THE EDUCATION AT THE CROSSROADS – CONDITIONS, CHALLENGES, SOLUTIONS AND PERSPECTIVES

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MACEDONIAN SCIENCE SOCIETY- BITOLA,
with the cooperation and support of
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Teacher Education Faculty of the University of Belgrade,
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Preschool Teacher Training College "Mihailo Palov", Vrsac, and
Higher Education Centre Novo mesto.

The Conference is supported
by the Macedonian Academy of Sciences and Arts.

Conference Proceedings

THE EDUCATION AT THE CROSSROADS - CONDITIONS, CHALLENGES, SOLUTIONS AND PERSPECTIVES

International Scientific Conference
Bitola, Republic of Macedonia, November 10-11, 2017

**BITOLA
2018**

Conference Proceedings from the International Scientific Conference
THE EDUCATION AT THE CROSSROADS - CONDITIONS, CHALLENGES,
SOLUTIONS AND PERSPECTIVES
Bitola, Republic of Macedonia, November 10-11, 2017

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Bitola, March 2018

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WELCOME SPEECH

Dear colleagues, dear friends,

The academic community is always challenged! Or, it may be better to say that there is no calm, relaxed period, but on the contrary, every time is a new time, every day is a new day – working day. Therefore, we decided to mark the International Science Day in a working manner and to try our personal engagement to give an appropriate contribution and response to the challenges.

Education is at a crossroads, and for the decision, it is much easier when your colleagues help you. Therefore, in this occasion, I would like to thank our colleagues, supporters and co-organizers of the conference:

Faculty of Education Bitola at University "St. Kliment Ohridski Bitola; Teacher Education Faculty of the University of Belgrade; Faculty of Teacher Education at University of Zagreb; Faculty of Education in Maribor at University of Maribor; Pedagogical Faculty "St. Kliment Ohridski" at University "St. Cirilo and Methodius" Skopje; Faculty of Educational Sciences at University "Goce Delchev"- Stip; Preschool Teacher Training College "Mihailo Palov"- Vrsac, and Higher Education Centre Novo Mesto.

We are proud that the Conference is also supported by the Macedonian Academy of Sciences and Arts.

Institutional top quality is complemented by the individual quality of the participants at this great academic gathering since 104 addresses arrived at our address scientific papers from 151 authors and co-authors, experts in their fields and also about 190 enthusiasts - experienced teachers who have found time to give their contribution to the debate about the directions in which the educational system of Republic of Macedonia should be driven. In this mission we shall be strongly supported by our colleagues pedagogues, didactics, methodologists, linguists and artists, educational experts from the wider region, our friends from Serbia, Bulgaria, Croatia, Slovenia, Bosnia, Spain, Portugal and Poland.

We are aware that the countries in the region are ahead of major reform processes, part of them had already started, and part of them are in preparation for reforming the educational system. Education was at a crossroads on many occasions and viewed from the aspect of the school infrastructure in Bitola, education was at a crossroads and in 1851 when the foundations of today's elementary school "Goce Delchev" -Bitola were laid, and in 1944, when in the first days after the liberation of Bitola, in the city and the state begins teaching in native Macedonian language, even in 1960 when the then local authorities formed the Macedonian Scientific Society-MSS. So, there have always been challenges!

Honored participants at the Conference,

As hosts we decided to work efficiently in several sessions devoted to the educational system, learning and teaching. We are glad that most of the authors of the work came to Bitola to make presentations and socialize with us, with you. Bitola offers the opportunity for relaxing walks, sightseeing and postcards, photographing and marking the event, and we do not doubt in your resourcefulness and taking "selfie" photographs. For all of you – here is a big LIKE from us, for you.

Why are we doing this!?
The student, the student above all!
That's our mission!

It is our link that strongly connects synergies and motivates. We, who deal with this extremely noble and grateful work, we know that it will be completed when the laborers see the

light of the day. That's why we will make a Collection book of papers. Yes, it is this book which now each of you has in his/her hand to analyze, compare, read and re-read. This collection is not only for the authors, but also for students, students ... and they have something to read, because in its content there are modern methodologies, the characteristics of the context of learning and learning, and situations that arise from everyday life, from the real life. We are convinced that it is unacceptable for a student who is near or at a crossroad does not know which way he will continue! Here we are to help!

This Collection of papers will be in the hands of the representatives of the competent institutions, the creators of public policies in the sphere of education. We will inform the Ministries of Education and Science in the countries of the region, that is, the countries where you come from, what we did in Bitola these days. We offer answers to open issues with a single goal, directly contributing to strengthening the capacity of the educational system. We know that it is not easy, neither can we now and immediately, but we have agreed to offer solutions and perspectives!

The Macedonian Scientific Society-Bitola has a road sign when you are at a crossroads!
I congratulate you on your creativity!

Enjoy the work done!
Read ...

Sincerely,
Prof. Dr. Marjan Tanushevski,
President of the Macedonian Scientific Society-Bitola and
President of the International Scientific Conference
"Education at the Crossroads"

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International Scientific Conference
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PLENARY SESSION

Vlado Kambovski[1]

THE HIGHER EDUCATION, SCIENCE AND SOCIAL CHANGES

1. The Higher education and science as a key development factor

1.1. The basic assumption for the transformation of modern society into a postindustrial and information society is the reform of education, science and research, which takes a high place in the priorities of social change. After the third post-industrial revolution, the most developed countries in the world (USA, Japan, BRICS, Far East countries) drew the coordinates of the fourth scientific and technological revolution on the idea of merging the physical, digital and biological world (Klaus Schwab) and of the new "super smart society ", Based on knowledge, research and humane and sustainable social development. Such an inflection of the future, burdened with numerous challenges, relies on the conviction that only knowledge, as in the turning points of recent human history (Enlightenment, French Revolution and Industrialization) has the power to move new epochs and open a new page of human freedom in a more just world that provides a higher degree of general well-being. "New Knowledge" in the New Millennium is the presumed effective tool for coping with the challenges of society and its sustainable and humane development in conditions of increasing threat to the natural environment and other threats to the destruction of the human civilization - from nuclear weapons to radicalism, extremism and terrorism . It is an indispensable condition for the emergence of a new era of human freedom and natural rights and its dominance over the forces of regression that hold the modern society buried in ideological misconceptions and hard historical heritage.

Hence, the "new paradigm" of the humane development of modern humanity must be grounded on a new pattern of education, research and information-technological advancement (Jacobs, (2014), 95). But that notion (a "new paradigm") cannot be explained in isolation and unrelated to culture, normative value order, economic structure, traditions, politics and other social segments, so it comes down to the totality of all social, cultural, moral and other values of a certain form of civilization. Such a definition questions the finite boundaries of the question - is it appropriate to think that we are in an exceptional time in which a dominant form of civilization (modern / industrial) is disintegrating and a new form of civilization starts to appear (Nelson, (2014), 559)

It is about existential issues for the individual and society in real time and in a real social environment, which are not "on the other side" and for which one cannot wait to be resolved on some other, perhaps "world" level, because they make tangible the position of man as the sole subject of social change.

