

### Foreword

The journal “Kërkime Pedagogjike” (“Pedagogical Research”) is a continuation of the annual publications of the Kosovo Pedagogical Institute. This year, as a result of numerous research projects, Research is published in three volumes. This publication is the first volume of the journal “Kërkime Pedagogjike” for this year. This volume includes topics addressed by scientific workers and collaborators inside and outside the Institute. The focus is on early childhood as well as some specific aspects of working with educators, teachers and collaborative partners related to early childhood, and not only.

The nine articles in the first volume reflect the ongoing efforts and commitment of professionals to contribute through studies to the advancement of pedagogical practices. The articles offer new perspectives and in-depth approaches to working with children and students, teaching practices, and institutional management practices for quality and inclusive educational services.

The first article, *The practical application of pedagogical skills of educators in working with children aged 3-6*, aims to present the experiences of educators in managing educational activities, namely planning, implementing and evaluating children's learning achievements. This paper conveys practical reflections on the importance of the professionalism of educators in working with children in this sensitive period of children's development.

The second article, *Transition of children from kindergarten to first grade: support for children and families*, focuses on the analysis of the transition of children from preschool to first grade, examining educational, psychological and family support. The paper addresses the importance of support in the physical, intellectual and emotional development of children in preschool age, as one of the essential aspects to help build resilience, intelligence, awareness and productivity.

The third article, *“Institutional approaches to identifying and supporting students with exceptional abilities, gifts and talents”*, focuses on the

implementation of the tasks and responsibilities of institutions as defined by administrative instruction (AI no. 14/2019) in institutional support for students with exceptional abilities, gifts and talents. The article provides important evidence of the situation in this area and offers recommendations for a more structured and effective approach to institutional support for students from these categories.

Two scientific employees of the Institute are authors of the article “*Practices of Kosovar teachers with students who speak two or more languages*”. The paper presents a summary of the perceptions of primary education teachers in Kosovo regarding their practices and challenges when working with students who speak two or more languages. The research results show that multilingualism is perceived by Kosovar teachers as an opportunity because it helps students in obtaining information from multiple sources, getting to know different cultures from different perspectives, developing communication skills and using different languages.

The fifth article, *The impact of project-based learning on student motivation for improving learning outcomes*, studies the motivation and learning of fourth and fifth grade students through project-based learning. The author presents experiences and good practices on how project-based learning in the classroom can increase student motivation and engagement, contributing to improving learning outcomes.

*Bullying in schools and prevention mechanisms*, is the next article in this volume of the journal. The article addresses the issue of bullying as a problem for society and the education system. The author identifies and presents some of the forms of bullying that are widespread in Kosovo schools, the mechanisms that schools use to prevent them, as well as the activities of teachers and the actions that school leaders take to prevent bullying.

The next article addresses the *Perceptions of educators regarding the impact of professional development on the achievement of children's results*. The author uses a qualitative study model, with a phenomenological design, for this study. The results show that the professional development of educators has a positive impact on the achievements of children aged 3-6 years.

The article *Management of preschool institutions and professional (pedagogical) supervision of educators* focuses on the internal supervision of the methodological and pedagogical aspects of the work of educators in service by the management of preschool institutions. The results show the need for continuous professional (pedagogical) supervision of educators in order to identify needs for professional development and to improve the quality of work practice with children.

A special article in this volume of the journal *Pedagogical Research* is a review of the book by authors Deva-Zuva, A., Potera, I. & Mehmeti, S. (2024), “*Pedagogical Synergy of School-Community Partnership: Perspectives*”. The author summarizes and analyzes the scientific, theoretical and practical contribution of this publication and concludes that this book represents an important resource for professionals and enthusiasts in the field of education, helping to facilitate the successful implementation of educational processes in schools in Kosovo, and beyond.

Finally, the issues and topics addressed in this volume of the journal *Kërkimet Pedagogjike*, in the form of a quantitative and qualitative research approach, represent an important resource for all those interested in research and development in the fields of education. The results of the studies presented in this volume of the journal represent a suitable address for more in-depth studies of the identified issues. We are grateful and thankful to the authors of the papers and reviewers for their valuable professional contribution and the publication of the papers in “*Kërkimet Pedagogjike*”.

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