Third year of undergraduate studies	32	3.438		
	First year of master's studies	25	3.680		
	Second year of master's studies	20	3.850		
	Total	133	3.617	1.538	.19
...provide written evaluation criteria at the beginning of semester.	First year of undergraduate studies	30	3.767		
	Second year of undergraduate studies	26	3.500		
	Third year of undergraduate studies	32	3.500		
	First year of master's studies	25	3.840		
	Second year of master's studies	20	3.800		
	Total	133	3.669	2.650	.04
...use teaching techniques which encourage independent thinking.	First year of undergraduate studies	30	3.633		
	Second year of undergraduate studies	26	3.577		
	Third year of undergraduate studies	32	3.500		
	First year of master's studies	25	3.720		
	Second year of master's studies	20	3.850		
	Total	133	3.639	1.459	.22
...keep up-to-date with theory and practice and innovate the contents of the subjects they teach.	First year of undergraduate studies	30	3.667		
	Second year of undergraduate studies	26	3.577		
	Third year of undergraduate studies	32	3.625		
	First year of master's studies	25	3.720		
	Second year of master's studies	20	3.800		
	Total	133	3.669	.636	.64

...encourage students to be analytical listeners.	First year of undergraduate studies	30	3.800		
	Second year of undergraduate studies	26	3.615		
	Third year of undergraduate studies	32	3.500		
	First year of master's studies	25	3.720		
	Second year of master's studies	20	3.850		
	Total	133	3.684	1.920	.11
...introduce students to alternative ways of learning.	First year of undergraduate studies	30	3.700		
	Second year of undergraduate studies	26	3.462		
	Third year of undergraduate studies	32	3.469		
	First year of master's studies	25	3.760		
	Second year of master's studies	20	3.800		
	Total	133	3.624	2.043	.09
...possess a sense of humor which strengthens the teacher-student bond.	First year of undergraduate studies	30	3.500		
	Second year of undergraduate studies	26	3.615		
	Third year of undergraduate studies	32	3.406		
	First year of master's studies	25	3.680		
	Second year of master's studies	20	3.700		
	Total	133	3.564	1.023	.39
...keep accurate records of students' progress.	First year of undergraduate studies	30	3.700		
	Second year of undergraduate studies	26	3.692		
	Third year of undergraduate studies	32	3.531		
	First year of master's studies	25	3.880		
	Second year of master's studies	20	3.900		
	Total	133	3.722	2.441	.05

...provide feedback to their students and others.	First year of undergraduate studies	30	3.867		
	Second year of undergraduate studies	26	3.769		
	Third year of undergraduate studies	32	3.656		
	First year of master's studies	25	3.920		
	Second year of master's studies	20	3.850		
	Total	133	3.805	1.657	.16
...are well organized in their job.	First year of undergraduate studies	30	3.867		
	Second year of undergraduate studies	26	3.808		
	Third year of undergraduate studies	32	3.688		
	First year of master's studies	25	4.000		
	Second year of master's studies	20	4.000		
	Total	133	3.857	3.318	.01

One-factor analysis of variance determined a statistically significant difference between the year of study of the respondents and their assessments of teachers' activities that best encourage learning in students in the following items: *Excellent teachers pose challenging tasks to students* (F=2.496 p=.04); *Excellent teachers see their students as subjects that operate in a broader perspective than the classroom* (F=2.406; p=.05); *Excellent teachers respect different talents* (F=.845; p=.05); *Excellent teachers maintain high professional standards* (F=4.533; p=.01); *Excellent teachers provide written evaluation criteria at the beginning of semester* (F=2.650; p=.04); *Excellent teachers keep accurate records of students' progress* (F=2.441; p=.05) and *Excellent teachers are well prepared for work* (F=3.318; p=.01).

In addition, the researchers were interested in finding out in which groups the differences appeared. Arithmetic mean values analysis shows that the items stating that excellent teachers *maintain high professional standards* (M=3.960) and *provide written evaluation criteria at the beginning of semester* (M=3.840) received higher ratings among first year master's students, whereas the items stating that excellent teachers *pose challenging tasks to students* (M=3.850); *see their students as subjects that operate in a broader perspective than the classroom*

(*M*=3.900); *respect different talents* (*M*=3.900) and *keep accurate records of students' progress* (*M*=3.900) were rated higher among second-year master's students. The highest rated item, both by the first- and the second-year master's students is the item *Excellent teachers are well prepared for work* (*M*=4.000).

For the rest of the items, F-values do not indicate differences in the assessments of teachers' activities that encourage motivation for learning in students between undergraduate and master's students.