1.2. The realization that society can provide a passage through the ruin of a profound civilization crisis that gives it the power of knowledge and research finds its stronghold on the new right of the individual, rooted in Humanism and Reformation, today an integral part of the body of fundamental rights - the right to education, knowledge and research as a conscious knowing act of penetration into oneself and in the natural and social environment (in 1944, President Roosevelt defined it as "the right to good education"). Thanks to information and media resources, a new, free approach to the world around a man has been opened up to him. He broadens his universal horizons and affects his awareness of equality and unity among people and nations, emphasizing as priority the need for integration of economic and political systems and social structures of individual societies. Globally, economic and political integration is becoming a new equation that addresses the relations between states and nations in the international community, while in European civilization, integrative - economic, political, legal and cultural - it establishes itself as a solid foundation for the necessary "paxeuropeana" between people was mutually destroyed during the two world wars. On the consensually accepted perception that the challenges of the new age are so serious that the individual's individual knowledge and abilities

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[1] Academician, Macedonian Academy of Science and Arts

should be increased rapidly and in multiply, regardless of his social role (and the ordinary user of technological inventions should be well placed), the end of 20th century is a sign of the major reforms in education, science and innovation. A special place in those reforms belongs to higher education and science, which are on the one hand interpolated throughout the educational process through the concept of "scientific education", and on the other hand they appear as the most dynamic and influential factor determining the contents, functions and goals of that process.

Therefore, it is not by chance that the creation of a European system of higher education, science and research and technological development becomes one of the main areas of European integration, the intensification of which begins with the Bologna Declaration (1999). Its aim is to raise the competitive level of the European higher education system, and already the Lisbon Strategy (2000) calls for the reform of the continental fragmented systems of higher education and science in order to create a more powerful and more integrated economy based on knowledge, with greater employment and greater social cohesion. With Bologna the process is based on the European Higher Education Area, whose mission is extended with the postulates of the "European Social Model" to promote social equality in the broadest sense of the term and to protect against new risks of social exclusion (Baumgarti / Mizikaci / Owen, (2007), 6). The area of higher education has been expanded with decisions in Berlin (2003) and Bergen (2005) by including the third cycle of education and linking with the European Research Area, the London Communique (2007) on student mobility, and the adoption of the European framework qualifications and the European Registry of Quality Education Services (2008).

The EU has high expectations from the universities (Horizon 2020), so therefore in 2010 the Lisbon Strategy is included in the Europe 2020 Strategy among the five investment priorities, in order to overcome the economic crisis by raising the educational structure of the population (for example, it is envisaged, for example, that dropping the education of young people should fall below 10% by 2020, while from youth aged 30-34, 40% should have tertiary education; (2011), 3). The EC's position that "Europe must strengthen the three poles of the triangle of knowledge - education, research and innovation, and universities are the most important for all three" promises a clear vision of the European future, based on education and science as the main mechanism of change, capable to determine its periodic objectives as well as the methods and means for their realization.

1.3. The reforms of the Higher Education Institute and the NID are an extremely important component of the change in the global social, political, economic and state context in which they occur, provided that they are a promoter of the idea of a liberal and legal state, an open economy based on market mechanisms and a modern type of management of social affairs (management or "good governance" - rather than power). Such a concept, along with other innovations (electronic government, administration, assembly), shifts the focus from the state-regulator and controller of the "state supervisor" or "evalutional state" from "interventionist" to "supportive" state ("Less power, more management ", c. De Boer/ File, (2009), 9). State control in the knowledge based society needs to be transformed into an institutional system that governs social affairs, starting from the qualitative criteria and responsibility of the holders of public functions based on their competence, and not on the position of power. The creation of an institutional network of competent and autonomous institutions narrows the possibility of arbitrariness and voluntarism in political decision-making and action. By strengthening the position of universities and transforming their function through the development of research and their connection with the economy as a "third mission", a wider scientific basis is created for their autonomy and for technological and innovation development that has a direct impact on economic growth and well-being of society.

The basic postulate of the concept of new knowledge and research of the 21st century as a promoter of social change is, hence, its natural hardening of the idea of human freedom, human dignity and the natural right to knowledge, research and development as an attribute of his freedom. Only if the knowledge, research and technological development can spring from this basis can they have a positive effect on the concept of the state and the management of social

(public) affairs and the economy (Kambovski, (2015), 6). Without their conceptualization as an emanation of the idea of human freedom, they bring about the danger of being abused against men, suppressing it by enslaving his autonomous research spirit.

This liberal conception has a long standing tradition, whose most eminent representative in the new era is John Stuart Mill ("For Freedom"). According to him, the main task of education is to prepare people for the role of a citizen in democracy, starting with the ability to make informed and reasonable decisions on matters related to public policy. No matter how much this standpoint is an idealized representation of the possibility for the individual to be brought into such a position, in spite of the rude laws of capitalist society, especially in today's emergent forms of transition societies marked as "Crowns-capitalism", "cowboy capitalism" , "Casino-capitalism" etc., it does not lose its principled foundation. On the idea of freedom, Dewey develops the same concept starting from the significance of the collective formation of common stances through the process of the argumentative social discourse of reasonable individuals, which presupposes rational reasoning and knowledge, through the cultivation of various options and arguments that they attach. In that sense, knowledge and research, as the preparation of individuals for social discourse, is a necessary precondition for democracy, which is the only corrective of the extreme contradictions of modern capitalism and the prospect of its transformation into "capitalism with a human face" (v. Kicher, (2014), 300).

The power of knowledge and research as an important factor of democratic and liberal social development does not determine the general trends and changes in the educational and scientific paradigms, as much as the social environment in which they form and develop their concrete application is affected by it. On a national level, these are the cultural, multiethnic, economic and social conditions, especially the demographic changes, the growth, the aging of the population, the economic growth and development, the economic structure, the economic system and the labor market, and the degree of integration of the domestic economic, political and legal system in global and regional integration processes.

