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# RELATION OF THE MAIN PARTNERS (PUPILS, PARENTS, TEACHERS) TO THE PERSONAL ORIENTED LEARNING AND COMPETENCIES DEVELOPING

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**Abstract.** The article discusses the components and peculiarities of personal-oriented learning in the Lower secondary school educational degree. The relationship of the participating groups to the "subject-subject" interactions has been investigated. Maximum results in terms of success and competency development can be achieved only in coordination in the synergetic collaboration of the efforts of pupil's, teachers and parents in relation to the activity of the trainees, their participation in interactive methods, in extra class and extracurricular forms. The family environment has an important influence on the success and achievement of competencies. Pupils with one parent are less successful in extracurricular activities and have lower levels of competencies, requiring greater attention from teachers and families in achieving better results. Pupils evaluate the role of extracurricular learning, self-search and information discovery and the development of self-thinking that prove important to their achievements. All participants in the training process take the approaches, the techniques and the forms through which the open synergetic educational environment is organized and are satisfied with the acquired knowledge when completing the education under the Bulgarian-mathematics-foreign language.

*Keywords:* personal education; competences; pupils; teachers; parent's relations

## Introduction

The dynamics and changes in society, in technology, in the economy, deeply affect the field of education, which should take into account global world trends in order to meet future needs. A new methodological approach is required, which puts the needs of the trainees at the centre of the educational model. In the context of synergetic pedagogy education and upbringing go hand in hand. "All transformations are directed and make sense in the sinergeting of trainers and educating effects". Education is an open system. Y. Merdjanova (2017) defines the

concepts of "Open education/Open education system" – a dynamic state of the education system, where it stands ready to determine the entrance – the passage – its output through balance between age, socio-cultural and personality parameters". The "Open school environment" implies active partnership between teachers, parents, children, institutions.

M. Mandeva (2015) considers that the change in pedagogical doctrine is related to the denial of the traditional educational concept of "knowing man". Today a new idea of education is being built a harmoniously developed and morally responsible person, prepared for life. In particular, this means: a free and creative person with a built worldview, oriented in the complex problems of modern cultures; understanding the position and values of the other; able to think, communicate and act/interact.

It is similar to the opinion of N. Tcanev (2003), who believes that the school cannot and should not foresee the future of each pupil. Mastery of knowledge methods is the main goal of learning. According to Ivanov, G., Kalinova, A. (2015) not the volume of knowledge is important, but to teach the pupils how to learn on their own, "to construct their own knowledge, not to get the information ready".

In order to acquire the young citizen of Europe quality education, Constructivism became the philosophical basis of innovation in training (Radev, 2010). It is "the pinnacle of the pyramid of interactivity". Interactivity (from the English language – Inter – mutual; Act – action) in school education is based on the "subject-subject" interaction, self-mastery of knowledge, a new culture of learning through multidimensional contacts with the environment and inclusion in the unity of the products and mechanisms of thinking and activity" (Todorina, 2010).

The ***structural-functional model*** of personal-oriented training, which is applied to achieve transversal competences at junior high school educational level, includes the following components:

– A system of *methods and techniques* which: put the pupil in an active position and provide it with the opportunity for self-searching, detection and use of information; contribute to the development of critical thinking through the probleming of learning content; develop creative talents and potential through realization of project-based learning.

Extracclass and extracurricular forms, performed and approved in the period 2014-2017 and aimed at satisfying the specific interests and needs of the pupils and giving opportunity for expression, validation and selfproofing of the pupils personality;

– Application of methodological approaches (genealogical, interdisciplinary, multi-sensory, synergetic, suggestopedic, psycho-physiological, multicultural), putting at the centre of the training pupil person and contributing to the achievement of transversal competences, portable in all education subjects;

– Conduct initiatives together with the participation of parents as a party to the learning process in order to increase pupil's motivation to learn and active participation in school life.

As a result of Personal Oriented Education (POE), the following results are achieved:

– Change of positions: *teacher-pupil.* The relations between the pedagogue and the children are "non-linear, informal, subject-subject, bilateral and multilateral, functional, of cooperation" (Radev, 2013). Openness, democraticity of the educational process, according to the individual typology of the individual participants, is ensured.

So it is realized so-called. "Pedagogy of cooperation", which brings together the efforts of pupils and teachers to jointly solve the tasks.

– New "*pupil-pupil*" relationship. Pupils work in partnership with each other and the resulting discoveries are a powerful factor in knowledge management. In personal-oriented learning, pupils interact with support and collaboration. They learn from each other, they create a cohesive, caring for the feelings and emotions of the other community, in which they manage extremely important social skills and competences, ensuring their adequacy in society.

