



**Kolegji AAB**

FACULTY OF SOCIAL SCIENCES

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MASTER THESIS

THEME:

**COMMUNICATION STANDARDS IN PRESCHOOL INSTITUTIONS**

Mentor:

Prof. Dr. Vehbi Miftari Vlora Mjekiqi - Kabashi

Candidate:

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## **INTRODUCTION**

Creation and implementation of communication standards in preschool institutions is part of the continuous efforts of professional work of teachers. Having contributed to the creation of communication standards in pre-school institutions, teachers have become a bridge between the school and parents, and between parents and social environment, overcoming the children from pre-school to the primary school.

Implementation of communication standards entails the different characteristics, based on knowledge and skills, which should be in preschool institutions, and to find ways and means of communication with the environment in which the students get educated.

What teachers need to know?; What should teachers be able to do at work and their daily practice?

The teacher in preschool education institutions is the first who interacts with children. So, he/she is the first that opens the doors of educational institution to these preschool children. In this case also is the first contact with another person, even from the social life of the child, the family environment, which would be another way, almost his second parent.

The research aims to answer these questions.



## CONCLUSIONS

Implementation of communication standards in preschool education institutions is one of the fundamental values of raising the quality of teaching, and the opportunity to put children first. Therefore, with today's teaching, or contemporary, we understand that teaching facilitates the forms, methods, techniques and strategies in the learning process of children in preschool.

Modern teaching means changing roles of teachers and students, community participation in the life of the preschool institution, as well as the factors that are part of the education process.

Modern teaching is based on principles, as follows:

- Develop children's learning to perform independent
- Develop their initiative and independence,
- Strengthen the diversity and creativity of children,
- Develop better skills of communication,
- Develop leadership, organization self-assessment skills, for the results of children.

The process of teaching and learning in preschool institutions are part of teacher skills and cooperation with the children, because they are interdependent on the content of the curriculum. For example, a poor program, which is represented only by a text, so by a book for children and a bunch of techniques and models brings only poverty in the education process.

A curriculum does not take life for children, if it lacks art, expressiveness and relevant action of teachers.

When the teacher makes teaching as art, he is free to choose the proper method, technique and strategy in order to achieve its goal in education of children. But when it comes to teaching differently, then teaching must be understood as a dynamic and open interaction between teachers and children, among children between them, and between teachers and parents and the community where preschool institution operates.

When communication standards are applied in preschool education institutions, it can be said that teaching is the property of teachers and children, but also teachers and parents property. This mutual cooperation, open ways to implement real communication standards at this level of education.

By implementing the standards of communication in preschool education institutions, teaching becomes the property of the children, their parents, the community and the environment in which it operates. But, modern teaching today means new roles and very clear environmental interaction within and outside the institution of preschool education.