1.4. The thesis on the importance of knowledge and research as the most secure investment in the future is today strongly underpinned by the conflict between the two opposing visions of modern society - optimistic and pessimistic. The first, which is desirable especially for small nations, relies on the perspective of globalization, which in the plan of knowledge, science and innovation opens the boundaries of a huge dispersion of universal values, knowledge and abilities. A society based on knowledge, research and technological development is the supply that it argues with the conviction that "knowledge is a force" that materializes the idea of humane and democratic development. That offer opens the view of a society that is not dominated by force and violence, or relations based on the captivity of the individual on any ground - economic, political, national, ethnic, religious or otherwise - but the autonomy of the individual and his autonomous choice through the development of all to affirm his / her intellectual abilities as a free and sovereign person and to take a social position that belongs to him according to his abilities. Globally, this optimistic vision implies a change of the modern information society, which, through a new intellectual revolution, shatters the foundations of classical capitalism, which in its essence had and has an unjust nature, replacing violent forms of ownership and appropriation of material goods: capitalist is not the one who has factory halls, machines, real estate, etc., but the one who knows how to create new ideas, to plan development, to use material goods in the socially most appropriate way, etc. In view of the general prevalence of knowledge, such a new society limits it (although it does not exclude what is to be watched!) the danger of tyranny of the scholars, from the incentive that may be more dangerous than any other form of dictatorship.

The pessimistic vision of "living in the time of the end" (Zizek) as an accelerated approximation of the capitalist system to its own apocalypse, caused by the rapid and unstoppable ecological crisis, the consequences of the biogenetic revolution, the internal social and other opposites and the growth of social divisions and exclusivity, implies completely desperate views on knowledge and research and their power to counter such tendencies. Despite the opportunity to intercept and act as obstacles to their spread, they are instrumentalized to the point of bringing

them into the position of "ancillapoliticae", thus paving the way for their abuse in order to achieve goals that are opposed to man and the sustainable development of society. No less important are the warnings about the possibilities of abuse of science for purposes contrary to the human development of society, with the reference to the "Oppenheimer paradox" or the classic problem of "dual use" in certain areas, such as biotechnology (Drenth, (2014), 28).

The pessimistic approach is generally unacceptable, because it negates the experientially confirmed knowledge of the progressive nature of knowledge and research. But at the same time it warns that their conceptualization must correspond to the demand for humane and biocentric content and the goal of social change.

1.5. The concept of a "knowledge based society" is complex it is not exhausted only through an appropriate model of higher education, scientific research and innovation, and has broad political, economic, social and other social implications. It is tied to the social being whose internal cohesion is created around the pivotal position of an autonomous individual and gravitates under the action of the centripetal force of his creative energy from one, and the centrifugal force of his need for knowledge and the use of the benefits of scientific and technological development, from another side. Hence, only a free society can grow into a society based on knowledge and only in a society of free citizens, knowledge and research are in function of human freedom and its autonomous status. Embodiment of this idea implies deep and essential entanglement in the very social being and its political, legal and state forms.

Macedonian society passes through a process of transition to an economically developed and democratic multicultural community, and the main mechanisms for achieving such a historical process are education, science and research and innovation-a triad formed around the postulate for the use of human resources as the greatest social wealth and the most powerful engine of social development. Their function is not to act only as economic factors, but before and above everything, as general socio-cultural assumptions for civilization development, which through preserving national traditions and values, brings citizens into the global space of competence of knowledge. The essence of globalization and the creation of a new world order is the existence of a universal community of knowledge and communications that enables open access to new ideas, common cultural values and, most importantly, familiarization, dialogue and understanding with other members of that community. Unwillingness to accept such advantages of a mundial communicative discourse (Habermas) leads to restrictions on individual and collective freedom, social isolationism and autarchy, with detrimental consequences with regard to the status of individual freedom.

The analysis of the Macedonian system of higher education, science and technological development through the prism of the presented postulates shows numerous inconsistencies, both in terms of the design of its leading ideas and principles, as well as in their shaping. The main point is that the model did not undergo significant changes with the independence of the Republic of Macedonia and the transition to an open, democratic and pluralistic society.

It suffices in addition to this claim to state only the fact that an integrated system of higher education, science and innovation has not been established: they continue to function as three almost independent areas between which there are weak links. Science and research are in the shadow of the higher education, or attached to it as a secondary function, in contrast to the apodic thesis that higher education without science is a mere transmission of existing knowledge, so it is not necessary to institutionalize it through university forms. Also, a stable and robust relationship between those areas and the real social sectors, notably the economic system and its development opportunities, has not been established. Finally, treating higher education and research as an expense, and not as a key production factor, sufficiently speaks of an un built value system and the absence of clear awareness and consensus on the perspectives and priorities of social development.

2. The higher education and science as autonomous social area

2.1. The new approach to the necessary changes in our system of the Higher Education and

NID must start from the consent that their priority goal is the acquisition, creation and transfer of new knowledge as a way of preparing the younger generations to bear the responsibility for facing the challenges of the development of the Macedonian multicultural society as a humane, democratic, open and economically prosperous society, integrated into the European and world civilizational flows. With this general definition of the epistemological goal of the Higher Education and the NID, there is still no answer to the question - what type of knowledge is it about, what, namely, is knowledge: is this knowledge about what exists and is it the same as declarative knowledge, or knowledge that is true and based on reasoning for the justification and argumentation of declarative knowledge (see Robertson, (2014), 12). It is quite clear that the restriction of the basic, epistemic goal of declarative knowledge implies the passive and apologetic concept of the Higher Education and positively oriented NID. Not disputing the meaning of declarative knowledge and their expansion, which means that the Higher Education needs to give the firm foundation for the knowledge of a graduated student for the world and the environment in which he lives, overcoming the inner contradiction between what is acquired as a ready-made knowledge and the need for it to be expanded, created and recreated, is possible only if at the same time the ideal of rationality is set as the primary goal of the educational-research activity. This ideal is synonymous with the autonomy of a reasonable being to reason on the basis of knowledge and ways of their expansion and creation in accordance with humane virtues and goals.

Such a general goal is related to the freedom to acquire and transfer knowledge, research and technological development through strengthening the autonomy of higher education and scientific institutions, putting science and higher education in function of the overall development of the society, their system integration and inclusion in the European space knowledge, science and research, raising the quality of the Higher Education and NID on European standards and preparing younger generations for inclusion in the labor market, knowledge and scientific achievements. Hence, the inherent function of this activity is their preparation to become active, free and creative subjects of society and this can be achieved if they have the necessary knowledge and skills for reasoning and thinking (Feldman, (2014), 80)

If the ideal of rationality and autonomy of a person determines the main goal of the Higher Education and the NID, the essential question is raised about the social conditions in which such an ideal has the chance to be placed on the pedestal of a positive system. It actually tramples on the most sensitive relationship between knowledge and power in society: what is the truth, how to get to it, how to teach by spreading beliefs that, to be considered a declarative truth, must be justified - in every society is a reflection of the views and interests of those who have the power to define the goals of the Higher Education and NID system. In a totalitarian society, the approach to many truths is simply banned, or it is forbidden whenever it conflicts with the interests of the governing structures. In a corporate society, that is, a society "captured" by ideological, national, religious and similar dogmas, the truth is declared in advance and must be received, transmitted, reexamined as it is, and any inclinations from it may even constitute a legal offense.

