

Training impact on the creation of pedagogical approaches outlook for primary school teachers in urban areas in Gjilan

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Abstract

Efforts to build quality in teaching have been ongoing. Rapid global developments make education reforms necessary for the time we are living in, when changes happen rapidly. Having in mind all these changes, the traditional teaching system has resulted as ineffective and not suitable to students. Therefore, the need for continuous advancement of teachers is considered as needed, or a time necessity that requires contemporary teaching system. Organizing of first trainings began immediately after the war in our country. Various international and local organizations implemented a large number of projects related to teacher training. Some of the first training programs were: Student Centered Teaching (SCT) implemented by KEDP, Critical Thinking Development in Reading and Writing (CTRW), Step by Step (SbS) implemented by Kosova Education Center and other programs that enabled our teachers to get informed with new methods and forms of teaching. The role of training in teacher advancement is crucial and influential, having in mind new knowledge on contemporary methodology, exchange of experiences, which can alter the mindset concerning teachers' pedagogical approach. This study aims to reflect upon the impact that several of these training programs had on teachers of lower level classes in primary schools of the city. This research project has been realized by combination of qualitative and quantitative methods through techniques such as: survey, interview, analysis, comparison and synthesis. Research results have confirmed that training programs had an impact in altering teaching practices. This is apparent from the facts from this research where we have presented information from all participating parties in the research, which talk about the undisputable role of training evident in teachers' daily work.

Keywords: *primary school, urban school, teachers, Gjilan, Kosovo.*