Journal Homepage: -www.journalijar.com
INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)
Article DOI:10.21474/IJAR01/8501
DOI URL: http://dx.doi.org/10.21474/IJAR01/8501
ISSN NO. 2320-5407

RESEARCH ARTICLE

STUDENTS' ATTITUDES ABOUT INTEGRATIVE TEACHING APPROACHE.

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Manuscript Info

Manuscript History
Received: 05 December 2018
Final Accepted: 07 January 2019
Published: February 2019

Key words:-
correlation, integration, student attitudes, contemporary teaching.

Abstract

In the first part of this article, we will point out some aspects of linking the teaching contents of different subjects in the context of a correlation-integration approach. Special attention will be paid to teaching Physical Education and the World around us/Nature and Society as one of the opportunities for improving the quality of teaching in elementary schools. The second part of this article is methodology. This part of the paper is devoted to the empirical research aimed at examining the attitudes of students-future teachers on the correlation-integration approach of teaching these subjects. The data were collected on-line by an electronic questionnaire and a five-step scale of Likert type, on a sample of 150 students of the Faculty of Education inJagodina in May 2018. The results obtained using simple statistical methods show that students have positive attitudes the importance of innovating the teaching process and recognize opportunities for raising the quality of teaching using a correlation-integration approach. This conclusion points to the conclusion that the correlation-integration approach is a good starting point for improving the work with students of the faculties of education.

Introduction:-

Students within the university teaching at the faculties of education are usually familiar with the fact that teaching in most primary schools is mainly organized by the teacher's verbal method, with very few teaching aids, transmitted to students as they sit down in their seats, passively listen and memorize. It has, on one hand, the effect of a relatively lower level of learned content (as confirmed by the results of international testing), and on the other hand, it results with insufficient physical activity of students. In addition, content of the teaching methodology is dedicated to application of educational technology, which is increasingly becoming common during work with primary school students. Lately, we often have the opportunity to hear how modern technology seriously endangers the physical activity of students, because they spend more time sitting in classrooms, in addition to computers, phones, tablets and TVs. Prolonged sitting, far away from the natural need for movement, the time spent in front of multimedia devices and a lack of movement and fresh air, is not conducive to health and lead to the emergence of "sitting civilization." (Zurić, 2006, 48)

As Vilotijevic pointed out, "one teacher working with the whole class provides the mass, rationality and efficiency of education, which is an important quality of traditional teaching, but at the same time imposing frontal forms of work which has serious weaknesses." (Vilotijević, 2006) Basic deficiencies of frontal teaching and verbal methods

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are visible within the results of PISA (Program for International Student Assessment, 2012) and TIMSS (Trends in International Mathematics and Science Study, 2015), tests that showed that the knowledge of primary school students in Serbia are mostly at the level of reproduction and recognition, and that they are not functional and practically applicable. The above-mentioned tests in the context of issues relating to scientific literacy have shown that a very small percentage of our students have the skills and knowledge needed to solve a relatively serious problem tasks (Pavlović Babić, Baucal, 2013), those that require practical application of knowledge of different teaching material in the new and different situations. On the other hand, the importance of movement is seen in both physical and mental, social and physical development, and the conditions in which children grow and develop are not always stimulating because of t modern lifestyle, machinery, burden on children intellectual activities; the overall attitude of the social environment and its impact on children and their activities in it, no longer has stimulating effect, do not encourage them to move.The movement has the function of a biological instinct and meets the needs of body growth and development stimulation, therefore meets the natural needs of the child. By moving, children also meet their social needs, like to explore within their motion possibilities, weight to new, non-stereotypical movement terms, they want to learn and know "why and how" something is moving. From all this, arises the goal of teaching physical education - to meet the students needs for mobility, help increase adaptive and creative skills in modern conditions of life and work, develop health education which is necessary for growing health and long-term habit of physical exercise, incorporated into everyday life. (Kragujević, 1991, 22)