2.2. These are the starting goals and principles that our system of the Higher Education and the NID should share with the systems of modern European countries, but the question arises of their crucial determinant in relation to concrete social measures and activities for their realization: whether and to what extent the so far development of these spheres goes in the direction of their realization, or it takes place as a spontaneous process of insufficiently thought out and partial solutions driven by completely other pragmatic goals. It is enough, in response to that question, to take the ruling idea of a massive coverage of almost all graduates of higher education. It could go in the direction of the main goal, but only under certain conditions - if the Higher Education system guarantees high quality of education, or the enrollment policy respects the real needs of the labor market, etc. But if a debate can be conducted on this issue, it is excluded in advance by the facts that confirm the almost the lowest level of the world to which the Macedonian science is reduced: with minimal funds for research, outdated infrastructure and institutions, it is far from requesting to be able to serve the purpose of developing a knowledge-based society, or for a

Higher Education based research, etc.

The development of the Higher Education and NID system throughout the transition period and its reform is based on generalized judgments that are based more on prejudice and groundless beliefs than on empirical analyzes and derived arguments. Such is the belief that higher education is obsolete and not quality, performed by under-qualified teachers, the studies take too long and the students finish poorly educated, the integration of higher education at state universities is not realized due to the tradition of legal and economic autonomy at the faculties, private universities exercise their activities on the verge of legality and without proper control (more as trade companies, than as facilities to be constructed according to the law for institutions)

The basic perception regarding scientific institutes is that they are poorly organized the scientists in them are not particularly active and are engaged in secondary research that does not have much relevance for both the domestic and the world science, the scientific-research programs are only a formal cover to ensure stable funding of the institutions, however modest, and so on. On this assessment, the Bologna Process is welcomed as a rescue formula which, by itself, without any additional analysis and, in particular, strategic planning and enormous investments, offers answers to all questions and enables the connection of our higher education and research system to the European area of knowledge , research and development. Such prejudices are not supported by appropriate analyzes of the causal relationships with the situation in society, nor with scientifically based development predictions that is aligned with the vision for its development.

2.3.Magna Charta Universitatum Bologna 1988, adopted on the occasion of the 900th anniversary of the University of Bologna, views the modern university as an autonomous institution at the heart of society, which produces, reassesses, estimates and transfers culture and civilization values by means of research and teaching. Such a mission can be accomplished by the university only on condition that research and teaching are in a moral and intellectual sense independent of any political power, economic or other pressures. Hence, freedom of research and education is the basic principle of the Higher Education and NID system, and the government and institutions must ensure their respect.

The Bologna Declaration is a general, mostly political document that determines the spirit, the guiding idea of the European concept of Higher Education, but in no case provides specific solutions for certain obligations arising from its acceptance and application. Starting from the main idea of European integration to establish a balance between diversity and unity, the Bologna process respects the necessity of protecting national diversity and identity and tends to establish bridges that facilitate the movement of an individual from one national education system to another without encountering uninterrupted obstacles (Baumgarti / Mizikaci / Owen, (2007), 49). Hence, it is not all that is declared by the laws with which foreign experiences like the Bologna Process are copied indeed its reflection. The Bologna system is only the solutions that represent a coherent whole, determined by its leading ideas of harmonization of diversity. Also, the acceptance of solutions that literally transfer its basic determinations, such as the mechanical division of the Higher Education regime of 3 + 2 years and the explanation of such a division as the consistent application of the Bologna Declaration, are far from fitting the truth; The Bologna Declaration states that the first phase should last for "at least three years" and the meaning of that determination is that it sets the lower limit for the duration of the first degree so that if its duration is longer than three years, this is not contrary to the Declaration. The result of a misinterpretation is the insistence on the abolition of the legal subjectivity of the faculties within the integrated university. Insisting on such uniformity (an integrated university without the legal autonomy of its members) neglects the knowledge that there are specialized universities in the world that correspond to many faculties with branch programs (medical, legal, economic or philosophical faculty), or independent higher education institutions in the ranking of universities.

Finally, the setting of qualitative criteria in the field of higher education and science can not be explained as the emancipation of the Bologna Process and the pursuit of high standards based on a general belief about the inability of our university and scientific staff. Such assessment must

always correspond with the requirements for creating social conditions for quality and meeting the highest standards. There is no quality without serious investments in the Higher Education and the NID, which can not be said in their observation as ordinary consumption and, at such a standpoint, their holding at the very edge of survival, without strict selection of staff, without financing research, study stays , scientific conferences, funds for the supply of literature, good libraries and publication of scientific papers, without research equipment and infrastructure and decent rewarding of the professor's and scientific work. If it does not exist or is at an unacceptably low level, such as the situation in our Higher Education system and the NID, then we should not talk about their quality-poor quality, but about the inadequacy of system management.

2.4. The conclusion that our system of Higher Education and NID is far from the idea of autopoetics and an autonomous social status that provides the capacity to play a key role in the transformation of Macedonian society into a democratic and progressive "knowledge-based society" integrated into the European community of peoples and citizens, also confirms the analysis of the way of establishing and managing the higher education and scientific policy and management of the system. National bodies and rectorate administrations at state universities are viewed as subsidiary bodies of the Government (MES), rather than as independent institutions that are its partners. Through the system of financing, the Government establishes full control and conduct a method of managing the public institutions in the Higher Education and the NID, without any possibility of influencing the formation of the budget revenues and expenditures, or to have autonomy and freedom for entrepreneurial behavior and acquiring own funds. The statistic system of financing the Higher Education and the NID is a solid link that the institutions in this area bring to administrative-operational units without any dignity and sense of self-esteem and creative freedom, and professors and scholars of civil servants. The question arises - who they serve as "public service providers", according to the illiterate legal definition - whether existing generations of young people and the existing social needs in science and technology development, or to still unborn generations and the future needs of society that what do they anticipate with their research?

Therefore, all assessment missions of the EU, the WB and other international bodies, comparative analyzes of our system and systems in our environment and wider, end with pessimistic views on the current situation and the possibilities for their improvement. The assessments in the EC's annual reports that "there is no progress" or that "little progress has been made" that the Higher Education is far from qualitative changes and consistent application of European quality standards, that the trend of the massive "brain drain" of young people is continuously worsens that science and research have no impact on social change, that there is a rigid centralization of the functions of the executive branch in this field, that science is continually falling down and standing at the bottom of the world on a global scale-pointing to the knowledge of a constant not only stagnant but retrograde tendency in these sectors, key to the vitality and prosperity of society. The fact that our higher education, science and research are in such a bad state speaks a lot about the sinking of the whole society into the dark waters of ignorance and its transformation into a proprietary community of citizens that can be easily manipulated with retrograde ideologies and historical myths.

