

THE EFFECTS OF THE APPLICATION OF INDIVIDUALIZED INSTRUCTION IN TEACHING PROSE TEXTS^a

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Abstract

This paper discusses the possibility of teaching prose literary texts in the first cycle of primary education using individualized instruction in order to highlight its effectiveness in helping students grasp this type of learning content. The conducted experimental research aimed to examine how the application of individualized teaching to the process of teaching prose literary works in the lower grades of primary school contributes to their more complete understanding. The results obtained have shown that the experimental group, which learned the planned teaching units by using the individualized instruction approach achieved significantly better results compared to the control group, which worked in the usual way.

Key words: individualized instruction, prose texts, students' abilities, efficient acquisition of knowledge

ЕФЕКТИ ПРИМЕНЕ ИНДИВИДУАЛИЗОВАНЕ НАСТАВЕ У ОБРАДИ ПРОЗНИХ ТЕКСТОВА

Апстракт

У раду се разматра могућност обраде прозних књижевних текстова у првом циклусу основног образовања применом индивидуализоване наставе како би се указало на њену ефикасност у усвајању ове врсте наставних садржаја. Сprovedено експериментално истраживање имало је за циљ да испита како примена индивидуализоване наставе у обради прозних књижевних дела у нижим разредима основне школе доприноси њиховом потпунијем разумевању. Добијени резултати показали су да је експериментална група, која је предвиђене наставне јединице обрађивала приме-

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ном индивидуализоване наставе, постигла значајно боље резултате у односу на контролну групу која је радила на уобичајен начин.

Кључне речи: индивидуализована настава, прозни текстови, могућности ученика, ефикасно усвајање знања

INTRODUCTION

One of the biggest shortcomings of the modern school system is the fact that the student is passive in the process of knowledge acquisition, while the only active factor in that process is the teacher who teaches. Traditional instruction is representative of a “dogmatic-reproductive character - the independence of students is suppressed, they are in the position of passive recipients, they acquire ready-made knowledge from teachers’ presentations or textbooks, they remember and repeat it” (Marinković, 1995, p. 11). Therefore, the passive position of students implies that it is impossible for them be mentally active in order to acquire new knowledge and complete the development of their personality. In such an environment, where the teacher’s verbalism dominates and where he is the transmitter of knowledge, as opposed to being someone who encourages and guides the process, the student is deprived of the opportunity to think actively and creatively. The activation of the students’ thinking process is directly reflected in their independent activity where students rely on their own knowledge and abilities (Stojadinović & Spasić Stošić, 2017). Students learn how to be independent and creative by systematically and gradually placing themselves in a situation where they acquire the necessary knowledge through their own thinking activity (Tasić Mitić & Spasić Stošić, 2014).

THEORETICAL CONSIDERATIONS

One of the crucial tasks of the modern school is to organize instruction in a manner which would result in students being more active than they are now (Đorđević, 2012). This activity must be based on their greater intellectual effort and engagement (Vilotijević, 2008) in order to lead to the ultimate goal, which is the acquisition of applicable knowledge. Only the knowledge acquired by the students’ own independent thinking is permanently embedded in their consciousness (Anderson, 2002). In contrast, the ready-made knowledge that is served to students by teachers by no means encourages the development of logical thinking and reasoning, but rather causes the stagnation of their development (Tasić Mitić, Stojadinović & Malićević, 2020).

The development of logical thinking and reasoning is largely determined by the level of the intellectual, cognitive, and emotional, or, in a word, psycho-physical development of each student. To a large extent, the development of the intellectual foundation of each individual determines the

scope of his/her overall development and the development of their personality as a whole. Therefore, it is necessary to organize instruction in such a way that the learning content, methods and forms are adapted to the individual capabilities of each child (Mijanović, 2009; Stevanović, 2003) in order for the implementation of all learning and extracurricular activities to be, in the true sense of the words, efficient and useful. The learning content for the Serbian language and literature course, as well as the learning content of other subjects, should be adjusted to the abilities of each student so that the level of their mastery of the subject is in accordance with the educational goals and objectives. Moreover, it should be kept in mind that students greatly differ in the amount and type of knowledge they possess, and in their intellectual and other abilities (Lazarević, 2005).

