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PARENT EDUCATION AND TEACHER AS A FACTOR ROAD SAFETY

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Abstract: This paper is particularly emphasized another aspect is very important for the formation of attitudes in traffic and the development of personality and its relationship to traffic starting from children as the most vulnerable participants in traffic to the parents and teachers of children who mainly learn the most and depend on in life. Education of all groups of traffic participants that reason is an important part of traffic safety which unfortunately in our country is still not understood seriously enough, nor indeed the mere possibility of traffic management. The paper analyzes the quality of education of children, parents and teachers to acquire knowledge of the traffic on the knowledge of traffic and identification of measures that are important for the preservation of life in traffic. Based on the research have been proposed and corresponding measures to improve this aspect of traffic safety because it is clear how education is important in building positive attitudes and increase awareness of the dangers.

Keywords: education of parents, children and teachers

1. INTRODUCTION

The development of traffic safety measures is based on two aspects: measures (traffic safety), and measures related to the prevention and reduction of the consequences of traffic accidents (passive traffic safety). From birth to the rest of his life, man is relying on other people, living in communion with other people, learning from other people, working among other people, and by itself, 'condemned' to interact and cooperate with other people. The education of road users is precisely based on the interrelationships between people, on our example of the relationship between children and parents, and also of children and teachers, and, ultimately, of the training and responsibility of parents and teachers.

2. RESEARCH METHODOLOGY

The scientific method can be defined as the universality of scientific and technical procedures that acquire or systematise new knowledge about a subject of research. In a narrow sense, it is a thought process that allows you to get to know the subject of the research. The subject of science is completely separated by its method, i.e. the way in which the subject finds out. General and specific methods can be distinguished. The most common special scientific methods in the area of traffic safety are: statistical method, experiment method, observation method, survey method and method of interview, comparison method and analogy method. The methodology defines and describes methods of knowledge, studies their design, efficiency, advantages and disadvantages, values in the field of application. The methodology should help select the method of research. The choice of optimal research methods makes it easier to do research.

2.1. Subject research

With the emergence and development, traffic has brought many benefits to life and has made life easier. Traffic began to develop very rapidly, so today it has become dominant in all areas of life of every person from the youngest children to the oldest participants. Today, with reason, we can say that a man is increasingly endangered by the negative effects of traffic. It is therefore very important to have a good system of protection and to manage traffic safety. Large funds are invested in prevention in traffic protection, but unfortunately such a case is not with us. There is a lot of investment in projects of importance for improving security in the world. In this sphere of projects include programs for prevention and education of participants in traffic. Particular importance for us is the education of the youngest in wards in traffic, their parents and teachers, which is also the topic or subject of research of this paper. We dealt with this problem in the territory of the municipality of Laktasi, where we examined the education of children, parents and teachers. We will study the level of education and knowledge of traffic in the youngest participants (children under the age of 8), then the level of knowledge of parents and teachers.

2.2. Hypotheses

Children are victims in every third traffic accident, that is, every four minutes a child dies in the world. The most risky places for children are in settlements, when crossing a carriageway and at pedestrian crossings, places with reduced visibility and places where cars are parked. It is especially important to highlight three aspects of vulnerability, that is, children suffer as cyclists, pedestrians and car passengers.

2.3. Research Area

The research was carried out on the territory of the Municipality of Laktasi. The municipality of Laktasi borders with the municipalities of Celinac in the south, Prnjavor in the east, Srbac in the northeast, Gradiska in the north, and with the City of Banja Luka in the west and south. Through the municipality of Laktaši, the Gradiška-Banja Luka highway connects Banja Luka with the Zagreb-Belgrade highway. The construction of the Banja Luka-Doboj highway is under way, which will be connected with the Mahovljani loop in the municipality of Laktasi with the built motorway. Through this municipality, significant highways such as Gradiška - Banja Luka, Klačnice - Prnjavor and Klačnice - Srbac, as well as numerous regional and local roads, pass through important municipalities.

