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Importancia significativa de las actividades de los estudiantes para el proceso de aprendizaje, análisis cualitativo en educación primaria en la República de Macedonia

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Abstract
The activities that students accomplish in the learning process are indicators of the developmental changes and the progress achieved by the students themselves in the educational process; hence they are essential for the educational process. In order for the learning process to be effective, the basic principle stands that the students' activities have to derive from the educational goals and contents. Recognizing this, the aim of this paper is to indicate that good-quality, well-planned and structured students' activities, that derive from the educational objectives and the principles of active learning can lead to effectuation of the students' learning process in the natural science field in primary school. The research of a problem of such kind is empirical with a descriptive character. The qualitative methods used to approach the problem are: analysis of pedagogical documentation and daily operational plans and preparations; a non-direct interview with teachers that will examine their attitudes towards lesson-planning; and participative (descriptive and focused) observation of the overall planning and realization of the students' activities in the educational practice in primary school

Resumen
Las actividades que los estudiantes realizan en el proceso de aprendizaje pueden utilizarse como indicadores de los cambios en el desarrollo y del progreso logrado por los propios estudiantes en el proceso educativo. Es por es eso que son componentes esenciales del proceso educativo. El principio básico que permite que el proceso de aprendizaje sea efectivo dicta que las actividades que los estudiantes lleven a cabo deben proceder de los objetivos y contenidos educativos planteados. Tomando esto como punto de arranque, el objetivo de este documento es indicar que actividades de buena calidad, bien planificadas y estructuradas, y que se derivan de los objetivos educativos y los principios del aprendizaje activo pueden llevar a la efectividad del proceso de aprendizaje de las ciencias naturales en la escuela primaria. La investigación de un problema de este tipo es empírica con un carácter descriptivo. Los métodos cualitativos utilizados para abordar el problema son: el análisis de la documentación pedagógica y los planes y preparaciones operacionales diarios; una entrevista no directa con maestros, que examinará sus actitudes hacia la planificación de lecciones; y la observación participativa (descriptiva y enfocada) de la planificación general, así como la realización de las actividades de los estudiantes en la práctica educativa en la escuela primaria

Keywords
Significance of students' activities; students' activities; learning process

Palabras clave
Importancia significativa de las actividades de los estudiantes; Actividades de los estudiantes; Proceso de aprendizaje

1. Introduction

The achievements and success of students in the learning process are monitored and valued through measurable, structured and organized activities that arise from the specific objectives given in the curricula. On one hand, such activities are indicators of the effects, developmental changes and the progress that the students make in the educational process, and on the other, they are a necessary condition that ensures the efficiency of the learning process in the class teaching. Hence, the activities students realize on a daily basis have huge role and in the learning process in the scientific field in primary school.

In order to achieve better effects of learning in the natural science and social field, it is necessary that the teaching is didactically and methodically appropriately shaped. In doing so, certain methodical models should be developed as guidelines that will initiate instructional situations. These models include both the activities of the students as well as the activities of the teacher. They also include the methods and forms of teaching, the teaching aids and so on. The, so called shaping, in the simplest sense, is a system of procedures through which learning situations are identified with a defined type and scope of activities that the student is to perform cooperating with the teacher and his fellow students. Teaching procedures include all the constructive "*activities that are in function of creating instructional situations, i.e. ways of performing sequences in the process of teaching*" (Havelka, 2000, p. 137).

1.1. Students' activities

Different authors provide a wide variety of different definitions for the term activity (Andrilović & Čudina, 1985; Bakovljev, 1982, Michunovikj, 1990; Pejchinovska, 2015) of the students in the classroom. According to Adamchevska (1996), though teaching activities are usually associated with the teacher's action during the lesson, they have also to do with the comprehensive activities of students that are performed in the classroom, during the class, as well as outside of class. According to the functional and educational tasks that need to be realized, Adamchevska (1996) differentiates: activities of the students within the educational tasks and activities of the students within the functional tasks, which in turn, depending on the area of influence are classified into: psychomotor and cognitive activities. According to Havelka (2000), learning is a set of activities that change the personality of the student. Furthermore, he points out that the activities are in the very core of the learning process and the conscious realization of these activities leads to lasting positive changes in the personality of the students.

