

MODERN SCHOOL IN NEW INTERNET NETWORK ENVIRONMENT

Dragana Aleksic¹, Adisa Spahic², Mensura Kudumovic³

¹ Elementary School "Lijesce", Brod, Bosnia and Herzegovina,

² Elementary School "Ribnica", Zenica, Bosnia and Herzegovina,

³ University of Sarajevo, Faculty of Educational Sciences, Bosnia and Herzegovina.

Abstract

Modern school is the theme and subject of many authorities in this field but which until a few years ago did not place great attention. The traditional teaching model, the model in which the teacher with his students had the opportunity to acquire their skills through a variety of multi-disciplinary and multi-directional sources of information, as it is now present. The aim of this study was to examine the possibility of introducing educational innovation and ICT, as well as to the various innovative teaching models, different ways of working, planning, monitoring and evaluation, gradually creating a vision of contemporary svaremenog schools and society in general. It should be added and the importance of the media that support today's learning. Internet to a large extent makes it easier and faster learning and advancement. The main objective of the research was related to ukućivanje teachers, to create a modern school, with the aim of better and more efficient teaching. It was done, research in 4 primary school, primary school "Lijesce" and Primary School "Sveti Sava" in the municipality of Brod, and two schools in the Zenica-Doboj Canton Elementary School "Rayon" Zavidovići and Olovo Primary School. The survey covered a sample of 75 respondents Results istraživanja pokazuju that the vast majority, more specifically, about 80.00% of respondents are committed to innovation, or to create quality modern teaching and school fully. Students are able to rich knowledge and experience and thus to create the world as they want for themselves. Modern schools are still committed to the content that will be useful and primijenljivi in practice and future life, which is inevitable, not only for reproduction of knowledge as it was before.

Key words: Modern School, Internet, interactive learning.

Introduction

Traditional education, which constantly emphasizes the teachers and matter that compels students to remember things that are not primijenljive in practice, is not able to track the changes taking place in today's society, and therefore is not able to meet the needs of the modern student and in this connection it is necessary to proceed with the modernization of educational work in its entirety. Several times she tried to carry out reform of the existing education system, but so far without success. Usually it was just the individuals who want change. The introduction of educational innovations, such as the various innovative teaching models, different ways of working, planning, monitoring and evaluation, slowly creating a vision of contemporary svaremenog schools and society in general. Another important part in all this are the media that support today's learning. Internet to a large extent makes it easier and faster learning and advancement. Using the Internet students learn in a more interesting way, and achieve better results, and thus participate in the interaction, which is a very important and special role in the development of each individual. Today's society is not able to properly function in a different way, as was the case earlier period, which was largely behind us. Students are able to rich knowledge and experience and thus to create the world as they want for themselves. Modern schools are still committed to the content that will be useful and primijenljivi in practice and future life, which is inevitable, not only for reproduction of knowledge as it was before. One way of reform of today's school system could relate primarily to the introduction of modern teaching model, for example responsibly or other types of classes as an alternative to starting modern schools and school systems. It is nec-

essary that teachers have different and fleksibl'niji approach each student individually, respecting their differences and needs. A good way to create modern teaching also is the use of multimedia, primarily the Internet. Through the Internet people are in constant interaction, which is a good indicator for the introduction of interaction in the classroom. That way everyone will be able to come to the necessary information, and to their personal development and advancement. Modern teaching requires a revised role of teachers and students, where the use of modern teaching model is a good way towards this change, with the aim of better quality and more efficient teaching.

The textbook as a means of teaching

Textbook is one of the teaching aids. The literature shows that the textbook asset and a source of spiritual work. In recent years, the textbook seeks to move aside and reduce its value. He should in the future be a massive and important teaching tool. Modern developments should help to ensure that its conception and function adapts to new trends in education. As already mentioned, we know that a book is a tutorial intended primarily for self-study, and it is a source of learning and teaching in the classroom. It provides horizontal and vertical connection between different subjects and areas of teaching. He appears as a mediator between the factors of teaching, streamline the teaching process, providing systematic, gradual nature, obviousness and dynamic teaching. Partially remove possible dilemmas and difficulties in the implementation of the teaching process. One of the functions of textbooks did train the students for independent learning. When you say this, it is often thought of self-study students at home. It is true that in these situations the students most used textbook. However, It can be more and more versatile use in regular classes with the help of teachers, which would in many written texts could devise special classes that students can independently learn and achieve outstanding results. This mode allows an amendment to the traditional textbook and opens new possibilities of modern learning, where students are in the center of the entire teaching process. They are able to independently explore and learn about different ways of learning

and searching for information. There are several types of textbooks in the teaching process.