– New learning strategies are being built. "Transition from a state of passivity (look, listening, remembering, reproducing) to activism (wondering, search, explore, researches, express opinions, ask, make conclusions, listen and share, create)" (Vasileva, 2004). The pupils themselves construct their knowledge. All important characteristics of human learning that underlie and motivation of pupils to learn: the desire (motivation) – to learn and succeed; Learning through action; Positive feelings; "Assimilation" of new knowledge (Giurova, 2014). The training can achieve much higher successes when it is aimed at achieving specific goals; it is done with desire and with satisfaction, not under duress.

The new educational paradigm is based on the requirements for activity and autonomy of the pupils.

- New teaching strategies are being developed. The teacher is not a major source of knowledge, but has a new role to: manager, which requires an appropriate style of management and self-management, at the core of which is the existence of an interaction; facilitator, which assists adolescents in the complex process of achieving competences; mediator, which mediates between the training and the educational content, between them and the global world and is ready for empathy and support;

– A new way of evaluating. Emphasis is on "formative evaluation", whose focus is the individual learning process. It supports the development of the intellectual mechanism of regulation of own activity-reflection. In the foreground, self-evaluation is displayed (Mandeva, 2015).

The objectives of school education in the Lower secondary school are consistent with the need to enable pupils to form the necessary competences that are consistent with the needs of the person.

At the core of the competences that the person must possess in order to live fully, there are extremely important abilities of the person:

• To interact effectively with the surrounding reality;

• To communicate in different sociocultural areas of activity;
• To carry out actions adequate to the situation;
• Take individual decisions;
• To think critically, using logic to identify the strengths and weaknesses of alternative solutions;
• To have social susceptibility;
• Develop an ability to show empathy.

The education of the pupils in the Junior High School is a complex process, which is influenced by many and different nature factors. The results achieved, related to success and key competences, depend largely on proper coordination, the direction of action of the participating countries in the learning process as a whole.

In order to achieve maximum results, account should be taken of:

– The pupils and their personal qualities and character, related to the psychological, physiological, genealogical peculiarities, their behavior in the social environment, their motivation and specific attitude towards the study of the different education subject, the activity of their appearance during the learning process, the desire to participate in school and extracurricular forms of training, their personal contact and the attitude with the trainers, their aspirations to seek new knowledge and to broaden their skills, to be built as highly developed, intelligent, intellectually formed, socially developed personalities;

– Teachers with their personal qualities, general and professional knowledge, intellect, intelligence, charm and glamour, attitude towards learners, personal approach and the ability to identify and apply specific approaches, advanced, innovative, interactive methods of teaching and controlling knowledge, providing opportunities for active participation of the pupils, the expression of knowledge, based on the personal abilities of the learner and encouraging the formation of more knowledge, competences, correct worldview and behavior in the society.

Parents with their knowledge, intellect and ability to participate actively in the training of their children, to control their participation in the process of acquiring knowledge, behavior and attitudes towards teachers, class-fellows, participation in school and extracurricular forms of training and their expression in the applied interactive methods of training, to assist in providing additional training materials and to broaden the knowledge, competences and skills to build their personal nature, worldview and behavior in society as a public useful personalities.

Looking at teaching and learning in the context of pedagogical relationships, Iosten, T. (2016) considers that, in order to achieve good results, the school must have a model or framework for discussion and debate on education within the framework of the community (e.g. with parents).

Maximum success in achieving competences related to communicative, linguistic, creative, technical, technological and behavioral skills can only be achieved if it is known in depth the relationship of the three sides, participating in the learning

process, the activity of their actions and the extent of their impact on the final results related to the success and the degree of attainment of the competences of the pupils.

– The purpose of the study is to establish the attitudes of the participants in the learning process and their opinion on important issues and issues related to the implementation of the personal approach in training, the application of interactive methods, school and extracurricular forms of training. Pupils, their parents and teachers in the analyzed education subjects were surveyed – Bulgarian language and literature, mathematics, foreign language, forming some of the most important knowledge, skills and transversal competences of the pupils. The subject of the study is the synergetic model of personal oriented training, which is applied to achieve competences and its effectiveness.

