

The correlation between teachers' perceptions of digital textbooks and their use in teaching Croatian language in primary education



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Education for digital transformation

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Abstract

Digital methodological templates facilitate student engagement in the process of learning and enhance the development of linguistic competence (Budinski & Kolar Billege, 2015). Digital textbooks also enable a methodological approach in the process of mastering reading, and digital methodical instruments facilitate the understanding of the main term (Gazdić-Alerić, Alerić, Budinski & Kolar Billege, 2016). Croatian language teaching can benefit from incorporating new ICT tools in structured methodological acts, especially the methodological procedures that are assumed, within an optimal timeframe and with the use of suitable content, to facilitate student learning and competence acquisition more efficiently in comparison to usual media (Kolar Billege, 2020). The goal of this research was to determine if the teachers' perceptions of the effectiveness of digital textbooks have an impact on their employment in teaching the Croatian language in primary education. This research involved 301 primary school teachers from all counties of the Republic of Croatia. This original survey questionnaire was created using the Microsoft Forms tool and distributed to the teachers through social networks. The research goal was achieved, and the analysis confirmed that the employment frequency of Croatian language digital textbooks in primary education increases as their effectiveness is perceived. Alongside the effectiveness of Croatian language digital textbooks, future research should examine the advantages and disadvantages of their usage in the teaching process as well as the methodological arrangement of the content that reaches students through digital textbooks.

Key words

Croatian language, primary education, teaching methodology

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Sažetak

Digitalni metodički predlošci omogućuju aktivno sudjelovanje učenika u procesu učenja te omogućuju razvoj jezične kompetencije (Budinski i Kolar Billege, 2015). U procesu ovladavanja čitanjem metodički je pristup omogućen i s pomoću digitalnih udžbenika, a digitalni metodički instrumentarij omogućuje spoznavanje ključnoga pojma (Gazdić-Alerić, Alerić, Budinski i Kolar Billege, 2016). Za poučavanje hrvatskoga jezika u strukturiranom metodičkom činu moguće je primijeniti nova sredstva IKT-a, osobito u metodičkim postupcima za koje se pretpostavlja da će u optimalnom vremenu i s implementacijom optimalnoga sadržaja omogućiti učenicima učenje ili stjecanje kompetencija bolje nego uobičajeni mediji (Kolar Billege, 2020). Cilj je istraživanja bio utvrditi utječe li percepcija učitelja o korisnosti digitalnih udžbenika na njihovu upotrebu u nastavnom predmetu Hrvatski jezik u primarnom obrazovanju. U istraživanju je sudjelovao 301 učitelj razredne nastave iz svih županija Republike Hrvatske. Originalni anketni upitnik oblikovan je u alatu Microsoft forms te je upućen učiteljima pomoću društvenih mreža. Cilj je istraživanja ostvaren te je analizom potvrđeno da učestalost korištenja digitalnih udžbenika Hrvatskoga jezika u primarnom obrazovanju raste s percepcijom njihove korisnosti. Osim korisnosti digitalnih udžbenika hrvatskoga jezika, buduća bi istraživanja trebala obuhvatiti prednosti i nedostatke njihove upotrebe u nastavnome procesu, ali i metodičko strukturiranje sadržaja koji dolazi do učenika s pomoću digitalnih udžbenika.

Ključne riječi

hrvatski jezik, metodika, razredna nastava

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