

## THE ROLE AND SIGNIFICANCE OF INTELLECTUAL EDUCATION IN THE STUDENT'S DORMITORY

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### ABSTRACT:

In high school student dormitories are applied several program areas and contents of educational work including intellectual education as a significant segment in the work with dormitory students. The program areas from the field of intellectual education, which is realized by educators, is one of the most important elements of educational work, where the process of intellectual education has its own specifics. This is an upbringing that differs from school and family upbringing, considering the fact that students are far from their families, study in schools in another city and live in an educational institution like student dormitory. The dormitory through intellectual education, contributes to the formation of the student's personality in general, to the development of intellectual abilities, development of habits for intellectual work, building a creative thinking, concentration of attention, memory, motivation for learning, independent learning, intellectual creativity and self-education. Therefore, the role and significance of intellectual education and its influence on school success and behavior is of great importance and can be said to be a privilege for dormitory students. The dormitory provides different forms of learning such as group and frontal work, work in pairs, individual work, work with weaker students, work with talented students, unlike students who live in families with their parents who are not experts in this kind of intellectual help and support. In fact, this is where the conclusion of this paper comes from.

**Keywords:** *intellectual education, student dormitory, students*

### Introduction

High school student dormitories are educational institutions in the field of student standards that are of special social interest and represent an integral part of secondary education. These types of institutions are an inseparable part of the overall system of upbringing and education in the Republic of North Macedonia.

They are intended for students of different ages and levels of education who, after completing primary education, need dormitory placement because they are studying outside their homes and families. Dormitories act as an educational factor and have specific goals and tasks that should be achieved and implemented during their work. Like all educational institutions, student dormitories carry out their educational work through a verified program for educational work that is carried out with the direct participation of the students - dormitory residents, educators and professional

associates, in cooperation with schools and the community. In this way, through appropriate program contents, the dormitories work on the overall physical - health, work, intellectual, aesthetic, moral, general cultural and social life and development of the students, using numerous and diverse methods, ways and means for educational work.

Education is a permanent process of formation (self-formation) of the personality which is most intense in childhood and youth, but practically never stops. Educational work in student dormitories gives particular importance to the educational component where intellectual education takes a significant place.

### **Purpose and tasks of intellectual education in working with boarding school students**

Intellectual (mental) education represents the totality of those educational influences that primarily contribute to the intellectual development of the personality. Intellectual education in boarding schools with its specifics and program content plays a major role in working with boarding school students where each student is an individual person in his or her own right, with special characteristics, knowledge and prior knowledge. The process of self-education through which the educator guides the student is a higher level of learning that requires certain knowledge of the methods and factors (internal and external) of successful learning and includes certain work habits, motivation, learning conditions, mental and physical state of the organism, etc.

The general goals and tasks of intellectual-creative education in high school student dormitories arise from the need to set the mastery of school material as a priority task because a large number of students come to dormitories with poorly developed learning habits, with inadequate methods and procedures in learning, gaps in knowledge, and sometimes, in addition, with difficulties in the structure and dynamism of the personality (Frankovic, D. et al., 1973:46).

Intellectual education is achieved by applying various methods, procedures, means and forms of observation, practice and accustoming the students to perform intellectual-creative work.

According to the Plan and Program for educational activities in student dormitories, in order to achieve the set goal of intellectual education, the educator works on the following tasks:

- develops the motives for learning and the sense of deepening and expanding the appropriate education and culture;
- organizes and enables the student's readiness for self-education and expanding knowledge to adequately solve the problems in the intellectual sphere;
- works on students' adoption of knowledge, skills and habits;
- encourages students to work independently and appropriately use learning methods and procedures in mastering the teaching material;
- organizes students' learning at a certain time and place using various forms and means of work;
- organizes additional and supplementary learning depending on the student's needs with the possibility of engaging external collaborators in certain areas of science, organizes circles, clubs, etc. (Ministry of Education, Pedagogical Institute of Macedonia, 1999:11).

In addition to the diversity of content in the field of intellectual education, one should not forget the fact that students are primarily working on developing habits for intellectual work.

- Students are introduced to the psychology of learning and its laws, the physiological rhythm of

work and fatigue, and are trained to use information correctly.

- The educator creates conditions for preparing for teaching. This means that students have a set time and space for learning, are introduced to the techniques of learning various content and planning activities during the day, week and month.
- Assistance is organized for students who are unable to master the material assigned in a school subject. This includes direct assistance from educators as well as organized work, i.e. assistance from better students to weaker ones in a particular subject.

The most important characteristics of a developed mind are: an active attitude towards reality (curiosity, ability to perceive the essence, skill in applying what is known, etc.); independence; systematicity (a sense of organization, arrangement of data and rationalization of mental work, discipline or precision of the mind, exactness, etc.); criticality (need for verification) and creativity. From this arise the basic principles of intellectual education that every educator and professional associate (pedagogue, psychologist) must know in order to successfully implement intellectual education.