To achieve the goal, the following tasks are implemented:

1. Structuring of a functional training model, through which to achieve competences, portable in the subjects;

2. Study the attitudes of the parties in the learning process – pupils, parents and teachers, about the model of personal oriented education;

3. Analysis of the results obtained.

**Design of the study**

In the study of the pupils' opinion and their participation in the educational process, a total of 68 pupils were included in the survey, divided into groups-Group A-22, Group B – 23, and Group G – 23. The surveys are conducted in each of the three education subjects - Bulgarian language and literature, mathematics, foreign language. The inquiry includes 6 questions:

1. Do you show creativity and initiative in the educational process in Bulgarian language and literature (BLL)? (mathematics, foreign language, respectively) 2. Do you approve the independent search and discovery of information, the self-thinking of BLL? (mathematics, foreign language, respectively) 3. Do you have motivation for active learning by BLL? (mathematics, foreign language) 4. Do your parents encourage the receipt of additional, out of school help in relation to your training in BLL? (mathematics, foreign language). 5. Do you participate in school competitions and events, in the extracurricular and extraclass forms by BLL? (mathematics, foreign language) 6. At the outcome of the lower secondary school educational level are you satisfied with the acquired knowledge and skills in the training process under BLL? (respectively, mathematics, foreign language).

Three possible answers are defined to each question: (a) Yes; b) No; c) I have no opinion. The opinions of the pupils in the inquiry were processed statistically with Excel and ANOVA (Stat Soft Statistics 10 for Windows 10). A total of 1224 answers were handled (pupils 68; polls 6, education subject - 3).

The degree of achievement of the transversal competences and abilities of the pupils was established through an anonymous enquiry with the pupils from

the seventh classes at the end of the training at the Lower secondary school. The survey included 6 questions, expressing to a large extent the pupils' transversal competences: 1. The training in the Lower secondary school educational level has created a capacity for communication in different situations, different subjects and different addressees? 2. In communicating with other people do you express your own position, protected by arguments? 3. Do you have the ability to assess your own achievements and achievements of other people? 4. Do you know how to solve problems of different nature: school, life, personal? 5. Can you search, discover and systematize information on your own? 6. Do you have the ability to accept a different position from your, such as tolerance? Three answers are included in each question: yes; not; I have no opinion.

In the study the attitude of parents and the family environment to the person-oriented, subject-subject" training and the formation of competences in the survey were included a total of 61 parents (in Group A – 20; Group B – 21; Group G-20). The survey also includes 6 questions with 3 possible answers - yes; not; I have no opinion, expressing the opinion of the parents to the issues: 1. Do you consider that the creativity and initiative of the pupil in the learning process is encouraged? 2. Do you approve the methods and techniques that put the pupil in an active position and allow for self-search and information discovery, for self-thinking? 3. Do you consider that your child is motivated for active learning? 4. Are you actively involved in your child's school life? Do you support and cooperate in the learning process? 5. Do you encourage your child to participate actively in school competitions and events, in extracurricular forms? 6. At the outcome of the lower secondary school educational level are you satisfied with the acquired knowledge and skills of the pupils in the training process? The questions are adapted to the parents, but they are built on the main problems in the training and the questions posed to the pupils. A total of 366 answers were handled (61 participants, 6 answers in one card).

In a survey of teachers' attitudes towards the person-oriented "subject–subject" training and competences formation, a inquiry was conducted with teachers in the BLL, mathematics, foreign language (English and German). The inquiry includes the same problems as the pupils and parents, and the questions are adapted to the teachers. In order to understand the opinion of the teachers about the organization of the learning process in the different disciplines, given the specificity of the education subject, the questions are raised: 1. Do you encourage creativity and initiative from the pupils in learning process? 2. Do you use methods and techniques that put the pupils in an active position and allow for self-search and information discovery, for self-thinking? 3. Do you think that you are able to motivate pupils for active learning? 4. Do you provide additional support and cooperation to the pupils in the learning process when necessary (e.g. consultations)? 5. Do your pupils participate in various extracurricular and extraclass events? What percentage? 6. At the outcome of the Second educational level are you satisfied with the acquired

knowledge and skills of the pupils in the learning process?

The survey also includes 6 questions with 3 possible answers- yes; not; I have no opinion expressing the opinion of the teachers. To question № 5 the trainers have the opportunity to indicate the percentage of pupils' participation in the extracurricular and extraclass competitions and events in the education subject they teach in order to compare the pupils with the results of the pupils and parents. A total of 24 responses were analyzed (4 teachers by 6 answers).

**Analysis of the results of the empirical study**

1. Attitude of pupils towards personal training and the achievement of competences.

The analysis of the positive responses shows that different groups have different attitudes to the issues investigated depending on the type and specificity of the discipline. In Group B, the positive responses are slightly lower, averaging 70.77%, but the differences are not statistically proven. In Group A the number of positive answers to question 6-satisfaction with the achieved knowledge and skills at the completion of the training (92.42%) is higher compared to groups B and G. The difference is well proven at $P < 0.01$. Between the two groups (B and G), the difference is not proven (Table 1).

