

PEDAGOGICAL APPROACHES TO SOCIAL LEARNING, RELATIONSHIPS AND DEVELOPMENT IN EDUCATION

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Abstract

In modern treatment of education, the pedagogical approaches to social learning, establishing and building relationships, and the social development of participants, represents a new dimension in understanding and the access to education.

Socially- pedagogical approaches and the aspects to social learning, relationships and development, offers a completely different approach to the aims, role and expectations from and to the education. In fact enables the development of new ways and practices for the modern man in modern terms of educational and social relationships, communication and action.

Through certain modern theoretical and practical foundation is encouraged and supported the setting up and implementation of pedagogical approaches to social learning, relationships and development of the participants in education, from conceptual, curricular, methodological and practical point of view, through the entire educational system.

For closer treatment of the mentioned matter in accordance with existing educational practice and reality, a research was conducted by applying the appropriate methodology and methodological approaches and procedures. The survey covered various categories of participants in education, related to the educational process and practice, and reviewed some aspects of social learning and relationships that also affect the social development of the personality.

Keywords: pedagogical approaches, social learning, relationships, development, education.

Introduction

Social learning, relationships and development of the participants in education represents a very complex issue that encompasses a wide range of aspects, each different and unique in their theoretical and methodological approaches of treatment and research. In this respect when it comes to education in modern, contemporary conditions, the more it is required for serious approach to the serious finding and practicing the most appropriate approaches in favor of social learning, relationships and development of the participants in the education.

Treatment of the issue of pedagogical approaches to social learning, relationships and development of the participants in education, it is driven by the view that for the same are important the students and as well the teachers and the parents. The reasons for this view are based on a series of relevant research in recent decades which occupied a special place, becoming more important for new pedagogical reviews to education and the needs of the future from it.

In this context, consideration of pedagogical approaches to social learning, relationships and development of the participants in education is an important and foremost a matter of priority, given on various global social life, with the variability and diversity in terms of social, cultural and economic aspect. In fact if the education is seen as an investment for the future, then you undoubtedly the finding, the practice and the promotion of appropriate and qualitative pedagogical approaches to social learning, relationships and development of the participants in education represent a crucial issue and need.

Meaning and dimensions of social learning, relationships and development of the participants in education

Social learning means learning through observation, interaction with others, where you can learn new patterns of values, attitudes and behavior, but it can also be a partial or "upgrading", learning new attitudes, values, behavior. Social learning is a complicated process because under attitudes, values and behavior are understood and many subcategories that do not change linearly nor simultaneously. It is important to state that in social learning quite important

is to note that is expected any change, especially when it comes to intentional learning as an example with upbringing - educational learning in school, which are based on upbringing-educational objectives in teacher - student relation or within the frames of the family in parent – child relation.

Therefore, the mentioned change is significant because for it to be considered as a social learning, that process must: a) demonstrates that the change in the understanding takes place in the individuals that are involved; b) demonstrates that this change goes beyond the individual / s and becomes present within the framework of the wider social units or communities of practice; and c) occurs through social interactions and processes between actors within a social network (Reed et al., 2010). But the social learning of the participants in education is not only based on intentional drives and assumptions, also it is quite complex and subtle because in simple social learning of an example of behavior, always the same is appropriated as private if it is justified, acceptable or exactly desirable output, manifestation of the previously mentioned observed behavior. On the other hand the acceptance, changing of the attitudes, values, individual behavior, does not take place in a simple, cumulative way because sociality in the context of the characteristics and aspects of age, family, environment, professionalism, personality, ways and means of communication, etc. affect the actual reception, changing and practice of the attitudes, values and behavior in everyday life. According to social learning theory (L. Vygotsky, A. Bandura) was considered that “learning that occurs within the frames of the society and that people learn from one another, including such concepts as learning by observation, imitation and modeling.” From this stems out the importance and responsibility that primarily have the educational institutions, persons of the education and other relevant educational factors and stakeholders towards development and application of appropriate necessary pedagogical approaches to social learning.

The existence of social life means necessary way of social exchange with other entities. "It can be considered that the quality of social relations involves interpersonal social achievement with other children or adults based on the assessment of significant persons from the child's surrounding (McConnell & Odom-1999). “Social relations generally can be seen only in relation on what is to be considered, ie access whether: the content, processes and outcomes (results). Under the first approach – the content is primarily oriented to the specific behaviors that lead to positive and desired results (outcomes). The second approach - the process is focused

on. " . . . interpersonal processes (eg knowledge, attitudes, perception) that lead to socially competent results (outcomes). (Spasenovich, V. 2008 p.31), while the third approach – the outcomes (results) is focused on outcomes, eg the specified social behavior manifested in a particular situation. In the context of pedagogical approaches towards the social relations it should be stated that undoubtedly the combined approach (content, processes, outcomes (results) gives clearer and more general idea of the meaning of the same social development of the stakeholders in the education in general.