### **Basic principles of intellectual education**

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#### Principle of Activity

According to this principle, the learner must be a subject, acquiring knowledge through their own mental activity, actively participating in that process, and not just being an object in intellectual education. It is especially important that the acquired knowledge is applied in practice, that knowledge grows into skills, and that each new realization encourages further learning, the acquisition of new knowledge.

#### Principle of Independence

The principle of independence is inextricably linked to the principle of activity and requires that students become as fully intellectually independent as possible. The effectiveness of learning is only evident when knowledge is acquired independently, through one's own intellectual effort. However, this does not mean that the learner should be left completely to their own devices. The intellectual independence of the student should be guided pedagogically, without hindering his initiative and intellectual independence.

### Principle of Systematicity

The success of intellectual education also depends on whether it is guided by the principle of systematicity. This means whether the educator is able to help his students organize the acquired knowledge into appropriate systems so that they can orient themselves in the multitude of information. Knowledge has no meaning if that knowledge is disconnected, disorganized, unsystematized, if it is not known what belongs where and where and what should be sought. True knowledge is a system of scientific facts and generalizations, not a system of mutually isolated scientific elements and fragments.

### Principle of Criticality

In educational activity, it must be borne in mind that only what is verified by practice can be considered true. It is especially important to allow students to freely express their opinions, debate and argue. Critical acquisition of knowledge means checking its truthfulness, preferably through practice by applying it where possible. Criticality also includes self-criticism.

### Principle of Creativity

Intellectual education in students also fosters creativity, that is, a creative attitude towards what they perceive and learn. This means that it would be good for students to be able to deviate from established viewpoints, to systematize related knowledge in an original way, to discover new connections between certain unusual phenomena, to freely present and defend their original ideas, etc.

All of the above principles are closely interconnected, intertwined, conditioned, and dependent on each other, and educators respect them in the domain of intellectual education in their work with homeschooled students.

## **Survey Questionnaire**

Among the homeschool students who are coming to the high school student dormitories for the first time, I wanted to investigate how much they know how to study and whether learning presents a difficulty for them. At the beginning of the school year, in September, I conducted a written questionnaire with open-ended questions, i.e. a non-standardized survey, without answers and alternatives, allowing students to express themselves freely. The first educational group, consisting of 30 first grade students from different high schools and coming from different places of residence, was surveyed.

The survey questionnaire consisted of 11 questions.

The questions and answers were as follows:

1. Has anyone ever taught you how to study?

– 100% of them said no.

2. Explain your way of studying?

They answered that they do not know if it is the right way of studying and stated:

- 20% study late at night until early morning;
- 20% study one to two days before the exam after many hours during the day;
- 10% study with music or looking at the phone;
- 10% study by heart;
- 40% study regularly, every day in several shorter time intervals.

3. Have you heard of methods and techniques for successful learning?

- 100% answered no.

4. Have you heard of factors or conditions for successful learning?

- 100% answered no.

5. Do you experience learning as a difficulty or as curiosity?

- 70% said they experience it as a difficulty.
- 30% said they learn out of curiosity.

6. Do you know what active and passive rest is after adopting some intellectual activity?

- 80% answered no
- 20% answered yes

7. When you study a certain topic from a textbook, do you research it through other sources and specify which ones?

- 70% answered no
- 30% answered yes (internet)

8. Do you need help with your studies?

- 80% answered yes
- 20% answered no

9. Do your parents help you at home with your knowledge of a subject?

If yes, please explain how.

- 90% answered no

- 10% answered yes (in writing homework)

10. Have you taken extra classes in a particular school subject and where?

- 60% answered no

- 40% answered yes (in private classes)

11. Would you like to learn more about successful learning?

- 100% answered yes and that they really need it.

### **Organization of learning in student dormitories**

The building of a culture of learning for students in the dormitory, organized and planned, begins immediately after their arrival at the dormitory. Speaking of the learning process, the most important form of realization of intellectual education in dormitories is the learning of the material assigned in the school, which means deepening and applying the knowledge acquired in the school and caring for better educational and upbringing results. The learning of the subjects and the execution of the various homework assignments that arise from the teaching process are realized with a certain organization of the available time of the students according to the daily and weekly articulation of activities. The day is organized with pre-planned activities or a daily regimen that includes a time period for mandatory activities, i.e. learning of the teaching material. The specified time period for learning is combined with short breaks in order to maintain working capacity at a certain level as well as interest and motivation for learning. Regular learning at certain intervals gradually creates a habit among students of respecting the rhythm of working at a certain time, place and conditions. The educator organizes learning in the role of a mentor, animator and implementer and is available to students at any time for consultations, advice, clarification, guidance and other types of assistance. In this way, students repeat, confirm and check their knowledge, and at the same time acquire skills and habits for both learning and self-education. When it comes to repeating the material, new students are introduced to the methods, techniques and manner of memorization, what forgetting is and how to overcome it.