We will mention some of them:

- complete or integral tutorial,
- official tutorial,
- branched textbook,
- programmed textbook,
- a textbook poluprogramirani,
- multimedia textbook,
- a textbook for different specialties,
- stripovni tutorial (Muminovic, 2013).

This division are not listed all kinds of textbooks, but only some of them, which have the characteristics of special books for learning in the classroom. Certainly, will expand their range in the future. They represent a wide field for reflection about the different types of textbooks that could be a function of improved teaching and learning to improve it. Best would be a combination thereof with other teaching aids, which would have a special significance for education in general. The use of textbooks contributes to the improvement of teaching, education, in general.

Modern textbook and its qualities

Should should be created so as to be more applicable in practice. Teachers need to be trained specifically in terms of creating modern textbooks. They can continue its methodical creations based on the texts of textbooks. When students need to develop a positive attitude towards the textbook as a source of learning and teaching. The student must know how a specific textbook may be used, how to read the text, what types of reading exist, what is it important and what is less important. In the absence of proper technique training students to use textbooks, will be reduced upbringing and educational function, no matter how he was properly structured. Creative work of teachers and students in the creation and use of textbooks as a teaching tool, realized two important educational task in the development of the individual. The first task is related to active participation in class and independently arriving at new insights, a second task is related to the fact that in this way creates a good basis for further lifelong learning, by means of the teaching resources (Slatina, 1998). Modern teach-

ing and modern school has to be more functional in all segments of the organization and functioning. The time between what is taught in the classroom and its application in life is increasingly shortened. Students do not have time to replay the learned, or any special preparation for a better life situations. The question is how to design and create a modern education and modern textbook, which will constantly meet the requirements of time. One can not speak about a specific form in the longer term, although there are various. Contemporary textbook would be one that is fundamentally socially, pedagogically and didactically designed and meets the needs and interests of specific individuals and concrete society (Muminovic, 2000). The most modern system of teaching has to be in a constant process of modernization.

This is up to now, unfortunately bad happened, it was one of the factors that needed change. With such changes going and changing positions of both teachers and textbooks. So far as textbooks designed mainly on rote learning, without the adoption of important facts, which would be useful in future life and education. The pupils were "served" what need to know. They were not able to independently learn, to seek and to themselves come to new insights and more possible solutions. Students were burdened with unnecessary content from the only reason to fulfill the norm of hours prescribed by the competent Ministry. Teachers that recent times have been forced to work in such a way. As various changes taking place in society, thus comes to changes in education. More stands for a modern way of work, or for modern teaching, but also for creating modern textbooks. The characteristics of modern textbooks would primarily be related to the adjustment to the personal abilities of students, students change the position of the object into a subject of instruction. To offer more opportunities to learn, to name the student to learn and come up with new solutions. Modern textbook should be designed to enable teachers what to teach students to be concrete that contains individually planned classes. Refers also to extract the relevant from irrelevant facts that can be further applied. By using such a textbook designed to teach students cooperation and communication. Contemporary textbook in its composition should be that the characteristics of the model of problems

in teaching, as well as the characteristics of heuristic model of teaching, which would allow students to creative learning and their further personal development to the maximum. Problem teaching as a model of working with students is effective because of the type of research that contributes to the intellectual development of students. In this kind of teaching students are able to apply the knowledge in a completely new situation. So for them to develop creative thinking as the primary goal of problem teaching. Problem teaching is based on problem solving, and this evokes in students creative activity for finding new solutions. This type of instruction at a talented and gifted students seeking independent research and problem solving which develops creative thinking (Ilic, 1992). The teacher needs to organize classes and choose teaching methods that will maximally stimulate cognitive activity of the students and contribute to the development of his mental faculties. The role of the teacher is to be organized and teaching assistant, not a supplier of finished knowledge and solutions. The ability of the teacher in this set must be set up to solve various problems and continuous development of creative thinking in students. (Vilotijevic, 1999). The expertise of teachers is reflected in the setting of the problem student. Problem must be able to handle some features, such as: the unknown as revealed on the basis of previously learned information and relationships, a number of options for solving the application of multiple logical operations in addressing, not the existence of a defined pattern to resolve and deepening knowledge. Thus defined, the problem of students' opens up possibilities for finding solutions to more roads, which contributes to the use of complex thought activities with him. Heuristic teaching as a modern model of working with students can contribute to the efficiency of teaching because it is based on the discovery and finding new ways to solve problems. It allows the student to their abilities, knowledge and creativity to find new principles of problem solving that can be shorter and more efficient. This is especially important for above-average students who need to be taught to constantly discover some new models of learning and personal development reviews. The teacher must be able to encourage their development issues to students on the basis of prior

