Evaluation of Kosovo Primary Education Programs in Terms of Cultural Diversity

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ABSTRACT

Communities that have lived together for a long time have used the same language and created a number of common values. All of these common values constitute the cult of that community. Culture is a complex phenomenon that reflects the ways in which a nation solves its problems, the ways in which it interacts with each other and with others, and the way they think (Naylor, 1996). This research was conducted by teachers 1-5. the structure of the class curricula and their impact on student achievement is determined by a semi-structured interview form, so it is a qualitative research based on the cause-and-effect relationship. The universe of this research is the class teachers who work in the primary schools in the cities where different mother-tongue education is provided in Kosovo.

According to the teachers 'views, the influences of the programs applied for different cultures on the students' success were determined as meaningful differences in the age, education level, teaching language of the teachers and whether or not they were educated in different mother tongues in the same school.

Keywords: Primary education, Cultural diversity, Teacher, Evaluation, Kosovo.

1. INTRODUCTION

Communities that have lived together for a long time have used the same language and created a number of common values. All of these common values constitute the cult of that community. Culture is a complex phenomenon that reflects the ways in which a nation solves its problems,

the ways in which it interacts with each other and with others, and the way they think (Naylor, 1996).

Culture; It consists of abstract thoughts, values, and perceptions of the world that inform us about the behaviour of people and come to life in these behaviours. Multiculturalism is to be aware of language, religion, race, gender, age, social class, ethnicity, disability and other cultural values. Education should earn, protect and develop the values of the cultures in which the individual lives. The development of these values is possible with training programs, teachers and managers. Culture is literally inherently societal. Multiculturalism in sociology studies means that many cultures co-exist in the same country. (IPL, 2013).

The concept of multiculturalism in the world was first used in Switzerland in 1957, and at the end of the 1960s the common sense developed in Canada. The concept rapidly spread to other English-speaking countries and began to be discussed here (Sengstock, 2009). Hence multiculturalism in modern sense is a concept emerging in North America. People in the US and Canada who speak a different language and live in the lands they think belong to themselves want to be recognized for their cultural identity. The concept of multiculturalism can be said to have emerged as a response to this recognition claim.

The fact that a society is multicultural, only traditions, customs, values, etc. among the members of that society. But also, because they are members of different cultures, they have a difference between the ethical values they feel attached to and obey, and therefore the understanding of justice they wish to achieve in accordance with these beliefs (JAI, 2012).

Multicultural education refers to ideas and approaches advocating the inclusion of multicultural policies in education. For example, according to Hidalgo et al. (1996), multicultural education is based on the principles of democracy, equality and justice based on pluralism and the principle of difference. More particularly, multicultural education is the idea of equality of opportunity and opportunity in democratic-based education. This idea is based on the fact that cultural elements do not give all students the opportunity to benefit from the same equality. In this sense, the aim of multicultural education is not the most inequality. Trip (1981) notes that there are five main approaches to multicultural education. These include training that focuses on helping to cultivate the educational opportunities of culturally diverse students; education aiming to understand cultural differences; education aimed at protecting cultural pluralism;

training to help students to work in different cultures and training to develop competence in multiple systems.

The language in intercultural education, which is defined as the education of people who speak different languages in a country in their mother tongue, is seen as an important phenomenon. Language does not agree with words or signs to tell people what they think and hear. In other words, language is any means of expression for reporting thoughts and feelings (TDK, 2011).

In many countries there are several languages spoken by small communities besides the vast majority of spoken languages. The mother tongue of a majority is often used as the official language of that country. However, in some countries, such as Switzerland, Belgium, the Netherlands and Kosovo, more than one official language can be used. In some countries, the majority language is used as official language, while minorities are allowed to study in their mother tongue through international agreements or by constitutional and legislative arrangements (TDK, 2011).

The concept of minority is used by groups of four different characteristics by the United Nations Educational, Scientific and Cultural Organization (UNESCO): First, indigenous peoples who are native to the country or from where they come from. Second, regional minorities and groups that have a deep-rooted tradition. Third, regional minorities or non-immigrant or non-affiliated groups (immigrants). The fourth is immigrants. Such situations lead to different languages being spoken in the respective countries, and sometimes different cultures are developed and experienced. Communities that speak different languages in their own language are also looking for opportunities to study in their own language. Multicultural education is a topic when it comes to providing more than one level of education in countries with more than one spoken communities (UNESCO, 2006).

