

CONCEPT OF ECOLOGICAL DEVELOPMENT OF EDUCATIONAL INSTITUTIONS IN KOSOVO

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Abstract: We are witnessing the accelerated scientific and technological progress that determines our present and future. We are aware of the advantages of technological development and the dangers that pose a serious threat to our development and thus make our future increasingly uncertain. That is why the protection of the environment today is one of the primary tasks of humanity. New concepts of social, economic and environmental development are slowly being introduced into curricula aimed at protecting the human environment. Environmental education is moving from the current traditional concept to innovative learning. Although the importance of environmental education and the need for its implementation as a regular subject in educational institutions is often emphasized, these concepts are not fully implemented. Education policy, however, believes that environmental content in primary school should be addressed in regular classes, individual subjects, such as Nature and Society, The World Around Us, and not as a separate topic. Until now, in the Republic of Kosovo, they have been processed in the form of elective courses called Ecology. Vocational high schools have a compulsory subject Ecology. Traditional teaching is slowly giving way to project-based learning in environmental education, through a form of problem-based learning and teaching in the form of a simulation in teaching that has concepts with environmental topics. Traditional learning, which is basically reduced to the acquisition of ready-made knowledge, in order to solve environmental problems of education, as well as problems focused on existing curricula, must give way to new ways of working in education. Taking into account all the complexity of modern life, which is accompanied by frequent changes and discontinuities, innovative learning that has its advantages over the traditional way of working must be of increasing importance. Innovative learning is basically future-oriented, has a problem-solving function and needs to be included in the implementation of environmental education, problem-solving in the implementation of the teaching process. Educational institutions need to prepare students to live and work in the society of the future, a fact we all agree on. Today, students live in a new scientific and technological environment, often insufficiently known, surrounded by constant social and economic changes, but also by numerous risks for healthy growing up and development. Ecological development has a responsible role towards health and the environment, as well as in all responsibilities arising from education. Schools should constantly improve the quality and adopt the concept of ecological development, regardless of the possibilities, the means at their disposal. The integration of ecological contents into the teaching of natural sciences provides students with factual knowledge about learning ecological thinking. Ecological workshops at school, extracurricular and practical classes, student work as an organized way of teaching directly affect the creation of a culture of preservation and protection of nature that is important to every individual being. The younger generations will be able to preserve nature with their developed ecological awareness, knowing the ecological value.

Keywords: ecological education, teaching, school institutions

1. INTRODUCTION

Environmental education emphasizes the need for social and cultural growth and development that will respond to the needs and demands of today's generation without compromising the opportunities and rights of future generations to a healthy and quality life (Uzelac, et al., 1999). Education has a prominent role, as it represents one of the basic human rights (Maleš et al., 2003). Ecological awareness is one of the key factors in changing the state of the environment (Nataša R., 2020). The formation of environmental awareness is influenced by a large number of factors, among which one of the most important is environmental education (Urošević et al., 2017). The teaching process should provide quality education, the realization of specific goals within the educational process (MEST, 2012). Education should be open, flexible and able to follow scientific, technological, economic and social changes (Avramović, 2004). Quality is the most important phenomenon of our time, which is identified with the new philosophy of living (Antonijević, 2006). Core values (Previšić, 2008), which should be studied in education for environmental-human relations, can be structurally integrated into the curriculum of modern youth education. School culture, school environment and practice in education increasingly recognize the importance of the context in which learning about environmental knowledge takes place, and especially the impact of school environment on academic, social and emotional achievements of students (Božičević et al., 1998). Environmental education has not yet found its own appropriate place in our education system (Sanja et al. 2018). It is very important that students, especially in primary schools, are sufficiently educated about the importance of environmental protection and that in

accordance with what they have learned, they adapt their behavior to preserving all healthy trends, oriented towards rearranging the environment suitable for future generations (Velić i dr. 2019.). As part of efforts to reform education in Kosovo, a Curriculum Framework for pre-university education has been developed to address and identify shortcomings and needs in the field of education. The curriculum, which was piloted in 2011, was to operate nationwide by 2013/2014. There have been delays in the implementation of the new curriculum framework. In preschool and lower grades, environmental education is underestimated (Rodić, 2010, Andić, 2007). Environmental education deals in an integrated way with environmental issues, economic, cultural and social problems, cultural, economic and biological diversity is important. Includes motivation to change the way of life and oneself, thinks about the quality of life for present and future generations. To be successful, environmental education needs to be in line with current trends in education reform and to represent key decision-makers and experts at the national level. One of the best examples of this approach is the regional framework program "Education for Sustainable Development in the Western Balkans", which was implemented in Serbia, Kosovo and Montenegro from 2011-2017. A monitoring and quality assurance program has been developed to effectively measure the impact of this training. As a direct result of these initiatives, Southeast Europe has become a world leader in implementing innovative and new approaches in education. In Kosovo, there is a noticeable lack of government coordination in education, a small budget for education. Lack of monitoring the implementation of legislation at all levels of the education system and harmonization of primary and secondary legislation in the field of education. Insufficiently trained teachers to teach according to the new curriculum. Insufficient functioning of the teacher licensing system. Lack of subjects of environmental education, ethics and labor market policy, lack of awareness of all parties about education as a public responsibility (Luljeta, A. 2017). Teachers must consider students as active participants in building their own knowledge. The aim of this research is to point out the current situation in educational institutions, as well as ways to improve teaching within the subjects that would help in the realization of subjects related to environmental education.