knowledge find a new solution to the problem and independently conclude on the basis of which principles to reach a decision (Brankovic and Ilic, 2003). The basis of good work teachers is based on the creation of conditions for the student's logical thinking and learning.

Heuristic teaching has many similarities with the problem teaching, but its advantage is that the teacher and student can not be assessed in advance by the results achieved. In this way, maximally utilized skills and teachers and students. Also the quality of the teaching that a student I create my educational product. He conceives the teaching process, defines the objectives of education, selects content, and selects the forms and methods of teaching. It is important that the student set himself a goal and find a way to solve the problem. Teachers working under this system are extremely complex tasks, which requires them vast knowledge and abilities. They have to organize classes to every student going with their individual development path and achieve its set objectives. Therefore, it is required the knowledge of the application of a variety of different forms and methods. This approach allows students self-realization of personal potential in all segments skills (organizational, communicative, cognitive, etc.). Heuristic teaching of students can create self-formation and creation of internal development based on mastering their own planned educational content.

Quality school / school of contemporary

Deming says: The school system should be part of the educational system in which children and students enjoy learning, freed from the fear of score and penalties, in which teachers enjoy their work, freed from the fear of evaluation. Our school to the quality / modern it is necessary that the current methods of work methods and techniques entirely discarded. Quality School is the one school where all subjects meet their needs. In this school are not familiar with failure and coercion and therefore students are willing to invest great effort for their education, which will contribute to both in life and in work. The classes are aimed at students and meets the needs of each student. No discrimination against students, but each of them has the opportunity to progress according to their

abilities. No separation of individual students, nor favoritism. Students, teachers and parents are in constant contact and communicate maximum (Glasser, 1994). We will mention a few positive and very important feature of a quality school:

- Quality school is a relationship based on trust and mutual respect,
- to set some priorities learning knowledge and skills that can be applied in real life,
- students learn using their capabilities and skills to the personal maximum,
- through this work show better results, both in regular classes, as well as in various competitions,
- discipline becomes a lot better than the traditional school,
- all together become more satisfied.

For funding to these schools takes a lot of work to be done and change. First of all required quality teaching staff, material and technical conditions of work and higher standards of learning. It is necessary to overcome the uniformity, bossy management, and imposing changes. It would be necessary that the school receives a special image, to create positive change, and to become a creative workshop. In modern school to learn the facts which are related to some viability. These are mainly the fact that students want to learn, facts that are particularly useful, and that will be of great importance for further education. It is recommended mainly writing on računaraima, because it is much faster and easier than manually. Deals with problems that are known to exist true solution, and to address the problems of the wider community, and I would not be out of their book. The facts that need to be remembered to be useful, and every rote rejected in its entirety. Self-assessment is one way to overcome the traditional ethics. To talk about the quality of the students to understand what it is, and should be asked to improve their performance. They certainly should not be immediately assessed. Choice theory argues that each of us has five basic needs, such as: love, power, freedom, fun and survival. These are innate needs and we do our best to meet them. Quality is everything that meets one or more of these needs. Teacher in quality school if you knew choice theory will help students to yourself and do whatever is necessary