On the other hand, another problem faced to the education system of our elementary schools, and with whom students should certainly be introduced to, within the methodical course of university teaching, refers to the curricula of different subjects that are uneconomic, too extensive, mutually conflicting and burdensome for students (due to a number of facts and data, which often have slightly practical application in everyday life). In accordance with the previously identified problems, the Education Development Strategy in Serbia until 2020 aimed at adequate and complete expression of cohesion and integrity of natural, social and other socio-cultural areas that are taught in elementary school, in order to improve the quality of teaching, its effects and raise the level of efficiency of thematic curriculum teaching programs. This to some extent indicates the possibility of correlation and integration of teaching contents within different subjects in primary school, as suggested by the dimensions of TIMSS tests research that are mutually impacted, which means that for each content tasks are defined for their solution and the skills and operations in all cognitive domains are necessary. (Kartal, 2014) By strategic documents analysis, on the one hand, and also the analysis of the content of the primary schools' program, through the teachersguidance, it is suggested to achieve an integrated thematic approach during planning and implementation of teaching, by making independent choice of coherent and compatible content from these topics, brings up the conclusion that the correlation at all levels (primary and secundary school and in between) should continue to be followed. (Official Gazette of RS, 2006: 46)Teachers, therefore, have the ability to combine both content within a course, as well as those on grade level in various subjects, and on this basis to apply a multidisciplinary approach in building concepts, in order to improve teaching and raise the quality of the acquired students' knowledge. In this context, the Education Development Strategy in Serbia until 2020 further provides properly selected methodological elements: teaching aids, forms of work, methods, procedures, systems, innovative models and others, that are in accordance with the model of thematic and operational planning, and the whole internal structure of didactic material, so the processes and laws of nature and society could be understood and adopted better. (Education Development Strategy 2012-2020)A possible way to relieve students from extensive content, and engage their greater physical engagement and acquisition of quality-practically applicable knowledge, could be this correlation-integration educational content (Cekić-Jovanović, Tošić, Golubović-Ilić, 2010). Since the contents of natural and social sciences in the first cycle of basic education, according to the current curriculum, are taught in the compulsory school subject World around us / Nature and Society, and that the physical education settles biopsychosocial basic needs of the pupils, and forms a correct understanding of the relationship with the physical culture and permanently encourage the students to incorporate physical activity in everyday life and culture of life in general (Matić, Bokan, 1991: 322), the correlation and integration of these two subjects should be considered.

The didactic-methodological specificity of a correlation-integration approach to teaching World around us/Nature and Society and Physical education

As more of a need for interdisciplinary approaches to solving various scientific, economic and social needs, there is a requirement that in the course of teaching the meaning of a dynamic and functional unity between the various disciplines are followed and explained, and it should also be pointed out tostudents at the pedagogical faculties within different methodologies. It is a continuous research that is done on the general level of knowledge in an interdisciplinary way, the connections and relationships between different disciplines, especially between those that

are the closest to each other. (Djordjevic 1995: 183). Having these requirements in on our mind, correlation and integration of teaching courses, fields and contents becomes necessary and indispensable. The term "correlation" is interpreted and discussed by many authors (Bjedov, 2011; Tomljenović, 2012; Kostović-Vranješ, Vickov, 2013; etc.) On the other hand, researchers in the field of pedagogy, didactics and methodology dealt with the different definitions of terms integrative teaching, integration in teaching, integrative approach, and the like. By analyzing their attitudes, we find that each aforementioned terms are viewed completely separately and differently, while others identify them, finding no substantial differences between them. One thing the most agree about, as Nagy states (Nagy Olajoš, 2016), is that correlation, in the most general sense, can be defined as a relationship between two things or phenomena, and integration as linking different things or phenomena that were separated by the principle of similarity. The correlation mentioned by the author refers to linking two objects, and integration refers to linking on multiple subjects. A compromise has been made in linking the idea of correlation and integration.