**Table 1.** Comparative analysis of the pupils' positive responses to questions in education subjects and groups, %

| Subjects | Positive answers of the questions, % | | | | | | Average |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| **Average for the groups** | | | | | | | |
| A | 81,82a | 80,30a | 74,24a | 59,09a | 56,06a | 92,42** | 73,99a |
| B | 78,26a | 82,61a | 79,71a | 59,42a | 47,83a | 76,81a | 70,77a |
| G | 72,46a | 75,36a | 75,36a | 69,57a | 72,46a | 72,46a | 72,95a |
| **Average for the education subjects** | | | | | | | |
| Bulgarian language and Literature | 75,10a | 86,76a | 80,83a | 70,55a | 73,52a | 78,19a | 77,49a |
| Mathematics | 79,45a | 80,76a | 73,52a | 64,62a | 69,17a | 83,93a | 75,24a |
| Foreign language | 78,00a | 70,75a | 74,97a | 52,90a | 33,66** | 79,58a | 64,98** |
| **Average for all education subjects and groups** | | | | | | | |
| | 77,51A | 79,42A | 76,44A | 62,69B | 58,78B | 80,57A | 72,57 |

***Differences among the answers in the education subjects and groups are statistically significant at P<0,01, if have not equal letters (small among the groups and education subjects and capital among the questions).**

For pupils from Group A and Group B, the positive answers to questions 4 (encouragement and additional help from parents) and 5 (participation in school and extracurricular training) are less than Group G where the activity is greater.

The average results from the positive answers on subjects showed that the least positive responses were received in foreign languages – on average 64.98%. The difference with the other two education subject is well proven at $P < 0.01$. In this subject matter № 5 received significantly less positive responses – on average 33.66%. The difference with the other two subjects was statistically well demonstrated at $P < 0.01$. The BLL and the mathematics in the 7th grade are formed by a *free elective profession (FEP)* group, which contribute to better preparation for *national outside evaluation (NAE)* and in the foreign language such preparation (FEP) is lacking. In the education subject of BLL and mathematics the answers to the questions are very close – on average 77.49 – 75.24% and the differences are not statistically proven. At the BLL little higher values were received in question № 2, but in mathematics in question № 6.

The comparison of the mean values of the positive responses received from all educated subjects and groups shows that pupils give a high positive assessment (on average 72.57%) fn the questions put in the poll, related to the organization of the learning process, the methods of teaching and their participation in the training.

The most positive answers are received on the question № 6 (average 80.57%), dedicated to the fact that the pupils are satisfied with the acquired knowledge and skills at the output of the education. Secondly, it is a question № 2 (79.42%), by which they confirm that they approve the independent search and discover information and the development of self-thinking, which is important for their success and the learning of competences.

On the third place are the questions of № 1 and № 3, which have almost identical positive values (76.44-77.46%). Question № 1 is related to the expression of creativity and initiative in the learning process of the subjects studied, and a question № 3 with the existence of motivation for active learning, which is essential for the personal oriented training, which promotes the maximum performance of the pupils. With slightly lower values are the answers to question № 4, dedicated to the role of parents in relation to the additional preparation of pupils. This is due to the fact that the parents are engaged in work related to the maintenance of the families and do not promote adequately the provision of additional resources to educate pupils, relying on teachers to a greater degree.

Slightly lower values are received on question 5, regarding to the active position of the trainees in additional events and competitions, which contribute to the expansion of their knowledge. Significant influence here also has the specifics of the subjects studied, which should be taken into account in the organization of extracurricular forms of training.