for quality of life (Glasser, 1994). The environment in which students work should be enjoyable and stimulating, and students need to be sought to do something useful. They need to do the best you can, evaluate and improve their work. It is true that quality work always feels good, he never destructive. Teachers modern school will try that students learn. Thus when good teachers know and they will talk more about yourself. Teachers to students at the beginning should tell you who they are, in fact, what they stand for, what to ask students what will ask the pupils and what they will do everything for them. This will be achieved by a special bond between them, and will this quality work will be very useful and practical primijenljiv for students, and therefore students will teachers be regarded as the best person after members of his family. Modern school is special because it emphasizes the needs of their students, a teacher and even parents. Parents are actively involved in the work, which represents a major change compared to the current method of education where students and parents had the right to vote. Teachers were previously forced to do what they are ordered, and do what is necessary and possible. In modern school, not only to change the position of students, as mentioned in previous educational systems, this is definitely changing and the role and position of teachers. The teacher / teachers always asked to be an example of how pupils and society as a whole. The teacher has long been a basic and main carrier of the educational system. He was responsible for managing the boss class. Included was the authoritative style of work. Teaching was just lecturing and Display.

Communication can not be held bi-directional. The main subject of the course is a teacher, and the student was in the classroom building and a passive listener and observer. In contemporary school, his role is much different. The role of a modern teacher is upućivačka and umjeravajuća. The teacher is a leader, an organizer in the classroom. The prevailing democratic learning style. There is no fear of failure, classes are held in a pleasant atmosphere. The teacher becomes a builder of interpersonal relations, and the two-way communication level. Contemporary school teacher becomes a partner to his disciples, and is responsible along with them, but also introduces modern teaching models work. William Glasser for

the needs of the modern school of output in quality education which is not based on coercion and authoritarian style of teachers. According to the author, a successful teacher is the one who manages to convince not half or three-quarters of all the care of his or her students to do well in school. (Glasser, 1994). In this way, students are given the opportunity to actively participate in changing the world around them. Important modern-heading the school may be the use of responsible teaching. Characteristics of responsible teaching can be viewed from the aspect of cognitive structural theory school of American psihopedagoga Jerome Bruner. He opposed behaviorist explanation of human development and pointed out that intellectual development characterized by increasing independence from direct response date irritating stimuli. And here we see how intellectual kompetenije of great importance to the entire educational system. The development is in large part lies in the fact that man is enabled to respond to stimuli not automated, but to them reveals what is essentially, the variable i neporomjenljivo and on this basis to make decisions that will react (Knezevic, 1986). Bruner believes that intellectual development depends on the interaction of the relationship between students and teachers. The main medium of teaching the language. Classes should have a decisive role in the intellectual development of students, and this is possible only if it is established didactic parallelism and expediency active, pictorial and symbolic representations. Responsibly way of teaching is a model of modern teaching. The student and the teacher are jointly responsible in participating in a democratic election and the realization of important didactic-methodical activity preparation, realization and evaluation of teaching. In responsabilno continues, what is the most important thing: changing the role and position of students and teachers. The student had previously been a passive observer. However, he continued responsabilno is in the position of the subject, not the object in the classroom. Student autonomy, competence and responsibility is constantly increasing. It is able to show off their skills, thinking and reasoning. Is there freedom of speech and of expression? In responsabilno continues prevailing democratic learning style. Students often can choose what and how they will work. Constantly they submitted, at

least two variants of the work for which they may choose, which is a democratic choice. This set is present managerial communication, often pronounced Deputy WE, and shows that the role of teachers upućivačko-directing. Students feel that way trust and rely on cooperation. Students are not surrounded by a large number of rules in the classroom, get support and praise every day, on the basis of which acquire a special sense of importance. Creativity im on a very large scale. Communication between students and teachers is a positive high level. Students feel equal to their teachers, collaborate, multicasting information is taking place, and are jointly responsible for educational work. There are several stages of responsible teaching:

- outlining proposals variations (this works the teacher before the time, he conceived variants for the preparation, implementation and evaluation of teaching),
- nomination two or more variants (variants proposes to work),
- shared democratic choice of the best variants of teaching work (student and teacher together in collaboration choose the best variant for work),
- implementation of selected variants,
- the evaluation of work and results.