2. METHODS

2.1. Sample of respondents

The questionnaire was used in the research as a research instrument. The total number of teachers who participated in the research is 20. Of that, 8 teachers who attended additional education. Questionnaires were formed according to all the rules provided by the questionnaire. The research was conducted in three primary schools in the municipality of Prizren, where classes are conducted in three languages: Albanian, Bosnian, Turkish (Elementary School-Lek Dukagjini, Elementary School-Mustafa Bakija, Elementary School-Meto Barjaktari), the total number of respondents who participated in this research is 100, sections 8 and 9. The methods used in the paper are survey, descriptive and statistical methods. Objectives: Level of achievement on the environment in primary schools. Through the questionnaire, we will find out how much students know about the environment. What to change where there is not enough knowledge. The questionnaire consisted of 8.

1. What are the principles and values of environmental education?
2. Linkage own lifestyle with the impact on the environment and people?
3. Do you notice that there is interaction and interdependence in nature?
4. Is he solidary and empathetic towards people and other living beings?
5. Participates in activities in and out of school for the common good?
6. Are you a member of the environmental section?
7. Designs and uses innovative and creative forms of action with the aim of sustainability?
8. Does recycling affect the environment?

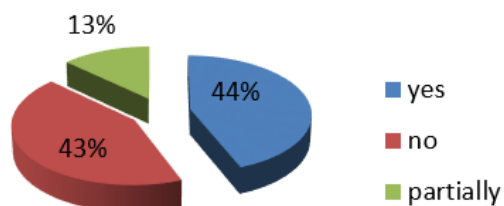
3. DISCUSSION

In the following graphs we will see the achievements of students in teaching in Albanian, Bosnian and Turkish. We will try to find adequate solutions for improving teaching where there is not enough acquired knowledge.

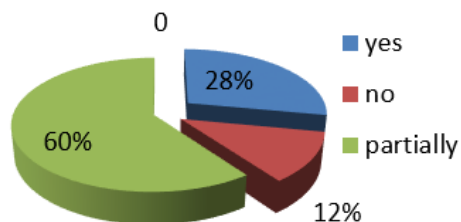
Graph 1(left). What are the principles and values of environmental education?

Graph 2 (right). Linkage own lifestyle with the impact on the environment and people?

What are the principles and values of environmental education



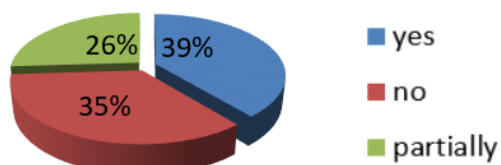
Linkage own lifestyle with the impact on the environment and people?



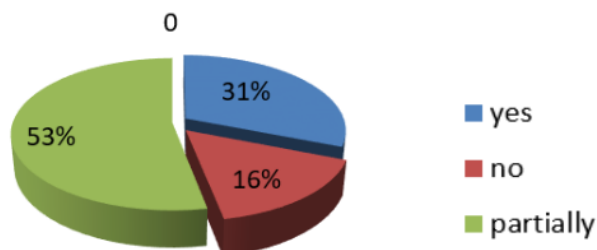
Graph 3 (left). Do you notice that there is interaction and interdependence in nature?

Graph 4(right). Is he solidary and empathetic towards people and other living beings?

Do you notice that there is interaction and interdependence in nature?



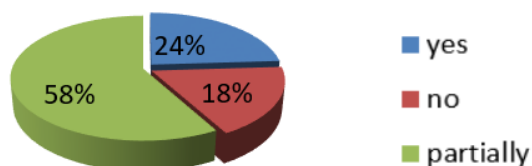
Is he solidary and empathetic towards people and other living beings?