CONCLUSION

Starting from the research goal, which was to determine the differences in the assessment of teachers' activities that best encourage learning in relation to the level of studies (undergraduate vocational studies or master's vocational studies) of the respondents, the results of the research show that teachers' activities that best encourage learning received higher ratings among master's students in general. Based on the finding mentioned, and with the aim of analysing the differences in the assessments of teachers' activities that encourage motivation for learning between respondents from first and second year of master's studies, the following research results can be presented: the items stating that excellent teachers *maintain high professional standards* and *provide written evaluation criteria at the beginning of semester* received higher ratings among first year master's students; whereas the items stating that excellent teachers *pose challenging tasks to students*; *see their students as subjects that operate in a broader perspective than the classroom*; *respect different talents* and *keep accurate records of students' progress* were rated higher among second year master's students.

The results of a recent research (Vukobrat et al., 2023) have shown that the role of the teacher in the modern-day teaching process has changed and that there are now high expectations of the teacher to introduce contents to students in a creative, inspiring and innovative way, to perceive students as active participants of the teaching process instead of mere receivers of information and that those are the key teachers' activities that motivate students to learn. It should also be mentioned that the research done by Zobenica and Stipančević (2017) revealed that a successful organization of the teaching process demands that the teacher possesses competencies for communication and cooperation, intercultural competencies, media-pedagogical and media-didactical competencies, as well the general or key competencies which help develop adaptability in the modern-day world. Challenging tasks, tasks which are meaningful, authentic and relevant, motivate students to learn. Meaningful tasks are understandable to students,

enable them to connect the new material with prior knowledge, and integrate new knowledge into their existing cognitive structures or schemes, which is why they ensure and facilitate the transfer of knowledge to new situations (Mayer, 2001, as cited in Pešikan & Antić, 2016), they enable students to master skills they will also find useful outside the classroom (Harris & Marx, 2009, as cited in Pešikan & Antić, 2016) and they meet the needs of learning (Pešikan & Antić, 2016). When a teaching process is oriented towards learning, formative grading/evaluation is integrated in the teaching process, i.e., the process of learning, and it involves both the actual knowledge and the way of thinking, as well as the potential for learning, thus presenting one of the key mechanisms for improving the quality of the teaching process (Antić & Pešikan, 2016), and the evaluation of knowledge itself sends the students a message on how they should learn (Pešikan & Antić, 2016), which the master's students involved in this research recognized. Everything mentioned can be supported by the fact that during master's studies students greatly expand and deepen the knowledge and experience they acquired in undergraduate studies, and therefore rate all the teachers' activities which best encourage learning (represented through items described above) higher. Thanks to the teacher's activities, students develop the abilities to integrate content knowledge and the ways it can be applied in everyday practice. After completing master's studies, future preschool teachers will have developed all the professional, didactical-methodological and pedagogical-psychological competences they need to successfully participate in early childhood education in preschool institutions, all thanks to the college teacher's activities, both curricular and extracurricular.

After the conclusion, we shall cite Boris Kalin: "Critical thinking, creativity and freedom are the central characteristics of upbringing oriented towards the development of a human being", and the educational process cannot be subjected to scientific or pragmatic control but is, as a human act, a result of direct interaction between two human beings (Kalin, 2004, p. 61).

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RAZLIKE U OCJENJIVANJU AKTIVNOSTI NASTAVNIKA KOJE NAJBOLJE POTIČU UČENJE UČENIKA VISOKE ŠKOLE STRUKOVNIH STUDIJA ZA OBRAZOVANJE VASPITAČA U KIKINDI

U radu je prikazano istraživanje provedeno na Visokoj školi strukovnih studija za obrazovanje vaspitača u Kikindi (VŠSSOV). Uzorak je bio namjeran i prigodan, a činili su ga studenti VŠSSOV (N=133). U istraživanju je korišten instrument Kako radi odličan nastavnik Jenrettea i Napolija (Jenrette i Napoli, 1994, prema Suzić, 2005, str. 861). Cilj ovog istraživanja bio je utvrditi razlike u vrednovanju aktivnosti nastavnika koje najviše potiču učenje studenata VŠSSOV-a. Rezultati istraživanja upućuju na opći zaključak da, u odnosu na studente temeljnih stručnih studija, student na master studijama na višoj razini ocjenjuju aktivnosti nastavnika koje potiču proces učenja. Kada je riječ o razlikama u vrednovanju aktivnosti nastavnika koje najviše potiču učenje studenata VŠSSOV-a između prve i druge godine master strukovnih studija, razlike se javljaju u tvrdnji da se nastavnici ponašaju u skladu sa standardima struke; ponuditi pisane kriterije za vrednovanje programa već na početku semestra; postavljati učenicima izazovne zadatke; vide učenike kao subjekte koji djeluju u široj perspektivi od učionice; poštivati različite talente; i imati jasnu evidenciju napretka učenika.

Ključne riječi: studenti, aktivnosti nastavnika, poticanje učenja.