According to Vygotsky, who focused more on the interactions in the socio-cultural context, child development, ie students occurs and hurries through interaction with entities who are more advanced in their thinking, such as teachers. Starting from simple more and more present practice, the education needs to be more directed and associated with the cognitive development of students, with all that implies development of cognitive abilities, skills, it is forgotten the meaning and importance of social, affective, emotional and moral development of students but also of the teachers. Especially the significance and importance of social development is recognized in the development of interpersonal relationships, such as space that restores and maintains the view that education and training is the process of appointment of persons (Peters, 1970), where everyone brings their attitudes, values, fears, expectations, prejudices, feelings, etc. Namely the quality of established interpersonal relations in education depends on social development of the student (Hamre & Pianta - 1999; Peisner-Feinberg et al-2000), the development of social competence (Pianta-1999), the emergence of the feeling of loneliness, as well the phenomenon of aggressiveness and pro-social behavior (Klarin, Lukić i Ušljebka-2003, etc.) and so on.

Certain pedagogical approaches to social learning, relationships and development of the participants in education

When we talk about the pedagogical approaches to social learning, relationships and development primarily think about humanistic, holistic approach as well as the conventions on human rights, that they constitute the basis for building the approaches, strategies and techniques aimed at social learning, relationships and development. The reasons for this lie in the numerous

studies and adopted declarations and documents (UNESCO, EU committees on education, social, cultural aspect, etc.) worldwide, in terms of uniqueness, diversity and multi-factority of the social learning, relationships and development of the participants in education, as well as the existence of different socio-cultural contexts in which education itself takes place in which the individual lives, develops and creates. Basing the range researches and theoretical knowledges about social learning can be said that there are several concepts that can serve as the basis for determining the pedagogical approaches in education, observational learning, internal strengthening and process modeling (Bandura), then updated learning, cooperative learning, etc.

The observational learning refers to learning: a) from a live model, means the real individual and his behavior, action, b) verbally instructional (in teaching) model where we have an explanation and description of behavior c) symbolic model which refers to behaviors and real or fictional characters from books, television programs, online media, etc. Internal strengthening refers to the feeling of accomplishment (as a form of reward), pride, etc., by which is suggested that learning does not necessarily lead to a change in the context of the behavior. The process of modeling applies to pointing out as an opportunity for learning, then retention as ability for perception, focusing on specific information, initiate action for which is necessary previously required experience and motivation to practice what is learned. Also learning in group with a series of familiar tools for successful effect on the same, as well as cooperative learning, the presence of empathy, communication and communicative skills and techniques are options that offer appropriate pedagogical approaches to the social learning of the participants in education.

The cooperation represents a kind of social interaction that the individual realizes by working with others in order to achieve a particular purpose, mission, need, etc., but also commonly dividing the results of their work. (Deutsch-1949,1960). In recent decades, many researchers suggest a link between cooperativeness, solving the social problems (Erwin-1993;

Sheridan-1995; Wentzel & Asher-1995; Hartup-1996; Rubin et al-1999; Gillies-2000, etc.), school achievement (Slavin -1980; Johnson & Holubec-1990) and interpersonal relationships (Sharan-1980; Johnson, Johnson & Maruyama-1983; Slavin & Hansell-1983, etc.). The term of cooperative learning includes teaching techniques with which the students are encouraged to work together to achieve the school tasks. At the same time for the mentioned task but depending on the achievement of the whole group, the students receive awards in the form of grades, praise, recognition and similar. In the context of social relationship in education, especially among

teachers and students can be said that it depends on how **complementary** (connection of the position with the role), **impersonal** (rights and duties) or **interpersonal** (friendship, sympathy, respect, etc.) and how might be (Hargreaves-1974; Downie-1971; Abinun-1977; Duhnam-1981; Krnjajić-2002). Namely for proper access and bridging the gap between the position, the degree of interpersonality and the general quality of social relations especially between teachers and students, they should. ". . . to see each other as people who are respected, as independent entities and individuals who respect the rules. " (Krnjajić, S., 2002, page 24-25).

