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METHODOLOGICAL ASPECTS OF TEACHERS' ROLE IN REGARD TO CHILDREN'S SAFETY ON THE INTERNET

ULOGA NASTAVNIKA KAO METODOLOŠKI ASPEKT U POGLEDU SIGURNOSTI DECE NA INTERNETU

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Abstract: *Since school and teachers have a very important role in the children education process, the need for professional-methodical, applicable IT training ie. spreading "computer literacy" in educational institutions in Kosovo and Metohija has become an imperative, along with the new IT in the teaching process, pinpointing the threats and traps that lure on the Internet, the safety on the Internet, violence prevention on the Internet, children's rights on the Internet, the rules of safe Internet usage in reference to age etc. The priority of the professional development of teachers should be the plan for training teachers and non-teaching staff in the application of modern education-information and communication technologies, in order to protect children on the Internet, as well as improving and enhancing the quality of teaching and so on.*
Keywords: *computer literacy, the Internet, prevention of violence.*

Apstrakt: *Pošto škola i nastavnici imaju veoma važnu ulogu u procesu obrazovanja dece, potreba za profesionalno-metodičkim primenama IT-a odnosno obuke. širenja "kompjuterske pismenosti" u obrazovnim ustanovama na Kosovu i Metohiji je postao imperativ, zajedno sa novim IT u nastavnom procesu, ukazivanju na pretnje i zamke koje postoje na Internetu, sigurnost na Internetu, prevencije nasilja na Internetu, dečija prava na Internetu, pravila bezbednog korišćenja Interneta u odnosu na starost itd. Prioritet profesionalnog razvoja nastavnika treba da bude plan za obuku nastavnika i nenastavnog osoblja u primeni savremenih obrazovno-informacionih i komunikacionih tehnologija, u cilju zaštite dece na Internetu, kao i poboljšanje i unapređenje kvaliteta nastave i tako dalje.*
Ključne reči: *kompjuterska pismenost, Internet, prevencija nasilja.*

1. INTRODUCTION

The fundamental aim of this paper gives results of how to protect children from inappropriate content, adverse effects of Internet use and to raise the level of awareness and knowledge of teachers and children on how virtual reality affects children and how far they could engage in the digital world, safely and without consequences. The subject of this paper lies in the definition of terms: cyber space, cyber crime, cyber persecution and its relationship to similar concepts, whereas the fundamental object of study is the study of a mere correlation between the amount of time and the types of children's activities on the Internet, and levels of computer literacy of adults (of parents and teachers from pre-school to secondary education).

The decisions and actions that shape the context in which children grow sometimes differs largely from community to community. Today, some parameters are largely common to all countries. One of the reasons is the access to the Internet, which allows the use of content without restrictions and at any place. The high-speed Internet gives the possibility of faster access "online" content, animated graphics or videos, thus more time spent online at home [11].

The significance of this research lies in the fact that children massively use modern ICT and the Internet without any restrictions. According to available research, 1596270108 or 23.8% of the total population of the planet, out of 6710029070 use the Internet. In comparison to 2000 the Internet was used by 360985492 [12]. The data substantiate the fact that people increasingly live in different types of virtual communities, which increases the risk of potential abuse. Some authors believe that the Internet is by its nature promotes cyber stalking, mimics a false sense of intimacy, opening the possibility for misunderstandings regarding the intentions of the participants in communication [10]. Likewise, the relative anonymity, deleting social differences and various deviant tendencies can produce a risk for cyber stalking.

2. RESULTS OF THE STUDY OF TEACHERS

The study included 200 teachers, allocated into equal groups: fifty kindergarten teachers, one hundred employed in primary schools (fifty elementary teachers and fifty teachers), as well as fifty professors employed in secondary schools. Groups were matched by age and gender. This group of respondents is representative, the questionnaire contains 11 questions. The study was conducted in the Institution for pre-school education Lipljan, in primary schools, "Kralj Milutin" in Gračanica, "Prince Lazar" in Donja Gušterica, Elementary School "Miladin Mitić" in Laplje selo, as well as the secondary medical school in Gračanica, Economic and trade school and Grammar school in Laplje selo. The aforementioned institutions are representatives of the survey because these schools are attended by the largest number of students from the territory of central Kosovo. Techniques of data collection: The survey used questionnaires designed specifically for the purposes of this study. The respondents answered anonymously. Techniques of data procession: For data procession, the measures of descriptive statistics were used, due to the fact that the subjects responded to a questionnaire designed for this research. Since there were no standardized tests, it was not possible to apply the univariate analysis. All

significant results are shown in the graphs obtained from the descriptive analysis for the reason of better layout, while other data are presented in tables.

Table 1. Diploma

High school	*College*	*Master*
0,5%	*90%*	*9,5%*

Most of the respondents possess a college diploma (90%), Master degree obtained 9,5%, whereas only 0,5% of employees possess a highschool diploma (2 elementary teachets).

Table 2. Years of service

Up to 5 yrs	*5-10*	*10-20*	*More than 20*
5%	*45%*	*38%*	*12%*

The most of the employees are those who have worked between 5 and 10 (45%) and 10 and 20 years (38%). Only 5% of the respondents have worked less than 5 years.

