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Contact Addresses

Prof. Dr. Zeki Kaya, Gazi Üniversitesi, Gazi Eğitim Fakültesi, Eğitim Bilimleri Bölümü
Teknik Okullar Ankara/Türkiye
E. Mail: ijonte2010@gmail.com

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International Journal on New Trends in Education and Their Implications- IJONTE appears on your screen now as Volume 11, Number 2. In this issue it publishes 2 articles.

Our journal has been published for over 11 years. It has been followed by many people and a lot of articles have been sent to be published. 541 articles have been sent to referees for forthcoming issues. They will be published according to the order and the results. Articles are sent to referees without names and addresses of the authors. The articles who get positive responses will be published and the authors will be informed. The articles who are not accepted to be published will be returned to their authors.

We wish you success in your studies.

Cordially,

April, 2020

Editor
Prof. Dr. Zeki Kaya
Gazi University, Ankara- Turkey

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International Journal on New Trends in Education and Their Implications
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Contact Addresses.....i
Abstracting & Indexing.....i
Editor, Associate Editors, Editorial Board.....ii

From Editors.....iii

CONTENTS.....v

01. POLICY DESIGN FOR WORK BASED LEARNING IN VET SCHOOLS IN KOSOVA.....1
Prof. Dr. Ramë Likaj, Assoc. Prof. Dr. Zenun Halili, Assistant Prof. Dr. Xhevahir Bajrami-Kosovo

02. EXAMINING THE SELF-EFFICACY LEVELS OF PEDAGOGICAL FORMATION STUDENTS TOWARDS TEACHING PRINCIPLES AND METHODS COURSE.....13
Assoc. Prof. Dr. Alptürk Akçöltekin- Turkey

03. BIBLIOMETRIC ANALYSIS OF THE EUROPEAN EARLY CHILDHOOD EDUCATION RESEARCH JOURNAL.....22
Assoc. Prof. Dr. Özgün Uyanik Aktulun - Turkey

04. EVALUATION OF MUSIC IN ELEMENTARY SCHOOL.....38
Assoc. Prof. Dr. Ivan Lesnik- Slovenia

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POLICY DESIGN FOR WORK BASED LEARNING IN VET SCHOOLS IN KOSOVA

Prof. Dr. Ramë Likaj
Faculty of Mechanical Engineering, Department of Mechatronics
University of Prishtina" Hasan Pristina"-- Kosovo

Assoc. Prof. Dr. Zenun Halili
Faculty of Philosophy, University of Prishtina" Hasan Pristina"-- Kosovo

Assistant Prof. Dr. Xhevahir Bajrami
Faculty of Mechanical Engineering, Department of Mechatronics
University of Prishtina" Hasan Pristina"-- Kosovo

Abstract
The aim of this research is to understand more about the attendance of professional practice by students in companies and contribute in policy design for work based learning. That would lead to improvement in students' professional practice in companies, development of competencies and training programme that suits with their need, for responsible persons for the cooperation between schools and businesses like Business Liaison Officers ate school level or In-Company trainers and Work Place Instructors at company level, including their Continuous Professional Development. The following aspects were analysed: attendance of students' professional practice in the VET system in Kosova, types of professional practice, students' assessment, roles and responsibilities of all parties involved, and satisfaction of schools and businesses in this regard. Based on this research a key and general Competence for Business Liaison Officer and training programme have been developed and key policy aspects for legislation framework is proposed.

Keywords: Professional practice, Work Based Learning, WBC, VET, School, Company.

INTRODUCTION

The working age population in Kosova from 15-64 years old, based on the results of the Labour Force Surveys (LFS) in Q2 2019 (LFS, 2019) the unemployment rate was 31.4% (38% Female), while the unemployment rate is for the age group 15-24 with 57.3%. Higher employment of males (45.2%), while female is 12.7%, long-term unemployment of young people (15-19), who have been unemployed for more than 12 months for Q4 is 38.2%, while NEET (aged 15-24) is 29.4%. Females are mainly employed in education, trade and healthcare sectors (52.9%), while males are mostly employed in trade, construction and manufacturing sectors by (44.1%).

Based on these facts many companies are facing with difficulties in meeting their labor demand. Ministry of Education, Science and Technology (MEST) in Kosova is conducting and extensive reform on harmonising Vocational Education and Training with labor market requirements in the country and abroad. In terms of VET, the focus is on improving the relevance of school programmes to labor market needs, the development and harmonization of policies to support VET reform, of a VET specific core curriculum, aligned to the Kosova Curriculum Framework, the systematic provision of high quality work experience and professional practice, and, specific to the Kosova context (MEST, 2016).

The structure of the profiles in offer by VET System in Kosova does not reflect the labour market needs. This has led to over- and undersupply of certain profiles in in the regions. VET schools that are better equipped and have benefited from different donor programmes seem to perform better, but their capacities need to be strengthened to ensure effective and sustainable implementation of VET supply (Likaj R. a., 2018).

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Kosova is studying possible varieties of VET systems to move from two typical extremes: a purely full time school based VET system and a purely VET system with predominantly company based training. Between these two extremes, mixed systems can be conceived which offer full time school based and with elements of dual VET (BMWFW, 2016). In order to deliver a work based (WB) VET a proper legal basis should be developed and harmonized, including some pre conditions such are: working contract, WB VET plan that follows In-company training Standards and VET Standards (BIBB, 2016), multi stakeholder's examination boards, funding aspects, inputs for updating/development of national WBL standards and demand-driven VET standards for delivery in both learning venues. While in Kosova there is a little commitment of key stakeholders for development and implementation of new policies and strategies and bridging the gap between policies and their implementation (Likaj R. , 2016).

However, the results of the interviews and the survey strongly emphasize that further cooperation between MEST, public and private providers and businesses is needed although some good examples of this are already taking place. VET teachers in Kosovo say that they are using traditional and modern teaching methods. Approximately 40-59% of teachers frequently or always use progressive approaches such as group work and differentiated work for students. It is less common for students to use ICT in classes (19% frequently or always) although 34% of teachers said they were using ICT frequently or always to prepare instructional materials. Most teachers declared that they frequently or always are able to simulate work tasks in the classroom. However, direct interactions with employers are unusual for about 50% of teachers and lecturers so they cannot benefit from an up to date understanding or a social contact with the world of work. However, around 40% of Kosovar vocational students do benefit from a significant period of work-based learning. The survey suggests that the teachers encounter motivated students and are enjoying the teaching process with their students (Likaj R. , 2018).

METHODOLOGY

The mixed method is used for the research, which is intertwined with elements of quantitative research method. This research is part of the project „School meets Business", supported the Austrian Federal Ministry of the Education, Science and Research and KulturKontakt Austria.

For the quantitative research, in cooperation with the Ministry of Education, Science and Technology (MEST), a sample of 26 vocational schools was selected; these schools offer programs in different areas: technical, agriculture, hotel-restaurants, tourism and IT and they cooperate with the selected vocational schools, running their activities in the above-mentioned areas. Consequently, this questionnaire was answered by a total of 22 respondents from vocational schools and a total of 16 respondents from businesses that cooperate with vocational schools.

The questionnaire mainly included closed questions, where the representatives of vocational schools and businesses could choose one of the options offered as a response in the respective question. Whereas, in the end of the questionnaire there were open questions included, related to duties and responsibilities of the person responsible for professional practice, the competences this person should have to coordinate cooperation between school and businesses, shortcomings in cooperation between schools and businesses and recommendations for the improvement of this cooperation in the process of professional practice attendance.

Results of quantitative research with vocational schools

The results of quantitative research show that 48% of schools involved in the research mostly implement the professional practice form in companies during the school year, in accordance with the school plan and legislation into force in regards to professional practice; 38% implement it moderately and according to grades 10, 11 and 12, whereas 14% do not apply at all a professional practice in companies. Professional practice (PP) is organized based on the curriculum;

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- Grade 10, 6 hours per week, in school labs and workplaces
- Grade 11, 9 hours per week
- Grade 12, 12 hours per week

But, it is not clearly defined what the students precisely learn in terms of competences achieved during professional practice in companies. Students in the company usually spend from 6 to 12 hours per week, but there are rare cases of organizing professional block.

In regards to the question **o**f availability of WBL in school, forms of practical training, roles and responsibilities, satisfaction with the practical training, responses are presented below:

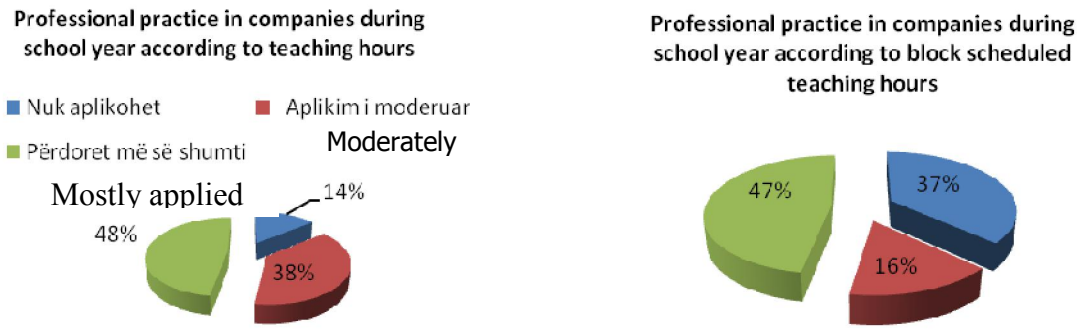

Chart 1: Professional Practice in companies

Most of schools answered that professional practice takes place mostly in the form of visiting companies, rather than as a work based learning, 57% answered mostly applied and 43% answered moderately applied. Whereas in regards to companies' visiting schools, 47% declared that companies with which they cooperate do not visit their vocational schools.

In regards to WBL (practical learning/training in companies), during the school year only 11% state that it is not applied and this is in contradiction with the previous question about the type of professional practice. In regards to professional practice of VET students attended during school summer holidays, 79% of respondents state that this type of practice is not applied in their school. Same is valid for school holidays as per the calendar of official holidays published by MEST.

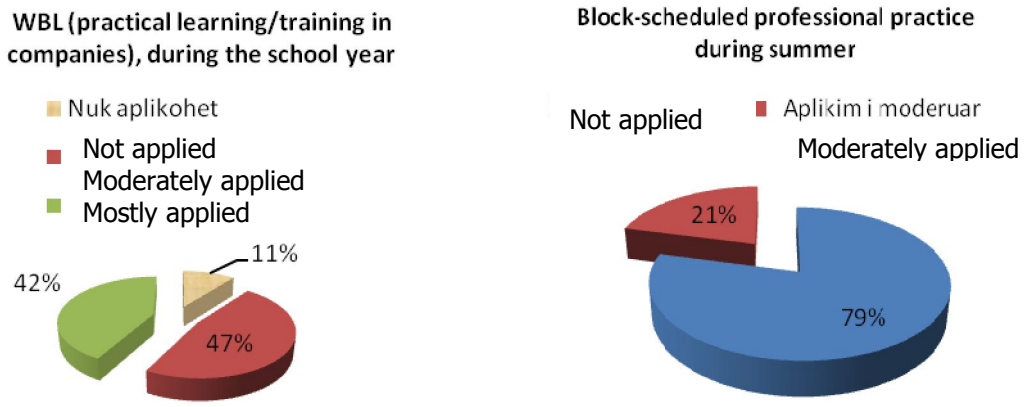

Chart 2: Professional Practice in VET Schools

In regards to the question "Is school important to the company?", 18% of respondents state a little, whereas the others in average or a lot.

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In regards to the companies' interest in VETs in the respective region, 76% of respondents state that there is a moderate interest from companies, whereas 12% state that companies' interest in their school is low.

In regards to Memorandums of Cooperation between schools and companies, 38% of respondents state that they have signed 5-10 memorandums, whereas 43% from 5-10; in regards to implementation the results are approximately the same.

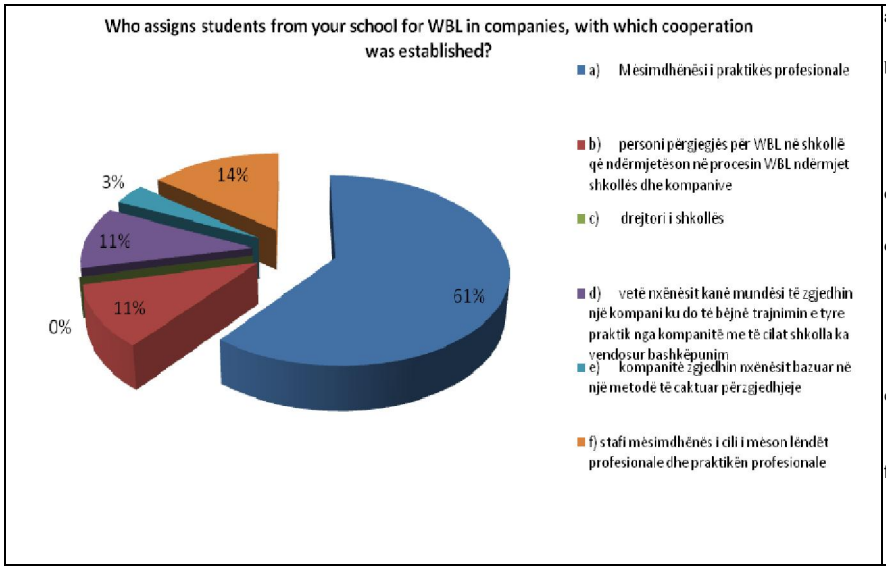
60% of respondents state that the school regularly updated the list of companies available for WBL attendance, whereas 15% state that update is not done regularly.

In regards to criteria used to define which company is available for WBL in specific qualifications, the answers have been provided below:

- The school and enterprise share the same professional area,
- Conditions offered by company in regards to space, technology, behaviour, profession requirements, number of students that the company can accommodate,
- Qualified staff in professional and methodical aspect to supervise students during the practice.
-
- Distance between school and company!!!In regards to school's reaction in cases when the company cannot offer professional practice/work based learning (WBL) to meet qualification requirements, 60% of respondents state that the school sends students to other companies to meet qualification requirements, whereas 32% state that this part is compensated in school workplaces. While the fact that none of the schools sends their students to Vocational Training Centers in MLSW is concerning.
-

In regards to forms of cooperation between schools and enterprises, results are a bit contradictory because 42% of respondents state that the cooperation takes place through students' professional practice attendance, whereas 44 % through visits to companies; 6% state that the companies visit their schools.