In the pedagogical and psychological literature, the term rationalization of learning is found, which implies methods and techniques of learning and other conditions that increase success in learning or, in short, guiding the student in the learning process. Through intellectual education, the educator guides students in the learning process by teaching them the methods and techniques of successful learning.

The student dormitory provides an appropriate space for various forms of learning such as group and frontal work, pair work, individual work, work with weaker students and work with talented students. The dormitory is home to students from various social backgrounds and educational organizations who bring with them a variety of work habits and learning styles. It is also taken into account that not all students progress at the same pace and rhythm in education and do not achieve equal success, which otherwise depends on their intellectual, emotional, motivational characteristics, etc. For these reasons, the dormitory strives to perceive these differences and eliminate them with the so-called compensatory education and training, which is organized with a smaller number of students, immediately after the need is determined by the educator. When we talk about intellectual education in the dormitory, we mean two types of learning activities: learning to fulfill school obligations and learning that satisfies the interests and affinities of students for expanding their knowledge. Organized learning has another feature, which consists in the uniqueness of the relationships that are built between educators and students, which differ from the relationships between teachers and students on the one hand and parents and children on the other. With these relationships between educators and students, mutual trust and respect are built.

When organizing learning, a stimulating environment and atmosphere for learning are created that encourages and mobilizes students to learn, as well as awakening curiosity and the desire to master the material given in school. The maximum flexibility of the forms and methods of work actually represents knowledge of the relationship between individual forms of work and the characteristics of the tasks that students perform, as well as knowledge of the individual characteristics of students. Learning in a group has its own advantages and special dynamics, it affects the emotional sphere of the student, creativity, because in the group there is debate, discussion, an exchange of opinions on certain problems and issues, which in turn activates mental functions such as thinking, memory, imagination, speech, etc.

When choosing the application of individual methods and forms in the learning process, several criteria decide:

- The nature of school obligations - learning new material, writing a written composition, analyzing readings, repeating scientific material;
- The specificity of the tasks such as the ability to write, solve problems, prove, apply knowledge in practice, etc.;
- The special work style of the student, the level of intellectual development, his formed habits, etc.

### **Rationalization of learning or guiding the student in the learning process**

In pedagogical and psychological literature, the term rationalization of learning is encountered, which implies learning methods and techniques and other conditions that increase learning success

or, in short, guiding the student in the learning process. Through intellectual education, the educator guides students in the learning process by teaching them the methods and techniques of successful learning. Here we are mainly talking about two learning methods that are determined by this:

- whether it is better to study the material continuously for the entire time until the learning is completed or to distribute it into time units with longer or shorter time breaks between individual parts of the material and
- whether to study the material as a whole or to divide it into parts.

In the first case, time is important, and in the second case, the whole, or rather the parts of the material, are important. Thus, in the first case, it is a question of the method of distributed learning versus non-distributed learning, and in the second case, it is a question of the method of global and partitive learning, which will be briefly mentioned.

### Spaced Learning

Spaced learning is a typical example of school learning where the same material is repeated at specific time intervals. In distributed learning, with each new learning of the same material, we see new connections and relationships not only between parts of that material but also between it and previous material, and between it and material from other areas. This gives the learned material a new meaning, a new sense. This way, the learned material is much more resistant to forgetting. Through a large number of experiments, it has been determined that distributed learning is more successful and rational than partitive learning, which is typical for studying before an exam. However, accumulated learning is not so useless and often leads to situations when some material must be learned quickly. Thus, learning by deadlines has its advantages. For example, the proximity of the exam deadline puts more pressure on the student and gives him a faster pace of work through psychological motivational force.

### Global and partitive learning

Learning as a whole or learning with the whole method versus learning part by part of the material or learning with the part method (partitive), represent two types or two methods of learning in relation to the material being learned. Combinations of these two methods are also possible. In this area, classical experiments relate mostly to the learning of songs and certain motor actions. In learning songs, the whole or global method has proven to be more successful. Complex actions are learned more quickly when they are broken down, that is, when they are taught using the partitive method. However, the question is what amount of material will be taken as a whole, not only in terms of size but also in terms of the meaning and organization of the material. If a single idea, a single thought, runs through the material, it is advisable not to break the material up, but to also take into account the individual's learning ability, age, and training for learning using this method.