3. The higher education and the area of study "for the society"

3.1. The paradigm of the modern society as a "knowledge and research society" determines the general framework of the debate on the connection of knowledge, and thus of education and science with society, a debate that has no reliable starting point on the question of whether the changes in society influence their development, or vice versa, and whether higher education and science are susceptible to the same transformations as the society as a whole (see Drenth, (2014), 29). The activities of the Higher Education and the NID have concrete results that are delivered to society and influence its development. Well-organized and quality, these activities also appear as a key factor in overall economic and social development, especially if the society, like ours, is poor with other development components (raw materials, infrastructure, etc.), except for the main

human resource that produces, transmits and applies new knowledge. Science with its attitudes also influences policy and political decision-making in determining the developmental directions of the society or its separate sectors. However, it can not replace politics and take responsibility for decision-making, but it can influence decision-making by offering more possible solutions to overcome certain problems, or narrowing the one that is closest to a "real explanation" (Despić , (1992), 6). All this, of course, if politics, oriented towards the democratic development of society, feels the need to rely on science and its perceptions. This conclusion is especially relevant today in terms of the role of the highest scientific institutions, such as academies of science and scientific societies, founded precisely with the task of contributing to the establishment of scientific, educational and cultural policies, or some specific sectoral policies (language, energy etc.).

Based on the indisputable fact that knowledge and research are one of the key factors of social development, the question is naturally linked - and to what extent do the experts, the researchers, can critically evaluate the world that surrounds them and develop alternative concepts for its changes. The prevailing opinion - that they should not engage in critical evaluation is a consequence of the conception of science as positivistic knowledge and observation of the world and society as something objectively and given. His further consequence is that the task of the researchers is to determine the facts and to discover their general and necessary connection, using such discovered laws for explaining the phenomena and predicting their further possible consequences. Even with the emergence of the hermeneutical method in the Newcantian Baden Philosophical School, a reaction to positivism in the social sciences arises and the conviction that their methodology can not be identical to the natural sciences, because their main subject of research is the human being, which is both subjective and objectively. The main goal of the social sciences is the interpretation of certain significance, not the direct criticism of the social consciousness or its normative reconstruction, so the two prevalent schools - analytical-empirical and interpretative - strive to eliminate value judgments and to constitute science as a value-free activity. Only value-free science can be liberated from ideological influences and be ideologically neutral. It must, however, be tied only to moral values, and a critical attitude towards society to develop on universal human attitudes and needs, and human freedoms and rights that are universally recognized minimum of morality in social relations everywhere (Markovic, (1992), 21).

3.2. As higher education and science influence society and its development, society, that is, social conditions and relationships, influence the concept, conditions, forms of organization, financing, research areas and all other important elements thereof, and through the institutions in these areas are transferred to professors and researchers. The main impact is achieved through the way of organization, financing and management, which is the center of higher education and scientific policy, that is, their political dimension. Thus, for example, although with us on all sides there is talk of the existence of systemic corruption of society, scientific research on corruption is rare and financed by rule from other sources, not from the state itself.

Society also plays an important role in the relations between the teachers themselves and the scientists (academic community), who are themselves complex because of the special nature of their activity as a supreme creative act. It implies individuality, subjective approach, concrete choice of methods of work, etc., which in addition to individual creative activity complicates especially the team work in both teaching and science. Disagreement between professors and scientists has a proverbial value (German "Drei Professoren, Vaterland verloren" is known, which does not only concern professors who occupy important state functions): it is not so much an expression of the personal vanity of people who think they are dealing with the most important thing in the world, or egoism accompanied by fears that someone else might steal ideas, projects, writings, as much as it is a natural consequence of deep commitment and focus on certain issues selected as a subject of research. More as a necessary and healthy competition of views and ideas, the mutual intolerance of professors and scientists can be deepened by poor solutions in terms of their general treatment (forcing individuals with weaker qualities in elections, granting projects,

etc.), which happens regularly when politics is involved in internal relations in institutions. Also, professors and scientists as good masters of certain situations are expected to expose, beyond the scope of their teaching or scientific activity, values or views regarding social situations, processes, decisions, events, etc. In that case, their expression has the character of free opinion as any other citizen, but in practice this is by default not accepted as his personal position.

Academic and scientific freedom is more endangered by external influences than in relations within the academic community itself, although there are rare cases of unprincipled relations with younger colleagues, prevention of their development, unhealthy rivalry among colleagues, etc. A particular problem is the restriction of the freedom of scientific work in commissioned research, which can create a conflict between, on the one hand, the requirement for respecting general knowledge or already confirmed knowledge of fundamental science, and the needs, on the other hand, of certain applicable knowledge in application and development projects (for example, research in the field of pharmacy, climate change, etc.). In such cases there may be interference in science and politics and the formation of scientific attitudes that have, in fact, a political basis and purpose.

3.3. One can not speak of science and higher education and their place and role in society, and to neglect their basic philosophical aspect, despite the awareness that the questions of cognition, knowledge and education are at the center of the first philosophical teachings (the sophists, Socrates, Plato and Aristotle). Also, it is indisputable that epistemology, axiology, hermeneutics and other fields of philosophy have the meaning of inevitable thinking ground in choosing what and how to study, how to resonate, how to teach, and so on. (Siegel, (2014), 4). The philosophical aspect of science and higher education is today imposed by the demand for a holistic approach to them, between individual sciences, finally between science and education and philosophy, as well as the unceasing opposition of both traditions - European and Anglo-Saxon. The first distinguishes the broad theoretical basis of research in science and higher education in the shadow of phenomenology, hermeneutics and metaphysics, second positivism and logical positivism. While the former is geared towards asking questions, the latter is oriented towards the creation of tools and tools for solving them. The first prevails in social sciences and humanities, the second in empirical, which in continental science are the major influences of the Anglo-Saxon tradition. For her, the inherent positivism starts from the existence of an objective genius, and the scientist, who is independent, needs to focus on the facts of the real world, to observe their causal relationships and laws, and to bring down the appearances of the simplest elements in trying to discover something that exists. On the contrary, in the light of the phenomenological-hermeneutical approach, which is typical of social and humanistic sciences, the world is a social construction and subjective, and the scientist as part of the world is searching for its sense and meaning.

The philosophy of science appears in the mid-20th century as a philosophical discipline focused on the basics, methods and application of scientific knowledge. Its central theme is the questions - what can be treated as a science, how realistic are the theories and what the benefit of science is. In considering the relationship between science and the truth, it starts from the general standpoints of metaphysics, ontology, and epistemology. The appearance of Thomas Kun's work "The Structure of Scientific Revolutions" of 1962 named the opening of a wide range of problems of contemporary science, its methodological basics and, in particular, the function of scientific paradigms as conceptual models and practices that determine the scientific disciplines in a definite historical period. Priority is given to discussing whether science aims to determine the last truth or has questions that science can not answer. Scientific realists argue that science strives for the truth and that scientific theories should be considered true, drawing on a number of scientific theories that have been confirmed as truths, while anti-realists believe that science can not come to the truth by pointing out also numerous theories of the past that proved to be false.