A well-designed implementation of individualized instruction, which is based on adapting the learning topics, methods and forms of teaching to the abilities of students, enables the achievement of expected results and allows students to progress at a certain pace, consistent with their psycho-physical characteristics (Marković, 2005). This innovative work model “implies such planning, organization and overall educational work that starts from the appreciation of the student’s personality, his individual possibilities and potential” (Arsić, Vučinić, 2013, p. 35). Individualized teaching encourages students to use their own strengths in order to maximize their individual potentials (Zhang & Li, 2019). Since individualized instruction provides independence to students (Simić, 2015), the level of student activity is higher, which directly contributes to the modernization of the teaching process. In addition, students’ independent work on a literary text contributes to their training for self-education (Stakić, 2014).

As the art of words, literature can be difficult for children to understand precisely because of its stylistic and linguistic layers, and ambiguity, and the very reception of literary works can be a problem for younger school-age students. With the experimental research we conducted with fourth grade elementary school students, we wanted to examine the understanding of prose literary texts at this age by applying individualized teaching.

METHODOLOGICAL RESEARCH FRAMEWORK

The subject of this research is *the experimental research and study of the efficiency of the usage of individualized instruction in teaching prose literary texts*.

Starting from the insights provided by direct teaching practice, which have shown that students in the lower grades of primary school have certain problems when it comes to the reception and understanding of prose literary texts, which, in turn, implies that teachers encounter problems when teaching those texts, we defined the goal of this research:

Investigate how the application of individualized instruction in teaching prose literary works in lower grades of primary school contributes to their better understanding.

The experiment aimed to find out whether the application of individualized instruction in teaching prose literary texts affects students' thought activation and yields better learning results, i.e. a higher level of students' academic achievement.

Research hypotheses:

1. We assume that there are statistically significant differences regarding the level of understanding of prose literary texts between students who learn the aforementioned texts using individualized instruction and students who learn them in the traditional way;
2. We assume that students will show progress in the degree of understanding of prose literary texts in relation to their grade in the final test of the Serbian language course after the application of the experimental program;
3. We assume that students will show progress in the degree of understanding of prose literary texts compared to the general achievement in the final test after the application of the experimental program;
4. We expect that students who have learned the prose literary texts by applying individualized instruction will achieve better results in the final tests when compared to the results of the initial testing.

Considering the nature of the research problem, the descriptive and experimental method were used in the work. Of the available research techniques, testing (tests for initial and final measurement) was used, and the χ^2 -square test, Student's t-test, ANOVA analysis and Cohen's eta square were used for statistical data processing. The initial test at the beginning of the IV grade and the final test, given at the end of the IV grade, were used as research instruments. The test for the initial measurement consisted of ten questions, mostly of the closed type. With it, we tried to check the fourth-grade students' level of prior knowledge about the prose literary texts they had studied in previous grades. The questions in the test for the initial measurement are diverse, both in terms of concept and difficulty. The test for the final measurement consisted of ten questions, mostly of the closed type, related to the contents of the prose literary texts that the students worked on in the fourth grade.

The research was conducted in two primary schools in Vranje (Primary School Vuk Stefanović Karadžić and Primary School Dositej Obradović). In both schools, all fourth-grade classes were included, from which a control and experimental group of students was formed. Therefore, the experimental research included 240 fourth-grade students. The

experimental group consisted of 120 students, with the control group consisting of the same number of students. The number of male and female participants was almost equal. The groups were uniform in terms of the number of participants, as well as in terms of gender (each respondent in the experimental group has his/her counterpart in the control group, which corresponds to him/her in terms of gender, academic success and grade in the Serbian language course in the previous grade.