Depending on the application of activities in various teaching strategies such as strategies for teaching and learning, experiencing and expressing, practicing, creating, etc., (De Zan, 2005; Kolondzhovski, 2010) the activities can be classified into several categories: activities in teaching through – conversation, dialogue, programmed teaching, etc.; activities in learning through – research, problem-solving, discovering, making various projects, creative games etc.; receptive and productive activities*;* activities in learning of – practical skills, native language or foreign languages; activities in learning through encouraging different forms of creation*;* and so on. Based on the manner in which the student learns and gets to know his real-life surroundings, in line with the specific objectives that are to be realized and the problematic situations that are to be resolved, one can differentiate the following types of activities: perceptive-motor activities in the area of psychomotor development; practical living, working and social activities in the area of the socio-emotional development; perceptive, receptive and responsive activities of reasoning, understanding, detection and activities of representation, creation, assessment and evaluation in the domain of cognitive development (Pejchinovska, 2015).

Depending on the types of teaching, activities can be classified in the following categories: group work activities; activities while working in pairs and activities in individual work.

According to the different stage of the lesson, the activities can be classified into the following types: introductory activities, activities in the main part of the lesson, (students' activities) and activities in the final part of the lesson (activities for reflection and evaluation activities, such as

activities conducted through an analytical diary, five minute composition, etc.) (Pejchinovska, 2015).

Student activities must be pre-planned on a daily basis and related to the type of lesson. They must also be very specific which means that they are to include a set of activities that should be based on the type of the lesson itself and on the nature of the tasks and objectives that are to be realized. For instance, if the teaching situation indicates the prevailing problem elements, then the specific activities are the research types of activities that are to help in the implementation of the sequences in the teaching process. Each activity has a structure which implies that each activity is to have a specific start, course and end. (Pejchinovska, 2015).

1.2. The learning process in teaching

Learning is an active and conscious process that leads to progressive changes in the behavior of individuals and is related to the achievement of certain goals. Learning is the key notion that equally focuses on psychology and pedagogy. However, there is a significant difference between these sciences with regard to the way in which the problem of learning is approached. For illustration, in psychology, attention is focused on thought processes and memory in learning, that is to the psychological aspects of thinking and memory. In pedagogy, on the other hand, the pre-possessing knowledge that has come from pedagogical and general psychology is to be used in order to respond to the learning process in the context of the educational requirements. This would mean that, in teaching and learning in the classroom, the learning process should start from the cognitive characteristics of the students, the knowledge of the development of the thinking-process, memory, focus of the individuals etc. in order to ensure effective learning and optimal development. Keeping this in mind, our attention in this section will mainly be directed towards clarifying the pedagogical-psychological basis of the learning process (using theoretical and practical knowledge from the developmental and pedagogical psychology, in addition to the primary theoretical and practical didactic-methodological knowledge) that are necessary for having efficient and uninterrupted process.

According to Havelka (2000) in a broader pedagogical-psychological sense, learning is a developmental activity that seeks to achieve certain pre-conceived changes in personality or behavior of individuals. In their work, Psychology of Learning and Teaching, Andrilović and Čudina (1985), define learning as: "*activity through which the body changes its behavior under the influence of external conditions, but also as a result of its own activity, through which it tries to overcome the initial state of the uncertain. Learning, in simplest terms, is a process in which, based on conscious activity, the individual acquires new possibilities of behavior or changes his behavior*" (pp. 3-4). According to Danilović (1998), the learning process is an individual experience and through the intellectual activities, the student acquires new forms of behavior under the influence of his own experience or through exercise and repetition. A characteristic of the learning process in teaching is that new forms of behavior are created on the basis of student activity in different areas of their personality, namely the cognitive, psychomotor and affective areas. It is in this direction that the conscious, planned and systematic activities of the students in the instruction that are directed to the optimum development of all these areas in order to ensure the development of all three aspects of the student's personality: cognitive, psychomotor and socio-emotional. According to Radonjić (1985), learning is "*a relatively permanent and progressive change in the behavior of the individual as a result of its previous activity*" (p. 18). Based on the latest findings in the field of pedagogical psychology, there are two instances in learning: the process of learning and the result of the learning process; crucial for the personality development is the learning process, while the end result is an indicator of the successfulness of the process. Howe (2008) emphasizes that "*learning depends on the mental activity of students of the restoration of the knowledge and constant upgrading of the knowledge acquired*" (p. 29).