In regards to the question "Who organizes the placement of students from your school for WBL in companies with which cooperation is established?", the results are presented in the Figure below, where 61% of respondents state that this task is carried out by professional practice teacher.



a)	Professional practice teacher
b)	Responsible person for WBL in school, intermediating between school and companies during WBL process
c)	School director
d)	Students themselves are allowed to choose a company, with which the school has established cooperation, to attend the professional practice
e)	Companies select students based on a predefined selection method
f)	Teaching staff of professional subjects and professional practice

Chart 3: Assignment of the students from VET schools to the companies

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While professional practice duration for grades 10 and 11 is in accordance with the legislation into force, for grade 12 none of respondents states that students of grades 12 spend 3 days of 6 hours in the company, 6% of them justify by stating that they send students in block scheduled professional practice.

In regards to student's travel expenses, 85% of respondents state that they are covered by parents and 15% by school; this means that companies, MED or MEST do not contribute in this aspect.

In regards to meals offered to students, 60% state that students are not offered any meal in the hosting company during professional practice, whereas 40% state that they do; whereas in regards to meal provided, 63% state that the meal expenses are covered by companies, whereas 37% by parents.

In regards to students' monitoring during professional practice or WBL, 67% state that monitoring is mainly done by practice teacher, whereas 33% by supervisor or instructor assigned by company.

In regards to the question "How it is assessed which of the trainings can be offered in the company?", 44% of respondents state that this is done by school, whereas 20% by the company supervisor; whereas in regards to liaison officers between school and company the response is negative.

In regards to the frequency of visits of professional practice teacher, 76% of respondents state that these visits take place once a week, whereas 14% even once a month. This is concerning because companies have asked school representatives and MED to visit and be present much more to supervise students because they have considerable remarks about their behavior and engagement.
The majority of respondents state that students' participation is supervised by company 89%, whereas only 11% state that the company does not supervise the participation of students during professional practice.

In regards to the question "How the professional practice teacher/instructor is assured that there is a full alignment of practical training program in school and work based learning in company?", 40% of respondents state that the working plan in the company is compared to teaching plan, 48% state that, in cooperation with the company's supervisor, the teaching plan is adjusted to correspond to company's working plan, whereas 12% admit that no previous analysis takes place and the children are directly accommodated in the company.

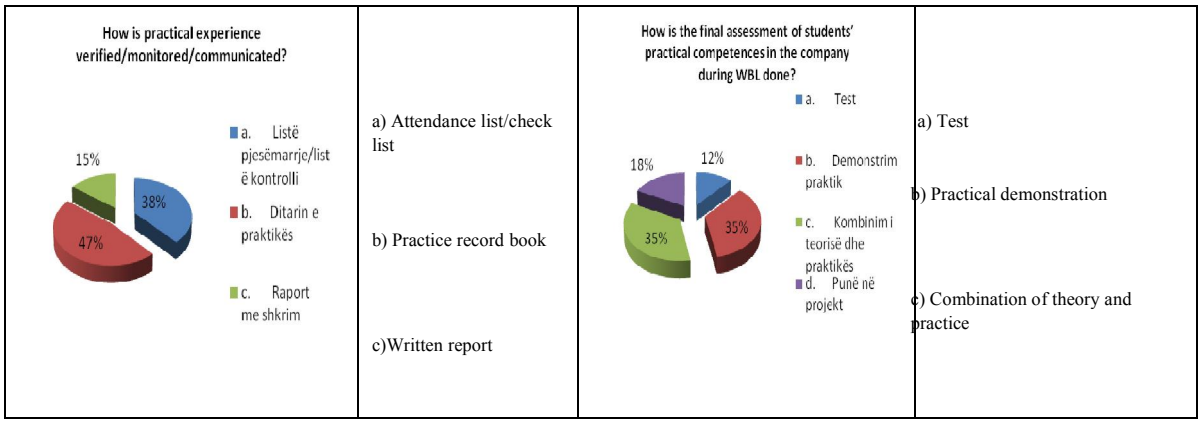

Chart 4: Assessment of practical achievements of the students

In regards to verification of practical experience and communication and final practice assessment of students during WBL, 47% state that this is done through practice record book, whereas 38% through

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a check list; assessment through practical demonstration is stated by 35% of respondents and 35% responded that this is done through a combined theoretical and practical test.

In regards to feedback from parents for the practical training WBL of students in companies, 60% of respondents state that the school organizes meetings and communicates directly with parents, whereas in 34% of cases communication takes place by phone.

In regards to the question Are you satisfied with the cooperation with companies, 73% of respondents state that they are partially satisfied, 18% very satisfied, whereas 9% are not satisfied at all.

In regards to the program of professional practice, 91% of respondents state that the program is prepared by professional practice teacher or someone at school, 9% by any professional member of the team, but no representative from companies is part of it.

In regards to workload of persons/employees in the school who organize professional practice and the time required for that, 45% state that the work load is insignificant and it does not take much time, whereas 55% state that it is a significant workload.

In regards to the question "Do you think you need a person employed at school, whose main task would be to organise professional practice WBL and cooperation between school and company?, 81% of respondents state that they need such a position, therefore it is necessary for the decision-making institutions to address the issue seriously.

56% of respondents state that their teachers, especially professional practice teachers have previous experience in private sector or industry, whereas 38% responded negatively in this question.

Conclusions from the quantitative research with schools

In regards to duties and responsibilities of the person responsible for professional practice WBL, the majority of respondents provided the following responses:

- Serves as a coordinator along with a responsible person at the company in regard to scheduling and other practical issues
- Identifies the opportunities offered by company
- Undertakes the responsibility for the attainment of practical competences by students as per the curriculum,
- Monitors students' participation, behaviour and progress,
- Staff relations and behaviour toward students in companies,
- In cooperation with the practice teacher, he/she should be able to assess the level of achievement of competences by students

  In regards to competences the responsible person should have to be able to coordinate the cooperation between school and companies, we summarized respondents' answers below:
- Great communication, negotiation and organisation skills,
- Knowledge and skills in the professional area to align the professional practice program with company's working plan,
- Be familiar with the methodology of planning practical modules,
- Be able to assess teachers' needs and provide guidance for professional practice to them,
- Be prepared to guide, monitor and assess students' behaviour and achievement,
- Be able to prepare theoretical and practical assessment tools,
- Be able to guide school management to interrupt professional practice in cases when there is no appropriate treatment of students, no appropriate conditions and support is provided for children and their ill-treatment,
- To verify the professional practice record books

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In regards to other parties/institutions currently involved in organizing WBL process and their responsibilities, the majority of respondents answered that no one has any interest in it except for the school but there have been other answers where it is stated that time to time they are supported by parents' council, municipality and projects from donators.

Shortcomings of cooperation between companies and schools mentioned include:
- Companies are not very much interested to take in students for practice purposes, but they are interested in having skilled workers,
- The poor quality of VET's offer in schools and lack of appropriate training of students to meet company requirements
- Insufficient communication and lack of information about companies' requirements and opportunities,
- In some cases, the curriculum, to a great extent, is not in line with the competences a students can attain in a company,
- Transport,
- Lack of sufficient places in a company for offering WBL, because the number of students is higher compared to companies' capacities to take them in,
- Lack of a national strategy and adequate legislation to regulate the forms of cooperation between school and enterprises in regards to work based learning,
- Most of companies do not have long term development and business plans,
- Lack of a Practice Coordinator in schools, whose position would serve as a liaison between school and enterprise.

Recommendations from the quantitative research with companies
For the improvement of cooperation between schools and companies in the process of professional practice/work based learning WBL attendance are provided below:
- Each school should have a coordinator or responsible person for cooperation between school and enterprises,
- Communication between schools and companies should be improved and information exchanged,
- Companies should have a trained responsible person to take care of students during their professional practice,
- It should be regulated by law, so that companies are obliged to accommodate students for practice, offering them mitigation measures and stimulations,
- Accident insurance, transport and meals to be provided for students during work based learning/professional practice attendance,
- Develop a curriculum in accordance with labour market requirements and in certain cases make adjustments to have it correspond to the practice carried out in businesses,
- Students should be offered career guidance, so that they choose professions they love and succeed in them, and make companies trust more in students' competences,
- Have a practical work contract signed between students and companies in order for the students to have better conditions and opportunities, safety and better treatment and be allowed to perform the work as other workers do.

Results of quantitative research with companies
64% of respondents state that they are not members of any business association, whereas 36% are members of different associations including Kosovo Chamber of Commerce, Business Association and other associations closely related to their activities.

It is important that 100% of respondents state that they are open to take in students for professional practice WBL in their company, in line with comprehensive school plans. But, at the same time, 100% of them state that there is not benefit for them in this opportunity offered to VET students.

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The majority of respondents (81%) state that they have signed Memorandums of Cooperation with vocational schools to accommodate students for practical trainings (WBL); 6% are in the process of signing them and 13% have no official agreement signed with schools or responsible institutions.

Vocational schools have been more persistent to initiate cooperation with companies since 65% of respondents stated that this cooperation was initiated by schools, whereas only 30% by companies and 5% by other institutions, e.g. MED, MEST, etc.

In regards to models/forms of practical training currently used as part of cooperation between companies and vocational schools for WBL, the following answers are provided:

- 43% professional practice in companies during school year,
- 27% visits in companies,
- 6% companies visiting school,
- 12% work based learning,
- 0% block scheduled professional practice.

As noticed in the answers of respondents in regard to the number of students a company accommodates for professional practice, 44% state more than 20, 19% from 10-20, 19% from 5-10, whereas 18% from 0-5.

In regard to duration of professional practice or WBL, 39% of respondents state 2 days, 12 hours; 35% one day of 6 hours, whereas only 4% three days of 18 hours. Results correspond to a certain extent to answers received by schools, but it should be considered whether there is compliance with legal requirements in regard to professional practice for students of grade 12.

In regards to question "How do students attend WBL in your company?", 45% of respondents state that the person responsible in the company or the mentor for work based learning offers instructions to students, only 23% responded that students attend their practice working individually in the workplace, whereas 32% state that students work in a group in a workplace. The work in group is good, but students should have the opportunity and sufficient time to practice so that skills required are developed.

In 34% of cases, persons responsible for students involved in the process of professional practice/WBL are persons responsible or mentors from the company, 21% all company workers as per their working position, whereas 28% of cases teachers of professional practice.

In regard to selection of students for professional practice, 65% of respondents state that this is done by school, whereas 35% the school and the company, but in no case students are selected by the company.

Answers to question "Are students well prepared for WBL in your company?", are presented below:

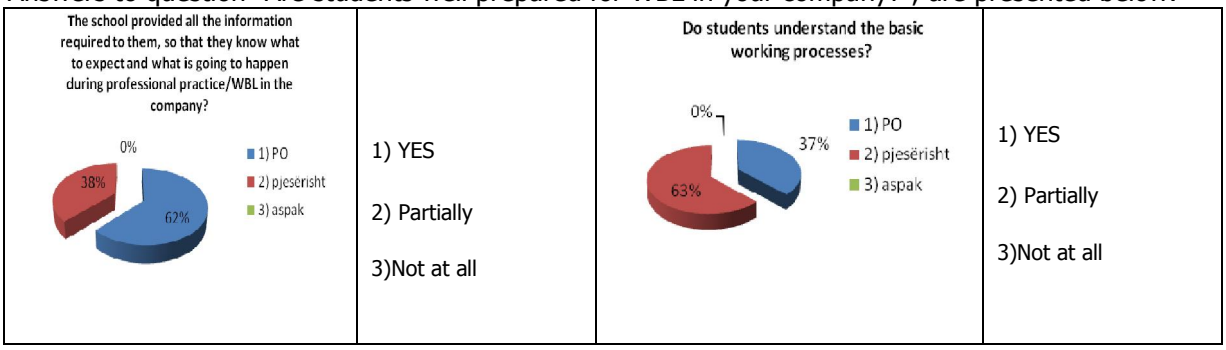

Chart 5: Professional Practice in companies

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It means that the students are informed in most of the cases about what will take place during professional practice in the company, whereas in regard to the question whether students understand the basic processes, 37% of respondents answered yes, 63% answered partially. It means that the curriculum content should be updated to correspond to labour market requirements, and while drafting them there should be business professionals involved and teachers should work more with the students.

In regard to solving problems with students attending their professional practice/WBL in a company, 68% of respondents state that this is done by the person responsible in the company or the mentor in cooperation with the professional practice teacher, 16% state that they inform the school and teacher and only 16% state that the mentor communicates directly with the student.

In regard to who selects the mentor/responsible person for work based learning (WBL) in the company and what are his/her responsibilities/competencies, the following answers were provided:

- the company manager assigns a mentor, who monitors the process of professional practice, school along with the company.
-

What is surprising, in the question whether the mentor/responsible person for WBL has extra education/training in pedagogical, andragogical and didactic areas so that he/she can work with the persons being trained in your company, 81% answered positively.
Whereas 75% of respondents state that they have measured students' satisfaction with the quality of WBL in their company.

Conclusions from the quantitative research with companies
Creative mechanisms used to identify knowledge, skills and competences attained by students through WBL in the company are:
- Control of practical work done during the practice in the working place in different stages,
- Independent work and compliance with working procedures and rules,
- Assessment form.

Participation of responsible person for WBL/mentor from the company in the process of assessing students attending practical training (WBL) has been described below:
- He/she is equipped with the Assessment form,
- Monitors the works done and reports to the professional practice teacher,
- Performs the assessment in cooperation with the professional practice teacher,
- Completes the check list and attendance list,
- Assesses and signs the professional practice record book.

The person responsible for WBL/WBL mentor has no specific benefit in the companies interviewed.

The majority of interviewed companies 69% state that they are very satisfied with the cooperation with schools, whereas 31% partially.

To the question whether other institutions can contribute in strengthening cooperation between companies and school and what are their competences, respondents provided the following answers:
- MEST, which in the curriculum content should include more information in regard to the educational part, group work, respect and behaviour
- MED, which as well should monitor more the progress of professional practice
- MLSW.

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100% of companies believe that it is necessary to have a person employed at school, whose main duty would be to organise WBL and cooperation between school and company.

According to respondents, the competences of the responsible person for WBL include:
- Be familiar with the curriculum, company and be able to identify the places where students can attend their practical work within a company,
- Be communicative and cooperative,
- Plan and share the responsibilities for the work,
- Be able to monitor and assess the working tasks assigned.

Most of companies listed these problems encountered while organizing WBL with schools:
- Great number of students and their selection,
- Lack of accident insurance,
- Transport and other expenses not covered,
- Lack of equipment and work uniforms,
- Students' behaviour,
- Inappropriate supervision by other institutions except for the professional practice teacher.