The sample included 122 fourth-grade boys and 118 fourth-grade girls. The number of male participants is minimally higher, without a statistically significant difference compared to the number of female participants. The average grades in the Serbian language course were very similar in both groups, with exceptional sample homogeneity ($CV < 30$). Namely, the focus was specifically on finding a counterpart in the control group for each respondent from the experimental group in regards to their grade, so that the groups would be uniform in this respect as well.

At the beginning of the school year, the experimental and control group did an initial test in order for us to gather information about the students' level of prior knowledge when it comes to prose literary texts. Moreover, the control group learned the planned teaching units in the field of literature in the traditional way – that is, the teachers prepared and taught the Serbian language and literature using the usual teaching methods and forms. In contrast, the experimental group learned the same teaching units based on previously modelled preparations, whereby, as an experimental factor, individualized instruction was introduced.

At the end of the experimental program, the control and experimental groups took the final test with the aim of determining the level of understanding and experience of the learned prose literary texts. In agreement with the class teachers in the aforementioned schools, and relying on the valid Curriculum for the fourth grade of primary school, the following teaching units were selected for the purpose of implementing the experimental program:

1. *The Most Valuable Endowments* – folk legend;
2. *The Story of a Boy and the Moon* – Branko V. Radičević;
3. *Oldana's Gardens* – Grozdana Olujić;
4. *Sleeping Beauty* – Brothers Grimm;
5. *Cinderella* – a folk tale; and
6. *White and yellow girl* – Pearl Buck.

Table 1 shows the number of points that the participants achieved in the initial test. Participants from the control group achieved a higher average number of points on five questions in the test (1, 3, 6, 7 and 9), and participants from the experimental group had a higher average number of points on questions 2, 4, 5, 8 and 10. The p-value obtained indicates that both groups of participants achieved uniform results with approximately similar achievements, and this difference is not statistically

significant for any of the ten questions, i.e. on no question did any group score a statistically significantly higher number than the other group. On average, the control group scored more points per question than the experimental group, but the results were not statistically significantly higher, which means that *the groups were uniform*.

Table 1. Average number of points in the initial test for the experimental and control groups

	Experimental group			Control group			t-test	p
	X	SD	Cv	X	SD	Cv		
Question 1	1.65	1.50	90.83	1.83	1.47	80.58	-0.913	0.362
Question 2	1.80	1.48	81.99	1.70	1.49	87.81	0.522	0.602
Question 3	1.83	1.47	80.58	2.10	1.38	65.74	-1.494	0.137
Question 4	1.78	1.48	83.42	1.70	1.49	87.81	0.391	0.696
Question 5	2.00	1.42	71.01	1.83	1.47	80.58	0.938	0.349
Question 6	1.70	1.49	87.81	1.83	1.47	80.58	-0.653	0.514
Question 7	1.80	1.48	81.99	1.95	1.44	73.69	0.798	0.426
Question 8	2.20	1.33	60.56	2.13	1.37	64.44	0.430	0.668
Question 9	1.70	1.49	87.81	1.85	1.46	79.17	0.786	0.433
Question 10	2.08	1.39	67.05	2.05	1.40	68.36	0.139	0.890
Average value	1.85	1.45	79.31	1.90	1.44	76.88	0.094	0.508

By comparing the experimental group participants' grades in the Serbian language course with the number of points for all questions (Table 2), and the total number of points in the initial test, *no statistically significant positive correlation was found between the number of points for all questions and the total number of points, except for question 2, where a statistically significant correlation was found* ($p < 0.05$). As for the control group, there was no statistically significant correlation between the number of points on all questions and the total number of

Table 2. Correlation between the number of points in the initial test and the participants' grade in the Serbian language course