In the context of the above mentioned we should pay a special attention to the position and role that student and teacher have, their rights and duties, and the extent and quality of the established friendship, esteem, respect, etc., because based on them is build and developed the social relationship within the frames of education. Social development of the participants in education, among other things it depends on the manner and effectiveness of their own and other projections associated with the desired model of social profile, expectations, social relations and learning, motivation, etc. Therefore, the social development of the student affects a number of factors, ranging from the family, teachers, peers, having idol image, sociocultural environment, and inputs, mass media and electronic media, and similar, which it confirms the view that we can not talk for identical social developed personalities, even if it is about identical conditions and same factors of influence. The method of acceptance, modeling, it depends on the personality characteristics, educational, affective, emotional, cognitive status and opportunities, the level of social experience, place and position in social relations, etc.

Survey

In terms of the mentioned issue, a research was committed by coverage of students, teachers of primary education, of different ages, socioeconomic status, gender, ethnicity, length of work experience. According to the nature of the research, it is about a quantitative research, using descriptive method and systematic observation as a technique of research. The sample consists of five primary schools, by observing a total of 180 training hours in IV (fourth) and VIII (eighth) grade. While the research instrument - the protocol for written recording, contains general information about the location, primary school, the class, teaching language, the subject,

the type of teaching and contains 2 sets of categories defined in 6 features. The observed features of interpersonal and social relations were determined in a three scales of intensity of emerge (never, sometimes, and always) and that in a teacher - student relation during the realization of teaching. As hypotheses of the research are the assumptions that there are statistical differences in encouraging and practicing interpersonal and social relations between students and teachers of elementary and middle classes, as well as in terms of ethnicity determined by the applicable language.

Table 1.a) Interpersonal and social relations (elementary and middle classes)

Categori es	Characteristics	f ft %	Education – elementary and middle classes						Total
			Elementary classes			Middle classes			
			Never	Someti mes	Always	never	someti mes	always	
Interpers onal	1	Includes more students in communication	0 0,0 0,0%	12 30,3 6,7%	72 53,7 40,0%	0 0,0 0,0%	53 34,7 29,4%	43 61,3 23,9%	180 180,0 100%
	2	Mutual decision	0 3,3 0,0%	31 47,6 17,2%	53 33,1 29,4%	7 3,7 3,9%	71 54,4 39,4%	18 37,9 10,0%	180 180,0 100%
	3	Mutual unders tanding, agreement	0 1,4 0,0%	2 29,9 1,1%	82 52,7 45,6%	3 1,6 1,7%	62 34,1 34,4%	31 60,3 17,2%	180 180,0 100%
Social	4	Respects the person and the rights of the students	0 0,0 0,0%	8 27,1 4,4%	76 56,9 42,2%	0 0,0 0,0%	50 30,9 27,8%	46 65,1 25,6%	180 180,0 100%
	5	Confidence in students	2 2,8 1,1%	13 35,5 7,2%	69 45,7 38,3%	4 3,2 2,2%	63 40,5 35,0%	29 52,3 16,1%	180 180,0 100%
	6	Motivates the students	0 0,0 0,0%	7 21,9 3,9%	77 62,1 42,8%	0 0,0 0,0%	40 25,1 22,2%	56 70,9 31,1%	180 180,0 100%

No.	X ²	Stat.mean.	df	C	V	min ft
1	32,519	0,000	2	0,391	0,425	30,33
2	39,315	0,000	2	0,423	0,467	3,27
3	81,831	0,000	2	0,559	0,674	1,40
4	37,156	0,000	2	0,414	0,454	27,07
5	49,307	0,000	2	0,464	0,523	2,80
6	25,801	0,000	2	0,354	0,379	21,93

Regarding the **interpersonal and social relations**, ie certain characteristics of the same, the analysis of the results presented in the table 1.a) indicates a statistically significant difference between the teching in the elementary and middle classes. Therefore, in all features of

the two categories, in the elementary classes we have **always** as an appearance and supporting, while in the middle classes we have it only in one case and that in - motivating 56 (31.1%). In the middle classes in all other features we have estimation in the scale of **sometimes**, indicating the elementary levels of encouraging and supporting of the qualitative interpersonal and social relations. This outlook is worrisome according the given age characteristics and the needs of students from middle classes, as well as their social learning, establishing relationships and social development.

Table br.1.b) Interpersonal and social relations (Macedonian and Albanian language)