Recommendations from the quantitative research with companies

For the improvement of cooperation between schools and companies in the WBL process, have been given below:
- MED, MEST and GOVERNMENT should allocate a special fund for WBL, to cover the expenses for the raw materials and materials used with no productivity by students,
- Stimulate students through this fund, by covering the transport, meals, accident insurance and work uniforms,
- Have a system to guide students toward VETs,
- Work more in students' manners and discipline,
- Better preparation of students in theory and practice,
- Curriculum adapted to requirements of labour market,
- A more dedicated school to monitor students during WBL,
- Have MOUs signed,
- Train MEST instructors within companies to work with students,
- Have a form and sign individual training contract with students,
- Offer subsidies for businesses providing WBL.

GENERAL CONCLUSIONS

Majority of respondents 77% state that the title they propose for the person employed at school, who will mainly work with the WBL organisation and cooperation between school and companies, is a Business Liaison Coordinator.

There is a great need to appoint a Business Liaison Coordinators in all VET schools. The role of the Business Liaison Coordinators in VET schools should be strengthened to support close cooperation with local businesses and other stakeholders.

The Business Liaison Coordinators has the main role in coordinating Work Based Learning (WBL) and other activities of VET schools with companies.

A general and specific competences including training programme was developed based on the findings of the research, which enables participants to perform their roles as BLC or WBLC, listed in the following functions:
- Identification, criteria and list of businesses
- Placement of students and decision on the format of WBL in the business
- Organization of the WBL in the businesses

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- **Monitoring of WBL in the business.**
A respective Legislation Framework for WBL in VET sector should be developed to support the implementation of WBL, in which the role of BLC at schools and In-Company Trainers or Instructors is defined, same as the criteria for validation and accreditation of training providers and assessment bodies for these two categories.

BIODATA AND CONTACT ADDRESSES OF AUTHORS

Prof. Dr. Rame Likaj, is a professor at the Faculty of Mechanical Engineering, University of Prishtina. He received his doctorate degree (Ph.D.) in 2005 at the Faculty of Mechanical Engineering, University of Prishtina.

He has 25 years experience in teaching and he is an author and co-author of 11 textbooks and 20 manuscripts in the field of mechanical engineering. Prof. Dr. Likaj participated in many international conferences, and published 84 scientific publications. He has 20 years of experience working in donor funded projects of EU, Austrian, German, British and Luxembourg donor agencies, in the field of Education and Training. Currently, he is a Member of Senate at University of Prishtina and a Coordinator for Master studies for Mechatronics at the Faculty of Mechanical Engineering.

Prof. Dr. Rame Likaj
Faculty of Mechanical Engineering
University of Prishtina" Hasan Pristina"
Kosova
E. Mail: rame.likaj@uni-pr.edu

Zenun Halili, is associate professor at Department of Political Science, Faculty of Philosophy,University of Prishtina" Hasan Prishtina", Kosovo. He completed his master degree at Texas A&M University - USA and got a doctorate degree at University of Prishtina. His research interests are political science and education reform.

Assoc. Prof. Dr. Zenun Halili (Corresponding Author)
Faculty of Philosophy, University of Prishtina" Hasan Pristina"
Kosovo
E. Mail: zenun.halili@uni-pr.edu

Assoc.Prof.Dr. Xhevahir Bajrami, is professor at the Faculty of Mechanical Engineering department of Mechatronics. Xhevahir Bajrami studied Design and Robotics at University of Pristina, 2010, where he received MSc. Finished Doctoral studies at Institute of Mechanic and Mechatronic, Vienna University of Technology (TU-Wien), 2013, Austria. He developed kinematics and dynamics for the Biped robot "Archie" in Institute of Mechanics and Mechatronics at the Vienna University of Technology. Actually, holds a position as assistant professor where teaches courses on Mechatronics in food industry, Feedback control, Modeling and simulation in mechatronics, IoT, sensors, image processing, machine learning. He has more than 45 scientific publications in IEEE, Springer, and IFAC etc.

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Assoc. Prof. Dr. Xhevahir Bajrami
Faculty of Mechanical Engineering, University of Prishtina" Hasan Pristina"
Kosova
E. Mail: xhevahir.bajrami@uni-pr.edu

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EXAMINING THE SELF-EFFICACY LEVELS OF PEDAGOGICAL FORMATION STUDENTS TOWARDS TEACHING PRINCIPLES AND METHODS COURSE

Assoc. Prof. Dr. Alptürk Akçöltekin
Ardahan University, School of Physical Education and Sports
Department of Physical Education and Sports Teaching-Turkey

Abstract
The present study aims to determine the self-efficacy levels of university students who receive pedagogical formation training towards the Teaching Principles and Methods Course. Accordingly, a scale consisting of 34 items and 5 factors was used. The study group of the research consists of 221 university students who receive pedagogical formation training in the academic year of 2019-2020. As a result of the study, it was concluded that the self-efficacy levels of students were low in explaining the difference between education and teaching, explaining the basic concepts included in the regulation of education status in the process of developing education programs, explaining the relationship between teaching models, strategies, methods, and techniques, explaining the factors that affect method selection along with the basic principles of discussion methods, and finally, explaining the education plans, however, students possessed high self-efficacy levels in explaining the basic concepts about education, classifying the cognitive, affective, and psychomotor aims of education, writing appropriate acquisitions about their fields, explaining the benefits of using methods in teaching, using discussion techniques in the teaching process, and finally, designing a plan that is suitable to their fields by paying attention to the steps of the planning process.

Keywords: Pedagogical formation, Self-efficacy, Teaching principles and methods course, Curriculum development.

INTRODUCTION

In all scientific disciplines, practical studies are carried out by considering certain theoretical concepts and principles. In educational activities, this process involving the development of curricula, objectives, strategies, methods and techniques, materials and teaching-learning practices is carried out in accordance with certain theoretical foundations. These foundations are based on social expectations, value judgments and needs, psychological principles and, finally, the fundamentals of educational philosophies. These criteria must be taken into consideration in the planning, organization and implementation of educational activities. For the implementation of these activities in line with their purpose, the main responsibility lies with administrators and teachers (Çeliköz & Çetin, 2004; Şimşek, 2005). Despite sharing the same learning environment, learning takes place at different rates and in different ways for each student (Fry, Ketteridge & Marshall, 2009). Through the use of teaching techniques in the classroom, teachers are required to act correctly in terms of providing students with the opportunity to learn and an environment in which they can acquire the necessary knowledge and skills (Güven-Yıldırım, Köklükaya & Aydoğdu, 2016). With the inclusion of practices that combine real life and school in learning environments, the use of different methods and techniques in the teaching-learning process integrates life and school and enables students to acquire skills that align them with the environment and life (Şahin & Güven, 2016). For the effective implementation of teaching activities, teachers must be knowledgeable on alternative teaching methods and techniques and apply them in the classroom environment by determining the suitable techniques based on the individual differences of the students and the aim of the planned teaching subjects (Ramsden, 1992). Teachers should ensure the active participation of students and establish an interactive learning environment in the classroom by choosing a suitable method for the subject (Taşkaya & Muşta, 2008). Teachers should have knowledge of not only the content, but also the various ways of teaching the concepts related to the content to students (Coffman, 2010). For the process to be carried out effectively, it is also important that teachers are attentive to the points to be considered in the implementation of the

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methods and techniques they will use, in addition to having knowledge of their effects on learning (Demir & Özden, 2013). Teachers should be aware of the fact that students differ structurally from each other and while determining the alternative methods and techniques they will use in in-class activities, they should refrain from imposing the uniform structure of the society on students and enable them to have fun while learning (Maryellen, 2009). It is only possible for a teacher to make a decision regarding the selection of suitable methods and techniques by having knowledge of different methods and techniques (Uysal, 2010). Teaching Principles and Methods is one of the pedagogy courses that involve areas towards providing teachers with these qualities (Uyar, 2016). In the literature, there are various definitions based on different features regarding the teaching methods and techniques that are recommended to be used in learning environments with the aim of implementing efficient and effective educational activities. Sünbül (2010, p.243) defines the method of teaching as a set of activities performed in one or several lessons with the aim of providing students with certain behaviors within a unit while Taşpınar (2010, p.64) defines the method as the practices carried out by teachers to establish in-class training. On the other hand, Gömleksiz (2004) defines the teaching technique as the implementation of the shortest, most reliable and most effective methods to enable students to reach the objectives in the process of teaching-learning while Bilen (2010) defines it as the organization and presentation of a planned educational formation that is applied with the aim of carrying out teaching activities and Erdem (2006) defines it as the skills and processes that are required to be implemented with the aim of carrying out teaching activities.

When the literature on teaching principles and methods was examined, it was found that Kayabaşı (2012) conducted a study on the teaching methods and techniques used by teachers in the teaching process and the reasons why they prefer them, Yılmaz (2017) examined the teaching strategies, methods and techniques preferred by science teachers and the opinions of science teacher candidates, Yalçın & Uzun (2018) examined the level of use of teaching methods and techniques by pre-school teachers, Bardak and Karamustafaoğlu (2016) examined the teaching strategies, methods and techniques used by science teachers in the context of pedagogical subject matter knowledge, Bozpolat, Uğurlu, Usta, & Şimşek (2016) examined the opinions of students and instructors on teaching methods and techniques, Demir and Özden (2013) examined the opinions of classroom teachers on educational strategies, methods and techniques, Demirkan & Saraçoğlu (2016) examined the opinions of Anatolian High School teachers on the teaching methods and techniques they used in the classroom, Okur Akçay, Akçay & Kurt (2016) examined the opinions and competencies of middle-school teachers regarding teaching methods and techniques, Kubat (2016) conducted a study to determine the teaching methods and techniques used by science teacher candidates in the learning-teaching process and their purpose of use and, finally, Karasu, Ketenoğlu & Kayabaşı (2019) examined the opinions of classroom teachers on the methods and techniques they used in the classroom.

When the related literature was examined, it was determined that a large majority of the studies conducted on teaching principles and methods were carried out either with teacher candidates or with teachers. However, no studies were found on the self-efficacy levels of students with pedagogical formation certificates towards the teaching principles and methods course. In order to fulfill this deficiency in the literature, the subject was considered to be worth studying.

METHODOLOGY

Since the present study aims to examine the self-efficacy levels of university students who receive Pedagogical Formation training at Ardahan University in the academic year of 2019-2020 towards the Teaching Principles and Methods Course, the relational survey model was used. These are survey models that are administered on the whole population or a sample extracted from the population in order to make a generalization about the population (Karasar, 2007). In these studies, the aim is to describe a situation related to the study subject (Büyüköztürk, Çakmak, Akgün, Karadeniz & Demirel, 2012).

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Data Collection Tools

In the present study, the "Teaching Principles and Methods Self-Efficacy Scale" consisting of 33 items and 6 factors, which was developed by Kuzu & Demir (2015) with the aim of determining the self-efficacy levels of teacher candidates towards the Teaching Principles and Methods Course, was used. The first factor of the scale is "Knowledge of the Curriculum Development Process", the second factor is "Knowledge of Learning-Teaching Approaches", the third factor is "Ability to Apply Knowledge of Teaching Principles and Methods", the fourth factor is "Knowledge of Basic Concepts", the fifth factor is "Ability to Explain Knowledge of Teaching Principles and Methods" and the sixth factor is "Planning Knowledge". The Cronbach-Alpha Reliability Coefficient (α) of the scale was calculated as .958. The Cronbach-Alpha Reliability Coefficients (α) of the factors constituting the scale were calculated as α=.919 for the first factor, α =.863 for the second factor, α = .876 for the third factor, α = .906 for the fourth factor, α =.877 for the fifth factor, and α =.850 for the sixth factor. Students' levels of agreement were classified as 1 "never", 2 "partially", 3 "undecided", 4 "usually" and 5 "always".

Data Analysis

In the analysis of the data obtained in the study, evaluations were made based on the arithmetic mean ($\bar{X}$) and standard deviation (Sd) values of the answers given by the pedagogical formation students to the items in the relevant factors of the scale.

Population and Sample

The study group consists of 221 university students who receive pedagogical formation education at Ardahan University in the fall semester of the 2019-2020 Academic Year and voluntarily participate in the study. Table 1 shows information on the demographic variables of the students.

Table 1: Demographic information on the participating students.

	Variable	Frequency (f)	Percentage (%)
Gender	Female	135	61.1
	Male	86	38.9
Total		221	100
Department	Geography	20	9
	History	50	22.6
	Turkish Language and Literature	62	28.1
	Contemporary Turkish Dialects	21	9.5
	Music	21	9.5
	Sport Management	35	15.8
	Painting	12	5.4
Total		221	100

Table 1 shows the frequency and percentage values on the gender and educational department variables of the participating students.

FINDINGS

Table 2: The arithmetic mean and standard deviation values of the data on the students' knowledge of basic concepts

	Statements	$\bar{X}$	Sd
1.	I can explain the basic concepts of education	3.86	.862
2.	I can use the basic concepts of education accurately and consistently	3.77	.886
3.	I can explain the similarities between the basic concepts of education	3.84	.815

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4.	I can explain the differences between the basic concepts of education	3.76	.836

When Table 2 was examined, it was determined that the statement with the lowest arithmetic mean value was "I can explain the differences between the basic concepts of education" while the statement with the highest arithmetic mean value was "I can explain the basic concepts of education".

Table 3: The arithmetic mean and standard deviation values of the data on the students' knowledge of the curriculum development process

	Statement	$\bar{X}$	Sd
5.	I can explain the principles of curriculum development	3.54	.941
6.	I can explain curriculum items	3.55	.997
7.	I can explain the relationship of curriculum items with each other	3.56	.987
8.	I can classify curriculum objectives as cognitive, affective and kinesthetic (psychomotor skills) objectives	4.03	.951
9.	I can explain the key criteria used in content selection in the curriculum development process	3.59	1.017
10.	I can explain the basic principles used in the organization of educational statuses in the curriculum development process	3.48	1.003
11.	I can explain the factors of educational statuses in the curriculum development process	3.49	1.043
12.	I can explain the principles of curriculum evaluation	3.56	1.047
13.	I can explain the importance of curriculum evaluation	3.77	.974

When Table 3 was examined, it was determined that the statement with the lowest arithmetic mean value was "I can explain the basic principles used in the organization of educational statuses in the curriculum development process" while the statement with the highest arithmetic mean value was "I can classify curriculum objectives as cognitive, affective and kinesthetic (psychomotor skills) objectives".