Table 3. Use of computers

Rarely and unwillingly	*Only for the job*	*Gladly and willingly*
30%	*25%*	*45%*

The results from the table are expected if we have in mind the fact that most respondents have had long years of service which triggers the conclusion that they accept innovations in education and the use of modern information technologies more reluctantly, which also makes them rebelious against ICT and the Internet, as well as computer application in education.

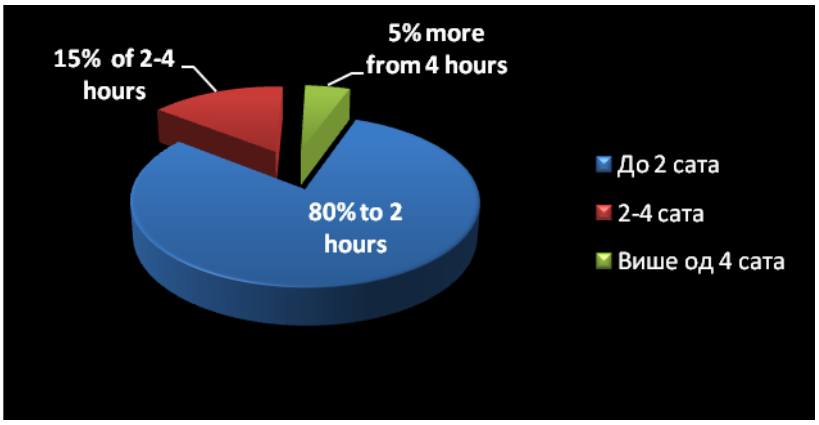

Chart 1. Time share spent on the Internet by the teachers in their free time

Speaking of teachers, 80% of them spend up to 2 hours on the Internet, 15% from 2 to 4 hours, only 5% more than 4 hours. Here, we should take into consideration the fact that

55% of the respondents use the Internet in their free time, making it only 110 respondents of the total number of respondents.

Table 4. Use of Internet in free time

YES	*NO*
55%	*45%*

A little more than a half of respondents (55%) use the Internet in their free time.

Table 5. Account opened on any social network

YES	*NO*	*More accounts*
69%	*21%*	*10%*

A considerate number of teachers have an account on at least one social network, whereas 10% has even a few. Consequently, it is necessary that we explain the ways how perpetrators can harass and persecute victims on the Internet. Namely, the perpetrator can post a site which is threatening to the victim or which supports others to contact, harass or harm the victim. Those sites can allow group textual, video or audio interaction (chat room) in real time that is usually organized on specific topics about politics, religion, leisure etc. These sites can be public, ie. accessible to all users or private with a limited access. In order to harass the victim, the perpetrator can send threatening messages visible to all site users. The victim's personal data can be also revealed to other participants, consequently triggering others to harass through the Internet, telephone etc [9].

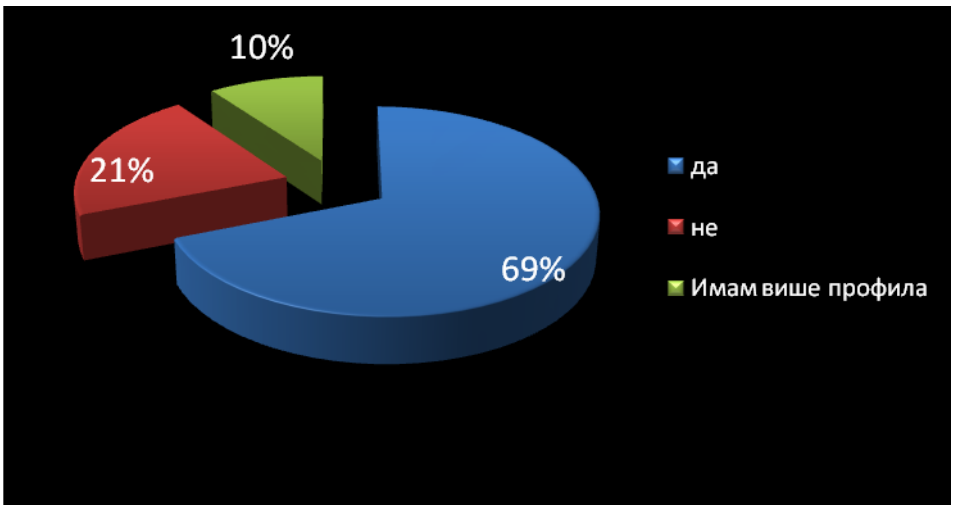

Chart 2. Teachers who have an account on social network

The research shows that 69% of teachers have at least one account, and 10% have more than one. This question was answered only by those who access the Internet in their free time (110, ie. 55% of the total numer of respondents).

Table 6. Time spent on the Internet during the day

Up to 2 hrs	*2-4 hrs*	*More than 4 hrs*
80%	*15%*	*5%*

The largest number spend up to 2 hours on the Internet in their free time, whereas fewer respondents spend 2 to 4 hours (15%), and more than 4 hours (5%).

