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The Role of the Cultural Institutions in the Civic Education

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Abstract: *The culture can be understood as a way of life in which people rely on tradition and creatively utilize the present reality with new achievements and new values that promote the human rights and freedoms. The cultural needs are important factor for the social groups, the audience and the groups that are active in creating free time activities, festivals, manifestations etc. The role of the cultural institutions is of great importance for civic education, because through them citizens can function as an active, informed and culturally noble person in society. Every citizen of a society has the inalienable right to culture and cultural policy because it stands for the regulation of interests in culture and decision-making in all matters relating to the cultural development of a global society. [10] The main feature of the democratic way of thinking is that a number of different cultures create wealth offered by cultural values and should be nurtured. The democratic principle of the rights and freedoms of man aims to enable all citizens to equally participate as creators and consumers of culture.*

Keywords: culture, institutions, civic education, influence.

1. Introduction

In modern theoretical approaches, the culture is treated as a value, which is connected to the quality of human's living, by which the result is a dimension as a tool for development. The cultural forms have been and are still used for accomplishment of wider aims especially in the education. In order the culture to enrich and to raise the quality of life and to provide economic and spiritual reproduction, we should invest in it, in its development and revitalization.

Using the culture as a resource for development doesn't refer only to the artistic values, but it refers to the way of life, the human relationship with others and the relation with the nature.

The culture and the cultural institutions play a great role in the civic education, because through them the citizens can culturally up stand, they can develop their views toward the world, their knowledge and skills and thus to function as an active, informed and successful citizens of a democratic society.

2. The culture and its principles

The culture can be understood as a way of life in which people rely on tradition and creatively utilize the present reality with new achievements and new values that promote the human rights and freedoms. The culture can be defined as a continuous process and open system, primarily because of its internal dynamics. The culture's thought is built on a few fundamental principles: access, diversity, openness, responsibility and flexibility.

The access to cultural values relates to the achievement of the cultural rights of citizens by raising the standards of artistic creation in desire the work to become accessible to all. The changing and upgrading the quality of life happens when the art becomes culture and its values are seen by the audience. It

is a prerequisite for the emancipation of the human condition and the survival of the arts and cultural development.

The art has an aesthetic and spiritual significance and it survives until there is an audience that follows it, because it is formed nascent and perspective of the new creation in it. Among the young readers, visitors to exhibitions, concerts, performances, etc ... will be born the future writers, painters, musicians, actors, based on taste, education, imagination, experience the artwork and different perception and interpretation of its meaning. The experience and interpretation of the work by the audience as a whole and of each user individually, recreates copy and revives artistic accomplishment and art, which enriches the personal and collective experience, and national sensibility. Hence the national program is guided by the principle of democratic distribution and mass acceptance and undertaking of the national and the universal creative achievements.

The diversity refers to the nurturing and expanding the wealth of diversity in the cultural identity, highlighting differences and different experiences, as the value of the individual, social groups and nations. Through them are expressed their recognition and their identity.

The openness exists as a fundamental principle in the cultural system for the culture through communication can be improved and to check itself. This is achieved through the acquisition of new knowledge and experiences of other cultures of other nations, thereby allowing expansion of spiritual horizons and selection of the values by their own taste and critical awareness in the assessment and evaluation of the cultural content and the cultural values.

The responsibility is a fundamental principle in the cultural system. Beside the expansion of the rights, the rewards for well done job there is also a need for rising the moral and legal needs for responsibility of the discipline in the work as well as control of the quality of the tasks done.