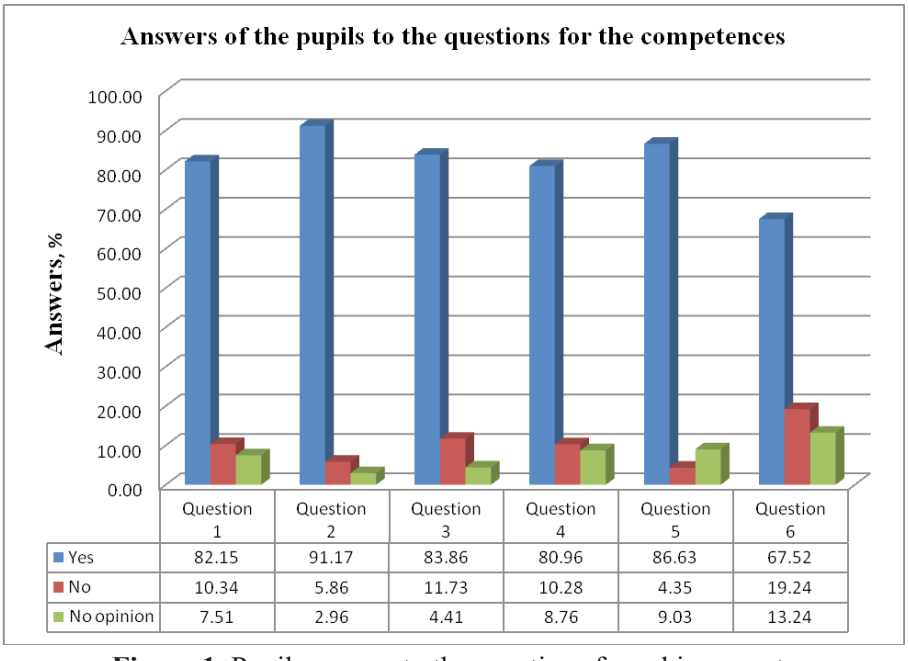
**Self-reflection and pupils' assessment of the transversal competences**

Transversal competences reveal to a large extent the ability of pupils to apply the formed knowledge, skills and competences in areas in the out of school environment, determine their ability to communicate with other people, their capacity to individual decisions, determine their reaction and behavior in different situations. They depend on the readiness of the pupils for personal expression, confidence in their own abilities, presentation of their own opinion and the ability for integration in society.

The positive answers of pupils occupy the largest share – 82.05%. The negative responses are 10.30% and the responses on which the learners have no opinion are only 7.65%. The comparison between the groups shows that in terms of positive answers the differences are small and statistically unproven. With a few more positive opinions are the pupils in Group G and Group B. This is a testament that pupils are convinced of the achieved transversal competences and in their own capacities. This conviction is greatest for Group G, where there are the lowest negative answers-4.35%. The difference with Group B is statistically proven ($P < 0.05$). With the lowest answers "I have no opinion" are the pupils at Group B. The difference with the other two groups has been well demonstrated at $P < 0.01$.

The comparison between the questions clearly shows the different attitudes of the pupils to the different issues. The highest percentage of positive answers is the question № 2 – 91.17% (Fig. 1).

The positive answer to this question confirms the view that in communicating with other people, pupils express their own position protected by arguments. This shows that they are convinced of the right of their own knowledge and competence. Secondly is the answer to question № 5 – 86.63%. This question is related to self-searching, discovering and classifying information. This proves the importance and role of information systems in obtaining information and effective use of it to solve various problems. The lowest positive answers were received at a question № 6 – 67.52%. The question is related to possessing the ability to accept a different position from the own and the expression of tolerance in relations with other personalities. The difference in this issue has been proven at $P < 0.05$. In this case the negative answers and the answers "I have no opinion" are the most in comparison with the other questions. The answer to this question shows that the pupils are defending their position, which they declare with their answer on question № 2 and that they are strongly convinced and ready to protect it very actively. It also influences the individual psychology of children, according to which only in this way can feel important and noticed (Iosten, 2016). The remaining positive responses have very similar values and the differences are not statistically proven. The smallest share takes on the negative answers to questions № 5 and № 2. The differences between the two issues were not statistically proven, but were demonstrated at $P < 0.05$ compared with the




| | Question 1 | Question 2 | Question 3 | Question 4 | Question 5 | Question 6 |
|---|---|---|---|---|---|---|
| Yes | 82.15 | 91.17 | 83.86 | 80.96 | 86.63 | 67.52 |
| No | 10.34 | 5.86 | 11.73 | 10.28 | 4.35 | 19.24 |
| No opinion | 7.51 | 2.96 | 4.41 | 8.76 | 9.03 | 13.24 |

**Figure 1.** Pupils answer to the questions for achievements of transversal competencies

other answers. In matters where pupils do not have an opinion, the differences are large but are not statistically proven.

In a conducted empirical study by M. Ilieva (2017) on the qualities needed to be formed in human in the process of training, 40% of the respondents answer that at the end of his training the young person in his social and professional realization was necessary to strive for continuous improvement; 22% respond that they must express their personal position; 17.78%-to show motivation of behavior; 4.44%-have a positive attitude to reality; 2.22%-the facts and the events of reality to be questioned.

The results obtained from the present investigation are close and confirm the above-mentioned statements that the most significant skills and competences are mentioned: the pursuit of personal improvement, the representation of own opinion and its assertion.