Explaining the development of science through cycles, viewed through the connection between science and the ruling social paradigm, Kun divided it into five phases: in the first, pre-paradigmatic phase, there is no consensus on any particular theory, and it is characterized by

incompatible and incomplete theories; the second phase of "normal science" is distinguished by the solution of scientific puzzles in the context of the dominant paradigm, but as time goes on in normal science it can manifest anomalies, that is, facts that can hardly be explained in the context of the ruling paradigm; the third phase of the crisis, occurs if anomalies can not be resolved with the help of normal science; the fourth phase of the scientific revolution is a phase in which the basic settings are re-examined and a new paradigm is established; in the last post-revolutionary phase, the emergence of a new paradigm and the return of scientists to a normal science comes to dominate the puzzles within its framework. For example, according to Kun, astronomical learning from ancient Egypt was considered a "normal" science, while the study of Copernicus was considered false, which shows that everything depends on the ruling scientific paradigm in which certain learning is developed. Under the Kun paradigm, it implies a logical "portrait" of the world, which is consistent in the observation from its point of view (see Kun, (2002), 49). Each paradigm has its own different questions, objectives and interpretations, and none provides a standard under which the other can be evaluated, so that scientific progress can not be measured through the paradigm menu. For him, the emergence or rejection of paradigms is a social process, more than a logical one, and the replacement occurs when the numerous obscure anomalies accumulate in the old paradigm, and the new paradigm will create an attitude of unacceptability to such anomalies.

The emergence and change of the scientific, and therefore educational paradigms, is, therefore, a process of interaction between internal, inherent changes within the knowledge itself, and, on the other hand, the social environment in which the scientific view of the world is shaped. It is necessary to know both components that move the process of creation, re-creation and transfer of new knowledge, which means that no philosophical perception in the world of science and education can be complete without perception of the nature and character of the society itself and the fast-moving factors that determine its changes. Only by respecting their mutual relations could it be possible to avoid the subjugation of science to any social regime, but also its imposition as the peak of human creativity, without which there is nothing else, or its transformation into the dominant ideology of society. Modern science today is relatively preoccupied with the question of how to protect society from chauvinism in science, grown into an irreplaceable lifestyle, and seeing the world and society devoid of human and ethical dimension. Interestingly, in this sense, the philosophical position of Paul Feyerabend (advocate of the "Anarchist-Dadaist Epistemology"), who thinks that there is no such thing as a "scientific method", so that all approaches to the knowledge of things, including supernatural, are allowed. According to him, unlike the beginnings of the birth of modern science, until the first half of the 20th century, science is not totalitarian, because the state is not yet behind it, and it is on the side of truth and freedom, in the fight against other ideologies; but after World War II, when it takes on the character of a system organized by the state, it renounces philosophy and equates itself with other ideologies with its rigidity, imposing absolute and blind confidence and ordering its standpoints (see Fajerabend, 1987) , 178). It is a problem in such a newly emerging situation as the insistence of the absolute of scientific truth when it comes into conflict with individual freedom. In that case, there is not much room left for the choice between truth and freedom - he should always stand on the side of freedom and spiritual autonomy. On these arguments, Fejerraband advocates the demystification of science as an inspirational and exclusive ideology behind which is the state that can use it for its own purposes, for a formal separation of science and state, such as separating the state from the church, and for sorting the science of democratic control and the postulates of humanity and human dignity.

3.4. The speed of scientific changes affecting the assessment of the change in the scientific paradigm and the existence of continuity or discontinuity of scientific ideas and theories, what role does society play in all of this, do today's new technologies influence the changes in science and the concept of higher education - everything it must be subject to a serious analysis of their synchronous (in time context) or diachronic (through time, in historical development) dimension. Observation of the first does not introduce into the question - what is the time in which we live, that is, whether we live in a "real" time (or we think that we live in one, and actually we live in

another time). It strives for the epistemological power of science and education to penetrate not only in the phenomenological, but also in the ontological and axiological specifics of our modernity. Such a difficult task can be performed only if there is freedom of scientific work and autonomy of higher education, if their basis is research curiosity, criticality and honesty, and if the knowledge of reality is based on a scientific method. The diachronic approach (in a historical context) must be based on simple facts that indicate changes in time, education and science and their interaction (Jacobs, (2015), 2). Education and science extend the human feeling for a while, expanding knowledge of the time flows from the creation of the universe, through the evolution of "homosapiens" and civilization development, to the predictable horizons of the future. They shift the time horizon from the past and the present to the future, replacing the feeling of historical over delivery and fatality with a sense of freedom, self-esteem and self-determination. Higher education and science accelerate the time, strengthening the knowledge that not only the life of the individual is short and fast, but that he is short and remember the century of his works, including social and state. Finally, with their changes, the time changes, by accelerating the changes in many areas of the social life (from rapid demographic changes to the speed of communications).

These settings were of general significance, therefore the issue of changes in science and higher education and time should focus on the particularities of the individual knowledge and methods of their creation and transfer. In principle, science is a phenomenon of the 20th century, as a time of its professionalization and development through the connection with university education. In doing so, two of its development lines should be distinguished - the extension of the field of natural sciences and their character, as knowledge and scientific results of universal relevance, and the binding of social sciences mainly to a certain space and time. The coordinate system of science natural sciences are on the horizontal, while the societies on the vertical axis.

3.5. If we observe the mentioned relations - time and objective - in the context of the development of the Macedonian science and higher education, we can draw the conclusion that they are increasingly approaching the universal methods, goals and areas of the natural sciences, which is not the case with the social sciences that are strongly influenced by the ruling social paradigms. It is expressed so strongly that outside the field of scientific interest remain almost the most essential questions about man and his position in society, the character of the social system and its changes, which are suppressed to an extent in which they disagree with the facts of the real world of society. It remains, therefore, a clear answer to the basic question - what is the real time in which we live, or whether we live in real time at all. And whether, without answering, they are in general and to what extent constituted as sciences, without which the actual understanding of social reality remains at the level of folk wisdom or partial and unverified teachings.

This issue is important, because without the key contribution of knowledge in the field of social sciences, rational public policies can not be defined, therefore it can not influence the direction of society towards new time horizons, to extend the boundaries of human freedom and rights and the humane and sustainable development of society. Thus, for example, one can not answer the question - which particular type of economic system produces the highest economic growth in a particular society? In answering this question, general economic theories can serve as a theoretical basis, but even the research of concrete facts and processes in the economic, social, legal, cultural, educational and other social spheres and their connection with the economic activities of the society can give a final response. Or, what changes in social mobility appear in industrially developed societies, why there is an increase in crime and the appearance of its new forms, etc.