Correlation between the grade in the Serbian language course and the number of points in the test	Experimental group		Control group	
	r	p	r	p
Question 1	0.050	0.585	0.064	0.486
Question 2	0.183	0.045	0.046	0.615
Question 3	0.089	0.336	0.038	0.678
Question 4	0.062	0.500	0.146	0.112
Question 5	0.047	0.613	0.115	0.211
Question 6	0.103	0.264	0.115	0.211
Question 7	0.102	0.266	0.031	0.734
Question 8	0.046	0.620	0.002	0.984
Question 9	0.129	0.159	0.009	0.925
Question 10	0.060	0.512	0.063	0.496
Total points	0.087	0.190	0.063	0.345

points and the grade in the Serbian language course. By comparing the correlations in the E and C group, it can be said that *correlation levels are more significant in the experimental than in the control group.*

ANALYSIS AND INTERPRETATION OF RESULTS

Literary text interpretations followed the initial test, and then the final test, which referred to those learning contents, was given. Table 3 shows the results of the final test. Compared to the results of the initial test, *on the final test, the participants from the experimental group achieved a significantly higher average number of points on all questions, with a significant difference compared to the control group ($p < 0.001$), except on questions number 2 and 3 where the p -value was $p < 0.05$, and on question number 8, where the p -value obtained was higher than the critical value ($p > 0.01$). Thus, we can conclude that the participants achieved approximately the same result on question number 8.* The participants in the control group had good results on this question as well. Namely, in the eighth question, the respondents were asked to answer what a folk legend is, by circling one of the provided options. Moreover, the average value of the total number of points won in the final test for the experimental group is statistically significantly higher than the number of points won by the control group ($t = 8.746$; $p = 0.000$). The following table provides an overview of the number of points the respondents achieved in the final test.

Table 3. Average number of points won in the final test in the experimental and control group – 4th grade

	Experimental group			Control group			t-test	p
	X	SD	Cv	X	SD	Cv		
Question 1	2.40	1.21	50.21	1.80	1.48	81.99	3.450	0.000
Question 2	2.15	1.36	63.14	1.73	1.49	86.33	2.310	0.022
Question 3	2.40	1.21	50.21	2.03	1.41	69.68	2.214	0.028
Question 4	2.40	1.21	50.21	1.90	1.45	76.41	2.903	0.004
Question 5	2.53	1.10	43.55	2.00	1.42	71.01	3.202	0.001
Question 6	2.53	1.10	43.55	1.83	1.47	80.58	4.176	0.000
Question 7	2.33	1.26	54.11	1.80	1.48	81.99	2.966	0.003
Question 8	2.25	1.30	57.98	1.98	1.43	72.34	1.557	0.121
Question 9	2.48	1.14	46.25	1.95	1.44	73.69	3.130	0.002
Question 10	2.60	1.02	39.39	2.08	1.39	67.05	3.329	0.001
Average value	2.41	1.19	49.86	1.91	1.45	76.11	2.924	0.018

By comparing the participants' grades in the Serbian language course with the number of points on all questions (Table 4) and the total number of points in the final test, *the experimental group showed a statistically significant positive correlation between the number of points on*

questions 2, 6 and 10, and total number of points ($p < 0.05$). As for the control group, there was a statistically significant positive correlation with the grade from the Serbian language course on question 10 ($p < 0.01$). By comparing the correlations in the experimental and control groups, it can be said that *the levels of the correlations' significance are higher in the experimental than in the control group.*

Table 4. Correlation between the number of points in the final test with the participants' grade in the Serbian language course

Correlation between the grade in the Serbian language course and the number of points in the test	Experimental group		Control group	
	r	p	r	p
Question 1	0.013	0.886	0.061	0.505
Question 2	0.221	0.015	0.119	0.127
Question 3	0.046	0.617	0.120	0.190
Question 4	0.020	0.830	0.090	0.331
Question 5	0.138	0.133	0.132	0.151
Question 6	0.210	0.021	0.106	0.247
Question 7	0.125	0.175	0.147	0.110
Question 8	0.076	0.409	0.143	0.118
Question 9	0.099	0.283	0.132	0.150
Question 10	0.243	0.007	0.264	0.004
Total points	0.119	0.048	0.131	0.193