Based on the results of numerous studies (Jović, Stanojević, 2008; Spasić-Stošić, 2014; Hurić, 2014, etc), it is considered that the implementation of the integration-correlation system into teaching allows students to understand and realize a particular subject better, perceive certain issues and problems from different angles and from different sides, develop the habit to observe phenomena, processes and relations in the region more deeply and more comprehensive and, therefore, uniquely perceive the world around them. Therefore, we can assume that the correlation affects the motivation of students, that we can encourage by connecting content or items that are new, unfamiliar and not interesting to students, with the content or subjects that are interesting, well-known, entertaining and appealing.By carefully studying the teaching areas many connectivity options can be reached, but as we have pointed out above, teaching World around us/Nature and Society is integrative by its nature and because of the contents of different disciplines: history, geography, biology, physics, chemistry, sociology, the techniques and culture. On the other hand, a child is surrounded with movement from its birth, and its importance in child development is very high. Physical activity not only improves general health, refines and makes emotional life richer, but it also broadens and deepens knowledge about the world around us, so that physical education can significantly affect the achievement of the objectives and tasks of nature and society, and vice versa. If it is due to this, students will simplify mastering and, in addition, lecturers will be partly relieved from work.

Functional connectivity structure of different items, which are similar or complement each other, will make the students easier to round up the total of the knowledge and realise that courses don't teach unnecessary and unrelated, but they make unique, meaningful whole of the world that surrounds them. (Hurić, 2014) For this reason, students, future teachers, should be trained for the application of functional integration-correlation access to educational facilities. The comparative analysis of teaching units within the object of the World around us/Nature and Society, was first observed in the first grade under the theme "Orientation in space and time" and the teaching unit "The movement - change of position in space and time". This unit is suitable for correlation with physical education within the teaching units such as walking and running, throwing and catching. Through the correlation of these two subjects, children can be given plenty of opportunities to move. Kids find moving activities primarily through their play. It is necessary to emphasize the effect of the game because it contributes to understanding, learning and perfecting a new, child-operated overall and any concrete activities to develop abilities and knowledge (Pišot-Jelovčan, 2006: 30). Teaching units "Movement is all around us", "Starting and stopping the course: pushing, pulling", "The effect of the object's shape on its movement - sliding and rolling" can be realized by numerous and very diverse combinations of walking, running, jumping, skipping, crawling, wriggling, as well as various elementary games,and also in the form of a polygon in which the students should solve the problem situation.

In the second grade in the thread Movement in space and time, the teaching unit What effects the level of body motion (shape and size of the body, the material it is formed of, the substrate, mid, speed of operation) and The speed of body movement depending on the shape of the body and the environment in which they live, can be processed using elementary games (traffic lights, hunter birds, cat and mouse, the ball travels, hopscotch ...), climbing obstacles, crawling on their stomach, on the side and back, throwing balls into the goal, grasping, running fast - all Physical education activities. Another new area which can be used very successfully in the second grade is the teaching unit "National Children's Games" in the context of physical education, whose contents can be realized in correlation with the teaching unit from The world around us - "Holidays and Traditions".

In the 3rd grade, teaching units such as Various forms of movement and their different characteristics (moving in a straight line, circular movement, body movement to a spring, pendulum, ripple ... spotting the causes of some movement and periodic repetitions) or When and how bodies fall, sliding and rolling downward, provide numerous

and varied opportunities for the realization of various forms of correlation with physical education. One possibility is applied in the preparation period of time as a complex of free exercise with a ball or a rod, then walking and running, the manipulation of a ring and a ball, a skipping rope in different ways, rolling rings, walking in different forms (imitations), running in different ways, walking and running in a straight line, a circle, a semicircle, zig - zag walking and running with and without obstacles.

Correlation of teaching Nature and science to Physical education teaching is most easily accomplished through several work areas, such as: natural games, children's folk games, different forms of movement, children's creativity, but less frequently through some other areas such as sports. Sport refers to the daily practice with the huge physical effort, where the aim is to achieve results in the chosen sport. Accordingly, in this part of physical education, there is no possibility of correlation between the mentioned subjects. Although, when it comes to teaching content in the fourth grade, the situation is slightly different. The subject Nature and society at this age implies a systematization of previously acquired knowledge about the movement, and within only two teaching units: 1) The rules that apply to all movements (start, stop, speed change...); systematization of previous knowledge and parameters check, and 2) What and how affects the distance traveled on an object; rolling and sliding downward; what affects the speed of the pendulum? The program of activities for fourth grade are different from the contents for the first, secondand third.
It is envisaged that the elemental movement that are mastered, can be applied now under specific conditions imposed by the individual branches and forms of Physical education. (Kragujević 1991: 24)The content that is thought within Physical education in fourth grade, is related to mastering techniques of sports games and elements of gymnastics, rhythmic gymnastics and athletics, so these contents are constructed in a way that both cases provide very little opportunity for any correlation.