All these variants should be in line with the objectives of the class to be appropriate level of knowledge of students, and their mental and physical abilities, to suit the professional qualifications of teachers, and that there are technical conditions for their exercise. In the realization of one time does not have to access all stages of responsible teaching. This model of work can be realized only in one part time, or during all the hours that are used variants of responsible teaching course in accordance with the cases that follow (Ilic, 2000). We assume that the beginning of this kind of work students was unreal, after all, are not accustomed to this method of operation. However, for a few hours, students will be more free in the choice of variants for work, which represents a major turning point in the current work of both teachers and pupils. With the introduction of responsible teaching rejects the traditional school that is not able to be in line with the current needs of the entire society. Every day we see continued progress and

development of techniques and technologies, and the school, what is one of the most valuable in the life of every individual remains on the sidelines. Reform is necessary, and the introduction of responsible teaching in the classroom, we strive today to convert the school into a modern school. Through the current time responsible teaching students as we have already said, offered more options for work, provided that they choose the best. Here you can see a huge collaboration between teachers and students. Students are no longer perceived bossy teacher's order. No imposition of work, but goes a harmonious time with the teacher's guidance, assistance and support. Even if students sometimes make mistakes, there is no need to fear as a classic moments earlier. Students do not feel the fear of failure, and accordingly show a better performance and are more successful. Very big role in responsabilnoj set plays and rationalization of teaching time. In connection with this approach is the most important, and not wasting time on unimportant and unnecessary. The time is used economically, and students are able to work in a faster and easier way to them, because they are properly directed by the teacher, and not wander when it comes to solving lessons. I keep getting feedback through interaction. The teacher would for such special classes should be prepared, in collaboration with other colleagues. Responsibly way of teaching would be more efficient if they are planned in professional actives school, where the teachers agreed on the mode and technique of execution of such classes. Teaching is based on this principle work has a big impact on the student's ability to launch, as a joint in cooperation with the teacher selected mode, which should be favorable for them and of course one that is possible and achievable. Through the responsible teaching is also learning and accountability, because as they are given freedom to choose the mode, also bear responsibility along with the teacher, and not themselves, for what do about the curriculum. With the introduction of responsible teaching and its application, the present system of education would be closer to Step modern school. We know that it is very difficult to suddenly switch to a different system of education, although this was already witnessed for many years. Many times she tried to carry out a reform of the current educational work,

but to no avail. To facilitate this path, alternative modern school could be just responsible teaching, in part because it carries the characteristics of contemporary school. In responsibilities set all aimed at students, as we have already stated, definitely changing roles of students and partly the role of teachers. In modern school not only met the wishes and needs of students, but also teachers, which is of great importance for the entire educational system. Modern school carries great freedom that today's teachers do not possess. The current education system is forcing them to work under the programs provided by the state or the Ministry. They have no freedom to choose. Deprived for many development and change, because it is not allowed any modification or deviation from prescribed. Modern school definitely has a different perception of teaching, where teachers are the builders of their work and promotion, and students together for teachers holders of all the activities, which corresponds to responsibilities set, which aims to unite teachers and students. An important role is played by the willingness of students to find the best possible variant for work. Thus developing their creative abilities, and become little explorers. In this way, the positive changes taking place in the school, differentiated curriculum and work. No shoving changes. Students and teachers have the freedom to choose where they are actively involved and parents. Modern school thus becomes creative workshops, in which active joint forces participating student, teacher and parent. To work in this way it would be necessary to determine the working groups to define a clear work plan, with clearly defined objectives and time of realization. Teachers should be trained for managerial management. It would be necessary and to organize seminars related to this topic, in order to facilitate the work. The most important thing is that the modern school offers school without coercion and failure. Students need not fear that you will finish the class, or whether you will get a bad grade. There are no strict punishment. Students taking the creative people together with their teachers. Learning by heart is rejected in its entirety. Students learn their own strengths and their personal abilities and reasoning. Develop their skills and enhance cognitive activity. Students are not burdened with unnecessary things, but learn what is

needed and applicable in real life. In this way, students are trained to change the world around them. Exchange information, cooperate actively with teachers, deal with different types of problematic character where flexing their mental abilities, and are thus further develop (Ilic, 1999). Included in all phases of planning, and their teachers provide maximum support and relief work. Provided their constant feedback.