Table 4: The arithmetic mean and standard deviation values of the data on the students' knowledge of learning-teaching approaches

	Statements	$\bar{X}$	Sd
14.	I can write suitable targets and acquisitions related to my field	3.90	.978
15.	I can explain the basic principles used in content organization in the curriculum development process	3.53	1.007
16	I can explain the relationship between teaching models, strategies, methods and techniques.	3.48	1.038
17	I can explain the basic principles of contemporary learning-teaching approaches (Multiple intelligence, constructivism, etc.).	3.78	1.048
18	I can explain the basic principles of traditional learning-teaching approaches.	3.65	1.028
19	I can utilize contemporary learning-teaching approaches in the teaching (course) process.	3.67	1.064

When Table 4 was examined, it was determined that the statement with the lowest arithmetic mean value was "I can explain the relationship between teaching models, strategies, methods and techniques" while the statement with the highest arithmetic mean value was "I can write suitable targets and acquisitions related to my field".

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Table 5: The arithmetic mean and standard deviation values of the student data on the "Ability to Explain Knowledge" and the "Ability to Apply Knowledge" sub-dimensions of the teaching principles and methods dimension

	Statements		
	Ability to Explain Knowledge	$\bar{X}$	Sd
21	I can explain the benefits of using methods in teaching	3.64	1.024
22	I can explain the factors that influence method selection	3.50	1.038
23	I can explain the basic principles of method selection	3.52	1.016
24	I can explain the general principles of teaching	3.54	1.046
25	I can explain the basic principles (features) of the direct instruction method	3.57	.995
	Ability to Apply Knowledge	$\bar{X}$	Sd
26	I can utilize the lecture method in the teaching (course) process.	3.72	.969
27	I can explain the basic principles (features) of the discussion method	3.61	1.010
28	I can utilize the discussion method in the teaching (course) process	3.71	1.035
29	I can utilize discussion methods (debates, panel discussions, etc.) in the teaching (course) process	3.90	.997
30	I can explain active learning techniques (Station, Educational games, Metaphor, etc.)	3.71	1.048
31	I can implement active learning techniques (Station, Educational games, Metaphor, etc.)	3.68	1.071

In Table 5, the statements of the students regarding their self-efficacy towards teaching methods and principles were examined in two sections as "Ability to Explain Knowledge" and "Ability to Apply Knowledge". In the "Ability to Explain Knowledge" section, it was determined that the statement with the lowest arithmetic mean value was "I can explain the factors that influence method selection" while the statement with the highest arithmetic mean value was "I can explain the benefits of using methods in teaching". In the "Ability to Apply Knowledge" section, it was determined that the statement with the lowest arithmetic mean value was "I can explain the basic principles (features) of the discussion method" while the statement with the highest arithmetic mean value was "I can utilize discussion methods (debates, panel discussions, etc.) in the teaching (course) process".

Table 6: The arithmetic mean and standard deviation values of the data on the students' planning knowledge

	Statements	$\bar{X}$	Sd
32	I can explain teaching plans (lesson plans, yearly plans, etc.)	3.86	1.009
33	I can explain the necessity of planning in the learning-teaching process	3.88	.981
34	I can develop a plan that is suitable for my field by considering the stages of planning	4.01	.941

When Table 6 was examined, it was determined that the statement with the lowest arithmetic mean value was "I can explain teaching plans (lesson plans, yearly plans, etc.)" while the statement with the highest arithmetic mean value was "I can develop a plan that is suitable for my field by considering the stages of planning".

CONCLUSION AND DISCUSSION

When the arithmetic mean values of the statements in the factor including the statements of the pedagogical formation students regarding the basic concepts in the teaching principles and methods course were examined, it was concluded that the students had low self-efficacy in terms of knowledge of the main differences between the basic concepts of education, but had high self-efficacy in terms of explaining the basic concepts of education.

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When the answers of the students to the statements in the factor including the items that determine self-efficacy levels towards curriculum development within the scope of the teaching principles and methods course were examined, it was determined that the students had low self-efficacy in terms of their ability to explain the basic principles used to organize curricula within the process of curriculum development, but had high self-efficacy in terms of their ability to classify curriculum objectives as cognitive, affective and kinesthetic.

When the items in the factor measuring the self-efficacy levels of the students towards learning-teaching approaches within the scope of the teaching principles and methods course were examined, it was determined that the students had low self-efficacy in terms of explaining the relationship between teaching models, strategies, methods and techniques, but had high self-efficacy in terms of writing suitable targets and acquisitions related to their field.

When the dimension including the students' self-efficacy towards the ability to explain knowledge of teaching principles and methods was examined, it was concluded that the students had low self-efficacy in terms of their ability to explain the factors that affect method selection, but had high self-efficacy in terms of explaining the benefits of using methods in teaching. When the students' self-efficacy towards their ability to apply knowledge was examined, it was determined that they had low self-efficacy in terms of explaining the basic principles of the discussion method, but had high self-efficacy in terms of their ability to utilize discussion methods such as debates and panel discussions during course activities.

SUGGESTIONS

1. In future in-service training activities to be carried out with pedagogical formation students, more inclusive activities regarding the teaching of the differences between the basic concepts of education should be carried out.
2. In future in-service training activities to be carried out with pedagogical formation students, more inclusive teaching activities regarding the basic concepts used in the organization of education statuses within the curriculum development process should be carried out.
3. In future in-service training activities to be carried out with pedagogical formation students, more inclusive teaching activities regarding the relationship between teaching models, strategies, methods and techniques should be planned and carried out.
4. In future in-service training activities to be carried out with pedagogical formation students, more inclusive teaching activities regarding the factors that affect method selection and especially the basic principles of the discussion method should be carried out.
5. In future in-service training activities to be carried out with pedagogical formation students, more inclusive teaching activities regarding the determination of the purpose of teaching plans such as lesson plans and yearly plans should be planned.

Note: This study was presented as an oral presentation at 11th International Congress on New Trends in Education, April 18, 2020, Turkey.

BIODATA AND CONTACT ADDRESS OF AUTHOR

Alptürk Akçöltekin completed his master's degree at Kafkas University and his doctoral degree at Atatürk University Institute of Educational Sciences. The author, who is an Associate Professor in the field of Curriculum and Instruction in Education, has been serving in the Department of Physical Education and Sports Teaching at Ardahan University School of Physical Education and Sports since 2013. His research interests include curriculum development, teacher training, scientific research methods and techniques, scale adaptation and scale

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development. The author has contributed to 27 articles published in national and international journals as the main author

Assoc. Prof. Dr. Alptürk Akçöltekin
Ardahan University, School of Physical Education and Sports
Department of Physical Education and Sports Teaching
E. Mail: alp7501@gmail.com

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BIBLIOMETRIC ANALYSIS OF THE EUROPEAN EARLY CHILDHOOD EDUCATION RESEARCH JOURNAL

Assoc. Prof. Dr. Özgün Uyanik Aktulun
Early Childhood Department, Afyon Kocatepe University, Afyonkarahisar- Turkey

Abstract
This study aimed to conduct a bibliometric analysis of the European Early Childhood Education Research Journal and determine the journal's scientific development, intellectual development and scientific focus. For this purpose, by including all publications since the journal started to be indexed on Web of Science (2007-2018) in the scope of the analysis, bibliometric analyses were carried out on 494 scientific articles published on the database of WoS. The studies were examined with the Citespace II software based on country collaborations, co-citation analysis and co-word analysis, and citation bursts were observed for countries and works that had a critical significance in the journal in terms of citation numbers. According to the findings, it was understood that there were mostly articles with one or two authors in the journal. England, Australia and Norway were the countries of the authors who made the highest contribution to the journal in the scientific sense. In the journal, it was observed that studies carried out by authors from the England, Greece and New Zealand received high numbers of citations on certain occasions. The concepts that were mentioned the most frequently in the studies were "preschool", "play", "education" and "children".

Keywords: European Early Childhood Educational Research Journal, bibliometric analysis, cocitation analysis; social network analysis.

INTRODUCTION

The philosophical roots of early childhood education are based on theories on the developmental history of children, qualified teachers, qualified education programs, rich education environments and the families of children. These theories that reveal the development and education of children are updated in time by being reviewed by researchers (Brewer 2007; Jackman 2012). Comparisons between the past and present of the field-related scientific knowledge allow emergence of analytical and realistic approaches regarding the future (Turan, Karadag, Bektas, and Yalcin 2014). Accordingly, Khodabandelou, Mehran, and Nimehchisalem (2018) determined a stable growth in studies in the field of early childhood education carried out by development scientists, educators, psychologists and economists in parallel to studies conducted in relation to education and other fields of science related to education. This increase in the number of studies has made it necessary to examine the epistemology and/or informational structure of the field. For this purpose, bibliometric investigation of the contents of studies in journals where qualified research accepted in its field is published has become one of the current methods of research.

Scientific studies that are carried out not only within the scope of a single field of science but also in collaboration with other scientific fields are rapidly advancing and changing through the years. In this process of change, the bibliometric research method may be used to determine a field of discipline's or a journal's growth dynamics, intellectual structure, knowledge fields, research theme, methodology, geographical areas of publication and topics (Tsay, Jou, and Ma 2000; Agarwal et al. 2016). Bibliometric studies allow presentation of the change, development and characteristic properties of a field of discipline or a journal by using mathematical and statistical methods (Pritchard 1969; Diodato 1994; Mamdapur, Govanakoppa, and Rajgoli 2011). This way, by making it possible to understand the general structure of a field of discipline and definition of the concepts and trends in the field, they help researchers gain a general perspective on the studies in the field and trending topics (Wallace,

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1989; Egghe, and Rousseau 1990; Kasemodel, Makishi, Souza, and Silva 2016). Bibliometric studies may be classified under evaluative or relational categories. Evaluative techniques consist of productivity measurements (publication, author, organization and country-related productivity), impact measurements (rating of journals, and document, author, journal citation analyses) and hybrid metrics embodying both productivity and impact measurements (Hall 2011; Koseoglu 2016). On the other hand, relational techniques discover the relationships in studies such as the structure of the research fields, new research themes and techniques. Word analysis, co-authorship analysis and co-citation analysis are the most widely used visual techniques to reveal relationships (Benckendorff, and Zehrer 2013). Analysis of academic journals, which are a significant communication channel for researchers, by using evaluative and relational methods may act as a window where a certain field of discipline may be observed (Xiao, and Smith 2006). For this reason, the main point of focus for bibliometric studies may be accepted as academic journals (Hall 2011). With bibliometric analyses on journals, verifiable and specific results may be obtained regarding the evolution of a discipline (Ma, and Law, 2009).

In the light of this point, it was aimed to conduct a bibliometric analysis of 494 studies published in the European Early Childhood Education Research Journal between 2007 and 2018. With the bibliometric analysis, an effort was made to determine the scientific development of the journal and reveal its contributions on the intellectual structure of the discipline of early childhood education.

The study sought answers to the two following main questions

(1) What kind of distribution do studies published in the European Early Childhood Education Research Journal show in terms of the numbers-types of publications on a yearly basis, the number of citations and the collaboration and productivity of authors-institutions-countries?

(2) What are the concept-topic trends of studies published in the European Early Childhood Education Research Journal?

LITERATURE REVIEW

European Early Childhood Education Research Journal

The European Early Childhood Education Research Journal, published by Taylor & Francis, became operational in the year 1993. The journal is also a publication of the European Early Childhood Education Research Association (EECERA). As the main focus point of the journal, articles regarding birth through eight years of age on early childhood in the fields of psychology, sociology, pediatric health and social services are published. The journal is published in the form of six issues per year. The European Early Childhood Education Research Journal is included in the indices of the Australian Research Council, Ranked Journal List; British Education Index; EBSCO; Educational Research Abstracts Online; Education Resources Information Center; ERIH (European Reference Index for the Humanities, Pedagogical and Educational Research); National Children's Bureau; ProQuest; SCOPUS®, and the Social Sciences Citation Index (As of August, 15, 2019, Taylor & Francis Online 2019).

According to data from the Journal Citation Reports for 2017 published by Taylor & Francis Web of Science, the journal ranks 161st among 239 journals published in the field of Education & Educational Research. When the journals are divided into four quarters (Q1–Q2–Q3–Q4) in accordance with the impact factor in the research field categories, it falls under Q3. The impact factor of the journal in 2017 was 1.090, and its five-year impact factor was 1.322 (Thompson Reuters Journal Citation Reports 2017). According to the 2018 data, it is ranked as the 156th among 243 journals in the field of Education & Educational Research. Moreover, the 2018 impact factor value of the journal was reported as 1.215 (As of August, 15, 2019, Taylor & Francis Online 2019). The impact factor is calculated by dividing the total number of citations received in 2016 for the studies published in 2014 and 2015 by the total number of publications in the same two-year period (Garfield, 1972).

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Why is the bibliometric analysis of the European Early Childhood Education Research Journal important?

Since the second half of the twentieth century, studies carried out with advanced technological instruments have revealed the significance of the early childhood period more and more, and they have led to the prevalence of research in this field. This situation had increased the necessity for qualified journals specific to the field that would publish the reports of studies on early childhood education, and bibliometric examinations have become a necessity to determine the main points of studies that are published in such journals. Considering the scientific journals reflect the variety and popularity of research topics in a certain time interval (Shen et al. 2014), bibliometric analysis of studies in a certain journal for a certain determined time interval allows obtaining valuable results (Egghe, and Rousseau, 1990; Daim, Rueda, Martin, and Gerdsri 2006). Accordingly, examination of qualified journals that are published in the field of early childhood education with bibliometric studies may guide future studies by allowing summarization of the published work and a better understanding of the informational structure of the field by researchers. In relation to this issue, considering the literature, it was seen that there is a limited number of studies where bibliometric methods were used for analysis in the field of early childhood education. Among the existing studies, it was observed in general that the bibliometric characteristics of studies on one selected topic published in a selected time interval were examined (Ling, and Potmesil 2017; Khodabandelou et al. 2018; Tran et al. 2018; Wu 2018). Furthermore, it was determined that no academic journal regarding the field of early childhood education has been examined with a bibliometric methodology.

At this point, the European Early Childhood Education Research Journal which is rising and growing is an important source that may be subjected to bibliometric analysis as it is one of the main indexed journals that contribute to the development of the literature by publication of qualified studies in the field of early childhood education. The findings to be obtained from the bibliographic analysis of the journal will provide a general outlook into the informational structure of the journal and studies on early childhood education. Additionally, the fact that no study focusing on certain journals regarding early childhood education research was encountered and that the European Early Childhood Education Research Journal was not subjected to bibliographic analysis before, were especially important in selecting the journal as the topic of research in this study. In this study, the European Early Childhood Education Research Journal was subjected to evaluative and relational bibliometric analyses. It is an important factor that shows the uniqueness of the study that the journal has not been a subject of bibliometric studies so far.