In the pedagogical-didactic sense, however, the notion of learning primarily refers to the learning process in class teaching and is one of the main components of the teaching process. According to this, learning means a "*planned and deliberately guided process of influencing by the pedagogical media (teacher, teaching aids, etc.) to the student in order to acquire*

knowledge, skills and habits, and thus develop all the psychological abilities" (Pedagoshki rechnik, 1967, p. 501). A very important part of the learning process in teaching is cognition. Knowledge as well as the other student competences that come as a result of the learning process is in fact the result of the cognitive process. The comprehension in the teaching process is the discovery of already known scientific knowledge. That is accomplished in special conditions, systematic, deliberate and planning organs aimed at mastering certain contents, facts and relationships between them, which should lead to the thought and mental development of the students. According to some authors, cognition is an intellectually complex process in which new, previously unknown phenomena, objects, processes and structures are discovered, learned, and remembered, (Gogoska, 1995; Keramitchieva, 2002). Cognition is an activity by which the subject reveals the truth, a process through which the individual becomes aware of the internal and external reality. This process is accomplished through perceptions, memories, learning, fantasying, making judgments, and expressing opinion, (Vilotijević, 1999). The cognitive activity, according to Andrilović and Čudina (1987), lies in the analysis of the environment and how one translates the results of such analysis into cognitive units and categories. The cognitive process in the teaching involves several dimensions: consciousness through senses, logical (abstract) knowledge and practical application of knowledge. The processes of perception, thinking and learning, are qualitatively and quantitatively different cognitive processes. Research based on modern theories of learning and teaching and cognitive processes showed that students gain knowledge in three ways: through the senses: through the senses of sight, hearing, taste, touch, etc.; through practical work and performing various activities in the immediate environment, such as research, observation, etc.; through words, that is, through teaching by the teacher or adults, through reading texts, oral presentation of content, etc., (De Zan, 2005).

Taking into consideration all of the above-mentioned notions, the term process of learning will be used in this paper. The term refers to learning as a process in which "*the student develops, approximately and in shortened form, those intellectual and other activities with the help of which science has come to the knowledge about what a student needs to comprehend and learn*" (Kolondzovski, 2002, p. 64).

Learning is an individual process that depends both on subjective and objective factors (Andrilović & Čudina, 1985; Howe, 2008; Stamatov, 2000) such as: the physiological and psychological characteristics of the individual; the characteristics of the content being taught; objective, that is, the overall material conditions in the place where the learning takes place and the organizational factors that relate to the methods and the ways in which the individual learns. For the purpose of providing a pedagogical-psychological explanation of the process of teaching in the instruction, and in the context of the subject of our interest, the interpretation of some of the factors will go to the point that will enable the cognitive characteristics of individuals (in line with their age and individual learning process) to be understood, with an emphasis and detailed-description of the impact that psychological and organizational factors have on the learning, (Pejchinovska & Kamchevska, 2015).

Therefore, the process of learning, as part of the educational process, is a deliberate, well-organized and rationally derived part that is based on a certain logically-structured content of the subjects. We can also conclude that in the learning process, the activities that students realize have a very important role for they contribute to the cognitive and learning processes in the education. The teacher, through didactic-methodical modeling of the lesson, selects and applies teaching strategies, approaches, methods and activities to effectuate the learning process of the students and to improve their learning achievements. The development of the personality of the student through the process of learning in the education takes place in all domains. That development is closely related to the emotional and voluptuous influence of the learner. As Poljak (1980) emphasizes, teaching and learning are based on intellectual and emotional experience and without the function of intellectual processes it is impossible for us to acquire knowledge and to develop skills and abilities. The emotional experiences that regulate students' attitude towards learning and their level of activity are just as important. That's why, without emotion, there is no creation. In doing so, we emphasize that the indicators for the

development of students in the learning process are the results of their learning perceived through the quality of the realized activities of the students.