Internet and interactive learning

Information Technology and the Internet radically change and transform the school. For the successful transformation of the current education system in Bosnia and Herzegovina is a necessary learning process reengineering educational institutions and adapt existing and establish new institutions that will permanently and organized to encourage the development of this system. (Kudumovic, 2006) There are enormous opportunities offered by new educational, IT and mobile technology as a tool for teaching and learning in education and are consistent with the strategy. M-learning seems promising and supports the learning and teaching process. M-learning is still the most sense when considered in the context of improving the productivity and efficiency through just-in-time, just-in-place dynamics, integrating functions that are commonly used and the Internet as a new and unique medium. Its main characteristic is that it's a global computer network. (Kudumovic, et al. 2015) Thanks to the internet geographical location of participants in communication becomes a negligible factor. Sam internet presents a multimedia virtual space in which they are present millions of users, motivated to make contact with other people, to establish business relationships, and many other shapes and forms of communication (LINKgroup, 2012). Internet has a unique feature compared to other media, which had been made earlier, is interactivity. This circumstance, combined with the other features it offers huge opportunities in different parts of human activity. Internet as a medium to students and teachers access to a wealth of information, which previously had no options, as well as mobility. Students using the Internet easier and faster access to information, searching for solutions to differ-

ent types of problems, and develop their individual abilities. Teachers are also able to participate in various forums on the Internet where they can share their experiences, but also to seek advice on any matter. The use of the Internet by teachers and students learn together interactive learning, which is a modern school necessary and inevitable. Interactive learning involves a process that shows the results regarding the changes in thinking and behavior, which are made on the basis of experience, traditions and practices achieved in social interaction. Democratic participation of all students and their leader in the identification, implementation and evaluation of the most favorable variants of teaching and learning in modern teaching dominant feature of interactive educational and educational activities. By entering demokratsko participacijskih changed fundamentally changing the relationships and enhances interactive learning and teaching (Suzic, 1999). The interaction within the framework of modern teaching has a positive effect on the development of interpersonal and intrapersonal the quality of students' personality. In the context of modern teaching creates a supportive climate for the establishment of positive interdependence of all its participants. With this teaching takes place democratically selected cooperative learning. Modern teaching students not only makes it possible to prepare for the future, but also to actively participate in social reality. Students have many options in a way that fully meet and coordinate demokratski. Reform of the teaching and the school is not possible without the development of new and more effective model of teaching. One can not expect that authoritarian teacher conducts modern teaching. This type of teacher denies his students in the cultural, cognitive and value terms. Modern Educational be successfully carried out a teacher who is able to communicate with students less formalistic, which supports students and does not doubt in it (Suzic, 1995). Using the Internet and the creation of interactive learning, teachers and students will achieve better performance both in school activities and in extra-curricular, such as various competitions and sl.Na this way will get to know a different source of acquiring his knowledge that is completely unique and facilitating. Then, there will no longer be limited to textbooks that are prescribed, but if this kind of work to be

able to create new and different paths of knowledge acquisition, and information exchange. It will work on a new, different and interesting way.

Objective

The objective of this study was to examine the possibility of introducing the teaching innovation and information and communication technologies, such as various innovative teaching models, different ways of working, planning, monitoring and evaluation, gradually creating a vision of contemporary svaremenog schools and society in general. It should be added and the importance of the media that support today's learning. Internet to a large extent makes it easier and faster learning and advancement. The main objective of the research was related to ukučivanje teachers, to create a modern school, with the aim of better and more efficient teaching.

METHODOLOGY's done, research in 4 primary school, Primary school "Liješće" and Primary School "Sveti Sava" in the municipality of Brod and the elementary school "Rayon" Zavidovići and Olovo Primary School. The survey covered a sample of 75 respondents. Respondents expressed their opinions, views and suggestions around the amendments to the existing modes, namely the creation of proposals for carrying out the teaching process in order to modern school. Data collection method was a method of testing, through a questionnaire as a data carrier. Testing knowledge of others and accept the statement about them as a valid basis of collective knowledge. Given that people living in concrete reality, that reality that they observe, experience, communicate with each other about it, it is justified view that they have experience of the reality which they learned in our case teachers, teachers are active participants in the curriculum. The technique was a survey, which involves the systematic, relative transience and economy (Termiz, 2004). The instrument used for this research was a questionnaire.

Some of the research themes were related to the following:

1. Check that the shared learning and internet survey of teachers and students have a higher quality of the students knowledge.
2. Determine whether the students easier access to information using the Internet and other media.

3. To determine whether the students show a better working knowledge for innovative models of work, for example, problem teaching.
4. Determine whether the students work together better by learning using groups.
5. Determine whether the present pleasant working atmosphere working on the model of responsible teaching.
6. Check the results of the learning content that they have a logical structure.
7. Determine the level of communication and socialization.