The flexibility refers to the need of using all the good opportunities for cultural development. The changes in culture are inevitable, but if we react creatively on them then the success is inevitable. The principle of flexibility means that there is an opportunity for spontaneous initiatives, composed of more people or groups of people with the same or similar affinities, who need support so they can meet their needs more effectively. Every citizen of a society has the inalienable right to culture and because of it the cultural policy stands for the regulation of interests in culture and decision-making in all matters relating to the cultural development of a global society. [10]

3. Cultural Needs

The cultural needs are the ones by which help the man accomplishes as a human being, by which he develops its personality through acting, producing and creating new material and spiritual values. Self-actualization comes differently in every man through scientific, artistic and productive work, which on other hand depends on the culture, the society, the family and on the whole system of values that the man accepts growing with a culture. The cultural needs are important factor for the social groups, the audience and the groups that are active in creating free time activities, festivals, manifestations etc. There are different types of cultural needs:

- linguistic expression and communication;
- knowledge and dissemination of the view;
- artistic needs;
- aesthetic experience and
- creative needs [10]

Although these cultural needs are equal, the individual very often needs just some of them, depending on his way of life. There are people who have delayed acquisition of cultural needs, and some people can suddenly develop creative needs. Therefore it is necessary to create conditions for the development of cultural needs and gaining cultural habits from their early years. Creating appropriate programs of activities for children of preschool age, children from school, for teenagers, adolescents, middle generations and retirees is the sole reason for the cultural habits developed by birth until the end of life.

The development of cultural needs and interests of the person for certain forms of artistic expression, the quality of cultural life, the relationship to the world and culture are defined by cultural life of the family in which a person grew up and built as such. The atmosphere of the family cultural life in which the child develops and grows, is made by the library at home, pictures on the walls, the style of editing at home, the choice of clothing, food culture, talks exit, listening to music, watching TV shows, etc. As a result the person later in life develops different interests, preferences and affinities for cultural values. [10]

4. Cultural Institutions

The cultural institutions are institutions in which happens an overall presentation of the cultural achievements and place

for meeting the needs of the citizens. The role of the cultural institutions is of great importance for civic education, because through them citizens can function as an active, informed and culturally noble person in society. There are a number of cultural institutions, but this paper will retain only some of them: cultural centers, theater, libraries and museums.

4.1 Cultural Centers

Displaying masterpieces of artistic creation, encouraging creativity, animation and education represent the basic concept on which the cultural centers are based. The main task and function of the diffusion of culture in the cultural center is a choice or selection of content and presentation of cultural goods from local, national and world cultural heritage. To perform this task entirely there are institutional segments with their own, precisely defined space and activity, a library with reading room, gallery to gallery or museum collection or phonetics. The cultural center usually found the following sectors: theater, music, art, cultural, literary and social and political science, which through various program activities carried creation, animation and diffusion.

The function of the cultural center should be encouraging the creation and fostering of cultural goods, it should be a center of cultural life in an environment in which their content work will affect the civic education. It will work only by providing adequate space and opportunity to all organizations and associations, artists and cultural workers to implement their programs.

The main tasks of the cultural centers are the following:

- encouraging creativity (support and encouragement of research and searching for new means of expression, supporting experiments and use new media aesthetic expression, as well as projects and institutions that deal with the production and dissemination of cultural content and values of young people);
- provision of artistic, scientific or technical value of the program, its originality and oddity;
- informative program that has educational significance, because it introduces the visitors much deeper and more contextual with aesthetic values and other programs;
- provision of a variety of ways and methods of presentation of the program;
- provision of a program that has social and cultural meaning and
- provision of programs for participation (taking participation by interested citizens in the creation of programming concepts, implementation of projects and programs discussing the occasion).

The cultural center takes an important place in the cultural development which priorities are the following:

- support of the cultural centers through realization of a pilot projects of mutual financing from the state and community budgets;

- trainings of the staff in the cultural centers for implementation of a modern management, marketing, planning and financing from other sources and
- support for the co-production projects which will be presented in many communities in the country.

4.2 Theater

The theater is a collective art and the theater management, diffusion and animation and storage and protection realized by the theatrical work is very important. [2] The performance begins to live and establish cultural communication with the audience even after its performance, and hence the interest of actors and artists to display their artistic achievements in front of a full hall and the interest of society as much to spread and promote theater culture. Theater occupies important place in school curricula, as a general educational subject, which will contribute to the development of theater culture, but there should be some other forms of popularization of theater in school, such as various types of animation, activation and adjustment of the students for physical and verbal expression, in the same way as they acquire the techniques of singing and painting.