1.3. Learning objectives and students' activities

Decisions concerning what to do with what is to be learned (which content will be processed), what will the objectives of the program in the course be (why those contents will be studied, processed) and with which media something will be taught (what will be used to teach) are contained in the educational curricula. Each primary and secondary school receives the basic program. Then, in order to make it more concrete, each school prepares its own curriculum for educational work. In this sense, the specifics of the environment (where the educational institutions are located, their material and staffing possibilities, as well as the interests of children, parents and teachers) are taken into account. In doing so, the ultimate goal is the development of specific programs that will meet the educational needs of the individuals - participants in the educational process. In reality, this kind of optimal planning is still unachievable given that it is educational institutions that involve a large population of students, and access to certain modalities with elements of self-programming, such as the ability to make the division of mandatory, elective and facultative subjects, (Kamchevska, 2006).

Learning objectives (specific goals) in the curricula should be clearly and precisely formulated; they should refer to specific changes in certain domains of the learner's development (cognitive, psychomotor and socio-emotional development). The expected learning outcome, or the ultimate learning outcome, is established from the educational objectives (i.e. learning objectives) and is compared to the set criteria that should be easily measurable. For illustration, a specific goal (goal of learning) can be: the student recognizes the similarity and distinguishes between himself and his classmates, and what is expected to be the final outcome / result can be: he / she sees and lists the characteristics according to which it is similar / different to / from your friend (outer appearance, ability, skill). In doing so, the expected result, or the final outcome (which is compared with the set criterion) will be achieved by the realization of quality activities by the student such as: measuring height, weight, observing eye color, discussing the success he has achieved, etc.

2. Methodological framework

The aim of this paper is to indicate that teachers that apply appropriate types of structured activities that arise from the objectives of teaching on daily basis, achieve better results in the learning process, and that those improved results in learning are achieved through the realization and implementation of good-quality activities that allow active learning among students.

Qualitative methods used in the research are the following: analysis of pedagogical documentation and daily operational planning and preparation; indirect interview with teachers and examining their views on the planning of teaching; and participative (descriptive and focused) observation of the overall planning and implementation of activities of students in educational practice.

The sample units that were deliberately chosen are constituted from different classes where there's an on-going, active teaching process and in which at least two of the projects to actively involving students in the learning process are implemented. This deliberately chosen sample unit consisted of two sub-samples: sub-sample schools and respondents from schools that are being interviewed; 6 primary schools from across the Republic of Macedonia, in which 16 teachers from (first to fifth grade in primary school) were interviewed; and sub-sample of classes in which the implementation of more than half of the teaching content through participative observation was recorded, and where an analysis of pedagogical documentation and daily preparations and operative plans, and product analysis of students' activities was made. This was all conducted in 2 classes in the elementary school of "*Todor Angelevski*" in Bitola, R. Macedonia, where a total of 90 visits were conducted in 3rd and 4th grade, 10 of which

were concentrated on talking with the teachers. The purpose of these ten meetings with the teachers was to come to an agreement that will continue the dynamic of recording different stages of the learning process (before and after the three-month grading, the half-year grading, and final grading, and so on.) This would ensure that we can collect the necessary material from the works of the students at the end of the stages of the research (quarter, half year, end the school year, completed tests, successful tests in the subjects etc.). Participative observation (focused observation), on the other hand, took a total of 80 classes hours in the two classes. During the visits, just "*Introducing the Environment*" (in the 3rd grade) and "*Nature and Society*" (in 4th grade) were filmed. The recording was performed with a camera and at the end of each class; photographs of students' creations were taken. Through descriptive observation we received information about the environment in which the learning process takes place.