By comparing the total number of points on the initial and final tests, the Student's t-test of dependent samples showed that the experimental group showed a *statistically significant increase in the average value of points won* ($p < 0.001$), while the control group showed *no significant change in the number of points won* ($p > 0.05$). Based on the calculated Cohen's square (0.95), we can conclude that *there is a very significant difference between the results on the initial and final tests in the experimental group, while no significant difference in achievement was observed in the control group.*

Table 5. Average number of points won in the initial and final test by the participants from the experimental and control group

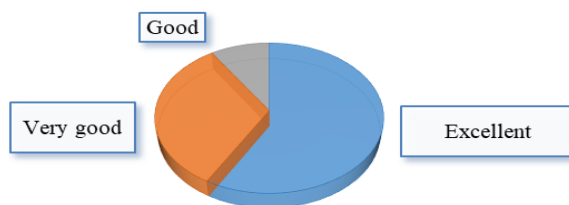
Group	Initial test			Final test			t-test	p
	X	SD	CV	X	SD	CV		
Experimental	18.53	1.80	9.72	24.05	1.36	5.67	-7.692	0.000
Control	18.95	1.54	8.15	19.08	1.16	6.06	-0.327	0.751

The significant increase in the achievements of the experimental group can be attributed to the effect of the experimental factor, i.e., the independent variable - individualized instruction, whose usage in teaching prose literary texts causes increased motivation to learn, encourages the

mental and emotional engagement of students, and contributes to the development of their individual abilities. With this, we have *fully confirmed the fifth hypothesis of the research, which states that individualized instruction will significantly contribute to a deeper emotional experience, and a more complete reception of prose works.*

The success that the participants in the experimental group achieved on the final test and the statistically significant difference in relation to the results of the participants in the control group indicate that the use of this model of teaching should be implemented in schools.

Considering that, in general, the participants in the experimental group were more successful than the participants in the control group, we were interested in who was the most successful, i.e. who had benefited most from individualized instruction to fully understand prose literary genres: excellent, very good or good students. Of the 240 participants (Chart 1), the largest number were students with excellent academic success (58%), which in the overall score is more than the number of students with very good and good academic success combined (43%). The number of excellent students was statistically more significant than the number of very good and good students ($p < 0.001$).



Graph 1. Structure of 4th grade participants in relation to their general academic success

In both the experimental and control group, a significantly higher number of participants had excellent academic results compared to the participants with very good and good academic success ($p < 0.001$). From the data presented in the table of expected schedules (Table 6), a statistically significant difference in the structure of the observed groups in relation to

Table 6. Structure of 4th grade participants in relation to their general academic success

Academic success	Experimental group		χ^2	p	Control group		χ^2	p
	Number of respondents	%			Number of respondents	%		
Excellent	71	56.67			69	57.50		
Very good	40	34.17	48.05	0.00	38	31.67	39.35	0.00
Good	09	9.17			13	10.83		
Total	120	100.00			120	100.00		

academic success was observed ($p < 0.001$). Namely, in both groups, the number of excellent students was statistically more significant compared to the participants with very good and good academic success ($p < 0.001$).

During the initial measurement, we used the ANOVA test and the consequent Post Hoc analyses. During the initial test with the experimental group, it was found that the number of points won statistically significantly differed between the participants with different academic success ($F = 8.473, p < 0.05$), *with the best results achieved by the participants with excellent academic success*, which was statistically significantly higher than it was with participants with very good ($p < 0.001$) and good academic success ($p < 0.05$). *Participants with very good academic success scored, on average, a lower number of points compared to participants with good academic success, but this difference can be attributed to a random factor and is not significant.*

As for the control group, the number of points also differed statistically significantly in relation to the participants' academic success ($F = 16.549, p < 0.001$). Post Hoc analysis found that *participants with excellent academic success had statistically significantly better results compared to the participants with very good ($p < 0.001$), and good academic success ($p < 0.001$)*, which was expected given that prior knowledge significantly contributes to future success. Participants with very good academic success had approximately the same results compared to those with good academic success, so we can conclude that there are no significant differences between these groups.