2.4. The aim of the research

The aim of this research is to analyze the level of knowledge of children in the 1st class on knowledge of traffic, then analyzing the education of parents and teachers about traffic. The analysis was carried out on the territory of the municipality of Laktasi. The ultimate goal is to protect children from the negative consequences of traffic, then to emphasize their inadequate education and elemental ignorance of traffic. It is children's education

one of the important aspects of building personalities and positive attitudes in traffic, and one of the ways of adapting and integrating children into a complex transport system. With proper and timely education of preschool children we will reduce the percentage of children's participation in traffic accidents and create the necessary preconditions for building the correct attitudes and behaviors later on in traffic.

2.5. Research time

The research period covered the period of September and October, in the area of Laktaši municipality. The time of observation and anchoring of traffic accidents covered the period from 2010 and 2014. Observations included children of the first grade of elementary schools. The interview was conducted in the period from 14.09.2015 to 18.09.2015.

2.6. Method of research

The method is the process by which a predetermined goal is achieved. The method is a deliberate and planned action in order to achieve a goal. The scientific method can be defined as the universality of scientific and technical procedures that acquire or systematise new knowledge about a subject of research. General and specific scientific methods can be distinguished. General methods are: analysis, synthesis, abstraction, generalization, induction, deduction, etc. The most common special scientific methods in traffic safety are: statistical method, method of experiment, observation method, survey and interview method, comparison method and analogy method. In this paper, a survey method was used. Survey is a scientific method that consists in examining the circumstances of individual cases. The following techniques are used: questionnaire, interview, scales of assessment, tests.

3. EDUCATION OF PARENTS AND TEACHERS

When analyzing the risks that children face in traffic and their environment, it is very important to identify those who are responsible for risk creation and risk management. It is best to match the system so that education includes parents, teachers, educators and children. In addition, we need to educate drivers, especially younger

and inexperienced about the abilities and characteristics of children, that is, to raise awareness among people about the limited abilities of children. In order for the entire traffic education system to function, it is necessary to implement measures in order to acquire the knowledge, skills and habits necessary for safe participation in traffic.

In gaining knowledge, abilities and attitudes in traffic, they have:

- Family, or habits and attitudes that come to life from the earliest days in the family, which includes traffic,
- Cantonal, entity and state bodies responsible for childcare, and the adoption of programs and measures for education of children and the conduct of educational activities, Bodies responsible for internal affairs in terms of realization of the education programs and education programs starting from preschool institutions to secondary schools, work of school traffic patrols and patrols of citizens
- The institutions and authorities in charge of the health of citizens who will provide education on safe participation in traffic with this aspect
- Agency for Traffic Safety,
- Local self-government and authorities at that level that can also support the planning and implementation of measures to improve education and security at the local level, that is, protection in more intricate zones,
- Pre-school institutions, primary and secondary schools that can realize and devise programs within their competencies,
- Professional and scientific organizations that are directly or indirectly engaged in education and traffic,
- The media and other public information that can actively participate in the education and formation of positive attitudes,
- Associations, groups of citizens and non-governmental organizations that can

encourage discussions on these topics and launch many projects and initiatives

We currently have poor traffic education starting from preschools up to high school, because very little is invested in education, especially in traffic education. Plans and programs of education of children must contain literature, subjects and chapters on transport education and education. Regulations on the content of curricula related to the education and safety of children in traffic are issued by the Minister responsible for education. In the case of trainees or candidates for drivers, every legal entity that conducts training of candidates is obliged to access this job in such a way as to provide the candidate with basic theoretical and expert knowledge, i.e. the practical skills they are necessary for self-management of the vehicle in traffic.

3.1. Teachers

Teachers play a very important role and after parents who are first in touch with children, the most important task in the education of children. Their task, in addition to the experiences in traffic, introduces children in a very complex system in order to teach them adequate behavior. It is especially important to upgrade knowledge that has been achieved in the family, trying to achieve maximum results. Traffic education is required to work continuously throughout the year, to acquire new knowledge, to expand existing ones, to improve the good habits and abilities necessary for the safety of children as pedestrians, in-car passengers or cyclists.