Attitude of Parents and the family environment towards a person-oriented "subject-subject" training and competences formation

On average, 77.38% (question 2) of parents support the methods and techniques that put the pupil in an active position and allow for self-searching and information discovery, for self-thinking (Table 2).

**Table 2.** Comparison of positive responses (yes) to pupils and parents by group, %

| Parameters | Questions | | | | | | Average |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 4 | 4 | 5 | 6 | |
| **Pupils/Group** | | | | | | | |
| A | **81,82** | **80,30** | **74,24** | **59,09** | **56,06** | **92,42** | **73,99** |
| B | **78,26** | **82,61** | **79,71** | **59,42** | **47,83** | **76,81** | **70,77** |
| G | **72,46** | **75,36** | **75,36** | **69,57** | **72,46** | **72,46** | **72,95** |
| **Average** | **77,51** | **79,42** | **76,44** | **62,69** | **58,78** | **80,57** | **72,57** |
| **Parents/Group** | | | | | | | |
| A | *75,00* | *80,00* | *65,00* | *70,00* | *70,00* | *80,00* | ***73,33*** |
| B | *66,67* | *57,14* | *66,67* | *85,71* | *61,90* | *61,90* | ***66,67*** |
| G | *85,00* | *95,00* | *75,00* | *95,00* | *95,00* | *85,00* | ***88,33*** |
| **Average** | *75,56* | *77,38* | *68,89* | *83,57* | *75,63* | *75,63* | **76,11** |

An average of 75.63% (question 5) encourages pupils to participate actively in school competitions and events and in extracurricular forms. On average, 83.57% (question 4) of parents participate actively in the school life of children and support and collaborate in the learning process. A comparative analysis of pupils' and parents' responses based only on positive answers allows comparisons of the pupils' and parents' opinions as sides participating in the learning process and to define the differences in their views. The final averages of all questions and groups showed that in the parents the positive answers – 76.11% were slightly more than the positive answers of the pupils 72.57%. The comparison between the different questions shows that in questions № 1 and № 2 the difference between the parents and the pupils is very small. There is a slightly larger divergence in question № 3, where pupils show higher levels of motivation for active learning, and parents are less convinced. The difference in question № 4 is in the opposite direction and shows that parents give higher values in support of active participation in children's school life and support and cooperation in the process of training, but the pupils do not think so. Higher positive values in favour of the parents were also received in question № 5, related to the promotion of active participation in school competitions and events, in the extracurricular forms of training. Higher positive values show the pupils compared to the parents in question № 6, related to the acquired knowledge and skills of the pupils in the process of learning the outcome of the Lower secondary school educational degree, which shows that the pupils are more satisfied with knowledge and competences upon completion compared to the parents. The comparison between the pupils and parents

of the aggregated final positive responses shows that the existing correlation is very high – r=0.957. The correlation between all the answers (yes, no I have no opinion) on the questions in the two groups- pupils and parents is also very high and ranges from r=0.854 to r=0.990. Highest is the correlation between the question № 4 in the pupils and question № 1 in the parents. The lowest correlation is in question № 5 in the pupils and the parents r=0.854. Low correlation was also obtained in question № 5 in the pupils with question № 4 in the parents. This confirms the small differences in the opinions between pupils and parents on two of the important issues related to active participation in school life, support, cooperation in the learning process by parents and the promotion of active participation in school competitions and events, in the extracurricular forms, which is essential for the personal training and the improvement of the success and the level of the acquired competences.

In order to establish the influence of the family environment, the intellectual level of the family, the social status and the number of parents, a survey was conducted, including a total of 5 groups of questions: 1. Education of the mother and the father with possible 3 answers-higher education (HE); Secondary education (SE); No education (NE); 2. Number of parents in the family – with possible 2 answers – Parents 2 and parents 1; 3. Provided work of the parents with possible answers-work of the mother in the country, work abroad; Work of the father in the country abroad; The unemployed mother, and father. The groups differ significantly on the educational background of the parents. In Group A and Group G the parents with higher education were dominated, respectively 52.27% and 58.70%. In Group B (as opposed to group A and G) parents with secondary education dominated– 54.35%. In this group there are two parents with primary education. The educational status of the parents is essential for the formation of a favorable environment for training the pupils in the family. Parents usually support pupils in solving problems related to school education. They usually encourage them and help them to cope more easily with the difficulties in the learning process. The comparison between the educational status of the parents, the success of the pupils and the degree of achievement of the competences shows that there is a link between the parents' education and the pupils' results. In Group A, the highest success was achieved by the pupils whose fathers had a higher degree of education (very good 5,25, Table. 3).