4.3 Opera

The opera as a musical stage appearance equally deserves study as the theater and the music business. While in theaters is operated with a cast, the opera has singers and dance ensemble, choir and orchestra. Because of this it is necessary to create conditions for the daily exercise of ballet players and singers, not only to organize the work of production of new operas and performances of those who are already in the repertoire. For this reason, the financing of operas around the world is a high rate in the budget for culture. The number of operas is significantly lower compared to the theaters, and recently emerged chamber operas throughout Europe, as significantly less supportive financial institutions.

The opera has a very positive influence on raising the music as well as the civic culture among people, primarily through its way of manifestation. Attending the opera is not only important because of the contents, or the dramatic plot, but because of the interaction of all art forms that include performance. The textual part is a reflection of the thoughts of the writer and he wakes up new thoughts in the reader when reading the case. But the music, especially the scenic one, doesn't transmit ready thoughts, but causes deep feelings among students, while creating beautiful and extraordinary mood. The substantial part gives a dramatic performance, while all the drama of the literary work is accomplished through music solo arias, duets, trios, etc.. Accompanied by large orchestras, capable through music to enhance the drama and emotions, watching and listening to opera makes it more accessible to fans of this stage-musical art genre.

4.4 Libraries

The library exists as a key place that provides access to various sources of information, space and equipment and partially or completely covers the material and program

costs. The librarian activity occupies a significant place in the cultural development whose priorities are:

- creating the conditions for continuous and appropriate supplement of the library fund in public libraries;
- equipping public libraries with IT equipment and
- securing the paper stock and manuscripts which are materials of cultural heritage. [3]

The basic principle of the libraries has always been to foster the love of reading and its further development. The library as a national network for learning, acceptance and good civic education should always be in touch with the needs of the citizens, to enable cultural values, appropriate to their needs.

The library as a cultural institution is very important for the civic education, as it provides additional funds for research on the history, culture and identity. It is an educational and cultural institution that allows the interested through the book to educate, educate and satisfy their cultural needs. It organizes cultural activities that aim to contribute to the promotion and popularization of paper wealth in the library and in general books and reading. These activities are implemented through exhibitions of books, exhibitions of paintings, promotion of various artistic and scientific publications, forums etc. To promote and popularize the paper wealth in libraries some significant activities, cultural events, they inform the press, the radio and the television, in order to stimulate the interest of permanent and potential customers.

One of the most important things is to include the library in the world information networks, in order to allow access to automated sources and publicly available information, as well as to offer information resources available in the world. In that way are opened opportunities and challenges for cooperation and worthy presenting the world.

4.5 Museums

The museums as cultural institutions allow citizens to attend public collections and to explore for their inspiration, learning and enjoyment. They represent the cultural institutions that collect, safeguard and make accessible to all citizens art facts and examples. These items are originals, not copies, through which citizens can connect their cultural history to explore, explain and to use them in a way relevant to their needs. Museums have great importance for the civic education; they provide a unique opportunity for information and self-study, as through life and through educational activities. All of this is facilitated through exposure to materials, research and activities that bring to life the objects and not informed about the lifestyle, ideas and beliefs of the people who made them. [1]

The museums as cultural institutions should work more with schools, colleges, tourism organizations, other cultural agencies and local research companies. Main priorities of museum activities are the following:

- creating appropriate conditions and space of public, national and local museums according the modern world standards;

- support the researches of the archeological places for cultural, scientific and tourist research
- publishing catalogues of public museum collections.