METHOD

This study aimed to conduct a bibliometric analysis of the European Early Childhood Education Research Journal and determine the journal's scientific development, intellectual structure and scientific focus. In this context, scientific studies published in the journal and indexed on the database of Web of Science were examined based on their bibliometric characteristics. As a result of searching the WoS database, a total of 561 scientific studies that were published in the journal in the period of 2007-2018 were accessed. As the study aimed to describe all characteristics of an existing situation, it is a study with a screening model. Screening models are a research approach that aims to describe a situation that existed in the past or still exists as it is (Karasar 2007). As the academic studies published in the period of 2007-2018 in the European Early Childhood Education Research Journal were descriptively examined, this study was a cross-sectional study among screening models (Buyukozturk et al. 2017).

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Data Collection Process

In the study, to access the scientific studies (research data) published in the European Early Childhood Education Research Journal, a search was carried out on the Web of Science Core Collection database. As a result of the search, 561 scientific studies published in the journal in the period of 2007-2018 and the bibliometric properties of these studies (year of publication, publication type, publications' title-abstract-keywords and bibliographies, author names, countries of authors and institutions of authors, number of citations received from sources indexed on Web of Science) were accessed.

Inclusion and Exclusion Criteria

In the study, the types of studies as editorial materials (n=59), proceedings papers (n=13), book reviews (n=3), corrections (n=3) and reviews (n=2) were excluded from the analysis, while no restriction was placed based on years. All publications since the date of the journal's first indexing on Web of Science (2007-2018) were included in the study. In this scope, the analyses were carried out on 494 scientific articles that were published in the journal in the period of 2007-2018. Chart 1 shows the distribution of the 494 articles based on periods.

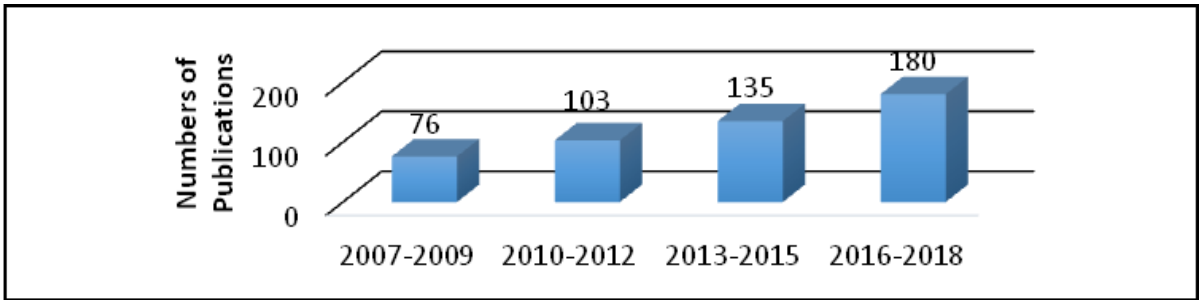

Chart 1. Distribution of Publications Based on Periods

It was observed that the number of publications increased in all periods. The highest number of articles was published in 2016 (n=61) and in the time interval of 2016-2018 by 36% (n=180). Among the publications, 27% (n=135) were published in the period of 2013-2015, 21% (n=103) were published in the period of 2010-2012, and 15% (n=76) were published in the period of 2007-2009.

Data Analysis

Potter (1988) divided bibliometric studies into two categories. The first category consists of descriptive studies that aim to examine a body of literature by listing contributing countries, authors, years of publication and discipline, while the second category consists of studies that aim to examine the usage of a literature by using citation analyses which are more evaluative (Osareh 1996). In line with the view of Potter (1988), this study firstly examined the journal's citation, co-authorship status and author productivities based on the citation and author information in the WoS database. After this, the bibliometric data of the studies were recorded in the "plain text" format from the WoS database. The data file to be analyzed was made ready for the Citespace II software where the bibliometric analysis would be carried out and introduced to the program. Citespace II is a Java application that is used to visualize and analyze trends and models in the scientific literature (Chen 2006). With Citespace II, country collaboration, co-citation and co-word analyses were carried out, and citation bursts were determined for the countries and studies in the journal that carried importance in terms of citation numbers. Additionally, clusters of topics formed by the articles published in the journal were also determined. The clusters and networks that emerged in this context were visualized. Citespace II has critical significance in determining the intellectual turning points of a scientific field, area of study, journal or concept.

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FINDINGS

Author Collaborations and Productivities

The articles that were published in the journal were examined based on their authorship status. It was seen that most of the studies in the journal had one or two authors. According to the results, 37.85% of the articles in the journal (n=187) had one author each, while 29.55% had two authors each. In the article, the study published in 2007 by Kutnick et al. titled "The role and practice of interpersonal relationships in European early education settings: sites for enhancing social inclusion, personal growth and learning?" constituted the largest collaboration with 17 authors.

The total of 494 articles in the journal was written by 1110 authors. 895 unique authors contributed to the journal. The authors who contributed to the journal with one article each were in the majority by 82.79% (n=741). 121 authors contributed to the journal with two articles each and constituted a contribution rate of 13.52%. The author named Michel Vandenbroeck provided the highest contribution to the journal with 10 publications. This researcher was followed by Anette Sandberg and Bert van Oers each of whom got seven articles published.

Table 1: Author Collaborations and Productivities

Collaborations			**Productivities**		
Co-authorship	**Frequency (n)**	**Percentage (%)**	**Number of Publications**	**Frequency (n)**	**Percentage (%)**
1	187	37.85	1	741	82.79
2	146	29.55	2	121	13.52
3	87	17.61	3	20	2.23
4	43	8.70	4	8	0.89
5	11	2.23	5	1	0.11
6	11	2.23	6	1	0.11
7	5	1.01	7	2	0.22
More than 7	4	0.81	More than 7	1	0.11
TOTAL	**494**	**100**	**TOTAL**	**895**	**100**

Citation Analysis

In the time period where the study was carried out, 2994 citations were made by studies indexed in the Web of Science database for the 494 articles published in the journal in the period of 2007-2018. Accordingly, the mean number of citations per article was 6.06. Citation numbers increased each year, while the highest number was reached as 594 in the year 2018.

Table 2: Numbers of Publications Based on Numbers of Citations

Citation Interval	**Numbers of Publications**	**Percentage (%)**
0	119	24.09
1-20	343	69.43
21-40	23	4.66
41-60	2	0.40
61-80	4	0.81
81-100	1	0.20
Over 100	2	0.40
TOTAL	**494**	**100**

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Considering the citations received based on publication numbers, 24.09% of the articles received no citations, while 343 studies constituted a ratio of 69.43% by numbers of citations in the range of 1-20. There were 2 studies in the journal with a number of citations over 100. In the period where our study was carried out, the study in the journal with the highest number of citations was carried out in 2007 by Jóhanna Einarsdóttir with the title *Research with children: methodological and ethical challenges*. According to the results of the citation analysis, there were 24 publications in the journal with at least 24 citations each, which indicated that the h-index of the journal was 24.

Country Collaborations

With the purpose of determining the countries where the authors who contributed to the European Early Childhood Education Research Journal the most were from, a network analysis was carried out. The network obtained as a result of the analysis consisted of 28 nodes (countries) and 48 connections (inter-country relationships). The network density was 0.127, the Q modularity value was 0.40, and the mean silhouette value was 0.23. Network modularity takes a value ranging between 0 and 1, and this value measures how much of the network can be divided into multiple components or modules. While a modularity value close to 1 represents a well-structured network, values under 0.30 indicate that the clusters do not form a meaningful division (Chen 2016). The mean silhouette value varies in the range of -1 to 1 (Chen 2016), it is used for determining the optimal number of clustering, and values closer to 1 indicate more consistent and similar actors in the network (Li, Ma, and Qu 2017). The 10 most productive countries in the network are shown in Table 3 based on their frequency values. Additionally, the 10 countries with the highest degrees of centrality are also shown in Table 3. Centrality is a measure that allows scoring the actors in the network and making a comparison (Ataman, and Celik 2018). The network shows the countries with frequency values of 2 or higher, while the purple circles represent the countries with the highest centrality values.

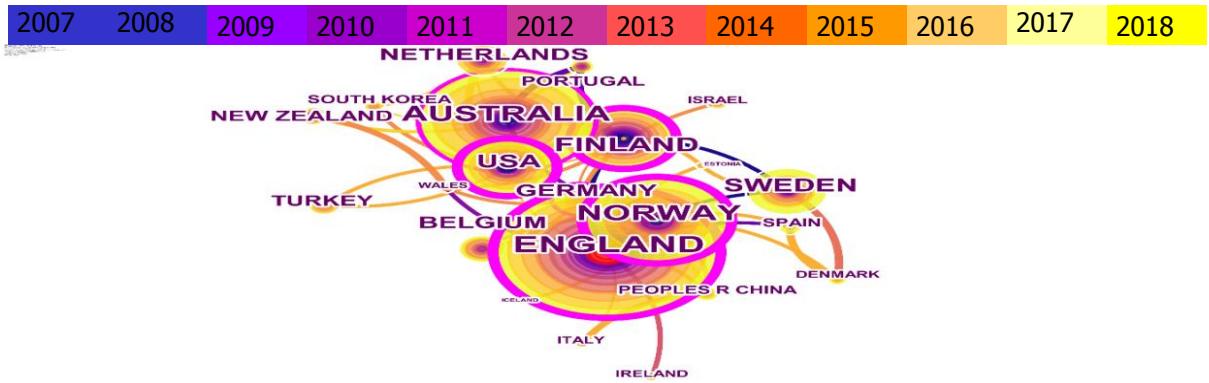

Figure 1: Country Collaborations

When the countries were examined based on the numbers of studies that they published in the European Early Childhood Education Research Journal, the most productive countries were found to be England with 74 studies, Australia with 61 studies and Norway with 49 studies. While determining the productivities of the countries, in the case that there were multiple authors from the same country for a single article, the country was counted only once.

Table 3: Frequency Values and Centrality Levels of Countries

Citation counts	Countries	Centrality	Countries
74	THE UNITED KINGDOM	0.34	NORWAY
61	AUSTRALIA	0.33	THE UNITED KINGDOM
49	NORWAY	0.22	USA

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36	FINLAND	0.21	FINLAND
32	USA	0.16	GERMANY
29	SWEDEN	0.12	AUSTRALIA
20	NETHERLANDS	0.05	WALES
19	GERMANY	0.03	PEOPLES R CHINA
17	BELGIUM	0.02	SWEDEN
14	NEW ZEALAND	0.01	NETHERLANDS

When the countries were examined based on their levels of centrality, the most central countries in the network were found as Norway (0.34) and England (0.33). According to these results, England, Australia and Norway were the countries authors from were made the most contribution to the European Early Childhood Education Research Journal in the scientific sense. It may be stated that these countries played a significant role in achievement of scientific communication and acted as bridges.

Table 4: Citation Burst Values of Countries

Countries	Strength	Beginning	End	2007-2018
THE UNITED KINGDOM	2.85	2007	2009	
GREECE	2.82	2012	2014	
NEW ZEALAND	2.76	2008	2012	

The distribution of citation bursts among countries was examined based on the numbers of citations received by the scientific articles in the journal, and citation bursts were determined for 3 countries. Citation burst determines whether or not a certain author, country or study leads to statistically significant fluctuations in terms of citation numbers in a certain time interval (Chen, Ibekwe - SanJuan and, Hou 2010). Accordingly, it was observed that studies in the journal published by authors from England, Greece and New Zealand had high numbers of citations in certain time intervals.

Publication Co-Citation Network

With the purpose of sources of reference that received the highest numbers of citations from the articles published in the European Early Childhood Education Research Journal, a network analysis was carried out based on the bibliographies of the studies in the dataset. As a result of the analysis, it was seen that the total of 494 articles published in the journal provided citations for a total of 16896 studies. The co-citation network consisted of 326 nodes (cited publications) and 769 connections, while it was divided into 49 clusters. The density of the network was calculated as 0.014. The Q modularity value was 0.86, and the mean silhouette value was 0.40. While the colorings in the network represent distributions based on years, red circles refer to citation bursts, and purple circles show centrality levels. The reference sources included on the network had citation frequency values of 10 or more, and they are shown with black coloring. Clustering of topics based on references is shown by #red coloring. Table 5 shows the 10 sources with the highest frequency values in the network.

2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018

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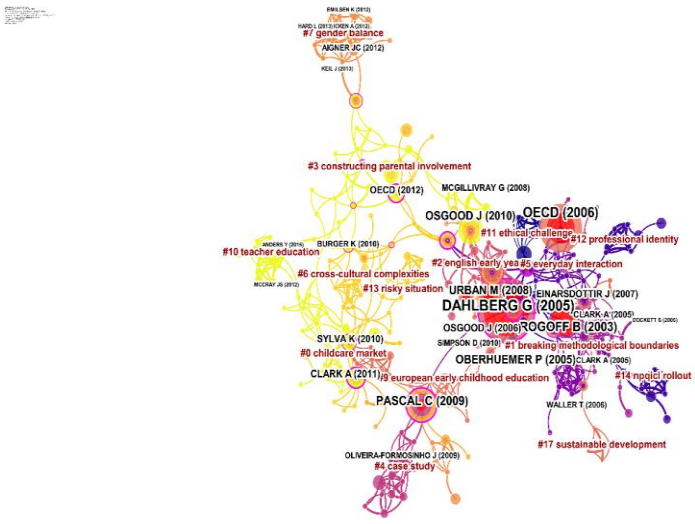

Figure 2: Publication Co-Citation Networ

The publication that was cited the most by the articles in the journal was the book published in 2005 by Gunilla Dahlberg and Peter Moss with the title "*Ethics and Politics in Early Childhood Education (Contesting Early Childhood)"* (n=22). This book was under the topic cluster #11: ethical challenge. The 10 publications with high numbers of citations were found to have publication dates after the year 2000. Additionally, the 10 publications with the highest numbers of citations were usually in the cluster #2: English early year. Accordingly, it may be stated that the articles published in the journal were rather focused on the topics of ethical challenge and English early year.

