

Educational tasks of teaching

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Abstract: Teaching, as the most organized system of education, bases its tasks on the general goal of the appropriate type of school. The teaching tasks are determined by the curriculum, and they are realized through different teaching contents of teaching subjects and other forms of educational work in the school. Every teacher needs to know different approaches in educational practice in order to be a successful organization of teaching work. It is necessary for the teacher to know the characteristics of the teaching process, the characteristics of the students, but also which educational task to apply within the teaching process in order for the teaching to be efficient and successful.

Keywords: Teaching, Teaching tasks, Teacher, Student, School system

1. Introduction

The teaching tasks are: material, that is, educational task, functional or formal task and educational task. According to Poljak (1980: 19-21), "the material, cognitive tasks of teaching refer to the acquisition of knowledge about the objective reality that is studied in the teaching of certain subjects, the functional, psychomotor tasks of teaching refer to the development of numerous and varied abilities - sensory, practical, expressive and intellectual, while educational, the affective tasks of teaching refer to the adoption of certain educational values - moral, aesthetic, physical, work". Teaching tasks in the teaching process are interconnected and are realized simultaneously. When some of them will be emphasized more depends on the nature of the material being studied. Teaching is the systematic work of teachers and students. The intermediary between these two factors is the teaching content. Teaching should be the most organized form of work in the educational system. Teaching tasks include educational, material and functional tasks created by teachers in the description of the teaching unit. At the same time, it is important that they are optimal and realistic and clear not only to the teacher but also to the students. According to Jurčić (2012: 40), every didactic task should be clear to the student, which clearly directs him to some activity, therefore:

1. how the student acquires the knowledge necessary for an operation,
2. when the student's dexterity is required, respectively his training and dexterity to perform an action - an operation without difficulty,
3. when mastery of knowledge is required, respectively contemporary use of a trained pattern.

Every implementation of teaching results from set goals, where the teacher's role is to develop "fine" goals from "rough" goals that contribute to the students learning what is foreseen by the goal itself. Modern teaching trains students for independent work, in such a way that students search for and find the necessary information. Such a way is achieved through active learning classes where students explore the world around them, activities are developed through different forms of learning. The student is in the role of a researcher where he gets certain knowledge in a simple way. An important characteristic of the classes is that the classes are not limited in time and last until the students achieve the set goals. The teaching content, which is didactic shaped in terms of easier acquisition of the content by the students, makes the teaching also planned and organized, which makes it the most systematic process of acquiring knowledge for the student. Teaching plays a big role in the life of every individual, so the teacher contributes to the quality of teaching, but also the student himself through independent work. It is important that the student is in direct contact with the content and the teacher. "Bloom and colleagues distribute the learning scheme according to different

dimensions of behavior (areas of learning) and within these areas they are hierarchically arranged in more detail according to complexity. He distinguishes three areas of learning objectives:

1. cognitive area,
2. affective area,
3. psycho-motor area.

The cognitive area includes learning goals related to knowledge and thinking, the affective area includes learning goals related to attitudes about values and evaluations of those values, and the psycho-motor area includes learning goals related to manual and motor skills. All these areas are intertwined" (Bogdanović Čurić, 2018: 91; Vilotijević, 2001: 42; Kačapor, 1999: 134). "It is much more difficult than the operationalization of the goals related to learning in the cognitive and motoric area is the concretization of the goals related to the affective area of learning and development. It is usually about the adoption of certain values (truth, love, beauty, non-violence, honesty, tolerance, and many more) that are difficult to specify, and also to assess to what extent they have been realized after one or more episodes." (Matijević & Radovanović, 2011: 254). In order for the learning goal to be satisfied, teachers should also keep in mind the student's maturity (whether his age corresponds to the teaching content, whether the teaching tasks can be included in one unit) as well as the field of education (what are his knowledge, skills and abilities). The purpose and goal of teaching tasks should have didactic-methodical approaches so that teaching is more dynamic, flexible, and life-like. In this way, we will encourage students to develop their ideas and abilities for further work and improvement. Thus, the teacher becomes an organizer, researcher, director of the teaching process. With teaching tasks, it is important to highlight the clarity of the task, the role of a specific task in the lesson, and which rules to use within the class. Specifically, we will enable students to acquire certain knowledge in a better quality. The work activities in the class are determined by the teacher who, through the teaching process, plans the teaching tasks, in which it is important to incorporate mutual respect as one important characteristic of the value of teaching. The teaching tasks in the teaching process are interconnected, but depending on the material taught to the students, the tasks must be completed simultaneously.