Methodology Research:-

Bearing in mind the actual fact of how students might be overloaded by numerous and extensive syllabus, children are becoming less physically active gaining poor quality of knowledge, on one hand, and the benefits that can be achieved with correlation-integration approach to subjects, on the other hand, we decided to name the target of this research examining the attitudes of future teachers - students of the Faculty of pedagogical Sciences about the possibilities for improving the quality of education within World around us/Nature and society classes and Physical education, considering correlation-integration approach. In order to gain the objective of our study, it is necessary to accomplish the following tasks:

1. Examine students' expectations related to the frequency of correlation-integration classes of World around us/Nature and Society and Physical education in elementary schools and their engagement within the university teaching;
2. Determine whether FPS students recognize the importance of the correlation-integration approach while teaching World around us/Nature and Society and Physical Education;
3. Determine whether students themselves affect the quality of correlation classes between World around us/Nature and Society and Physical Education, having as a precondition the quality of the knowledge already acquired in the learning process by students.

The research was based on the descriptive method. We decided to use interviewing for getting data. An instrument we used was an online survey that was created for this research, done via Google Drive, which was supposed to help us find out about the attitudes that future teachers - students of the Faculty of Eucationhave about the correlation-integration approach to teaching World around us/Nature and society and Physical Education. Our instrument contained 3 open questions and 13 closed questions, as well as five-point assessment scale of Likert type. The future teachers - students of the Faculty of Education in Jagodina were interviewed.The study was conducted in May 2018 with the students of the 3rd and 4th year of master studies (N = 150). The obtained data were processed in the statistical package IBM SPSS Statistics 23. In accordance with the studied subject and used research methods, we applied the appropriate statistical methods (percentage, frequency, median).

Research Results And Their Interpretation:-

Starting from the defined tasks research will conduct a qualitative and quantitative analysis of the data collected. For the realization of the first research assignment we examined the attitudes of the students at Faculty of Education about the frequency of the realization of the correlation-integration approach to subject World around us/Nature and society and Physical education. Descriptive indicators point to the fact that most students (120 of them, which is 80% of the total number of respondents) expect planning often, preparation and implementation of the correlation-

integrative approach to teaching World around us/Nature and Society and Physical Education in which they will be deployed. Analog to the data mentioned above is the fact that most students (112 or 74.67% of respondents) believe that the World around us/Nature and Society classes and Physical Education can be implemented in all four grades of elementary school, which certainly contributes to more frequent application of this teaching model. 25.33% of the respondents have negative attitude. The above-mentioned results of the research showed the opposite than the research conducted by Spasić-Stošić 2014, which states that teachers must overcome the problems of insufficient use of correlation and ignorance of the courses' content, which would contribute to more frequent use (Spasić-Stošić, 2014).

In the context of our first research task, we tested the attitudes of students towards the method of collecting instructional materials and preparation of the correlation-integration approach to teaching World around us/Nature and Society and Physical Education, which may be an important factor that affects the frequency of their preparation, planning and implementation. In this task the results were interpreted on the basis of two questions from the questionnaire. Responses related to the proposition that says "I cooperate with my colleagues when preparing correlation-integration approach to teaching Physical Education and World around us/Nature and Society " shows that more than half of the students (129 of them, which is 86% of the total number of subjects) agrees with the above statement; 39,3% of students completely agrees that the cooperation among colleagues while formulating classes can be an important factor in frequency of their use. Hesitant stance has 10% (15) students, and 4% of students disagreed with the above statement. The amount of the median is confirmed that more than half, or 86% of the students participating in the study, has a positive attitude towards the previous claim.

