

THE STUDENTS AND THE COGNITIVE CHALLENGES IN THE NATURE AND
SOCIETY INSTRUCTION

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Abstract: When teaching nature and society, the teachers face many cognitive challenges. They are mostly related to what the students know, think they know and what they need to offer as a solution to something that they do not know. This means that the students who have a gap between their previous knowledge and the material that they need to learn face problems.

The cognitive contradictions are solved on the grounds of the previous knowledge of the students, their life experience, and what they have learned in activities such as independent cognition, individual learning (studying), self-guidance, research, etc. When solving a problem, the degree of independence of the elementary school students is relatively low. Help and guidance by the teachers is necessary.

The Polish didactician W. Okon tried to present the complete matter regarding the didactic problem in the form of a practical or theoretical difficulty, which the students can overcome through their own research. (according to Krneta, Lj., 1970, 570)

This kind of problem in the instruction can be a real turning-point in the concept and realization of specific processes in the instruction. It can change its notion and meet numerous demands and tasks related to the instruction and the individuals. It is a system of instruction which is radically different from the adequate characteristics and functions of other instructional systems. As a complete instructional system it includes several methods, activities and means of instructional work and it results in a completely changed role of the teachers and students, for the group and each person individually.

The essence of this educational system can be understood and expressed through the identification and grouping of several characteristics and components.

Keywords: research, principles, excitement, desire, experience, rules

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