They have achieved competences in the highest percentage – 77.41%. Differences with the other groups were statistically proven at ($P < 0.05$). For mothers with high and medium education the success and competences are the same. In Group B pupils whose parents have a high level of education who are significantly less, the success is lower. In pupils, whose mothers have higher education the success of 4.41% has been shown to be lower. In other groups of parents, the difference is not proven. In Group G the highest success and competences were achieved in the pupils whose fathers had a secondary education-5.18. In the case of other parents, the difference has not been demonstrated according to educational status.

**Table 3.** Influence of the family environment on the success and competences of pupils
(N = 567)

| Group | Family environment | Success | Competences, % |
|---|---|---|---|
| A | Mother HE** | **4,83a** | **69,05a** |
| | Mother SE | **4,83a** | **67,14a** |
| | Father HE | **5,25*** | **77,41*** |
| | Father SE | **4,84a** | **68,0a** |
| | Parents 2 | 5,07 | 73,33 |
| | Parents 1 | 3,60** | 43,33** |
| **For the group** | | **4,88A** | **69,46A** |
| B | Mother HE | **4,41*** | **61,67*** |
| | Mother SE | **4,89a** | **67,33a** |
| | Father HE | **4,57a** | **65,56a** |
| | Father SE | **4,65a** | **65,11a** |
| | Parents 2 | 4,64 | 64,07 |
| | Parents 1 | 4,42* | 61,67* |
| **For the group** | | **4,62B** | **64,30B** |
| G | Mother HE | **4,95a** | **70,37a** |
| | Mother SE | **4,96a** | **70,00a** |
| | Father HE | **4,85a** | **68,52a** |
| | Father SE | **5,18*** | **76,00*** |
| | Parents 2 | 5,03 | 72,46 |
| | Parents 1 | 4,60* | 60,00* |
| **For the group** | | **4,98A** | **70,92A** |
| All Groups | | 4,83 | 68,27 |
| SD | | 0,81 | 18,24 |
| CV | | 0,65 | 332,70 |
| SEE | | 0,03 | 0,77 |

***Differences are statistically significant at *P<0,05, **P<0,01, if not equal letters**

***SD - Standard deviation; CV - Coefficient of variation; SEE- Standard error of estimation**

****HE - High education; SE - Secondary education**

The comparison between the groups by success shows that between Group A and Group G the success and the competences achieved are almost identical and the small difference has not been demonstrated. In Group B, the success and the percentage of competences achieved are smaller and statistically proven ($P < 0.05$). This is due to the significantly smaller number of parents with higher education in this group and the dominance of parents with secondary education. The presence of two or one parent is important for the success and the achieved competences. In all three groups, pupils with single-parent have a lower success rate and have shown a lower degree of achievement of key competences compared to pupils with two parents. The greatest is the difference in the success and competences of the pupils in Group A, where those with a single parent, have success of good 3.60, while those with two parents-very good 5.07. The difference is statistically well proven ($P < 0.001$). In Group B, the difference between pupils with two and one parent is lower, but is statistically proven ($P < 0005$). In Group G, single-parent pupils also show lower grades and a lower degree of competences compared to pupils with two parents. The difference is also statistically proven ($P < 0.001$).

The analyze for influence of the factors: family environment, year and group, average for the three-year period (567 analyzed data) on the achieved competences shows that the family environment has a significant impact on the achieved key competences – 54.97% and in the second place is the specificity of the group – 31.46%. The influence of the year – 13.57% as a factor is the lowest. Concerning to the level of the achieved key competences (as in success) the tendency for a stronger negative influence of the lack of a parent in the family as a reason for achieving lower results in the learning process is confirmed. The trends in the change of competences over the years and the differences between the groups are also confirmed. The results of the analyses on success and the achieved competences strongly confirm the view that the family environment and the educational level of the parents have a significant influence on the achievements of the pupils. The family environment is a participant in the learning process and as a part must exert a more active influence on the behaviour of the pupils in the learning process, to encourage and support their participation in innovative forms and methods of interactive, "subject-subject" training, to encourages children to participate more actively in extracurricular forms and to stimulate the expression of creative performances.