Table 5: Frequency Values of Reference Sources

CC	References	Year	First Author	Cluster #
22	Ethics and Politics in Early Childhood Education (Contesting Early Childhood)	2005	Gunilla Dahlberg	11
17	Starting Strong II: Early Childhood Education and Care	2006	OECD	5
13	The Cultural Nature of Human Development	2003	Barbara Rogoff	1
12	Listening to young citizens: the struggle to make real a participatory paradigm in research with young children	2009	Christine Pascal	4
10	Conceptualising the early childhood pedagogue: Policy approaches and issues of professionalism	2005	Pamela Oberhuemer	2
10	Dealing with uncertainty: challenges and possibilities for the early childhood profession	2008	Mathias Urban	2
10	Reconstructing professionalism in ECEC: the case for the 'critically reflective emotional professional'	2010	Jayne Osgood	2
9	Pedagogy, knowledge and collaboration: towards a ground - up perspective on professionalism	2008	Carmen Dalli	2
7	Deconstructing Professionalism in Early Childhood Education: Resisting the Regulatory Gaze	2006	Jayne Osgood	2
7	Listening to Young Children: The Mosaic approach	2011	Alison Clark	0

Note: CC (Citation Counts)

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Table 6: Citation Burst Values of Reference Sources

First Author & References	Strength	Beginning	End	2007-2013
Gunilla Dahlberg (2005), Ethics and Politics in Early Childhood Education (Contesting Early Childhood)	5.85	2007	2013	
Barbara Rogoff (2003), The Cultural Nature of Human Development	5.69	2007	2011	
OECD (2006), Starting Strong II: Early Childhood Education and Care	4.78	2009	2014	
Christine Pascal (2009), Listening to young citizens: the struggle to make real a participatory paradigm in research with young children	3.98	2011	2012	
Pamela Oberhuemer (2005), Conceptualising the early childhood pedagogue: Policy approaches and issues of professionalism	3.96	2008	2010	
Mathias Urban (2008), Dealing with uncertainty: challenges and possibilities for the early childhood profession	3.69	2013	2014	
Peter Moss (2008) The democratic and reflective professional: rethinking and reforming the early years workforce, in Professionalism in the Early Years,	3.04	2013	2014	
Peter Moss (2007), Bringing politics into the nursery: early childhood education as a democratic practice	3.03	2009	2010	
Alison Clark (2005) Listening to and involving young children: a review of research and practice	2.80	2011	2012	

When the publications were examined based on their citation burst values, bursts were determined in a total of 9 publications. The publication with the highest citation burst value was the book published in 2005 by Gunilla Dahlberg and Peter Moss with the title "*Ethics and Politics in Early Childhood Education (Contesting Early Childhood)*"(5.85). This publication was frequently cited by studies published in the journal in the period of 2007-2013, and considering that this publication was under the topic cluster #11: ethical challenge, it may be stated that the articles published in the journal in the period of 2007-2013 were focused on this topic.

Table 7: Topic Clusters Frequently Covering the Studies Published in the Journal

Cluster	Size	Silhouette	Label (TFIDF)	Label (LLR)	Mean (Cited Year)
0	36	0.835	young	childcare market (455.28, 1.0E-4)	2012

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			children		
1	30	0.882	children	breaking methodological boundaries (274.21, 1.0E-4)	2006
2	28	0.957	early childhood education	English early year (473.81, 1.0E-4)	2008
3	27	0.845	care	constructing parental involvement (272, 1.0E-4)	2012
4	21	0.982	children	case study (460.05, 1.0E-4)	2008
5	20	0.889	early childhood education	everyday interaction (347.57, 1.0E-4)	2006

By taking the topics of the publications cited by the studies in the journal as a basis, the most frequently studied topics in the journal were determined. Based on the results of the analysis, the 6 topics with the highest numbers of citations are shown in Table 7. The top 2 most frequently studied topics in the journal were childcare market (455.28, 1.0E-4) and breaking methodological boundaries (274.21, 1.0E-4). Looking at the silhouette values of the clusters, a homogeneous structure may be considered. Based on the average years of citations of the topics, the topics childcare market (2012) and constructing parental involvement (2012) were among the current ones in the journal.

Word Analysis

As a result of the network analysis that was carried out by taking the abstracts and keywords of studies with the purpose of determining the frequently used words in the journal, a network with 184 nodes (words) and 770 connections was obtained. The network density was measured as 0.0457, while the Q modularity value was 0.41, and the mean silhouette value was 0.31. The network consisted of 16 separate clusters.

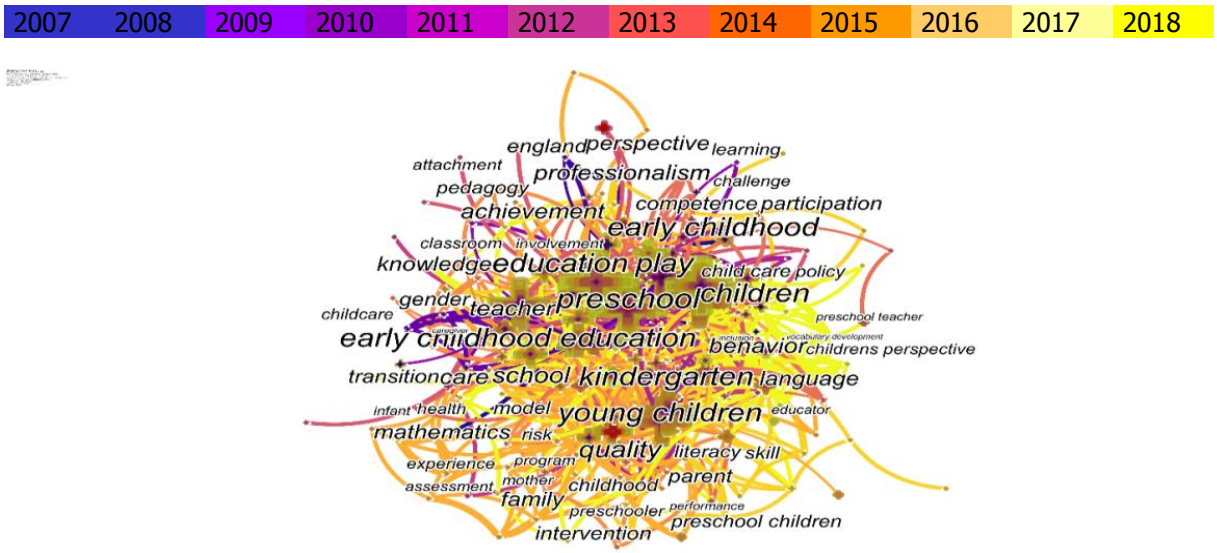

Figure 3: Word Analysis

According to the results of the analysis, the 20 words with the highest frequencies of usage are shown in Table 6. Accordingly, the concepts that were the most frequently mentioned in the studies in the journal were preschool (n=53), play (n=47), education (n=46) and children (n=45).

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Table 8. Co-Word Analysis

Keywords	Count	Keywords	Centrality
preschool	53	early childhood education	0.16
play	47	model	0.14
education	46	children	0.13
children	45	childhood	0.12
early childhood	45	behavior	0.11
early childhood education	43	childcare	0.11
young children	42	young children	0.10
kindergarten	41	school	0.10
quality	28	play	0.09
school	25	preschool	0.08
behavior	21	education	0.08
teacher	21	teacher	0.08
care	20	competence	0.08
professionalism	20	literacy	0.07
achievement	19	care	0.06
language	18	professionalism	0.06
perspective	17	involvement	0.06
knowledge	16	quality	0.05
mathematics	16	language	0.05
family	15	mathematics	0.05

Looking at the centrality levels of the concepts, the concepts with the highest centrality values were early childhood education (0.16), model (0.14), children (0.14) and childhood (0.12). In this context, it may be stated that these concepts had a key role in studies published in the journal, and these were the key concepts of the journal.

DISCUSSION - CONCLUSIONS

Bibliometric studies provide researchers with field-specific information by revealing the existing state of a scientific field or a journal regarding a scientific field (Hall 2011; Agarwal et al. 2016). By assessment of results revealed with bibliometric analyses, precautions towards increasing the quality of publications may be taken. With this point of view, conducting a bibliometric analysis of studies in the field of early childhood education formed the starting point of the study. This study aimed to use the bibliometric analysis method to present the informational structure of studies published in the European Early Childhood Education Research Journal which has been publishing since 1993 in the field of Education & Educational Research and is on the level of Q3 based on its impact factor value (Thompson Reuters Journal Citation Reports 2017). As all publications since the first data on which the journal started to be indexed on Web of Science were included, the bibliometric analyses were carried out on 494 scientific articles published in the period of 2007-2018. Accordingly, considering the distribution of the publications by yearly intervals, the number of publications increased each period, and the highest number of articles was published in the period of 2016-2018.

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There were mostly studies published by one or two authors in the journal. The total of 494 articles in the journal was written by 1110 authors. 895 unique authors contributed to the journal. The authors who contributed to the journal with one article each were in the majority, while the author named Michel Vandenbroeck provided the highest contribution to the journal with 10 publications. This researcher was followed by Anette Sandberg and Bert van Oers each of whom got seven articles published. Ciftci et al. (2016), in their study titled Map of Scientific Publication in the field of Educational Sciences and Teacher Education in Turkey: A Bibliometric Study, examined 7681 articles in 32 different journals. They determined that most of the studies had 1 or 2 authors, and 7,229 unique authors contributed to the journals.

According to another finding of the study, the 494 articles were cited 2994 times by studies indexed on WoS, and the number of citations per article was calculated as 6.06. The highest number of citations was found to be 594 in the year 2018. The study which received the highest number of citations in the period of 2007-2018 in the journal was published in 2007 by Jóhanna Einarsdóttir with the title *Research with children: methodological and ethical challenges* and had 128 citations. There were also 2 studies with more than 100 citations each, while there were 24 studies with at least 24 citations each, which showed an h-index value of 24 for the journal. According to data from Thompson Reuters Journal Citation Reports (2017) the journal ranked the 161st among 239 journals in the field of Education & Education Research.

Within the scope of the objectives of the study, a network analysis was carried out to determine the countries of the authors who contributed the most to the European Early Childhood Education Research Journal in the scientific sense. The network that was obtained had 28 nodes (countries) and 48 connections (inter-country relationships). According to the frequency values, the countries with the highest numbers of publications in the European Early Childhood Education Research Journal were found to be the England, Australia and Norway. Additionally, Norway and the England were the highest in terms of centrality. In a general perspective, European countries and Australia had the highest contribution for the European Early Childhood Education Research Journal. Khodabandelou et al. (2018) examined 6,730 studies on early childhood education that were indexed on Web of Science in the period of 2000-2016 with the purpose of determining the 21st century trends in the field. As a result of their study, among the 6,730 studies, researchers from the United States were found to be the most active ones in terms of collaboration with other authors, and they mostly worked with Chinese, English and Australian researchers. Researchers employed at universities in the United States were also found to be the most productive ones.

The intellectual foundations of a discipline are revealed to a great extent in the citations researchers make in their articles. References that are included in articles on a certain field of research in a certain period of time show the intellectual structure in which the field of discipline is developing by constituting the current literature (Sa´ez et al. 1999; as quated in: Ramos - Rodríguez, and Ruíz - Navarro 2004). According to the citation burst scores of the scientific articles in the journal, it was seen that studies carried out by authors from the England, Greece and New Zealand had significantly high citation numbers in certain periods of time. Accordingly, it may be stated that the studies conducted by academics of these countries received more attention and citations. Additionally, with the purpose of determining the studies that received the highest numbers of citations from the articles published in the European Early Childhood Education Research Journal, a network analysis was carried out based on the bibliographies of the studies in the dataset. According to this analysis, the 494 articles in the dataset provided citations to a total of 16896 publications. The publication that was cited the most by the articles in the journal was the book published in 2005 by Gunilla Dahlberg and Peter Moss with the title "*Ethics and Politics in Early Childhood Education (Contesting Early Childhood)*." Prevalent usage of this source also based on the burst values among sources of citation in the studies published in the journal in the period of 2007-2013 may show that studies published in

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this time period included theories and debates regarding ethics and political opinions in early childhood education. The source that was cited the second most by the studies in the journal was the book published in 2006 by the OECD with the title "Starting Strong II: Early Childhood Education and Care." It may be stated that the content of the book corresponded to the subject matter that was the most frequently studied in the articles in the journal published in the aforementioned period. Additionally, in the clustering process that was carried out based on the topics of the sources cited by the studies published in the journal, the most frequently studied topics were found as "childcare market" and "breaking methodological boundaries". These topics may be stated to have formed the current topics of the articles that were published in the journal.

In the word analysis that was carried out to determine the words that were frequently used by the studies published in the journal, it was determined that the most frequently mentioned concepts were preschool, play, education and children. The concepts with the highest levels of centrality were found as early childhood education, model, children and childhood. A high centrality value indicates that the terms in question played a significant role in the research (Jiang, Ritchie, and Benckendorff 2017). According to these results, in parallel with the name and publication criteria of the journal, it may be seen that studies on early childhood education were published in the journal. Moreover, the finding in the analysis that the concepts of play, literacy, teacher, care, language, mathematics and quality had high centrality values showed that these topics were the current topics in the field of early childhood education, and they were in the phase of development and maturation. Similarly, Khodabandelou et al. (2018) determined in their analysis of the keywords of 6,730 studies indexed on Web of Science for the period of 2000-2016 that the words "preschool", "obesity", "epidemiology", "early intervention", "teacher education", "child development", "gender", "special education", "family", "play" and "autism" were frequently used. Generally speaking, it may be seen that the words that were determined to be frequently used in their study were similar to those in this study. Based on these findings, conduction of studies with qualitative and mixed-design models by researchers by focusing on different topics regarding early childhood education may help elimination of the existing gaps in the literature. This situation may increase the awareness of politicians working on education regarding various topics.

While interpreting the results of the bibliometric analysis on the 494 articles that were published in the European Early Childhood Education Research Journal in the period of 2007-2018, it should be kept in mind that no comments are made regarding the quality of these articles in the results, and only a general look at the intellectual structure of the journal is provided. Furthermore, the results of the analysis summarize the tendencies of studies on early childhood education and the general state of affairs. The fact that the European Early Childhood Education Research Journal is a topic of a bibliometric study for the first time shows the originality of this study. The study was limited to the articles that were indexed on Web of Science Core Collection in the years 2007-2018. Considering that the journal started publication in 1993, studies conducted in different years or more studies may be analyzed regarding bibliometric properties, and results may be compared. The change in the quality of the articles that are published in the journal through the years may be examined.

