

DEVELOPING RESEARCH SKILLS IN PRIMARY SCHOOLS. WHAT PRIMARY TEACHERS THINK ABOUT IT

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Abstract

From 2011 Kosovo has the new Kosovo Curriculum Framework, as a strong instrument serving the accomplishment of main aim of education in Kosovo, the development of students' knowledge, attitudes and skills. One of its most important principles, the Competency-based approach has important implications for curriculum design, as well as for classroom practices. It is supposed that students should be able to link theoretical knowledge to practical activities, and to have the ability to apply acquired knowledge and skills to further studies. Research skills are very keen in developing competencies. This study reveals what primary school teachers think about developing the research skills in primary schools in Pristine. A total of 36, 21 male and 15 female, primary school teachers, participated in the study. 25% of participants had teaching experiences between 1-5 years; 48% of them, between 5-10 years and 27% of them more than 10 years. We developed a questionnaire which contained three demographic questions and 11 multiple choice and one open-ended question about their perceptions toward developing research skills among children in primary classes. There were very interesting results. One of the important results of the study is that teachers believe that they need to be researchers; they need to carry out their own research, in order to be able to improve their teaching and develop research skills among children. Also, there were no significant differences between demographic variables, such as gender and years of experience, and teacher perceptions.

Key words: *research skills, primary teacher perception, competency, curriculum framework.*