**Attitude of teachers to the personal-oriented "subject-subject" training and competences formation**

The analysis of questionnaire shows that all teachers responded positively (yes) to the questions in the inquiry. This means that they are firmly convinced to the effect of the applied methods, encouraging the participation of pupils in the initiative and using techniques for the development of creative and self-thinking. They also confirm the implementation of the personal approach in the training, by setting certain activities

that encourage the self-participation of pupils in solving situations and problems in the learning process, according to the specific personal qualities of the trainee. The question (№ 5), related to the participation of pupils in various extracurricular events, teachers respond positively, which confirms that training of pupils is encouraged and their participation in extracurricular events, which allow for expansion of the knowledge on certain topics and activate the events of the selfprooving of the pupils. Participation in extracurricular competitions and events is essential for the development of communicative and speech competences, rapid assessment capabilities and response to the correct decision making, the choice of relations with other participants in situations arising in other conditions. The teachers' responses to pupils' participation in extracurricular events vary in different education subjects. Teachers in the English language and German language answer that only an average of 30% of pupils participate in additional events. Teachers of mathematics and BLL believe that participation in extracurricular forms is 50%. The presented results show that by foreign language, a one third part of the pupils are involved in a extracurricular forms of education while for BLL and mathematics they are one half. This shows that participation in additional forms of training depends to a large extent on the specificity of the teaching material taught and the FEP (Free Elective Profession) proposed forms for the school. All teachers are convinced that at the end of the training in the Lower secondary school pupils have acquired the necessary knowledge and skills provided in the program requirements and are satisfied with the achieved competences.

A comparative analysis of the positive responses of pupils and teachers shows that in question № 5 (related to the participation of pupils in different extracurricular events), both for pupils and teachers, are received lower responses compared to other issues. The opinion of the pupils (33.7%) and teachers (30%) on this issue is very close especially in the foreign language discipline (Fig. 2). The correlation between the positive answers of the pupils and teachers in foreign language discipline to question № 5 is r=0.846, which confirms the view that the participation of pupils in the extracurricular forms depends to a great extent on the specificity of educated subject. This fact should be taken into account in assessing the success and degree of attainment of competences.

**Conclusion**

As a result of personal oriented training, educated persons are formed – they have achieved a system of competences corresponding to the age characteristics and individual needs for integration in society.

In an investigation conducted on the outcome of the Lower secondary school of educational degree, regarding the methods, techniques, motivation of the pupils, organizational forms was established that between the participants in the educational process teachers-parents-pupils there is synergetic connection and dependence. They accept the approaches, the techniques and the forms, through which the open synergetic educational environment is organized and are satisfied

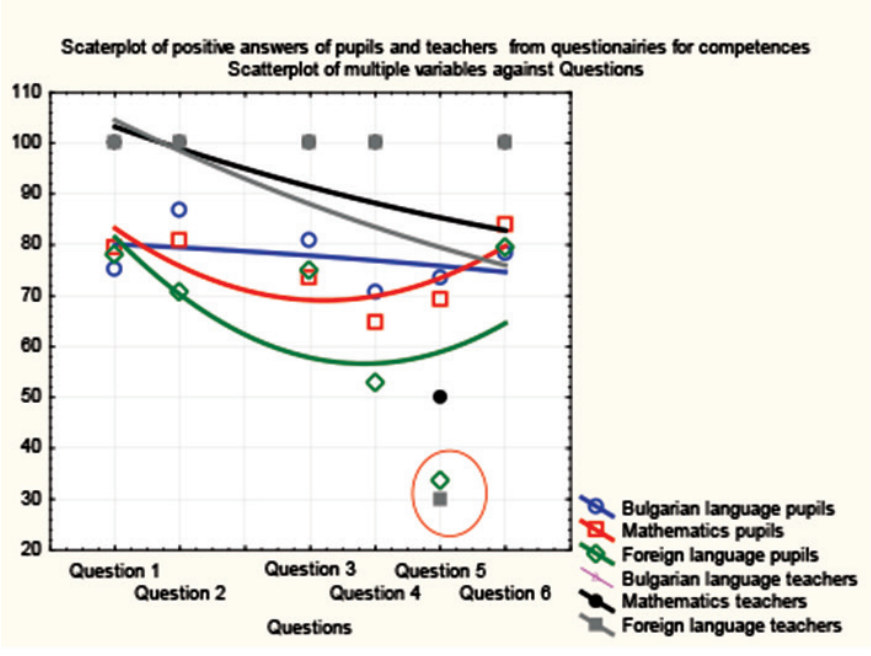



**Figure 2.** Comparing the positive responses of pupils and teachers

with the achieved knowledge and skills when completing the education under the BLL-mathematics-foreign language.

The family environment has an important influence on the success and achievement of competences. Pupils whose parents have a higher level of education have a higher success rate and develop higher competences. Single-parent pupils have lower outcomes, requiring bigger attention from teachers and families to achieve better learning outcomes.

**NOTES**

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