2. Material teaching task

Different attention was paid to the material task of teaching in the historical development of teaching. By the end of the 19th century, this task was overestimated, it was considered the only task, which led to didactic materialism that resulted in students' formalistic knowledge. "Students brought up in this way are incapable of life, they know how to reproduce facts and generalizations, but they lack their practical application" (Tomić & Osmić, 2006: 68). The significance of the material task of teaching is still huge today. However, it is not the only one, but only one among the teaching tasks. Sensations, perception as well as the creation of ideas represent one of the most important foundations for the learning process itself. Through them, the student's cognition is created, from which the learning process is created. Previous research shows that didactic experiences related to laws and concepts cannot be successfully adopted without perception and ideas. According to the opinion of Šimleša (1980), the didactic optimum was that whenever possible, students should directly observe the objects, processes and phenomena they are learning about, to gain a perception and an idea of them first of all, if they do not have them yet. In 1980, Poljak (1980: 19-21) defined the material task of teaching as a teaching task related to the acquisition of knowledge about the objective reality that is studied in the teaching of individual subjects. In this teaching task, the acquisition of facts and generalization is taken into account, but its practical application is missing. The authors Selimović and Tomić (2011) are of the opinion that this kind of learning of facts and generalizations without understanding, mechanically, led to formalistic knowledge, that is, to formalism in students' knowledge... students brought up in this way are incapable of life, they know how to reproduce facts or generalizations, but they lack their practical application" (Selimović & Tomić, 2011: 318). This teaching task refers to the preparation of students for life and work, where knowledge extends through all pores of the teaching process. "Material tasks (informative, cognitive, cognitive) refer to the acquisition of knowledge, to the content side of the program, to what students need after new knowledge in class, respectively to name, describe, specify, distinguish, define and similar, and to types and knowledge levels that are assigned in connection with the specific content of the curriculum - subject" (Jurčić, 2012: 40). In this way, students' skills and habits are connected. It is assumed that if the teaching process is carried out successfully, students will greatly differentiate between before and after learning in terms of understanding the subject, applying the acquired knowledge, as well as the students' skills. The material task of the lesson develops students and contributes to their development of certain skills

and habits. It is important to develop them in students, because in this way the student will more easily acquire certain knowledge and know how to apply it in practice. True, the material task of teaching could have a greater influence on the teaching process if the practical part of teaching was in the first place. We are aware of the fact that today's knowledge society possesses enormous theoretical knowledge, but not practical knowledge. By developing certain skills, we develop certain abilities in students that are manifested later through active learning. We believe that this "gap" could be overcome through this teaching task. Since the educational system is turning towards innovations in the teaching process, we can also start from the task of teaching towards these innovations.

3. Formal teaching task

Through the teaching process, it is necessary to develop various human abilities in order to successfully change the social environment and improve living conditions on earth. "Through the teaching process, it is important to encourage the psychophysical development of students: mental, sensory, verbal, practical and physical" (Tomić & Osmić, 2006: 68). Special attention should be paid to this teaching task in educational work. In order for the contents of the teaching process to be of use to the students, it is necessary to integrate the students into the work environment, create work habits and in this way contribute to the development of the students' psychological functions. A formal task is also called a functional, psychomotor or formative teaching task. The author Jurčić (2012: 4) is of the opinion that the formal task of teaching refers to predicting what students will achieve or progress in during the lesson in terms of abilities and dexterity, and in general they can refer to the ability to collect and use information, the ability to express themselves verbally, in writing or practically, the ability to talk and discuss the problem and the results of problem solving. In order for students to achieve better results in learning, they need to have a certain motive. Motives are defined as the basic driving force for achieving better results. "A set of motives is called motivation" (Stevanović & Ajanović, 1998: 188). Motivation is important for students because it encourages them to achieve better results, if students have a good motive, they have their own specific goal to strive for and with the help of that motive, they are motivated for better results and achieve the desired goal faster. Motivation is an internal driver in every human being, including children of primary school age. If there is a good socio-emotional climate in the class, then it is very likely that the success of the students in that class will be higher and better. And if there is failure in a certain class, it is more likely that dissatisfaction and failure will be more pronounced. American educator John Holt, in his book: "How do children experience failure?", takes a critical look at the realization of upbringing and education. The author claims that children want to learn, but many of them fail in school because they are confused by everything that is happening around them at school and in the family. They are afraid of failure and have a hard time enduring rigid school plans and programs, which teach uninteresting and outdated content. Teaching is disinterested and does not correspond to the needs and interests of young people (Stevanović & Ajanović, 1998: 186). If modern teaching has a characteristic or feature that creates a feeling of dissatisfaction among students, then the key role is played by the teacher who should make the same teaching more creative, fun, accessible and even more cheerful for the needs of the students. Modern teaching that has specific tasks, goals, teaching that has its own purpose as part of the educational system will be balanced teaching, teaching for all students. Motivation in the class will be higher if the teacher encourages, teaches and directs his students.

