



DISTANCE LEARNING AND LIFELONG ADVANCED TRAINING OF PROFESSIONAL COMPETENCE OF PRESCHOOL TEACHERS AND TEACHERS

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Abstract:

Contemporary pedagogical trends include lifelong professional development of preschool teachers and teachers. Educational work with preschool children and younger school - age children requires significant pedagogical skills and knowledge of preschool teachers and teachers. The adjustment of teaching style of preschool teachers and teachers to each child individually is very important. Preschool teachers and teachers have a legal obligation to attend professional training at accredited seminars in Serbia which are mainly organised over the weekend. The question is whether these teachers can plan their time more effectively and acquire new professional skills via e-learning. It is known that e-learning is an integral part of the educational system in the modern world. In this context, an individual can plan his/her time as he/she deems it most appropriate in order to study and acquire education. The main objective of this work is to detect whether educators and teachers are aware of the advantages of distance learning and the possibilities of development of their professional competences. Afterwards, its aim is to determine whether there are statistically significant differences in terms of acceptance of the possibilities of e-learning and lifelong training between preschool teachers and teachers. After the statistical analysis, we concluded that there are no significant differences in terms of acceptance of e-learning between preschool teachers and teachers. Significant statistical differences were observed among the variables of sex, age and professional experience among the respondents of our sample. The sample included 300 preschool teachers and teachers from Kikinda, Belgrade, Novi Becej and Zrenjanin.

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