Social sciences have the task of investigating the facts, processes and relationships in a particular society over a period of time and, on the basis of their own inducements, to define political, economic, legal, social, cultural and other social measures and means to face the societal challenges of modernity and the future. But apart from the natural sciences, in which the approach to individual challenges is supported by the universality of scientific knowledge and the results of scientific research, social sciences are always on the "terraincognita": they are very little helped

by foreign experiences, except perhaps in a methodological sense, but little or nothing in the formulation of scientific courts and the prediction of social development. Therefore, it is quite wrong to attempt the social sciences to investigate the fundamental problems of society and its development in relation to the subject of this debate - higher education and science as its central segment, with literal application of scientific paradigms or theories developed in other times or in other societies. If the natural sciences are largely acceptable, even indispensable, the scientific monism, at least in a methodological sense, is the only methodological pluralism acceptable in the social sciences. The social sciences follow the methodological model of the natural sciences in the use of various methodological procedures of quantitative analyzes, models of rational choice (economics and political science) or experimental research (for example in psychology), but also numerous other approaches - descriptive, hermeneutical, critical etc. Methodological pluralism is not only welcome, but also necessary, because the world of society is multifaceted, created by self-interpreting creatures, and the main purpose of the research is to reach that meaning, which has the most arguments and which can be presented as generally accepted doxotic attitude.

Conclusion

The only option that opens new horizons for the exit of Macedonian society from the prolonged political, economic, cultural and moral crisis and its rapid development on European values is the determination that the development of knowledge, research and technological development should be the first and most important social project, which should have an absolute priority in any short-term or long-term development strategy. The creation of a new integrated system of higher education and science and the reconceptualization of education in general on the principles of scientific knowledge and humanism is an essential component of the reform of the state and political system - from monistic to democratic and pluralistic, from collectivist-ideological to liberal, civic and multicultural model.

Contrary to the so far reforms, reduced to the adaptation and institutional transformation of the old and surpassed educational and scientific paradigm, the upcoming changes in the education system must be based on a consistent revival of the postulates of a knowledge based society, which is a precursor to the new social formation of a postindustrial information society and a democratic legal state.

Snezhana Ilieva[1]

EMOTIONAL INTELLIGENCE AND STRESS MANAGEMENT IN SCHOOL SETTING[2]

Abstract

The impact of emotional intelligence of teachers on their stress coping and burnout is studied. The results show that the improvement of empathy and emotional self-awareness reduces the negative consequences of stress and burnout. Teachers who control their emotions in appropriate way are able to enjoy of their leisure time and to cope successfully with stress and burnout.

Key words: emotional intelligence, burnout, stress management, stress coping strategies, multicultural setting

Stress and emotional intelligence of teachers

Teaching is one of the most stressful occupation at the world. The high levels of stress and burnout among teachers not only endanger the their health and worsen the effectiveness of their work, but also influence academic achievement, emotions and behaviour of students (Wiley, 2000). It was found that the strong stress experienced by teachers, substantially reduces their satisfaction with the job, but does not always have a direct relationship with health problems (DeFrank, Stroup, 1989).

There are many factors for occupational stress in teachers arising from: the nature of the work itself; the changes in the curriculum; the size and composition of the class and the school; the requirements of society; the balance work - family and the behaviour of students. Highest importance to stress is attributed to the behaviour of students, which predicts the occurrence of burnout and failure of teachers to deal with this (Maslach, 1999).

High levels of stress in the teaching profession are related to the emotional demands of work and the need to interact intensively with a wide range of people - students, colleagues, parents. Teaching is a typical example of the so-called "emotional labour", which contains high levels of stress, as teachers are expected not only to transmit knowledge and to assist the process of its acquisition, but also to build students' social and cultural skills. The high emotional demands in the work process create additional stress conditions for teachers, which in turn leads to frustration, emotional exhaustion, health issues and, ultimately, to turnover and leaving the profession. Teachers experience high levels of burnout in the performance of their professional duties, which reduces their performance and affect negatively classroom learning, individual well-being of students and the overall educational process (Cherris, 1995).

Working with refugee children in their classes add a new range of stressors and increase a level of stress of teachers. Refugee children suffer from war or combat trauma, some of them have post-traumatic stress disorder, depression and anxiety. Teachers should deal with their usual duties and responsibilities in class but they also could be influenced by the stories, trauma experience and behavior of refugee children. The expectations from teachers is to develop skills for intercultural communication and to assist in the process of school adaptation and integration of refugee children.

Specific stress factors for teachers working with refugee children are: working with multicultural issues in classroom; lack of knowledge and understanding of native culture of refugee children; insufficient institutional support and regulations and need to develop skills to work with children with post-traumatic stress disorder and mental health problems.

Teachers working with refugee children could feel overwhelmed by the children experiences and reactions and could develop so called "**s**econd traumatic stress and compassionate fatigue" (Figley, 1995). Any individual who works directly with traumatized children and is in position to

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hear about their traumatic experience, is at high risk to develop the emotional and behavioral reactions that affect their emotional well-being and quality of life and deteriorate their health.

All these new challenges require teachers to apply stress management skills, improve cultural sensitivity and emotional intelligence and care for their own mental and physical health.

Emotional intelligence is a factor for reducing stress and burnout, and for improvement of physical and mental health of teachers (Chang, 2009). Emotional intelligence is associated with their self-efficacy and successful coping with stress (Vesely, Saklofske, Lescheid, 2013). High levels of emotional intelligence in teachers are perceived as a vital personal resource that predicts their performance and subjective well-being (Wong, Wong, Peng, 2010) and affects their satisfaction with the work (Perry, Ball, 2007).

The aim of this study is to establish the impact of emotional intelligence on stress management and burnout of teachers working in multicultural school setting and having refugee children in their classes.

Methods

Questionnaire for emotional intelligence. The questionnaire is designed to measure capabilities, competencies and skills of the person to be successful in coping with the challenges of their environment. (Bar-On, 2006). The questionnaire showed good psychometric qualities as the coefficient of internal consistency of Cronbach's alpha of the scale in this study was 0.71.

Questionnaire for measuring the burnout. For the purposes of the study is used a short version of the questionnaire of C. Maslach and S. Jackson (1986), which respectively measure emotional exhaustion, depersonalization and decrease in personal accomplishment at work (Maslach, 1999). The reliability coefficient of Cronbach's alpha of the scale in this study was 0.74.

Questionnaire for stress symptoms management. (Latack, 1986). It consists of 24 statements rated on a five-point Likert scale that describe the possible responses to stress in general, outside the specific work situation, and reflect the preferences for the application of different ways and means for stress management that are inherently emotional and behavioural. The reliability coefficient of Cronbach's alpha of the scale in this study was 0.75. Through factor analysis by the method of Varimax-rotation is indicated the presence of the following seven factors: rest; entertainment; autotherapy and relaxation; emotional response; religion and professional help; alcohol and smoking; drugs and meditation.