The processing of the received data was conducted in a manner characteristic for the use of the qualitative methods. The data from participative observation was filmed with a video camera and processed after each conducted observation. This data was evaluated, examined and observed. In the presenting of the data, the verbal-narrative style and description of aspects of observed activities relevant to the subject of research were applied.

The sample data in this research was recorded over a period of one school year, from September 2012 to June 2013.

3. Results

One very significant instance, before starting the practical part of the research, was to make a careful analysis of the terrain in order to provide access to the place where the research was conducted. For this purpose, firstly, we took into consideration the people who we know and who have previously showed great support and cooperation for the introduction of innovation (primarily managers and teachers). We also took into consideration the schools' willingness for cooperation, the conditions in which the learning process is taking place, the participation of the school in different projects, the results of their efforts to innovate the educational practice and so on. After determining the criteria, we decided on an elementary school where we would perform the research; we decided to record lectures in classes where students show mental maturity and greater autonomy in the implementation of activities and who already have previous knowledge and learning experience in the subjects of natural science and social area. Angeloska-Galevska, (1998); Kamchevska, (2006) and Kolondzhovski, (2002) also stick to the same criteria for their own researches and sub-samples. Having this as a starting point, we made a deliberate choice of sub-sample for our research and we have decided to include one 3rd and one 4th grade class. We also chose teachers that we thought possess characteristics that best suit the purpose and objectives of our research. What was specific was that lessons in this particular school were realized in different shifts, so good coordination was necessary in order to attend morning and afternoon lessons.

In the month of August 2012, the aspects of the subject that we decided to monitor were determined (although the framework of the research was made much earlier, at the beginning of 2012). We also reviewed the issues that required more attention and once again we confirmed the method of collecting and recording data. However, we must emphasize that with this type of research, because of how long of a period it takes, there is always a need for generating new questions, evaluation forms and improved tools for recording on that basis etc. The emphasis of the research was placed on qualitative aspects implying rarely consistent retention of the linear process of evolution in stages over a long period of time, due to that, the need for a flexible approach to the researcher who faces situations that generate data in advance cannot be fully predicted, which can change the course of research and lead to new perspectives.

Through the analyzed daily operative plans through participatory observation of the teaching, we concluded that in the preparation of operational plans, one takes into account the basic didactic-methodical aspects, as well as spatial and temporal specificity in the realization of educational work in the subjects. We saw that the daily operational plans were put into practice

adequately; they reflected the anticipated content in the subjects given in the present day; they were in line with the objectives set by the syllabus (objectives that were to be realized through these activities), they were appropriately determining the methods and educational resources as well as the place and the time of the teaching process. In the plans, the activities were also included. They were divided into different sections; according to the stage they took place in. (introductory, student-learning, and evaluative activities). In the final part of the plan, the specific outcomes/results were very briefly brought out.

In a more detailed analysis of the daily operational plans, however we could easily recognize that the planned activities in them are listed in general terms and without distinguishing the realization-holders, so it is not clear which activities are for students, and which are to be realized by the teacher. Furthermore, the type of activities that students are to realize is not determined. What is determined is only the type of class. Based on that, it can only be guessed what kind of activities are to be realized. For instance: in the operational plan[1] for one of the lessons included in the subject Nature, in fourth grade, there was revision. For this kind of lecture, the following activities were written in the daily plan: directed conversation as an introductory activity; independent work of students, supervision by the teacher, guidance and correction – as student-learning activities; and review of work and summary – as evaluative activities. Also, the activities of this level were not clearly differentiated. What can be easily concluded from this example is that activities are understood as methods of teaching, and that from the daily plans as a written document where planned activities are described, one cannot determine whether or not the activities correlate with the learning goals and content; one cannot see whether they derive from them. The type and the scope of the activities were not considered in the daily plan of educational work, too. Moreover, this situation collides with the statements of the teachers in the non-directive interview, where most of them have said that activities for students for all stages of the lesson influence the content of the daily operational plans. Namely, all the teachers stated that individual commitment and contribution is mostly reflected in the daily planning when making and adapting programs to the needs of students in the class. After all, it is clear that teachers, based on the observed class, do modify their teaching, and put their educational work in relation to the identified shortcomings and gaps recorded among students, even though that is not noted in the daily operational planning. It is evident that in teaching, teachers take the necessary measures to clear ambiguities and to supplement the identified gaps which makes student develop their competences to a greater extent, in accordance with the set goals. This is done through constant adjustment of the activates that guarantees that the types of activities correlate to the actual capabilities of students, as well as stimulating combination of methods and forms of teaching. Furthermore, it was observed that the daily operational plans didn't include the tools and techniques to monitor the learning process of students and assess the achievements / outcomes / results of teaching classes. For most of the part, lists were to be used, lists that record the performance, made for the purpose of formative assessment, that include students' recorded achievement for each subject at one of three levels (elementary, intermediate and high level of achievement) with signs that indicate: self-promotion; advancement by reminding; advancement with assistance; and no progress, despite the assistance, (Pejchinovska & Kamchevska, 2016).

