

QUESTIONS AND TASKS IN STUDENT BOOKS OF MOTHER TONGUE AND LITERATURE, MATHS AND SCIENCE AND SOCIAL STUDIES FOR THE THIRD GRADE OF PRIMARY SCHOOL

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Abstract

An important structure element of a contemporary student book is the questions and tasks, that is activity orders. That should be formulated in a way to stimulate mentally engagement of a student (from the school of memory towards the school of thinking). Difference in types of questions is necessary in order to avoid direction in problem solving and learning by heart, as well as in order to make students get and keep motivation and interest in learning. It would be significant if the student books in the scope of didactical-methodical apparatus could clearly present possible compatibility with accepted taxonomies for cognitive, affective and psychomotor field. Respecting of taxonomic levels enables conception of the groups of orders of different levels of complexity, which is differentiation. The paper includes results of the research covering the following parameters: precision in questions formulation, compatibility with student age and context of the content; variety in form and complexity. Besides, we were interested in how much the questions in the examined student books refer to the most important components of the lesson, how much they affect development of cognitive abilities, whether there are type questions being repeated from one lesson to another, whether are suggestive, pointless and badly formulated questions, unprepared questions; what is their order like, whether the questions at the end are more difficult and whether there is consistency in their marking. We have also presented marks of the teachers in comparison on how much they are given in the current student books that is how much the future student books should include questions demanding: literal reproduction, comprehension, implementation of knowledge, analysis and synthesis, creative reproduction and evaluation.

Keywords: *questions, tasks, student book.*