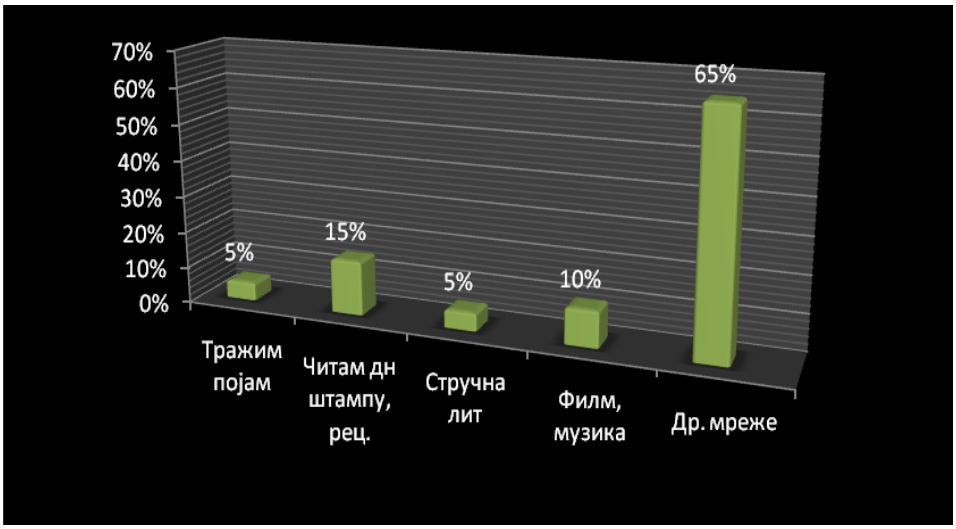

Chart 3. Reasons to use Internet in free time (teachers) [1]

Most teachers who use the Internet in free time (65%) use it because of social networks. An insignificant percent of them read professional literature (5%), and 15% reads news, and 10% watches movies or listens to music.

Table 7. Reasons to use Internet in free time

Looking for a term	*Reading news, recipes*	*Professional literature*	*Movies, music*	*Social networks*
5%	*15%*	*5%*	*10%*	*65%*

Alarming results were obtained from the answers. Up to 65% of teachers use the Internet for social networks, whereas only 5% answered that they search the terms or reads the professional literature.

Table 8. Attending an IT literacy course

Yes	*No and do not want*	*Did not, but would like*
53%	*4%*	*43%*

Most of the teachers attended some kind of IT course (55%), and there is an evident need for those who did not, to educate themselves in this field [1].

Table 9. Those who believe they need more training in IT

Yes	*No*
96%	*4%*

The data are in accordance with the data obtained in the previous item: even up to 96% of responding teachers believe they need an additional training in IT literacy, which shows that at least there is awareness of the need for education. However, there is also a possibility that they gave favourable answers.

Table 10. IT should be one of the compulsory subjects in primary and secondary schools

Yes	*No*
96%	*4%*

Here there is also an encouraging fact that even 96% think it is necessary IT to be a compulsory subject, however their again the possibility that the answers were socially favourable [1].

Table 11. Modern IT use in class

Only for the demonstration class	*sometimes*	*often*
45%	*45%*	*10%*

Only 10% use modern IT in class regularly, whereas the rest use sometimes or only for the demonstration class [3].

3. CONCLUSION

On the basis of meticulously systematic research in practice and the relevant world literature from the current field of teachers' role in protecting children on the Internet, it can be concluded that the protection and safety of children on the Internet is a complex phenomenon, which should be considered independently from other phenomena, which primarily requires multidisciplinarity in order to prevent, as well as provide assistance and support to the victims and treatment to offenders. The research confirmed the hypothesis that teachers' low levels of computer literacy also adversely affect the activities of children on the Internet. Teachers also in their free time access the Internet much less than their students. In adition, 5% of them access the internet due to technical literature or to search terms, while 65% prefer to visit social networks. On the other hand, few often use modern ICT in teaching (only 10%), but many of them advocate the need for additional education in this area (96%); also, a large number believe that IT should be in primary and secondary schools as a compulsory subject of study (96 %). Of course, it is essential that there is more research in this area, in order to raise children and adults' awareness and the impact on their behavior. However, the specific conditions in which the children, parents and teachers who participated in this study live, require that institutions that caused such existential condition of a population be those who will solve these issues.

Unfortunately, the region of Kosovo and Metohija, in addition to the author of these lines with more than 15 years, has organized programs of vocational training of educators in the field of application of computers in education and protecting children on the Internet, in addition to that of teachers as the holder of educating children, including parents, lecture tours workshops and expert panel discussions on the implementation of computers in schools and safe use of the Internet by Dragaš and Sterpce in the south all the way to Leška in the north of Kosovo and Metohija. As a teacher with over 25 years of experience in education and as a father of three children, his call to selfless and conscientious advocate that their knowledge and experience to give a modest contribution to the modernization of teaching by using modern ICT in the classroom as well as the safe use of the Internet. Although there are some positive and concrete Results Found this engagement that is also motivated to persevere in this pioneering work in this area, however we are aware of the situation, the facts, and the environment, as well as the fact that one swallow does not make a summer! (Una hirundo non facit ver.)

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