Categories		Characteristics	f ft %	Education- teaching language						Total ·
				Macedonian			Albanian			
				never	someti mes	always	never	someti mes	always	
<i>Interpersonal</i>	1	In the communication includes more students	f ft %	0 0,0 0,0%	29 33,2 16,1%	63 58,8 35,0%	0 0,0 0,0%	36 31,8 20,0%	52 56,2 28,9%	180 180,0 100%
	2	Mutual decision	f ft %	2 3,6 1,1%	51 52,1 28,3%	39 36,3 21,7%	5 3,4 2,8%	51 49,9 28,3%	32 34,7 17,8%	180 180,0 100%
	3	Mutual understanding, agreement	f ft %	0 1,5 0,0%	30 32,7 16,7%	62 57,8 34,4%	3 1,5 1,7%	34 31,3 18,9%	51 55,2 28,3%	180 180,0 100%
<i>Social</i>	4	Respects the person and the rights of the students	f ft %	0 0,0 0,0%	28 29,6 15,6%	64 62,4 35,6%	0 0,0 0,0%	30 28,4 16,7%	58 59,6 32,2%	180 180,0 100%
	5	Confidence in students	f ft %	2 3,1 1,1%	41 38,8 22,8%	49 50,1 27,2%	4 2,9 2,2%	35 37,2 19,4%	49 47,9 27,2%	180 180,0 100%
	6	Motivates the students	f ft %	0 0,0 0,0%	19 24,0 10,5%	73 68,0 40,6%	0 0,0 0,0%	28 23,0 15,6%	60 65,0 33,3%	180 180,0 100%

No.	X ²	Stat. mean.	df	C	V	min ft
1	1,718	0,190	2	0,097	0,098	31,78
2	1,888	0,389	2	0,102	0,102	3,42
3	4,234	0,120	2	0,152	0,153	1,47
4	0,275	0,600	2	0,039	0,039	28,36
5	1,052	0,591	2	0,076	0,076	2,93
6	2,907	0,088	2	0,126	0,127	22,98

In both languages in terms of **interpersonal** and **social** relations, there is no occurrence of statistically significant differences. Most of the teachers **always** in the communication include

more students (63 or 35% and 52 or 28.9%) and promote mutual understanding and agreement (62 or 34.4%, and 51 or 28.3%), respect of the person and the rights of the students (64 or 35.6% and 58 or 32.2%), showing confidence in students (49 or 49 or 27.2% or 27.2%) and motivating the students (40.6% or 73 to 60 or 33.3%).

Concluding observations of the survey

From the collected statistical data, we can conclude that among teachers through carrying out of the teaching in elementary classes (IV grade.) and the middle classes (VIII grade) there are no significant statistical differences. These differences act as the establishment of interpersonal and social relations. After all certain characteristics of *interpersonal* and *social relations* in the education in middle classes, prevails a smaller social and emotional connection and mutuality between teachers and students (as opposed to the elementary classes), although the number and diversity of the subjects and teachers are more precisely in middle class teaching. As one of the indicators of the previously mentioned, represents the prevalence of observed frequencies in the center scale of assessment, ie **sometimes** in the following categories: *involvement of more students in the communication; mutual decision-making and mutual understanding and agreement*. So the communication itself, between the teachers and students in the middle classes (specifically in VIII grade) as well as the building of social and emotional bond between them (such as trust, agreement, understanding, etc.) it is not strong enough, developed, open and similar. Part of the mentioned is a consequence of insufficient time, space and opportunities for socialization, individual expression and similar, which on the other hand directly affects the quality of the interpersonal relationships between teachers and students.

It is accepted the placed hypothesis for the existence of statistically significant differences between the teachers and the students from elementary and middle classes depending on the characteristics of established interpersonal relationships during teaching.

As for the data analysis of the **teaching in Macedonian and Albanian language**, in terms of **ethnicity** (total in the elementary classes and middle classes) is proved that there are no statistically significant differences, ie in the categories of relationships (interpersonal and social relations). Therefore, in both ethnic groups there is no significant statistical difference, and the

existence of small insignificant nuances at teachers who teach in Macedonian and Albanian language, we can rewrite the individual characteristics and also the cultural differences that exist between the two covered ethnic groups. In short, we can conclude that between the two ethnic groups there are no differences in the quality of *interpersonal - social relationships, the communication, approach toward students, and the motivation of the students.*

From data analysis and the drawn conclusions we can conclude that part of the hypothesis states:

It is not accepted that there is a statistically significant difference between the teachers and the students of different ethnic affiliation in relation to the tested categories of relations in the realization of teaching.

Conclusion

The extensity and intensity of the approach to the issues of social learning, relationships and the development, depend on a series socio-educational conditions and commitments, including culture, economy, social mile of citizens and the educational system which entirely play a primary role. Determination of the social learning, relationships and development of the stakeholders in the education of social-economic and cultural factors, at the micro level is perceived in the values, attitudes and the behavior of the social nature of the participants in education. Regardless of the intensity and the time durability, which is partly related to age, ie maturity of participants in education, however, points to the appearance and content of variability, diversity and complexity in terms of the social profile of each participant separately. The mentioned aspects stress out the need for more serious treatment of the approaches, procedures and the effects of the way of social learning, the establishment and fostering of social relationships, and thus the social development of the stakeholders in education.

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