It was stated several tasks that can provide good guidance for the teaching process for innovative models of work, and using the Internet. New methods and techniques, will certainly contribute to a better and more effective teaching, and also the faster development of each individual.

Results

Starting from the set research objectives and tasks set was carried out and interviewing faculty members, research results show that out of 35 respondents, in the municipality of Brod from two primary schools, Primary school "Liješće" and elementary school "Sveti Sava", and 40 participants 2 schools in the Zenica-Doboj Canton Elementary School "Rayon" Zavidovići and Olovo Primary School, which referred to the creation of the profile that will strive for modern teaching. Most of them, or more precisely, about 80.00% of respondents are committed to innovation, and to create quality modern teaching and the school as a whole in the study of total respondents most of them 72% were female respondents. In terms of gender structure was observed statistical significance.

Table 1. Common learning and research for teachers and students have a higher quality of the students knowledge.

Serial number	Answer	%
1	I do not agree	0
2	I'm not sure	5,71
3	I agree	94,29
	Total	100

With the statement that constation that joint learning and research for teachers and students have a higher quality of the students of knowledge, agrees the majority of all respondents 94.29%.

Overview of responses: Shared learning and research for teachers and students have a higher quality of the students knowledge.

Table 2. Interactive learning and teaching of students using the Internet easier and faster to reach the information, and are able to solve problems problematic character.

Serial number	Answer	%
1	I not agree	8,67
2	I'm not sure	6,11
3	I agree	85,22
	Total	100%

Yes learning using the Internet and interactive learning, students easily and quickly reach the information and are able to solve problems problematic character agrees over 85% of respondents, but it is interesting to them 8.67% disagree with it, while 6 11% are not sure of that.

Graph second Review responses: Interactive learning and teaching of students using the Internet more easily and quickly reach the information and are able to solve problems problematic character.

Table 3. Democratic learning creates and feels pleasant and agreeable climate / atmosphere in the classroom, and students are better cooperate with each.

Serial number	Answer	%
1	I do not agree	0%
2	I'm not sure	2,86%
3	I agree	94,28%
	Total	97%

Of respondents said that the democratic learning creates and feels pleasant and agreeable climate / atmosphere in the classroom, and students better cooperate with each other.

Overview ogobora: Democratic learning creates and feels pleasant and agreeable climate / atmosphere in the classroom, and students are better cooperate with each.

A significant number of respondents disagreed that using the media as sources of knowledge should become independent for more progress, but over 82% of them safe in this and agree.

Table 4. Using the media as sources of knowledge should become independent for longer progression.

Serial number	Answer	%
1	I do not agree	11,43%
2	I'm not sure	2,86%
3	I agree	5,72%
	Total	82,86%

Overview of Deferred: Using the media as sources of knowledge should become independent for longer progression

Table 5. Using innovative teaching models work the students have shown greater interest in learning.

Serial number	Answer	%
1	I do not agree	0,00%
2	I'm not sure	2,83%
3	I agree	97,17%
	Total	100,00%

Almost all respondents agree, except for a slight 2.83% of them, that using innovative teaching models Labour pupils show more interest in education.

Overview of responses: Using innovative teaching models work the students show more interest in education

Table 6. Innovative ways of working and educators achieve better results more efficiently work with students

Serial number	Answer	%
1	I not agree	2,88%
2	I'm not sure	5,71%
3	I agree	91,41%
	Total	100,00%

94.26% respondents agree that innovative ways of working and educators achieve better results more efficiently work with students.

Overview replies innovative ways of working students are preparing for the practical application of knowledge

Table 7. Interactive learning encourages a greater degree of socialization of students

Serial number	Answer	%
1	I do not agree	0,00%
2	I'm not sure	8,59%
3	I agree	91,41%
	Total	100,00%

The same of number respondents, 91,41% agree that interactive learning fosters a greater degree of socialization of students.

Overview of responses: Interactive learning encourages a greater degree of socialization of students.

Table 8. Innovative ways of working and educators achieve better results more efficiently work with students.

Serial number	Answer	%
1	I do not agree	2,87%
2	I'm not sure	2,87%
3	I agree	94,26%
	Total	100,00%

94,26% of respondents agreed that innovative ways of working and educators achieve better results more efficiently work with students.