Article 1 of the Constitution of Kosovo states that "the Republic of Kosovo is an independent, democratic, indivisible sovereign state". Article 5 of the same constitution states that "official languages in the Republic of Kosovo are Albanian and Serbian, with the law having the official language status of Turkish, Bosnian and Roman languages at all levels at municipal level or official use" (Constitution of the Republic of Kosovo, 1- 5). Kosovo Republic According to Article 3.2. of the Primary and Secondary Education Act, every child of a Kosovo citizen has

the right to receive education in his own mother tongue (MEST, 2002). Kosovo Community Rights and Protection Act 2.1. The protection of the identities is guaranteed. This law recognizes the right to protection of cultures, transfer to new generations, and the use of their language guarantees that the Turkish, Bosnian and Roma communities use their languages at the official and municipal level, as well as Albanian and Serbian, which are in official language status in Kosovo (Republic of Kosovo Assembly, 2008, Law No: 03 / L-047).

Examine the impact of the multicultural structure of Kosovo on educational programs; It shows the importance reveal similar and different aspects of education in the decisions to be taken for students from different cultural managers and policy guidance to practitioners in education and training programs in Turkey by comparing the multicultural nature of the program.

The purpose of this study is; How do different cultures in Kosovo respond to primary education programs? and to determine the effects of these differences on student achievement.

2. METHOD

Model Research (Pattern) - This research was conducted by teachers 1-5. the structure of the classroom curricula and the impact on student achievement is determined by a semi-structured interview form, so it is a qualitative research based on the cause-effect relationship. The universe of this research is the class teachers who work in the primary schools in the cities where different mother-tongue education is provided in Kosovo. The sample consists of teachers who are trained in 50 Albanian, 30 Turkish and 30 Bosnian languages to be selected from classroom teachers in schools in the cities of Prizren and Mamusha. By examining different educational arrangements, reflecting the cultural diversity in the programs and assessing the relevant programs, the data on the impact of the programs on student success were collected from the teachers in a semi-structured interview form.

3. RESULTS

Teachers were asked the following questions during a semi-structured interview to study the educational programs of Kosovo's culture and the impact on student achievement. How are

cultural differences reflected in the educational program in Kosovo? Are there programs for different cultures in Kosovo? What kinds of problems are encountered in the implementation of programs for different cultures in Kosovo? Is there a meaningful difference between the achievements of students in a school where there are different cultures according to teachers' views? Teacher views on the impact of the structure and implementation of educational programs of different cultures on the success of students; Is there a meaningful difference in terms of teaching language, gender, seniority, whether or not there is different parental education in the same school, level of education, level of education done, age change? The findings show that there is a multicultural education structure in Kosovo and, accordingly, the programs have been adapted to a multicultural structure.

It has been observed that there is a significant difference between the effect of the students on the success of the students who are educated in different mother tongue and the students in the school where the monoculture education is given. According to the teachers 'views, the influences of the programs applied for different cultures on the students' success were determined as meaningful differences in the age, education level, teaching language of the teachers and whether or not they were educated in different mother tongues in the same school.

4. RESULTS AND SUGGESTİONS

"Multicultural education programs are being put into practice in multinational and multicultural countries such as the USA, Canada, Australia, Germany, and UK, starting with preschool classes" (Guven, 2005, Akt, Cirik, 2008,). The fact that our country has a multicultural character, it is seen that the trainings made in the schools cover different cultures and that some regions, including Albanian Turkish and Bosnian, have Serbian education. The existence of this work sometimes seems to be positive, but at times it brings with it some negatives. It has been seen that a multicultural education structure has emerged from the path of discovery and the programs have been prepared accordingly to a multicultural structure. Students in different mother-tongue-educated schools have a higher success than students in universal-educated schools. This is mainly due to recognizing different cultures, knowing more about the responsibilities of being a social individual, and learning to respect rights.

For example, from the answers given by the teachers; M1 "pupils are among the far-flung cultures since the early childhood and learn to share or fight from time to time. This situation affects their achievements positively. He also teaches struggle in his life ". According to another finding from the teachers, it was seen that the teachers had a significant difference according to the age variable. They point out that elderly teachers have adopted and cared more quickly by different cultures, and they have also been able to overcome them in their students. Another finding is that the schooling language variable is also important for schools, while the majority communities recognize minority communities by adopting them, but minority communities are more concerned with the majority societies and will have an impact on their success. It is determined that there are significant differences in whether or not there are different mother tongue education in the same school, and the fact that the students are not educated in different mother tongue influences the success of the students not to recognize other cultures and to express their opinions. This situation negatively affects the effect of students on worldview and school achievement.

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İnternational Periodical for the Languages, Literature and History of Turkish or Turkic Volume 8/3, Winter 2013

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