What was also found in the process of learning were elements of teaching trough problem solving in which problem situations given by the teachers, or by the students, were analyzed and resolved. For this purpose different sources information and knowledge were used (sources besides textbooks were used as well as encyclopedias, newspapers, magazines, picture books, photographs, texts downloaded from the Internet, ICT and software packages, etc.). Therefore, we realized that students actively participated in the learning and acquiring knowledge process, and they were developing skills, habits and abilities. In teaching process, the teachers mostly practiced discovering guidance, which implied the process of actively guiding students in the learning process. So, what we noticed is that the teachers tended to encourage thought processes. Namely, in the process of teaching they did not offer ready-to-get information and in

[1] We realized that the daily plan, as documentary evidence, the teachers from all departments at one level jointly negotiated, while the same or almost the same were recording it, and adaptation activities and methods of teaching work to the opportunities of students in the department are made in realization of educational work.

a highly proficient manner, through well-directed conversations and appropriate thematic questions, they stimulated the thinking processes of students who independently came to the answers. This is consistent with research of Adamchevska, (1996) and Kolondzovski, (2002), that highlight the results of the active participation of the student in the classroom.

In third grade there was growing need for guidance and support to students in the implementation of activities in all stages; pupils showed less autonomy and it was clear that there was a need for stronger guidance in teaching and learning. But it was noticeable that solid conditions for teaching were present, which was a necessary for successful learning. In addition, students showed a developed ability to listen; they listened to the teacher, were careful (with very few exceptions) had developed a habit of not making noise, when called to answer questions, they raised their hands and, very importantly, had knowledge about everyday events and developments that were associated with the processed curricula. In addition, pupils were well familiar with the methods and forms of active learning and lavished with experience in this area, so that the teacher only gave directions for the activities. With the fourth graders, however, the teaching process took place in even better conditions. Students from fourth grade were fluent, they were able to re-tell stories with easy, they were answering fully and with long sentences, they were able to re-tell the entire learning unit, they found their way out in different situations, and could follow the reaction of the teacher and modify their answer on that basis. Even in the socialization aspect, students from fourth grade were much more independent and more confident, compared to the third graders. They were not relying on each other easily; they took initiatives and demonstrated creativity and originality in their answers. They also had wider and more comprehensive knowledge and experience. This all contributes greatly to the good-quality implementation of activities in the classroom.

From what we recorded in the classes, we realized that, almost without exception, the activities were correlated with the goals set for the specific classes, and with the content, too. In most of the classes, the activities were aimed at successful implementation of the objectives that had the function of determiners of the real, everyday activities of the students in the process of learning and teaching. We also found a small number of classes in which, the structure called for reproductive and productive types of activities, where students were answering teacher's questions; questions that referenced to the already acquired knowledge. In these cases, the creative aspects were lacking, because the answers, mostly, they were expected and directed by some of the illustrations. In other cases, the answers were simple reproductive repeating of the contents studied in the previous class on the subject, or were in the order they are given in the textbook etc.