Overview replies innovative ways of working and educators achieve better results more efficiently work with students is evident that the majority of respondents were in favor of innovation, and to create quality modern teaching and schools entirely, while others pleaded not sure, a small number of them was against.

Visible is that the majority of respondents were in favor of innovation, and to create quality modern teaching and the school as a whole, while the others pleaded not sure, a small number of them was against.

Conclusions

In the new network environment and the changes that are caused by technical, technological changes in information technology and information, the school as a social organization, should and must be replaced or to speed up the process of change within ourselves, to catch up with all the changes in the environment. In this context, the necessity of changed school that has to be transformed into an innovative learning organization. Through modern teaching models and modern competence to quality school students, but also teachers has enabled continuous improvement. Teachers are able to develop their skills and build their competencies and to use them in their work. Students are able to demonstrate their knowledge, develop their creative skills and develop critical thinking. In this way, learn and work in a very

special and completely new way of working, which represents a major improvement over the traditional school. It changes the role and position of both students and teachers. Students and their teachers meet their needs fully. There is no imposition modes and models of work, and is of special importance to, which is increasingly moving towards the modern school. Students and teachers take part in changing the world around them, as a basis to develop their own sense of security and confidence, and contribute to better quality and more efficient teaching.

References

1. BRANKOVIC, D., ILIC, M., 2003. *Fundamentals of pedagogy*. Banja Luka: Komesgrafika.
2. GLASSER, W. 1994. *Quality School*. Zagreb: Educa.
3. GLASSER, W. 1994. *A teacher in high-school*. Zagreb: Educa.
4. ILIC, M. 1992. *Classes of different levels of complexity*. Banja Luka: Farewell.
5. ILIC, M. 1999. *From traditional to high-quality schools*. Banja Luka, Faculty nfakultet. Papers No. 1.
6. ILIC, M. 2000. *Responsibly way of teaching*. University of Banja Luka.
7. KNEZEVIC, V. 1986. *Structural theory classes*. Belgrade: Institute for Educational Research.
8. KUDUMOVIC, M., S. KRSMANOVIC, KUDUMOVIC, D. 2006. *New Technologies and New Information Sysrem effect design of the whole organization*. Technics Technologies Education Management 01/2006; 1 (1).
9. KUDUMOVIC, M., et al. 2015 *New educational technologies and trends of mobile wireless technology in education*,. BJHS 2 (3, 38-42)
10. LINKgroup 2012 *E-learning e-learning*.
11. MUMINOVIC, H. 2000. *Possibilities of more efficient learning in the classroom*. Sarajevo: DES doo.
12. MUMINOVIC, H. 2013. *Fundamentals of didactics*. Sarajevo: DES doo.
13. TERMEZ, Dz. (2004). *The methodology of social sciences*. Lukavac: NIK, Graphite.
14. SUZIC, N. (1995). *Teachers 'and students' attitudes towards teaching*. Banja Luka: the National and University library of Petar Kocic.
15. SUZIC, N. (1999). *The interaction as a form of learning and teaching*. Group of authors, interactive learning, Banja Luka.
16. SLATINA, M. (1998). *Teaching methods*. Sarajevo: Faculty of Arts.
17. TERMEZ, DZ. (2004). *Methodology of Social Sciences*. Lukavac: NIK, Graphite.
18. VILOTIJEVIC, M. (1999). *Didactic 3 - syllabus*. Belgrade: Institute for textbooks and teaching aids.

Corresponding Author
 Dragana Aleksic,
 Elementary School "Lijesce",
 Brod,
 Bosnia and Herzegovina,
 E-mail: gagalukic86@hotmail.com

The questionnaire

Claims	I do not agree	I'm not sure	I agree
1. A joint learning and internet survey of teachers and students have a higher quality of the students knowledge.			
2. Interactive learning and teaching of students using the Internet easier and faster to reach the information, and are able to problem-solving tasks character.			
3. Democratic learning creates and feels pleasant and agreeable climate / atmosphere in the classroom, and students are better cooperate with each other.			
4. Using the media as sources of knowledge should become independent for more promotion.			
5. Using innovative teaching models work the students have shown greater interest in learning.			
6. Innovative methods of work students are preparing for the practical application of knowledge.			
7. Interactive learning encourages a greater degree of socialization of students.			
8. Innovative ways of working and educators achieve better results more efficiently work with students.			