Teachers should pay attention and educate children to adhere to those rules that are absolute and lasting, and as such do not suffer exceptions. Such examples are that they always have to stand at a pedestrian crossing, turn to help an elderly person and a policeman, move away from the curb, not

run into the street, not cross the street, not stand between the vehicle and the door of the vehicle, etc. In addition, they must teach children the dangers they threaten on the street from vehicles and traffic. In doing so, care must be taken to avoid the fear of children who will paralyze them in thinking about reactions and judging. In addition to theoretical instruction, it is very useful for children to teach on concrete examples in practice by showing concrete examples of how to walk with a sidewalk, a view to the left right before crossing the street, a place where we are crossing the street, etc.

Children learn a lot of things through the game, so we should try to get them closer to traffic through more interesting ways of teaching or listening. We can achieve this by means of traffic polygons and by creating a model. Thus, the educator will regulate the child's experiences. The model can be made on the table and on the floor with the help of the prepared intersection strips, figure of people and children, vehicle model and traffic signs. The educator thus engages children and encourages thinking by giving them picturesque examples in order to better understand and create a picture of what is in traffic.

In many countries, the subject of traffic safety is part of the training of teachers and teachers.

Especially for younger children together with their parents, they should serve as a role model. It is therefore important to adjust the strategies that are being taught, then parents and teachers need to provide children with uniform information and behavioral rules. The school may also be an intermediary providing information to parents on road safety, on the road from home to school, in school zones. The school can also coordinate traffic around the school in cooperation with the police and security authorities in order to, for example, reduce the level of driving and parking around the school. Schools can organize

parents' associations in order to discover problems and shortcomings on specific examples of parents' problems. In some countries, the role of teachers in transport education is strongly supported by the police who are actively committed to working with schools and children. In our practice, most of the teachers have not received any education from traffic safety, nor are they

it will give methodological approaches and know how to treat these topics in dealing with children. Developing and acquiring a traffic culture in children and young people, in preschool and school institutions, may be the only organized and acceptable ways of acquiring appropriate and adequate habits in traffic. Most of the school institutions carry out the basics and knowledge of traffic and acquire a traffic culture through traffic sections, which is insufficient. Teaching disciplines, such as traffic education or traffic culture, should be the basis for curricula that will be an obligation for all elementary schools and an integral part of the selected chapters in secondary schools. Well-prepared primary school students and warned high school students could deal with

problems from traffic. If they remain in the category of pedestrians, they will no longer have the possibility of traffic education, unless they begin to develop in the direction of secondary schools and faculties in the field of transport, which is certainly a small number of the population. Certainly, the mentioned fact should be taken into account by the society and that it is necessary to develop programs that could be implemented even after this age, which relate to traffic education, because in traffic, it is too often too often to be left to the case and unorganized development. The basic program contents, which relate to the development of the traffic culture in preschool and school age, should be determined in accordance with the following pedagogical requirements:

- pre-school children should only be given the knowledge that is available to his / her intellect, i.e. age, and any introduction into the traffic culture should be gradual and based on the existing fund of words and concepts that are gradually expanding,
 - developing personal skills such as autonomy, cautiousness, manageability, visibility,
- ie. everything that a child can use both as a pedestrian and as a traveler,
- the child should be directed to the consistent execution of what was said in the field of traffic behavior in order to fully comply with traffic rules and traffic regulations.