5. Civic Education

The civic education, according to some authors, is a process of personality development and preparation of young people for social statements, dialogue and cooperation, based on respect for human rights, the established personal moral position and knowledge of state laws and mechanisms and principles of democracy. [9]

According to Ulrike Scholl, the civic education means "Transfer / acquisition in a formal educational framework of knowledge, skills and values that govern the functioning of democratic society at all levels". [8]

The successful implementation of civic education should provide training of citizens in exercising its rights and obligations under a democratic environment in which they live and work. The aim of civic education is participation of the informed and active citizens who are responsible and skilled in performing thoughtful and effective action. Every citizen in a democratic state should aim to:

- common good;
- broad knowledge and wise assessment of public affairs;
- developing skills for effective use of knowledge and
- protection from attacks on the rights of public or private source. [5]

The citizen participation will be fully and effective if citizens possess these values, knowledge and skills. And all this can be achieved through cultural ascent, individually and collectively, because culture is emerging as a fundamental value in the life of the individual and the society as a whole. Cultural ascent as such can be attained by the citizen only through the cultural institutions.

6. The Citizen and the Right of Culture

One of the assumptions for enabling the person to actively work to be confirmed as a democratic person in everyday life is the existence and respect for cultural rights and freedoms of citizens. Every citizen of a society has the inalienable right to culture and cultural policy because it stands for the regulation of interests in culture and decision-making in all matters relating to the cultural development of a global society. [10] The choice of cultural programs is determined not only by the needs and habits, but also to the financial capabilities of citizens, which means finding the appropriate tools and measures to enable the exercise of the right of citizens to cultural needs. The democratic principle of the rights and freedoms of man aims to enable all citizens to equally participate as creators and consumers of culture. [7] Therefore it is necessary to create the territorial mobility, expanding the radius of activity of the institution, so that the citizens, regardless of their place of residence, have equal opportunity for access to top cultural and artistic values.

The culture of every society is different depending on their history, language, tradition, heritage and sense of national belonging. Each culture is valuable and has the right of individuality and independence in its manifestation. The view of the equal value of different cultures is called cultural pluralism and its understanding is the basis of knowledge of cultural identity. The main feature of the democratic way of thinking is that a number of different cultures create wealth offered by cultural values and should be nurtured. Therefore it should not be absent the cooperation at the international level between cultural institutions, because it involves familiarization with specific experience of organizing work, principles of operation, protection of cultural heritage, access to world public funds and collections, initiating and participating in joint projects and so on.

If the civic education has a task to prepare young people for a civil action in a democratic society, then its successful implementation will be achieved through the application of methods, in which instead of transmitting abstract information out of life, more young people will be activated, emotionally engaged, motivated, they will arouse their interests and become independent thinkers. The cultural institutions play an important role on civic education, because if the school is developing interest and sensibility, then the cultural institutions by offering attractive and new program deepen and strengthen such interest.

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Jasminka Kocoska is an assistant professor at the Faculty of Education at University “St. Kliment Ohridski” in Bitola, R. Macedonia and teaches the basics of democracy with methodologies and civic education. She performs lectures and exercises on the same subject with a group of teachers and educators. Her interest is in the field of democratization of the educational process and all segments of civil education. At the same time she helps in performing other activities in other subjects from the group of methodologies taught in this faculty. Each year takes active part in organizing and carrying out the pedagogical practice with students, as one of the most important segments. She has participated in several research projects in the field of pedagogical sciences. Dr. Kocoska earned her doctorate in pedagogy in the field of methodologies at Faculty of Education at University “St. Kliment Ohridski” in Bitola.



Dobri Petrovski is a professor at the Faculty of Education at the University “St. Kliment Ohridski” in Bitola in number of subjects in the field of management of the first, second and third cycle of higher education. Also he teaches Organization of education and Librarianship. In the period 1993-2000 he was director of the University Library in Bitola, and in the period 2003-2007 has held office prorector for Teaching and Science at the University in Bitola. He has participated in numerous seminars, conferences, symposia and has realized several study visits at several universities abroad (Washington, USA, 2001; Greenwich, England; Malmö, Sweden, 2002; Nice, France, 2003; Ghent, Belgium, 2005; Lund, Sweden, 2005; Bergen, Norway, 2005). He has participated in the project activities, including particularly important, Tempus project Partnership in curriculum development for teacher training in democracy, which appears in the role of coordinator. Currently his position is associate dean for finance on the Faculty of Education in Bitola.