Another claim in the questionnaire that was supposed to help us find out more about collecting and preparing teaching materials for correlated-integrative approach to teaching World around us/Nature and Society and Physical Ednucation, refers to autonomy in designingcorrelation preparation; use of the internet; cooperation with colleagues; use of textbooks and other literature. Descriptive indicators indicate that 24% of students, which is 36 out of the total number of subjects, cooperates with the counterparts in the preparation of correlation classes. 17% of students, 25 of them, devise preparation on their own. Internet as a source of knowledge benefits 68 students (45%), while textbooks and other literature have been used by 21 students or 14% of respondents.

For the realization of the second research task we examined students' attitudes towards the benefits and importance of correlation between World around us/Nature and Society and Physical Education for a better understanding of the integration correlation-integration approach to the teaching process. We examined the attitudes of students about economy factor of World around us/Nature and Society classes and Physical Education in terms of time required for processing an individual teaching content; impact on pupils' motivation for learning; and other advantages of the teaching model mentioned above. Based on these results, we see that the majority of the students (108 of then, which is 72% of the total number of subjects) agrees with the claim mentioned above. 29.3% of students strongly agree believing that correlated-integrative approach in teaching Physical Education and World around us/Nature and Society saves time for the processing of certain teaching contents.There are 16.6% of students with hesitant attitude, and 11.3% of students did not agree with the aforementioned claims. None of the respondents have a completely negative attitude related to the above-mentioned statement. The study results are consistent with the view that the basic prerequisite for successful rationalization and efficiency in teaching Nature and society is the ability of teachers to achieve better results with a high level of methodical systematic process, but minimal expenditure of time, resources and power. (Bandjur-Lazarevic, 2001: 116)The median value confirms that more than half, or 77.7% of students who were surveyed, have a positive attitude about the economy correlation-integration approach to teaching World around us/Nature and Society and Physical Education in terms of time required for the processing of certain teaching contents.

In the second task results are interpreted based on several allegations including "Correlation-integration approach to teaching physical education and World around us/Nature and Society can contribute to the improvement of students' motivation to work", and the respondents are shown in Figure 3 where we see that a large number of students (a total of 123 which is 82% of total respondents) have a positive view on this matter. Even 44.67% of the students fully believes that correlation-integration approach to teaching physical education and World around us/Nature and Society can contribute to the improvement of students' motivation to work. There are 10% of students with the hesitant stance. Only 4% of students disagreed with the aforementioned statement, and 6 students disagreed with it completely.

In order to comprehend more fully the significance of the correlation and integrated teaching of World around us/Nature and Society and Physical Education, the context of another task was examining the attitudes of students towards its advantages and disadvantages. Based on the results, we will analyze the most frequent respondents' answers. In fact, as the highest priority, 121 student said it's students' motivation to learn. After that, 117 students cited that aforementioned classes have a significant impact of the on sustainability, but also the quality of students' knowledge in terms of practical application. 110 students believe that the great advantage of this teaching model are the activities of students during these classes, as well as developing motor skills. There are 48 students who consider implementing the principle of obvious as an advantage and, accordingly, the possibility of putting the teaching content together in a logical unit, 141 students said. With regard to the fact that the student perception is seen as a very important resource, whose feedback, opinions and learning experiences contribute significantly to improving the quality of teaching and studying conditions at the institution of higher education (Jevremov et al, 2016), we should not ignore their views related to integration-correlation approach, which should play a significant role in the system of university education.

In contrast to the benefits, we should analyze the results of students' attitudes towards the shortcomings of this model. On this occasion, we see that 81 student said that correlation-integration approach in teaching World around us/Nature and Society and Physical Education has no defects. However, 56 respondents believe that one of the drawbacks is that the preparation of the teaching model requires a lot of time, creativity and knowledge of the teacher. This accords with an attitude shawn by 38 students, that refers to the fact that it takes more than an hour for realization, and that the curriculum often does not allow that. 29% of the students thinks that it is not possible to implement and apply correlation-integration approach between World around us/Nature and Society and Physical education for all teaching units.