Another important issue regarding the practical realization of educational work is the choice of methods in the learning process. We noticed a wide variety of methods in the organization and realization of teaching situations. What we found is that teachers mostly choose methods that allowed the active position of students in the learning process. After all, the nature of the subjects such as Natural science and subjects from the Social area offered the chance to apply the method of observation, research, experiment, attempt, demonstration. Another method that was persistent was the integral method of conversation in the form question - answer. The choice of methods teachers did based on the objectives of the lesson and the anticipated content, according to that definition, and activities for students. This approach is confirmed in the research of Adamchevska, (1996); Havelka, (2000); Kamchevska, (2006) and Kolondzhovski, (2002).

4. Discussion and conclusions

Based on the above mentioned, the importance of the activities performed by students in the process of learning in the Natural-scientific area is great. The discussion on which we base this conclusion are as follows:

- The research showed that teachers effectively operationalize the objectives of the program given its aims and, on that basis, determine good-quality, well-structured

activities for students. In addition, the educational curriculum in the subjects of the Natural science-field, which is implemented in the educational practice, implies active learning, which is evident from the recorded activities of the students. Moreover, supporting that, it was found that: Students were dynamic, interested in the issues, they took initiatives, asked questions, explored, observed, solved problems; They used different information sources, they analyzed, brought their own conclusions, they practiced assessing and ultimately, self-evaluation; They executed the tasks independently, after receiving guidance and instructions; Alone or with a little help, they were finding creative solutions and showed that they can do inventive thinking when performing activities requiring them to produce ideas, judging, making assumptions, and creating, which really showcased their artistic and creative skills; Students were curious, active in classes and had the desire to compete with each other and to demonstrate the knowledge, skills and abilities; In both grades, the interaction was appropriate and there was continuous communication both among students and between students and teachers based on equitable, democratic principles and atmosphere that allowed for self-realization and self-actualization of students; In the implementation of the activities students worked well with each other. This level of cooperation was mostly noticeable when students were asked to do group work, which was a frequent form of teaching work in the implementation of activities; Students were motivated to work.

- The research has shown that the knowledge, the skills and abilities of students in the learning process, in which they are active participants and where they engage in mental, motor and emotional activities has better quality, and that the active position they are in, in turn, increases their motivation to learn and meet the need for self-actualization and self-realization. The active participation of students in the learning process, as was the case in most of the recorded teaching situations, clearly portraits the successful implementation of good-quality activities.

- The research additionally showed that in the implementation of the educational activities, the application of the methods and forms of active learning that provide engaged position of students in the learning process is crucial and provided better quality activities. Also, teachers who use certain types of structured activities, in line with the goals, achieve better results in the learning process. This conclusion will be supported by the following findings gained from situations recorded during the research: The teachers chose methods based on the objectives of the class and the content that was planned to be implemented; In the realization of the educational activities, they applied methods appropriate to the objectives of the subjects of the Natural science and Social field. Such methods include: method of observation, research, experiment, endurance and demonstration it, and frequently used method was the method of conversation in the form of question - response; These methods of teaching enable students to learn actively, they encourage reflection activities, making choices, discovering, exploring, observation, problem solving, etc.; In the majority of recorded classes students were active in the learning process as a result of the respective methods applied; Learning situations like group and pair work were often used (mostly represented in third grade). This method of cooperative learning, proved to result in a better, more comprehensive and better quality work and outcomes; Different types of activities for students were represented, including: perceptual-motor, receptive, monitoring, research and evaluative activities; The implementation of these types of activities provided the much-needed development of the cognitive, socio-emotional and psychomotor skills of students;

- During the teaching process, the research showed, teachers appropriately combined methods, forms and activities that encourage active learning.

It is important to emphasize that special attention was paid to the individual, cognitive styles of the students, and that teaching was done in a way that is adapted to specific learning styles, based on the student's experience.

The students, then, performed their activities at their own pace and in their own unique way, with varying degrees of self-activity and initiative. Although the activities are not differentiated in the planning process, much attention was still paid to the individual abilities and capabilities through differentiating the approach to learning in the implementation of educational activities.

5. References

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