These results lead us to the conclusion that modes of teaching which are organized in the traditional way, without taking into account the individual preferences and abilities of students, do not contribute to the students' development, and do not provide enough opportunity for further progress. This particular shortcoming of traditional instruction can be successfully overcome by an adequate application of individualized instruction.

Table 7. Average number of points won in the initial test by the experimental and control group in relation to the academic success of the 4th grade participants

Acc success	Experimental group			Control group			t-test	p
	X	SD	Cv	X	SD	Cv		
Excellent	20.49	1.96	9.56	21.66	1.23	5.68	-1.599	0.131
Very good	15.39	2.49	16.21	15.03	2.94	19.54	0.295	0.771
Good	17.40	3.85	22.11	16.59	3.42	20.62	0.498	0.625

By comparing the number of points won on the initial test taken by the experimental and control groups, it was found that *both groups won the same average number of points. Thus, we can conclude that there is no*

statistically significant difference between the groups in their achievements on the initial test ($p = 1.000$).

By using the ANOVA analysis and subsequent Post Hoc tests for the results of the final test taken by the experimental group, it was found that the number of points differed statistically significantly between participants with different academic success ($F = 5.931$, $p < 0.01$), *with the best results achieved by participants with excellent academic success – these results were better when compared to the results of the participants with very good and good academic success ($p < 0.01$). There was no statistically significant difference between the results of the subjects with very good and good academic success, although the participants with very good academic success achieved better results in the final test.*

Therefore, teaching prose literary texts with the help of modeled preparation yielded better results among the participants in the experimental group as a whole. Similarly, in relation to their academic success, all three categories of students (excellent, very good and good) achieved far better results in the final test when compared to the participants from the control group.

Within the control group, the differences among the participants in relation to their academic success are even more pronounced ($F = 27.100$, $p < 0.001$). Post Hoc analysis showed a *statistically significant difference between participants with excellent academic success, whose achievements were significantly higher than the achievements of their peers, and the participants with very good and good academic achievements ($p < 0.001$). There was no significant difference in achievement between the participants with very good and good academic success.* This shows that traditional instruction does not allow students with a poorer performance to achieve their maximum within the limits of their abilities.

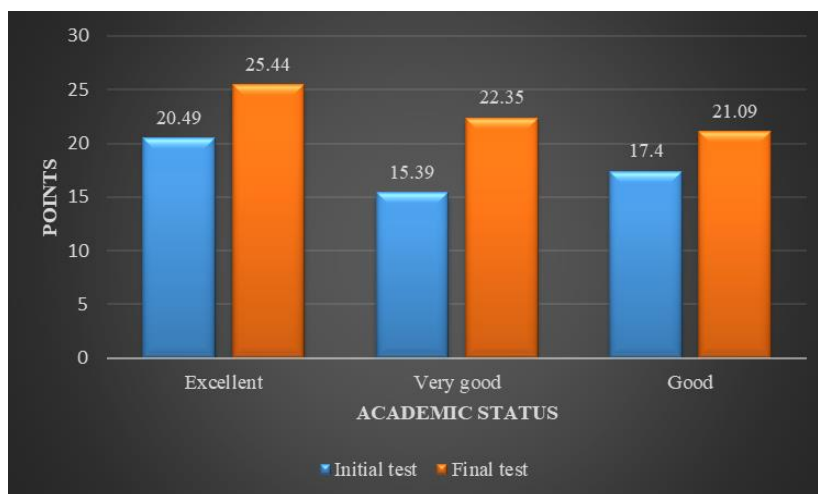
The analysis of the number of points won in the initial and final tests via the Student's t-test of dependent samples (Table 7 and Table 8) found that, *in the experimental group, the average achievements of participants with excellent and very good academic success statistically significantly improved ($p < 0.001$). While this improvement was slightly lower with participants with good academic success, it was still significant when compared to the results of the initial test ($p < 0.05$).*

As for the control group, no statistically significant change in the number of points won in the final test was observed in comparison with the results of the initial test. A decrease in achievement was observed in participants with good academic success, while a slight increase in achievement was observed in participants with very good academic success, who were motivated to prove that they could do better in such an environment.