The assumption, from which adults leave, that children need to acquire a certain amount of traffic knowledge and that this will reduce the number of traffic accidents, is in any case the wrong basis for the development of a traffic education program. The didactic approach to "stand, look, listen, thoughts" proved inappropriate because traffic situations are complex and unpredictable. We can not expect children to sit in school benches in a "safe" environment, passively listen to teachers, learn random traffic rules and signs and, consequently, succeed only in "insecure" external roundabouts, i.e. on the street. So, children need to experience certain traffic situations, see realistic traffic relationships and train them how to cope with them. Research has shown that some children do not even understand the verbal instructions on the traffic that parents or teachers give them, e.g. "Be careful", "be careful", "watch more", "we must cautiously cross the street", "you have to consider and look when you are on the street", "many children are killed in many traffic accidents", etc. All of these guidelines are generalized and the question arises as to whether children are perceived and understood by them in the context of traffic behavior in the way adults think they have transmitted the instructions to the child. Many children,

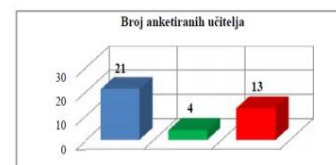
especially younger ones, have no idea about terms such as: sidewalk, pedestrian, etc.

3.2. Analysis of the teacher's survey

A total of 38 teachers were interviewed by the fourth grade at the elementary school "Georgios A. Papandreu" Aleksandrovac, Elementary school "Desanka Maksimović" Trn and elementary school "Mladen Stojanović" Laktaši. The questionnaire contained 9 questions with the answers provided, where one of the offered answers had to be circled.

Tabela 1. Broj anketiranih učitelja po Osnovnim školama na području opštine Laktaši

Redni broj	Naziv škole	Adresa	Broj anketiranih učitelja po osnovnim školama
1.	OŠ „Georgios A. Papandreu“	Gradiška cesta 55, Aleksandrovac	21
2.	OŠ „Desanka Maksimović“	Dositejeva 34, Trn	4
3.	OŠ „Mladen Stojanović“	Karadordeva 105, Laktaši	13
Ukupan broj anketiranih učitelja			38

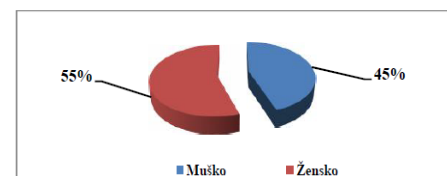


Dijagram 1. Broj anketiranih učitelja po Osnovnim školama na području opštine Laktaši

Broj ispitanika po polu:

Tabela 2. Broj anketiranih učitelja po polu

Muško	Žensko
17	21

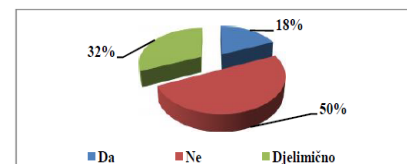


Dijagram 2. Ukupan broj anketiranih nastavnika po polu

1. Da li djeca imaju dovoljno znanja prije dolaska u školu?

Tabela 3. Da li djeca imaju dovoljno znanja prije dolaska u školu

Da	Ne	Djelimično
7	19	12



Dijagram 3. Da li djeca imaju dovoljno znanja prije dolaska u školu

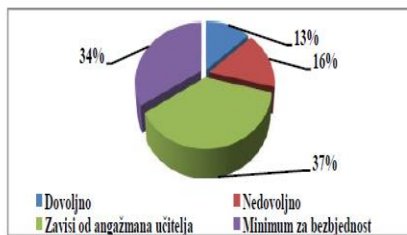
When asked: "Do you have sufficient knowledge before coming to school," according to the assessment of teachers, 32% of them think that children have partially knowledge of traffic, 50% think that children do not have enough

knowledge about traffic, while 18% think that children have enough the knowledge that she would participate in traffic safely, that is, from home to school and back.

2. How much knowledge about school traffic safety is provided to students?

Table 4. How much knowledge about traffic safety of schools provides students

Dovoljno	Nedovoljno	Zavisí od angažmana učitelja	Minimum za bezbjednost
5	6	14	13



Dijagram 4. Koliko znanja o bezbjednosti saobraćaja škola pruža učenicima

By analyzing the question: "How much knowledge on traffic safety schools provide students", it was concluded that 34% believe that school provides a minimum knowledge to children about traffic, 13% believe that the school provides enough knowledge to children about traffic, 16% believe that school insufficiently provides knowledge of children on traffic, 37% think that the knowledge of children depends on the teacher's personal engagement.