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Ozgun Uyanık Aktulun is currently an Associate Professor of Pre-school Education at the Department of Primary Education, Faculty of Education, Afyon Kocatepe University, Turkey. She taught both undergraduate- and graduate-level courses, such as child development, mathematics in early childhood, readiness for reading and writing, models in early childhood education, advanced child development. Her

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research interests include preschool curriculum, language skills, academic skills, and cognitive abilities in early childhood.

Ozgun Uyanik Aktulun
Afyon Kocatepe University
Education Faculty, Afyonkarahisar-Turkey
E Mail: ozgunuyanik@hotmail.com

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EVALUATION OF MUSIC IN ELEMENTARY SCHOOL

Assoc. Prof. Dr. Ivan Lesnik
Faculty of Education, University of Primorska
Cankarjeva 5, 6000 Koper- Slovenia

Abstract
Acquiring knowledge and evaluating it in the form of evaluation, assessment and testing is one of the essential tasks of an organized educational system. Evaluation is a process that is related to the work of the teacher and the pupil. The article presents evaluation as a broader concept of assessment and testing which evaluates the learning process as well as the pupil's achievements. We emphasize the importance of the teacher's music evaluation system, which is to guarantee an objective evaluation of the student's work in the context of musical heterogeneity.

A total of 186 teachers participated in the study, and a quantitative empirical descriptive causal non-experimental method was used. The results confirmed the assumption that relevant professional didactic competences of teachers, as well as their experience and education, provide a more objective evaluation of the pupil's process-developmental and learning-oriented achievements in musical arts.

Keywords: evaluation system, musical arts, assessment and testing, competencies.

INTRODUCTION

High-quality musical arts also require, among other things, an objective, reliable, valid and sensitive evaluation of a pupil's work in the form of regular information about their musical learning and progress. Assessment and testing of music education work begins with measuring the quality of teaching. This results in a constant search for different ways of teaching and evaluating the teacher's and the pupil's work. In the early stages of schooling, there are evident individual differences between students who manifest themselves in pre-knowledge, abilities, cognitive, psychomotor, affective and social development. The above can only be expressed by descriptive assessment. The advantage of descriptive assessment is evident in the higher quality feedback on learning and the higher level of validity and objectivity of testing. Controversy over how to test have been going on for many years and each definition of concepts has its proponents. Undoubtedly, descriptive assessment, which is becoming an important part of the learning process, is most appropriate for the initial primary school cycle. The task of descriptive assessment is to improve the quality of learning and not just to record learning outcomes. Numerical assessment is an integral part of music teaching and is a useful feedback for the pupil and teacher on the achievement of musical objectives (Sicherl Kafol 2004).

In all didactic models, after each learning and revising, knowledge assessment and testing is followed. The condition for successful assessment of knowledge is clearly defined learning objectives and purpose of the educational process. We need to know what kind of knowledge, skills and dexterity we want pupils to master. Therefore the learning objectives are guidelines for directing the teaching and the basis for judging and evaluating the achieved (Žvar, 2001). The curricular reform was introduced a new method of assessment and testing of pupils' work in the musical arts. In the early period of schooling, there are evident individual differences between pupils, which manifest themselves in pre-knowledge, abilities, cognitive, psychomotor, affective and social development (Zadnik, 2005).

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The research examines the attitudes of teachers to the various concepts of assessing, testing and evaluating pupils' achievements in musical arts in practice. Most teachers take the view that musical arts should not be assessed and tested like other school subjects. It is believed that assessment and testing are diametrically related to teachers' musical competencies, as professionally trained teachers do not need to be assessed and tested because they educate excellent pupils. It implies that, with music-competent teachers, evaluating musical arts is not at all meaningful and necessary.

Evaluation is an important determinant of pupil performance. By objectively recognizing and evaluating the student's knowledge and skills acquired by the pupil over a given time span, the pupil's motivation for engaging in music in all areas is also increased (Rotar Pance, 2006) .

The research highlights the issue of evaluation as the basis of assessment and testing in the domain of music education in the elementary school space. We emphasize the importance of heterogeneity of classes in connection with musical abilities of pupils and problem of objectivity in the evaluation (Sicherl Kafol, 2004) .

Assessment and testing of knowledge

Assessment and testing are important segments of the learning process. Their role is important in both teaching and learning. Methods of assessment and testing of knowledge undoubtedly affect the quality of pupil's learning, on the quantity of knowledge as well as the attitude to learning and the knowledge acquired. Assesment is complex and regular and analytically monitors the development in pupil's musical abilities and on this basis it evaluates the pupil's performance of various musical activities. Based on timely and regular feedback from the teacher about the pupil's progress, it enables pupils to acquire and deepen their knowledge. Quality feedback informs the pupil of what they have accomplished, points out the shortcomings, provides them with a way to correct them, encourages them to monitor their own progress, and enables them to self-regulate as a basis for further learning (Ballentine and Jeanne, 2001).

Objective critical feedback to the pupil should be guidelines for their future work. It must strengthen the pupil's emotional, moral, motivational, aesthetic and intellectual components. It is necessary to provide the opportunity to pupils to think critically about their work and assess their own achievments, and in this respect present their knowledge to the others. Knowledge testing is an evaluation of the achievement of goals and standards of musical performance, listening and creation, and understanding and use of musical concepts. We emphasize that the ability of auditory recognition in rhythmic, melodic as well as in harmonic context should not be judged. Based on the goals in the syllabus, the teacher prepares and presents to pupils in advance clear criteria for testing knowledge. The criteria represent the knowledge, processes and skills that we strive for in teaching (Curriculum, 2011).

Here we list some more up-to-date testing concepts that appear in most educational systems and are a departure from traditional testing. It’s about testing for learning. Traditional testing based on knowledge tests is shifting towards testing in the learning process, giving importance to the way in which pupil achievement is communicated.

The traditional concept of evaluation highlights the following:

- testing as a one-off event,
- testing as a conclusion of the learning process,
- the need for a pupil testing,
- integrating only some aspects of knowledge,
- isregard of different potentials of pupils in expression of knowledge or disregard of learning styles and multiple intelligences,
- the pupil is responsible for learning success.

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A more modern testing concept emphasizes:

- testing of the pupil's abilities and achievements is carried out over a period of time,
- on-going testing is part of the learning process,
- the pupil is involved in the testing process (self-testing),
- integrating different aspects of knowledge,
- ways of expression stimulate the potential of individual pupils and take into account learning styles and multiple intelligences,
- the pupil assumes responsibility for his own learning (Novak, 2005).

Illegitimate functions such as proving the power of the tester, the bullying function and the disciplining function of the pupils may also stand out in the process of assessment and testing. Some teachers believe that testing and threat of a negative grade are the only effective means of maintaining discipline. Unfortunately, in music pedagogical practice, assessing and testing are too often given enormous importance (Žibert, 2007).

Assessment and testing in practice are often seen in the most drastic form as a technical and organizational routine practice with no substantive challenge, with little obvious insight into the learning and thinking process and the personal development and progress of the individual (Zadnik, 2005). The difficulties that arise in the process of assessment and testing of knowledge are mainly related to the attitude towards the subject and the teacher due to a grade, ambiguity of criteria, biased assessment, repressive role of assessment and lack of professionalism in choosing the testing method. These problems are even more evident in musical arts, since most lessons are based on music activities, where teachers develop pupils' musical skills and abilities. In the music field, individuals are often exposed to the demands for artistic perfection. Music pedagogy must pursue different goals, which are primarily aimed at developing pupils' musical abilities regardless of their musical predispositions (Žakelj , Borstner; 2012).

Depending on the time, there are two types of assessment. Formative assessment gives the teacher feedback on the pupil's development in the affective, cognitive, and psychomotor fields. With the help of feedback on the quality of the teaching work, the teacher discovers the level of learning achieved and at the same time guides the pupil in the ways for further work. Through this type of work, the teacher seeks to receive valid, reliable, sensitive and, above all, objective feedback. The formative role of assessment is to describe achievement rather than numerical grade. The point of the on-going assessment is also that the pupils do not compare with each other, as the testing is focused on the quality of achievement and progress of each pupil (Tornič Miharčič, Beuermann, 2005).

The final or summative assesment monitors the student's overall achievement in a systematic and concise manner (Novak, 2005). Summative assessment is aimed at determining the results of a particular learning end period. The results are expressed in the form of numerical grades that are usually included in the official document. Summative assesment is therefore a synthesis of regular assessment. Its main purpose is to communicate achievement to all stakeholders, such as teachers, school and parents (Jagodnič, Hafner, 2004).

Assessment an testing is a teacher's activity that intensely affects the quality of the learning process. Teachers need to be objective in their assessment and especially in their testing (Jordan Fleten et al., 2008). Testing is objective, when teacher's grade depends only on the quality of pupil knowledge in interaction with musical activities, such as performing, listening and creativity, rather than subjective judgments, opinions, assumptions, and the like. Due to the above, an objective measurement feature in the testing may be the most difficult to achieve in the musical arts. The performance of the pupils depends to a large extent on the development of their musical abilities and musical predispositions, which are not influenced by the pupils (Razdevšek Pučko, 1999). For these reasons we emphasize that the subjectivity of testing is often present. In connection with the fact that the music teaching as well as assesment an testing of musical arts complex work that requires

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professional and didactically qualified teacher, we emphasize the position of successful music teachers to reject any form of systematic assessment and testing of pupils. Due to the heterogeneity of the pupils in regard to their musical abilities, subjective assessment and testing of knowledge cannot be avoided. The latter is harmful to both the pupil and the teacher. With this type of assessment, the pupil forms a negative attitude towards the teacher and towards the art of music, which in turn inhibits pupil's musical development.

The Music Evaluation System of Teachers as a Basis for Professional Objective Evaluation

The music evaluation system of teachers presents an extensive meaning when assessing and testing. We define evaluation as a process separate from the system of assessment and testing. When evaluating a pupil's work, it is the on-going process without focusing on the final grade. Through regular in-class evaluation, we seek to track the pupil's progress in achieving process goals at the content level, or through listening, performing, and creating activities. Attention should be paid to the structure of children's musical abilities and their integrated development. On-going forms of evaluation help pupils discover their own potentials, co-create or develop a positive self-image and create a positive attitude towards musical arts. Evaluation should work as positive motivation, followed by the appropriate guidelines and suggestions for pupil's further work. Pupils should be given appropriate incentives, praise and motivation by the teacher, because this is the only way to develop the appropriate skills and competencies, and achieve better results as well as to conquer necessary skills (Guček, 2011).

An important role in music evaluation in school has professional and didacticly qualified teacher who organises, manages and coordinates the process of music learning. Appropriate competencies of the teacher are a prerequisite for the realization of the integral musical arts and consequently a guarantee for objective assessment and testing of musical knowledge. Among the musical-didactic competencies of teachers, recognized as most important are adequately developed musical abilities, which are the basis of successful music teacher. Furthermore, the teacher has to know the theory of musical development, a variety of teaching methods, appropriate music content and has to be able to plan musical goals in the areas of cognitive, affective and psychomotor development in the domain of musical arts. Finally, they must be musically creative and sensitive to the aesthetic values of musical works of art (Sicherl Kafol, 2004).

In contrast to the assessment and testing process, evaluation enables a positive interaction between teacher and pupil. Joint search for music learning strategies successfully influences learning achievement or assessment. Among other things, the evaluation process emphasizes the educational musical component of each pupil's differentiation. Music evaluation system allows individualization, does not categorize pupils, but on the basis of motivation monitors their progress. Using different approaches, the teacher emphasizes the importance of the musical arts that he tries to bring to each pupil, thus enabling them to achieve optimal musical development.

In the educational system of primary schools in Slovenia, assessment and testing are included in the broader concept of evaluation, which influences pupils' attitudes towards learning and knowledge (Učni načrt, 2011). Assessment and testing are in the function of controlling the achievement of the prescribed goals for pupils. They provide feedback to pupils who identify what content they already master and what needs to be learned. Teachers, on the basis of analysis of the results, can identify gaps in pupils' knowledge and try to correct them with appropriate approaches (Žibert, 2007).

These processes are, for some teachers, a very motivating teaching tool, often based on the authority of the teacher without adequate professional and didactic knowledge. In the upper grades of primary school and further education, they also have a selection or guidance function. Many teachers are of the opinion that without assessment and testing, due to deficient segments of motivation, pupils

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would not learn properly. In view of such practices a grade becomes the basis for formation of one's self-image.

The advantage of descriptive assessment in the first and second cycle in Slovenian elemetary school is higher quality feedback on learning and a higher degree of validity and objectivity of testing (Sicherl Kafol, 2004).

Controversy over the way numerical and descriptive evaluation or testing has been going on for many years and each definition has its proponents. Teachers are of the opinion that descriptive assessment, which is becoming an important part of the learning process (Komljanc, 1997), is the most appropriate for the initial primary school level. The task of descriptive assessment is to improve the quality of learning and not just to record learning outcomes. Due to the specificity of the singing field, descriptive assessment is the most appropriate because the teacher can record each individual change in the pupil as well as their starting point (Jurman, 1989).

The criteria for evaluating pupils' work determine the specifics of the subject area. They are based on the purposes of learning or learning objectives. They determine the levels of pupil achievement according to the set goals. Evaluation criteria must be known, understood and available to pupils. Music learning must take place therefore in the form of monitoring, namely in terms of complexity, systematic approach and regularity. The evaluation criteria are based on the goals of the musical arts that accompany social-affective, psychomotor and cognitive development.

In practice, teachers should combine what is best from both concepts (Jordan Fleten & Demšar, 2008). In the field of musical arts, "testing involves the evaluation of the processes and achievements of musical learning in the field of affective, psychomotor and cognitive development" (Sicherl Kafol, 2004: 22), which interacts closely with the development of musical abilities, skills and knowledge.

"Promoting, preserving, appropriately evaluating and shaping children's singing creativity is an important and at the same time very demanding task, which we will be able to accomplish only through in-depth music-education work, our own creative participation and a subtle attitude towards children's creative aspirations." (Voglar, 1987: 21)

METHOD

In our study, we used quantitative exploratory approach, which is based on the descriptive and causal non-experimental method of educational research. According to the principle of random selection, we included 183 teachers in the research sample, who teach musical arts, among other things.

In collecting quantitative data, we structured and used a questionnaire completed by teachers of randomly selected Slovenian primary schools. Responses were processed and analyzed using SPSS 26.0. Basic statistical data processing was performed and statistically significant differences and correlations between variables were analyzed by one-way analysis of variance (ANOVA).