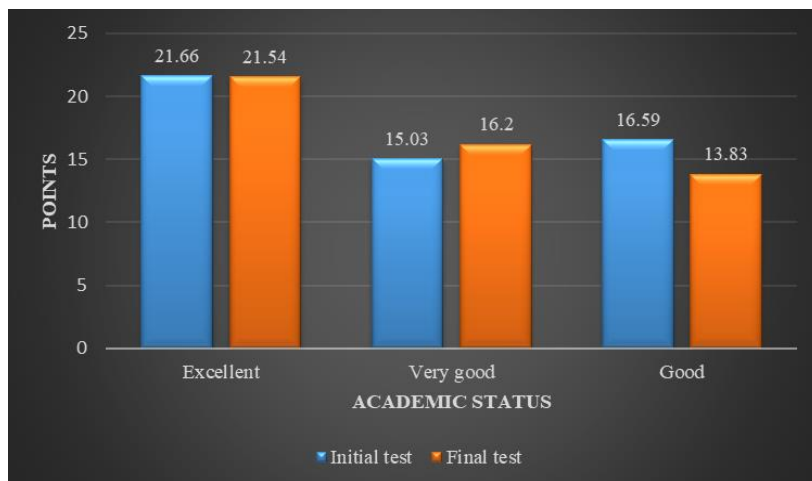
Table 8. Average number of points won in the final test by the experimental and control groups in relation to the academic success of the 4th grade participants

Acc. success	Experimental group			Control group			t-test	p
	X	SD	Cv	X	SD	Cv		
Excellent	25.44	1.92	7.54	21.54	1.85	8.58	6.982	0.000
Very good	22.35	2.65	11.86	16.20	2.28	14.08	5.719	0.000
Good	21.09	3.83	18.14	13.83	2.94	21.26	4.796	0.000

When the results achieved by the experimental and control groups in the initial and final tests are compared, it can be noticed that the participants in the experimental group with excellent and very good academic success had the best scores, with students with very good academic success increasing their number of points by almost 50% on the final test in comparison to their results on the initial test. This shows that teaching prose texts using individualized instruction is very useful for this category of students since their motivation to learn is at a high level, which is confirmed by the results obtained. It is interesting to mention that the participants in the control group with good academic success had a decrease in achievement in the final test compared to the initial test, which once again shows that the traditional way of teaching prose literary works, which does not take into account the individual differences and abilities of each student, does not affect students with lower academic achievement, and does not encourage their progress and development.



Graph 2. Comparative overview of the achievements of the experimental group in relation to their academic success – 4th grade



Graph 3. Comparative overview of the achievements of the control group in relation to their academic success – 4th grade

The Student's t-test of independent samples found that the experimental group won a statistically significantly higher average number of points in the final test than the control group ($p < 0.05$).

CONCLUSIONS

The conducted experimental program included the introduction of individualized instruction as the experimental factor. The initial and final measurements in the experimental and control groups found that the participants in the experimental group won, on average, a higher number of points in the final test compared to the participants in the control group. While in the experimental group there was a statistically significant increase in the average number of the total points won in the final test compared to the initial test, in the control group there was a statistically significant decrease in the total number of points. It should be noted that both groups were almost uniform after the initial measurement. This confirms our first hypothesis, which states that there are statistically significant differences in relation to the level of understanding of prose literary texts between students who learn these texts using individualized instruction and students who learn them in the traditional way.

The participants in the experimental group achieved better results in the final measurement in relation to their grade in the Serbian language course. Individualized instruction is especially beneficial for students with poorer academic success because it is based on adapting the content, methods and forms of teaching to their individual abilities. Therefore, the second hypothesis, which states that students will show progress in the

understanding of prose literary texts in relation to their grade in the Serbian language course on the final test after the application of the experimental program, was confirmed.