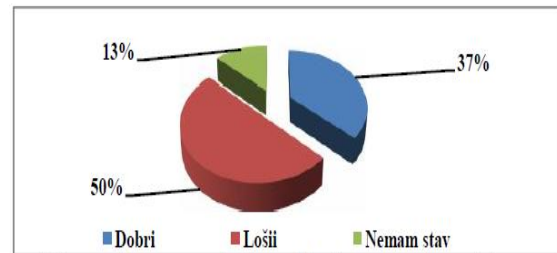
3. How do you evaluate the quality of textbooks and materials for education of children?

Table 5. How do you evaluate the quality of textbooks and materials for education?

3. Kako ocjenjujete kvalitet udžbenika i materijala za edukaciju djece?

Tabela 5. Kako ocjenjujete kvalitet udžbenika i materijala za edukaciju

Dobri	Loši	Nemam stav
14	19	5



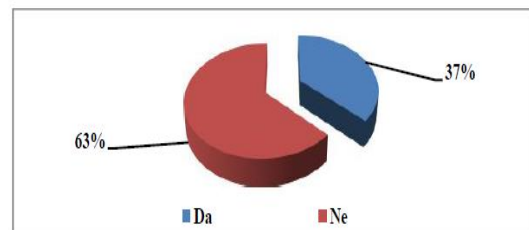
Dijagram 5. ocjenjujete kvalitet udžbenika i materijala za edukaciju

When asked: "How to evaluate the quality of textbooks and materials for education", 50% answered that textbooks do not have the necessary quality for education of children in traffic, 37% think that textbooks provide a high quality education, while 13% have no opinion on this issue.

4. Do you use additional literature in working with children?

Table 6. Do you use additional literature in dealing with children

Da	Ne
14	24



Dijagram 6. Da li koristite dopunsku literaturu u radu sa djecom

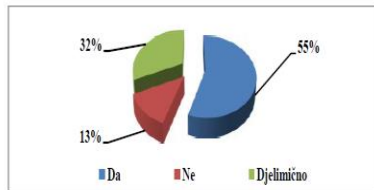
Based on the question: "DO YOU USE A SUPPLEMENTARY LITERATURE IN WORK WITH CHILDREN", 63% answered that they do not use supplementary literature, and 37% said they use supplementary literature but did not say which one.

5. Would teacher education help children's education?

Table 7. Would teacher education help children's education?

Da	Ne	Djelimično
21	5	12

Analizom pitanja: „DA LI BI EDUKACIJA UČITELJA POMOGLA U EDUKACIJI DJECE“ može se zaključiti da 32% smatra da bi edukacija učitelja djelimično postakla rad sa djecom u saobraćaju, 55% se izjasnilo sa DA, 13% se izjasnilo sa NE, da edukacija učitelja ne bi dala pozitivne rezultate.

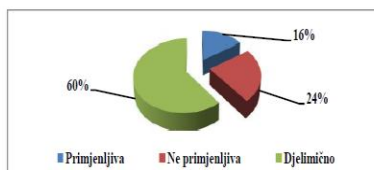


Dijagram 7. Da li bi edukacija učitelja pomogla edukaciji djece

6. Koliko su praktično primjenjiva znanja koja učenici stiču saobraćaju u osnovnim školama?

Tabela 8. Koliko su praktično primjenjiva znanja koja učenici stiču saobraćaju u osnovnim školama

Primjenjiva	Ne primjenjiva	Djelimično
6	9	23



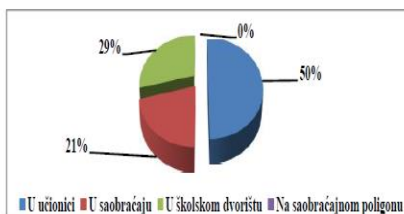
Dijagram 8. Koliko su praktično primjenjiva znanja koja učenici stiču saobraćaju u osnovnim školama

When asked: "WHAT ARE THE PRACTICAL APPLICABLE KNOWLEDGES WHICH PUPILS ARE ON TRAINING IN PRIMARY SCHOOLS, 60% think that traffic knowledge is partially applicable, 16% think that children who acquire knowledge in school about safety participation in traffic are applicable, 24% believe that the acquired traffic knowledge is not applicable.