The global method has its own psychological advantages. The most important role is played by

the meaning that connects the parts to make them easier to retain and more resistant to forgetting. In addition to these internal relationships, the external connections that are established during learning also play a significant role. The partitive learning method is much more likely to create distorted connections that were formed during the learning of individual parts. For example, it is possible to establish connections between the end and beginning of one part, instead of between the end and beginning of the next part. An example of establishing such connections is learning a poem, verse by verse. For adults, learning by the whole method is more acceptable because it is more difficult, requires more effort, and is often more successful because of this. It is necessary to take into account how much effort children can put in, and accordingly, the units of material they learn should be of a smaller volume. For children, the partitive method is more acceptable, which leads to success and a sense of satisfaction more quickly. Learning through this method allows for more attention to be paid to the more difficult parts of the material, and the easier parts do not have to be repeated as much. The whole method is more natural and learning through it is a natural learning. Tradition, the transmission of experience, folklore, and other folk creations are taught globally and simultaneously.

#### Combined method

In cases where the material is very difficult and long, these two methods are combined. For example, first the first part is learned, then the second part is learned together with it, then the third part is added to it, etc. Or first one part is learned separately, then the second part is learned separately, then the first and second parts are connected, then the third part is learned which is added to the previously learned parts.

When combining the two methods, it is advisable to first read the entire material until it is understood, then divide it into larger units (rounded units of meaning) that will be studied separately, and finally move on to connecting all the units into one whole.

#### Active learning

Active learning is learning that involves performing the actions that need to be learned in order to perform them. This also applies to the acquisition of knowledge. In acquiring knowledge, active learning is achieved through listening, that is, through active participation during the learning process. Listening creates a process of self-examination that is achieved through attempts to constantly reproduce what is being learned before it is definitively learned. Experimental research has proven that the advantage of listening is greater if the learner spends more time listening than reading alone. Listening plays a greater role when learning more mechanical material with little or no meaning. But that doesn't mean that learning by heart is also mechanical learning. It plays a

greater role when you don't understand the meaning of what you're learning. Also, listening can be performed in the mind, without the presence of speech.

Advantages of listening:

- the student is active during the learning process;
- listening introduces the student to the more difficult and easier parts of the material;
- listening develops in the student an awareness of achievement;
- listening is an exercise in reproducing knowledge under certain conditions;
- listening prevents the student from getting bored with repeated readings;
- Reading without listening only creates in the student the illusion that he knows the material, when in fact he can only recognize it, and therefore listening is the best way to prevent such a phenomenon.

It is also advisable for the rationalization of learning that the material should be learned more than is necessary to know in a moment because forgetting is greatest soon after learning.

#### Work habits as a factor for successful learning

Work habits are acquired throughout life and they are an important factor for successful learning. To acquire them, conditions such as motivation and personal perseverance are necessary, which will further help to more successfully overcome many other learning difficulties. Hence, the best conditions will be achieved when learning turns into a habit. A student with working study habits makes a plan and respects the time allocated for studying, sticks to it without any particular strain, without any particular problems in concentration and in moving from one task to another. The acquired study habits have a great advantage precisely in that tasks are not postponed. On the other hand, someone who does not have good work habits takes a long time to start work and usually works inefficiently and irrationally.

#### **Monitoring and evaluation of students' progress by educators**

An important moment in the educational work with homeschooled students in terms of their intellectual development is the monitoring and evaluation of their progress. The success and behavior of students in the school is constantly monitored by the educator through direct insight into the performance of tasks, through conversations with students, class teachers, subject teachers, the school's pedagogical-psychological service, and when necessary, parents are also informed about a situation. The educator monitors the progress of students throughout the four trimesters or

classification periods, which he keeps records of in appropriate pedagogical documentation, while a personal file is also kept for each student separately. If he notices a significant decrease in the student's success and behavior, the educator immediately reacts to overcome that situation.

## Conclusion

According to the above, it can be determined that intellectual education has a great importance and role in the development of the intellectual abilities of the student. With the stay of the students in the student dormitories, with the organized way of life and work, they gain intellectual knowledge and skills that they cannot obtain either in school or in the family. The student dormitories strives to reduce the differences in the level of education and general culture that have arisen from the social - family background of the students. After the end of the school year, the application of organized intellectual education shows solid results and exemplary behavior in school. From all the above, it is more than necessary, starting from preschool institutions, in preschool groups of children, to conduct training by experts, pedagogues and psychologists, on this issue, that is, pedagogical - psychological teams that will work with educators in kindergartens and with the parents of the children as preparation, assistance and support for the children before they start school. It would also be useful to conduct such trainings with teachers in primary schools as well as with the parents of the students. In the first grade, children encounter school and school obligations for the first time, for which they need help and support at home. In the upper school years, where subject teaching begins with more complex learning material for each individual subject, knowledge is also necessary to master the material. In secondary education, trainings on intellectual education could be conducted with students in the first grade and among teachers, since each subject is specific in itself, so that they could guide the students at the beginning of the school year in its better mastery.

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