The use of individualized instruction in teaching prose texts has allowed students with lower academic achievement to have better results and make significant progress. This is especially true for students with very good academic success, who achieved statistically significantly better results in the final test when compared to their results on the initial test. This confirms our third hypothesis, which states that the students' results on the final test following the application of the experimental program will show progress in their level of understanding of prose literary texts in relation to their general achievement in the Serbian language course.

Teaching literary works by using the individualized instruction approach has proved to be very effective. The participants in the experimental group scored significantly better on the final test than they did on the initial test. Therefore, we can confirm that this model of teaching significantly increases the students' motivation to learn, encourages the mental and emotional engagement of students, and contributes to each student's progress in accordance with their abilities. Thus, our fourth hypothesis, which states that students who have learned prose literary texts by applying individualized instruction will achieve better results in the final tests compared to the results of the initial testing, was also confirmed.

Based on the aforementioned, we can conclude that individualized instruction can greatly facilitate the understanding of prose literary works, especially for students with lower academic achievements who do not have the opportunity to express their individual abilities and interests when learning within the traditional instruction model.

By applying individualized teaching through modeled teaching units, we tried to enable students to achieve a more complete understanding and experience of prose literary texts. Thereby, we attempted to eliminate the rigidity and patternism of the traditional way of processing literary works. In addition, we wanted to arouse the students' curiosity and desire to independently discover the magical world of literary art, and to present them with possible ways of independently acquiring new knowledge that will be permanent and functional. Therefore, with this experiment, we wanted to check whether applying the model of individualized knowledge acquisition in the field of literature is justifiable and effective.

The knowledge gained through this research should be a kind of incentive for teachers – it should provide them with guidelines on the basis of which they can continue to build their own style of encouraging and nurturing the independent work of students through the application of individualized teaching in the field of literature. The success that the re-

spondents in group E achieved on the final test and the statistically significant difference compared to the success of the respondents in group C indicate that the application of this teaching model should be encouraged in schools.

The results of this research point towards the need to implement an individualized model of teaching when processing prose literary texts in the classroom. Particularly significant are the results that point to a visible improvement in the achievements of students with good academic success.

Therefore, teaching which is carried out in the traditional way, without taking into account the individual preferences and abilities of students, does not contribute to their development and does not provide enough opportunities for further advancement. Such shortcomings of traditional teaching can be successfully overcome by an adequate application of individualized teaching.

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ЕФЕКТИ ПРИМЕНЕ ИНДИВИДУАЛИЗОВАНЕ НАСТАВЕ У ОБРАДИ ПРОЗНИХ ТЕКСТОВА

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Резиме

Прозна књижевност са својом стилско-језичком вишезначношћу, и специфичном композицијом и тематиком ученицима млађих разреда основне школе неретко представља изазов у смислу правилног разумевања и емоционалног доживљавања садржаја које обрађују. Како би се олакшало проучавање прозних књижевних текстова и њихово разумевање, неопходно је променити приступ њиховој обради. Традиционални приступ, који је најприсутнији у актуелном школском систему, подразумева прилагођавање садржаја, метода и облика рада тзв. „просечном” ученику. Међутим, чињеница да се ученици међусобно веома разликују по својим интелектуалним, сазнајним, психофизичким и другим спо-

собностима намеће потребу за применом индивидуализоване наставе као иновативног модела рада који се темељи на прилагођавању наставе могућностима сваког појединачног ученика.

Експериментално истраживање које је спроведено у четвртом разреду основне школе имало је за циљ да испита ефекте примене индивидуализоване наставе у обради прозних књижевних текстова на овом узрасту. Контролна група је одабране прозне текстове обрађивала на уобичајен начин, док је експериментална група путем моделованих припрема обрађивала ове текстове применом индивидуализоване наставе. Добијени резултати показали су да је експериментална група постигла значајно већи успех у нивоу разумевања одабраних прозних текстова у односу на контролну групу. То потврђује потребу за имплементацијом индивидуализоване наставе приликом обраде прозних текстова на млађем школском узрасту.