6. Where do you work with children when learning about traffic behavior?

Table 9. Where do you work with children when learning about traffic behavior?

U učionici	U saobraćaju	U školskom dvorištu	Na saobraćajnom poligonu
19	8	11	0



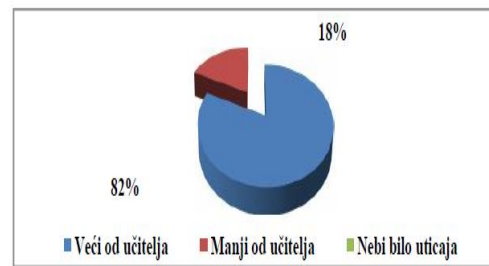
Dijagram 9. Gdje obavljate rad sa djecom kada ih učite o ponašanju u saobraćaju

When asked "WHERE DO YOU WORK WITH CHILDREN WHEN YOU LEARN ABOUT TRAINING IN TRAFFIC" 50% of the teachers answered that they work with children in the classroom, then 21% of teachers with children work in traffic, and 29% in the school yard. It should be noted that there is no traffic education field for children in the municipality.

7. What is the importance of a traffic police officer in the education of children?

Table 10. What is the importance of a traffic police officer in the education of children?

Veći od učitelja	Manji od učitelja
31	7



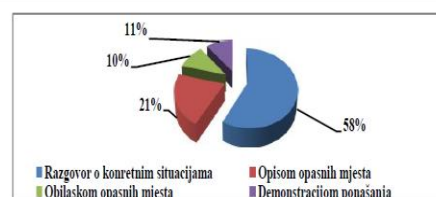
Dijagram 10. Kakav je značaj saobraćajnog policajca u edukaciji djece

By analyzing the questions: "What is the significance of a traffic policeman in education of children", 82% responded that the impact on children large, while 18% answered that the influence of teachers on children higher or so children learn more.

8. How do students learn about traffic hazards?

Table 11. How to get to know students about traffic hazards

Razgovor o konkretnim situacijama	Opisom opasnih mjesta	Obilaskom opasnih mjesta	Demonstracijom ponašanja
22	8	4	4



Dijagram 11. Kako učenike upoznajete sa opasnostima u saobraćaju

On the basis of the "HOW TO INTRODUCE STUDENTS THE DANGERS IN TRAFFIC" questions, 58% have spoken with students about concrete situations in the classroom, 21% describe the dangerous places they encounter on their way from home to school; 10% teach children by visiting dangerous places, and finally 10% demonstration of proper movement (along the sidewalk, pedestrian crossings, etc.)

4. CONCLUSION

The survey examined the views and opinions of the teachers. From this we can conclude that there is much room for improvement because children do not have a satisfactory level of knowledge of traffic regulations. Teachers do not have the necessary knowledge and support in order to successfully work with children, and parents also have no developed awareness of the importance of traffic education. We also have a group of irresponsible parents who are not aware that a bad example teaches a child to behave in the same way. In addition, they consider that education and learning is not their obligation, but the obligations of teachers and other teaching staff. This attitude is disastrous, as are the bad attitudes of drivers who have no understanding of the children. Schools also do not have adequate support in work and equipment. Children most often learn uninteresting lessons and lessons that can not be understood and from which at the end of time nothing remains. It is therefore necessary to adapt the knowledge acquisition system in such a way that there are as many practical examples and demonstrative learning in the field, in traffic, in the yard and in the traffic field. The competent state institutions, primarily the Ministry of Education, as well as the institutions of local self-government, must, within their competencies and possibilities, intensify their preventive work on the safety of traffic through the education of the

population (especially children, but also adults, primarily parents and teachers) in the form of campaigns and similar activities.

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