In the context of quantitative research, we are interested in the music evaluation system of teachers as a basis for the assessment and testing of musical arts in elementary school. The purpose of the research is to test the evaluation and attitude of teachers towards the musical arts and in this connection to investigate how the generalist teachers evaluate, assess and test the knowledge, skills and musical achievements of the pupils in the framework of the music-educational process.

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FINDINGS

It is evident from the data obtained that the pattern of teachers involved in the study, regarding their length of service teaching in primary school is heterogeneous. According to their seniority, there was a participation of 18 teachers (9.8 %) with less than 5 years of service, 78 teachers (42.6 %) with 5-15 years of service and 90 teachers (49.2 %) with 15 or more years of service.
The tables show the results of the questionnaire for teachers, which has been divided into nine content sections. Basic frequencies and percentages are shown. Due to the clarity of the obtained results, only the highest and the lowest proportion were highlighted in the interpretation of the teachers' answers and the findings were summarized.

Table 1: The numbers (f) and structural percentages (f%) of responses, according to the teachers' training

Answer	f	f (%)
Two-year post-secondary degree	35	19.1 %
Bachelor's degree	5	2.7 %
Master's degree	137	74.9 %
Other degree	6	3.3 %
Total	183	100.0 %

Table 1 shows that most teachers (74.9 %) have master's degree and the fewest number of teachers (3.3 %) have a bachelor's degree or other degree.

Table 2: The numbers (f) and structural percentages (f%) of responses, according to a teacher's formal education in a music school

Answer	f	f (%)
Yes	82	44.8 %
No	101	55.2 %
Total	183	100.0 %

Slightly less than half of the teachers (44.8 %) were also formally educated in music schools, which means that they are professionally and didactically trained in music teaching. Based on the obtained data we can conclude that most of the surveyed teachers are not adequately trained in music (55.2 %) and are consequently less objective in assessing and testing knowledge.

Table 3: The numbers (f) and structural percentages (f%) of responses, according to the teacher's musical engagement outside working hours

Answer	f	f (%)
Yes	77	42.1 %
No	89	48.6 %
Not often	17	9.3 %
Total	183	100.0 %

It is evident from the data that 48.6 % of the teachers surveyed do not engage musically outside working hours, while 42.1 % of the teachers are musically active.

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Table 4: The numbers (f) and structural percentages (f%) of responses, according to the frequency of attending musical events

Answer	f	f (%)
Regularly	35	19.1 %
Occasionally	148	80.9 %
Never	0	0.0 %
Total	183	100.0 %

It is evident from the data obtained that most teachers (80.9 %) only occasionally attend music events, while 19.1 % of teachers attend them regularly.

Based on the results observed we can conclude that teachers of primary schools are musically active also outside the school environment. They participate in various cultural and artistic events and, as a result, promote a culture of awareness and upgrade their knowledge in the field of music concerned. Withad ditional music training, teachers acquire professional-didactic musical competencies, which are a prerequisite for an objective evaluation of pupils' work.

Table 5: The numbers (f) and structural percentages (f%) of responses, according to the teacher's use of the method of assessment in the musical arts class

Answer	f	f (%)
Oral assessment	47	25.7 %
Written assessment	0	0.0 %
Performance assessment	95	51.9 %
Other (project work)	41	22.4 %
Total	183	100.0 %

Most teachers (51.9 %) assess musical achievements based on singing and instrumental performance, 25.7 % with the use of an oral assessment, 22.4 % of surveyed teachers defined their response as "other", where project work is classified.

Table 6: The numbers (f) and structural percentages (f%) of responses, according to the frequency of the teacher's assessment of knowledge in the musical arts

Answer	f	f (%)
Regularly	117	63.9 %
Once a month	39	21.3 %
At the end of the semester	27	14.8 %
At the end of the year	0	0.0 %
Total	183	100.0 %

Most teachers (64 %) implement assessment in the musical arts regularly, least teachers (14.8 %) do it only at the end of the semester. It is evident from the table that no one carries out the assessment of knowledge only at the end of the year, but that most assess knowledge regularly. Based on the above, we determine the teacher's systematic approach by consistently testing the pupil's knowledge, which helps the teachers to have the quality of reflection and in- depth analysis for the further implementation of music lessons. In this context, this kind of assessment serves to pupils as a useful feedback information and response to their performance and achievements in the field of music.

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Table 7: The numbers (f) and in percentages (f%) of responses, according to on teacher incorporation of specific musical segments relevant for musical development of pupils

Answer	**f**	**f (%)**
Rhythm	65	35.5 %
Melody	41	22.4 %
Experiential listening	42	23.0 %
Music skills	35	19.1 %
Total	183	100.0 %

Based on the information we find that 35.5 % of the surveyed teachers within the optimal development of the individual pupil, devote most of their attention to development of rhythmic recognition, this is followed by development of perception of the melody and experiential listening. The smallest number of teachers (19.1 %) in music teaching emphasizes the acquisition of theoretical musical knowledge.

Table 8: The numbers (f) and structural percentages (f%) of responses, according to the opinions of teachers about the importance of testing in the musical arts as a significant segment of the educational process

Answer	**f**	**f (%)**
Yes	23	12.6 %
Fairly important	132	72.1 %
Not important	28	15.3 %
Total	183	100.0 %

The table shows that the testing of the musical arts is for 72.1 % of the surveyed teachers fairly important element of the educational process, while the smallest percentage of teachers (15.3 %) has the opposite view.

Table 9: The numbers (f) and structural percentages (f%) of responses, according to on the teacher's use of the method of testing in teaching the musical arts

Answer	**f**	**f (%)**
Descriptive assessment	85	46.5 %
Numerical assessment	98	53.5 %
Total	183	100.0 %

The obtained results show that the sample includes 53.5 % of the surveyed teachers using numerical assessment and 46.5 % of teachers evaluating the musical arts with descriptive assessment.

Generalist teacher with a descriptive evaluation promptly informs pupils on an individual basis about their potential and learning deficits which need improvement. From this perspective, the pupil, based on teacher's on-going policy to upgrade deficits and have qualitative progression, formulates a positive self-image and inner motivation for further musical learning. In this way, the pupil develops self regulation, independent learning and self evaluation, which belong to the highest taxonomic level of cognitive areas.

Teacher with a descriptive assessment in words evaluates pupil's progress in a less complex way, while the latter isn't marked only numerically (by number). As a result, students with poorly

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developed musical abilities and skills, with this type of testing, can gain confidence in the domain of musical arts.

Teacher's opinion is that numerical assessment is more understandable to pupils and consequently gives precise individual information concerning success in their musical development. The musical-pedagogical practice shows, that many teachers oppose descriptive assessment, since they consider that, despite its systematic definition, parents and pupils have difficulty picturing their level of performance on specific music field. On the basis of the aforementioned, we emphasize that the descriptive assessment in the form of wording does not give parents and pupils clear feedback because of its complexity regarding the classification of learning achievements. In this context, we highlight the views of parents that descriptive assessment is difficult to understand and for this reason the pupils such testing do not percieve as realistic grading and is consequently not taken with enthusiasm. In addition to the above individuals interpret descriptive assessment in a variety of ways whereas numerical assessment remains unchanged.

The surveyed teachers expressed the view that numerical assessment is a consequence of descriptive. In doing so, the pupil is first tested verbally and in regard to content (descriptive assessment), then the evaluation based on the testing criteria is converted into a numerical grade. Prior to this, the presentation of testing criteria is indispensable in order to better illustrate the overall numerical classification of pupils. This is followed by the analysis and explanation of the numerical grading system.

DISCUSION

It is evident from the responses of the interviewed teachers that their views are heterogeneous. Each teacher has a different view of testing and evaluating pupil achievement based on their own teaching experience. We emphasize the awareness of teachers about the importance of objectivity of testing of all pupils, which can only be provided by clearly defined criteria and uniform starting points for both systems of testing.

In addition to the teacher's positive or negative attitude to the individual testing method, the most important thing for the pupil is to acquire specific musical knowledge at an objective level. This to us is confirmed by the voice of a surveyed teacher who believes that in the first cycle of primary school it is crucial to instill enthusiasm to musical arts and promote their creativity. In this context, we highlight as trivial pupils' musical achievements as the final stage of learning, and as essential the pupils' positive evaluation of music and their motivation for a self-initiative creation and reproduction of music content.

A larger proportion of generalist teachers provided various suggestions for improving the assessment and testing system as part of the survey. Some of the interviewed teachers argue that musical arts in primary school should be only assessed, but not tested, because the assessing guides to relaxed musical activity of pupils. By introducing this kind of didactic approach, students would thus be able to relax and acquire basic musical knowledge and specific musical experiences with music. The above is important for raising the level of cultural and artistic engagement of pupils with regard to the use and integration of music in their daily lives and leisure activities. The generalist teacher, who teaches in the first cycle of primary school, highlights the view of assessing the musical art as a relatively insignificant segment of the music learning process. In this regard, she stresses that the pupils' singing, dance activities, music creation and all improvised musical activities that represent the interests of pupils and are at the same time do not burden them by testing their specific musical abilities and skills, are much more important. In the first education cycle the pupils at this age don't have awareness of the mentioned but only express the joy of singing.

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In terms of the content of the testing, the views of the interviewed teachers are diametrically opposed. Some generalist teachers question the importance of testing, while others fairly support it, even though they would change its overall concept and even abolish the numerical evaluation system. In the framework of before mentioned system, only approach and the involvement of pupils in musical pursuits would be tested. This should make the testing carried out at a higher level of understanding of teachers, because it is an art subject that depends of individual talent in the mentioned field. As a result, this would increase the level of intrinsic motivation of the pupils.

Some teachers also submitted a proposal for the testing with an observation sheet, while others would like to keep the former three-level testing scale: very successful, successful, less successful. In addition to the foregoing they argue that before testing students, first they should present detailed and systematic criteria for testing and summarize their expectations.

Reviews of surveyed teachers about the importance of framing positive views and attitudes to the musical arts and the positive evaluation of music in pupils. In connection with this they underline the importance of the pupil's interest, popularity and understanding of music as key segment in shaping their music evaluation system. In doing so, they point to the importance of acquiring basic musical concepts. The inner motivation of pupils for singing performance, irrespective of the level of sophistication of their ear for melody, is certainly essential as well. In this regard, teachers' suggestions relate to encouraging students to freely vocally create and reproduce music content.

In the foregoing, we emphasize that a teacher with a positive attitude standpoint and attitude towards music as well as its positive evaluation as a teaching model, will influence their pupils' motivation for music learning and music in general.

Based on the responses of the interviewed teachers, we further conclude that they know many adults who, when interacting with people, express a negative attitude towards singing and avoid it . This is due to the former negative teacher response to pupils, with a lower level of melodic hearing development. For this reason, some generalist teachers express their disagreement with performance-oriented lessons. In relation to this view, they suggest that it would be more appropriate to reduce this type of music teaching and to introduce and perform a smaller volume of songs. From this perspective, it would be necessary to devote more teaching time to quality music teaching with an emphasis on developing pupils' rhytmic and melodic ear and integration of independent music creation and their own creativity in music lessons. In doing so, more appropriate material conditions for work should be provided to the generalist teachers by professional working groups, such as a set of small rhythmic instruments.

Not only is the student's development of musical abilities important for the assessment and testing of knowledge, but so is the teacher's integration of differentiation of musical content and individualization in pupils. Teachers' proposals are related to changes and reducing some standards of knowledge and at the same time improving individual approach to the individual. The application of the aforementioned teaching model in music pedagogical practice can only be carried out by a generalist teacher who is aware of the importance of the musical arts as a key segment of cultural education. From this point of view, it should be the teacher's task to cultivate the pupils, not just the technique of producing the pupil's musical achievements. In this regard, it would be necessary to enable regular and continuous musical education for teachers.

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CONCLUSIONS

In the research we focused on the attitude of teachers towards the musical arts in interaction with their professional and didactic training. We found that the majority of generalist teachers has much work experience, are mostly university educated, but most have no formal musical education. In teaching the musical arts they use numerical assessment, although testing represents to them only partly important element in the educational process. In spite of the above, they prefer the descriptive assessment over the numerical. When assessing and testing practical music knowledge, the surveyed teachers mostly use the methods of performance, followed by the method of creation. It is evident from the data obtained that the teachers who participated in the research are only partially trained in music and, as a result, can partiallly objectively assess and test pupils' musical knowledge. The data obtained confirmed to a certain extent the assumption that experience and education provide a more objective assessment and testing of the pupil's process-developmental and goal-learning oriented achievements in the musical arts.

In addition to checking the professional and didactic competence of music teachers, we also identified their involvement in engaging in a variety of music activities in their private lives. All interviewed teachers attend music events, some regularly, others only occasionally. A one-way analysis of variance revealed statistically significant differences in the variable of the extracurricular musical activity. The data obtained reaffirmed in part our assumption that the extracurricular musical activity of teachers ensures a more appropriate musical competence of teachers and, consequently, a more developed music evaluation system.

Assessment is therefore an incomplete but variable process of measuring musical knowledge in music pedagogical practice, despite the lack of understanding of evaluation of musical knowledge. For this reason, according to some generalist teachers, we should evaluate with the awareness that music is a specific art subject, inextricably linked to the musical ability of an individual pupil. The assessment should take into account the differences between the pupils or their individual level of development of musical abilities and skills. The condition for this is undoubtedly the differentiated didactic approach of the teacher to the individual pupil.

Evaluation is therefore a way of encouragement that is not aimed at assessment and testing of pupil's achievement. Teacher doesn't assess pupils, but leads them to progress in accordance with their abilities and in this way every pupil can be musically successful.

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BIODATA AND CONTACT ADDRESS OF AUTHOR

Ivan Lešnik studied at the Academy of Education of the University of Ljubljana (Slovenia), at the Faculty of Education of the University of Maribor (Slovenia), and at the Faculty of Arts of the University of Ljubljana, where he completed an MA course in the field of ethnomusicology and later PhD in Faculty of Education, University of Ljubljana. He teaches music didactics at the Faculty of Education Koper, University of Primorska (Slovenia), works as a choir conductor and as a researcher in the field of music acoustics and ethnomusicology.

Dr. Lešnik is an active member of several organizations, participating to conferences, research projects and symposiums: the International Society for Music Education (ISME),

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the International Council for Traditional Music (ICTM), the International Association for The Study of Popular Music (IASPM), the Slovene Society for Acoustics (SDA), the Society for Ethnomusicology (SEM).

Fields of research: musical education, ethnomusicology, acoustics and choir conduction.

Prof. Dr. Ivan Lešnik
6000 Koper
Cankarjeva 5 - Slovenia
E. Mail: ivan.lesnik@upr.si

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