Kyriacou (1998: 110) distinguishes three most important influences on student motivation in the classroom. These are:

1. Internal motivation (means how much students will participate in an activity in order to satisfy their curiosity and interest in the teaching material or to develop competencies or abilities in relation to the demands placed on them, for their own sake),
2. External motivation (means participation in a certain activity in order to achieve some desired goal or purpose outside the activity),
3. Expectancy of success (the degree to which students feel they will succeed in a particular activity. Most students will not put in the effort to succeed in a task they consider too difficult or in which they had little chance of success).

The formative or functional task of the lesson is manifested in the way that students develop their thinking, hearing, and physical abilities. This teaching task is manifested in such a way that students are encouraged to develop their human abilities, skills that will later be manifested through problem solving, the ability to express themselves (written - oral), the ability to talk, and others. We can even mark this task as the one that will contribute the most to the student's personality development. Vilotijević (2001: 144) states that

psychological preparation is important for students, which will help them to mobilize and focus on the tasks ahead of them in the main stage of the lesson, and psychological preparation should help students understand that the announced content is important to them in their everyday life and thus interest them for work, as well as to stimulate their mental powers to appropriate exertion. In addition to the above, motivation is linked again as a relevant factor in the learning and teaching process. Motivation stimulates students' needs, desires, interests. A student acquires certain knowledge more easily if he is motivated. The student's internal drivers are encouraged, which fulfill his needs for success, progress, and work.

4. Educational task of teaching

Teaching as an educational process encourages the development of educational values in students. And the acquisition of scientific facts and generalization is an educational act. The educational task of teaching contributes to the formation of a scientific view of the world, preparing students for their role in life. Teaching and school, students should be educated mentally, aesthetically, morally, physically, ecologically and technically. According to Jurčić (2012: 39), educational or affirmative tasks involve encouraging students to develop creative, cognitive, emotional, moral and physical components and an interest in learning. They are therefore related to values, attitudes and evaluation. This task in class affects the student in a way that affects his overall development. It affects the student's personality and character, which is achieved through pedagogical activity. The educational value of teaching can be defined as the value that contributes most to the development of the student's socialization and personalization. Today's humane and democratic school contributes to the healthy and humane development of the student, which will help him in the process of understanding, understanding and acquiring certain knowledge.

Today's school actually tries more and more to highlight the educational function of classes rather than the educational one. The educational function of the school, i.e. the educational task that the teaching process should have, has been neglected. The role and position of the student in teaching is emphasized, but its educational role is neglected. Teaching should have its beginning in educational activity in such a way that teaching is planned with the goal of education in the first place and education in the second place. The teaching process, which aims to educate students, is certainly a quality process. Through this process, we can encourage students, point out the need for student education, education for peace, tolerance, respect for the other and the different. It is important to point out to students the importance of educational activities in class, because we can contribute to the potential prevention of negative student behavior. Through the educational task of teaching, we teach students non-violent behavior, compassion, understanding, and coexistence with other students. The author best explains the importance of empathy in education Bratanić (1990: 67) which states: "that empathy reveals the feelings that accompany behavior, that it accepts a person as he is, discovers emotional-motivational factors, chooses adequate educational means and procedures, and has the success of educational action". In order for the teaching to be successful, it is necessary for the teacher to apply appropriate teaching aids and teaching methods in order to awaken the children's curiosity, to satisfy the interests of the children, to gain certain knowledge in the lesson. Empathy in children should be developed from an early age. It contributes to student socialization, empathy with other students, coexistence within the classroom. Empathy contributes to the development of students as individuals, encourages them to respect others.

The educational task is clearly defined in the lesson plans. This teaching task prepares students for a critical view of life, a critical view of their education. It is important to discover the student's critical side. It is not enough just for the teacher to be critical of the teacher, but vice versa, for the student to be critical of the teacher. Of course, everything to the extent allowed and in a way to raise the quality of the teaching process. Wouldn't it be good if teachers could get feedback from their students? Wouldn't it be good if the teacher constructively accepts certain facts in such a way and improves his work in class in such a way? The achieved educational goal is manifested in such a way that only then do we have an adequate position in society. Because every change that happens in society precedes a well-achieved educational goal. In front of the mentioned characteristics, it is important to point out that this teaching task can also be linked to creativity, for example, the development of creativity in students. Being creative would enable the student to change the world around him, change himself as well as change the society around him.

4. Conclusion

The importance and role of the teacher in the teaching process is great. The teacher is the person who should and must coordinate the entire process, taking care of the student and his needs, his entire personality. Which

task in class the teacher will apply depends on the ability of the teacher and his assessment, as well as on the need for the requirements of the teaching unit itself.

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