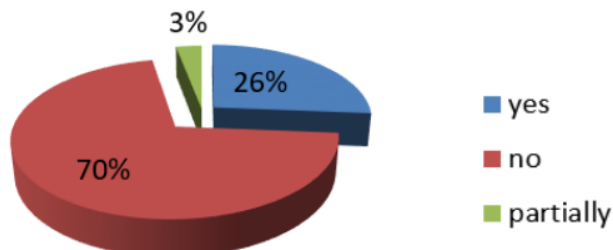
Graph 5 (left). Participates in activities in and out of school for the common good

Graph 6(right) Are you a member of the environmental section?

Participates in activities in and out of school for the common good?



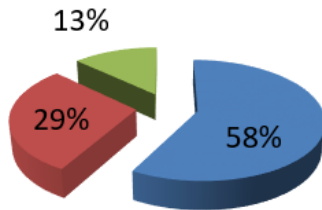
Are you a member of the environmental section?



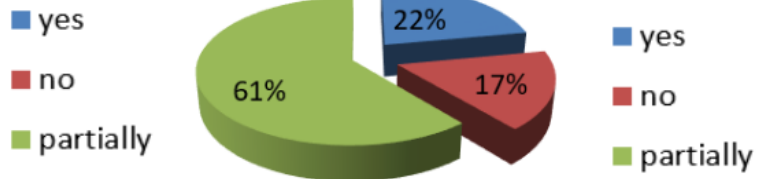
Graph 7(left). Designs and uses innovative and creative forms of action with the aim of sustainability?

Graph 8(right) Does recycling affect the environment?

Designs and uses innovative and creative forms of action with the aim of sustainability?



Does recycling affect sustainable development?



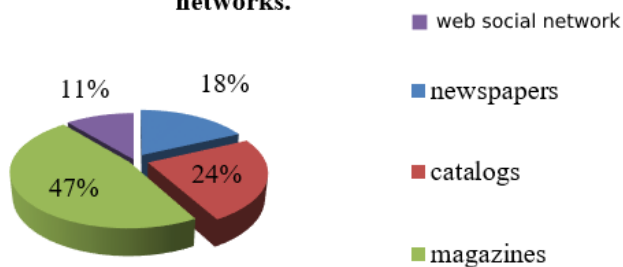
Survey conducted with teachers. Based on the answers, we know how much they use innovative methods, especially in the first question.:

1. What are the sources of your information: newspapers, magazines, catalogs, web social networks.
2. Are you a member of a school library or a city library.
3. Do you organize sections within the subjects you teach?
4. Are you ready to further your education?

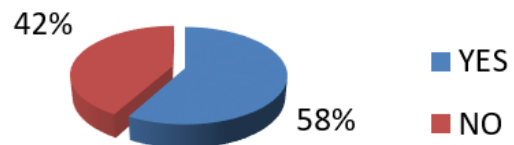
Answers obtained after processing the results.

Graph 1 (left). What are the sources of your information: newspapers, magazines, catalogs, web social networks
Graph 2 (right) Are you a member of a school library or a city library.

**What are the sources of your information:
newspapers, magazines, catalogs, web social
networks.**



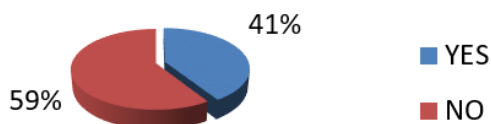
**Are you a member of a school library
or a city library?**



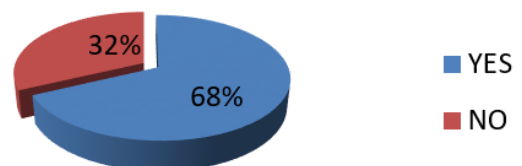
Graph 3 (left). Do you organize sections within the subjects you teach?

Graph 4(right). Are you ready to further your education?

**Do you organize sections within the subjects
you teach?**



Are you ready to further your education?



4. CONCLUSION

Introducing the paradigm of environmental education into everyday life is a complex and time-consuming process. One of the important preconditions is raising the level of environmental awareness, especially in the process of education. Analyzing the results of a survey conducted among primary school students in Prizren, it is clear that much more needs to be done in the field of environmental education. The institutions of the system, which are responsible for the adoption of laws and bylaws related to education, planning, adoption of curricula and educational strategies, should give more space to teachers within the planned curriculum, in order to have more opportunities to dealing with ecological development. It is necessary to monitor the application of innovative teaching methods in school institutions in order to increase the quality of teaching. School institutions, led by all management structures and teaching staff, must constantly monitor the development and application of not only pedagogical but also technological solutions in order to improve their work.

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