The last task of our research was to examine whether students determine the quality of the correlation-integrative approach to teaching World around us/Nature and Society and Physical Education as a precondition for the quality of the acquired knowledge of students in the learning process. Accordingly, the results are interpreted on the basis of two arguments. The first relates to the impact of correlations classes between Physical education and World around us/Nature and Society on the quality of students' knowledge, particularly on the practical application in everyday life and further learning. More than half of the participants (82 of them which is 54.67% of the total number of subjects) agrees with the claim mentioned above. There are 48 students with the completely positive attitude, and 8 students were undecided.As a contrast to this, 4% of students believe that correlation-integration approach in teaching Physical education and World around us/Nature and Society does not contribute to the acquisition of high-quality skills applicable in everyday life and further learning. Our survey results identify themselves with the results of Ana SpasicStosic (2014), which states that "the application of correlation in teaching is of great importance, the contents of the various objects that are logically linked in a single system are easier, faster and better adopted by the students."

Considering that one of the characteristics of the knowledge quality is its sustainability, the other claim under our consideration about the impact of correlation-integrative approach in teaching World around us/Nature and Society and Physical Education on the quality of students' knowledge, is exactly about this this. Descriptive indicators indicate that more than half of the participants (or 95 which is 63.33% of the total number of subjects) agrees with the above statement. 37 students (24.67%) fully believes that correlation-integration approach in teaching Physical education and World around us/Nature and Society affects the increasing of the sustainability of students' knowledge. Hesitant attitude was found with 7 students. 7.3% of students disagreed with the above-mentioned statement.

Conclusion:-

The observations we obtained during the practical work with students in schools - training schools, as well as the results of the small (micro) research performed by students of the Faculty of Education within their diploma theses and integrated practice, confirm the fact that the correlation between Physical education and World around us/Nature and society is not presented enough in practice. This is confirmed by the data we obtained by analyzing the content of operational plans of teachers from both of the above cases. Despite this, the students are of the opinion that such classes should be organized more often because they are more successful, more interesting, more dynamic and more efficient than those in which the correlation is not represented. However, due to the necessary time, effort and energy you need to invest in designing and preparing these classes, teachers very rarely choose and engage in such ventures, but rather go for the usual methods. During this research, we have come to a result on the

basis of which we got the following conclusions: Students believe that the realization of correlations classes between World around us/Nature and Society and Physical education is possible in all four elementary grades, and considering this, they expect more frequent engagement during preparation and the realization of these classes within the particular methodology that was taught during the basic studies. This is important information that should be taken under consideration when developing and updating the existing syllabus for the methodical group of subjects at the Faculty of Education. Another conclusion that we came to at the research is related to the manner of collecting instructional material and the preparation of correlation classes in physical training and World around us/Nature and Society. The conclusion is that more than half of the lecturers collaborate with colleagues when planning correlation lessons, and knowledge sources that they use are the internet, cooperation with colleagues, textbooks and other literature. The aforementioned conclusion directs us to consider the possibility of publishing electronic collections of teaching preparations, which would be used by the students, and later teachers, in the context of university teaching about the possibilities of the integration-correlation access to the content of World around us/Nature and Society and Physical education within the methodology subjects, but also in elementary schools' teaching. The following conclusion refers to the fact that the students recognize certain advantages of the implementation of correlation classes between World around us/Nature and Society and Physical education. Most students see the importance of correlation in motivating students to work and acquiring more permanent - more applicable practical knowledge. On the other hand, the disadvantages of correlations classes between World around us/Nature and Society and Physical education are reflected in the attitude of the students majority and refers to the time necessary for the preparation of these classes, which are often very long.

Note. This article is the result of the cooperation projects *Assumptions and possibilities of developing innovative models of teaching in the function of accomplishing transparency of university education and raising the competitiveness in the national and international market of knowledge*, which is realized and financied by University of Kragujevac, Faculty of Education, Jagodina (Republic of Serbia) and University of Primorska, Faculty of Education, Koper (Republic of Slovenia) for the period 2017-2019.

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