Sample

In this study take part 73 teachers working in multicultural setting. The majority of respondents were women (80.8%). There are five age groups separated, as there were no respondents aged up to 25 years; 5.5% are aged from 26 to 35 years; 23.3% are aged from 36 to 45 years; 35.6% are aged from 46 to 55 years; and 35.6% are aged over 55 years. By age indicator sample is not balanced and consistent with the trend of aging in the teaching profession, the majority of respondents are in the age range over 46 and over 55 years.

Results

A regression analyses has been made based on the stepwise regression method in order to find out which components of emotional intelligence have impact on stress management and burnout of teachers

The results show that the emotional intelligence influences stress management techniques especially emotional response, entertainment and use of drugs and mediation (Table 1). The different components of emotional intelligence are related to specific stress management techniques and from this point of view the teachers need to control and express their emotions, to increase awareness of own emotions and emotions of other people and to improve their empathy.

The use of drugs and meditation as a tool to manage stress decreases when empathy is developed. The empathy has negative effect on use of drugs and meditation but the awareness of the emotions of others has positive influence on this stress management approach.

An expression of emotions predicts using of entertainment as approach to reduce stress. Teachers who control their emotions in appropriate way are able to enjoy of their leisure time, to feel satisfied from their activities after work and to keep their emotional stability and stress hardiness.

Table1. Impact of emotional intelligence on stress management techniques

Emotional intelligence	Entertainment	Emotional response	Drugs and meditation
Expression of emotions	-0,263*		
Emotional self-awareness		-0,272*	
Empathy			-0,468***
Awareness of the emotions of others			0,301**

Ineffective control on expression of emotions has negative influence on entertainment and hobbies in leisure time of teachers. They are not able to relax and to cope successfully with stress that is very harmful for their mental and somatic health. Emotional strategy to cope with stress is negatively influences by the emotional self-awareness as a component of emotional intelligence. In this sense, improvement of emotional self-awareness will be effective approach to avoid a negative emotional response to stress and to foster successful coping.

Table2. Impact of emotional intelligence on burnout of teachers

Emotional intelligence	Emotional exhaustion	Depersonalization	Personal accomplishment
Expression of emotions			
Emotional self-awareness			0,895***
Empathy		-0,293*	
Awareness of the emotions of others			

The emotional intelligence has no influence on emotional exhaustion as a symptom of burnout which is a result from the cumulative stress and long standing emotional fatigue in teacher's work (Table 2). Therefore emotional intelligence is important to reduce depersonalization and to prevent the level of personal accomplishment but is not able to prevent emotional exhaustion of teachers.

Empathy as a component of emotional intelligence decreases the depersonalisation, reduces the formal approach in teaching process and improves the interactions with students. Teachers with high level of empathy have positive attitudes to their job and establish supportive and helpful relationships with students in their classes that prevent them from negative consequences of burnout syndrome.

Emotional self-awareness strongly predicts personal accomplishment and performance. Teachers who aware the emotions of others are able to create good emotional climate and succeed to assist the adaptation and integration of students in their classes.

Conclusion

Emotional intelligence is a prerequisite for the development of inter-cultural sensitivity and understanding of other cultures. It also creates tolerance and reduces stress when interacting at work with representatives from other cultures. Teachers with high emotional intelligence establish good relationships with the students because they are attentive and responsive to their concerns. High emotional intelligence reduces the level of the perceived professional stress, with the result that teachers can successfully manage stress and reduce the harmful effects of it.

The teachers working with children from different cultural background are able to manage their emotions and to show empathy that reduces the negative influence of stress. Teachers who develop empathy skills don't need to use some drugs to cope with consequences of stress. If the teachers fail to manage their emotions they are not able to relax after work and their work-life balance will be out of control. Emotional self-awareness is a key predictor of personal accomplishment. Teachers who are able to understand and manage their emotions succeed to cope with stress and its negative consequences and maintain a high level of work performance.

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Bisera Ristikj[1]

IMPROVE STUDENT OUTCOMES BY EMPLOYING MICROSOFT SOLUTIONS

Abstract

As education is vital to the development of any nation, so employing modern methods of teaching is an accelerator to effective learning. Teachers and students need to be engaged in an environment that creates immersive and inclusive experiences so they can achieve more. The digital transformation has broken down the boundaries of the traditional 'chalk and talk' method that persisted for years. The digitalization counts numerous benefits students and teachers can take advantage of. The focus is primarily on leading and learning and stimulation of essential life skills development. The current Microsoft solutions such as Office 365, OneNote Notebook, Office Mix, Sway and Skype in the Classroom offer personalized learning and help overcome today's teaching challenges. By using Microsoft solutions teachers and students become part of a proffesional global community in which they can learn, share and be globally recognized. Teachers have the opportunity to create blogs in just a minute, reach parents and inform audience by creating free newsletters with multimedia content. Flipping your classroom is another advantage that teacher can integrate in the Learning Management System by using Office Mix in which students learn content online usually at home and homework is done in class where teachers and students can discuss and answer questions. Most of the Microsoft solutions are suitable for all kinds of content and all forms of learning. Transform the learning process by teaching students tolerance and empathy with Skype in the classroom activities and take them for an adventure without leaving the classroom. The employment of digital tools promotes teachers productivity and makes teaching and learning easier.

Key words:digital storytelling, Microsoft tools, innovative teaching, young learners

Small children or young age students are not often aware of the enrollment in the education world, namely do not understand its key roles and impact. There are numerous ways to convey real life values and good morals in order to make students a good fit for society. This process can be immensely rewarding and disappointing at the same time, so you will need to consider many things before entering the classroom.

As a teacher of English, I have always had in mind that creating the perfect classroom is the primary factor of how students accept the learning environment,and additionally vital for achievement.

The preeminent weight in the first grade curriculum is put on the listening skills, or the aural input, which means that most of the content is taught through stories and chants. In the foreign language teaching short stories are recognized as a jumping board to motivation and appreciation of the language and culture students learn. Additionally they provide visual cues and imaginative input as well as skills development such as listening comprehension. Since most of the values are rooted in our own personality you have to be extremely cautious of the content and the way you present the story.

The foreign language classroom focuses on many different aspects. As young learners are not fully prepared learning a new language, the educator primarily needs to identify the crucial requisites to boost children's attitude toward the new language they first meet in the learning environment. One of the key stage when first meet your new students is the ability to learn and recognize the differences of the skills each students has. This will automatically employ the teaching methods and approaches. And you probably have the child who wants to learn with nothing more than a tablet in the hands, the child who is self-confident and learn by its own and the child who wants to collaborate with all peers and easily accepts all teaching approaches.

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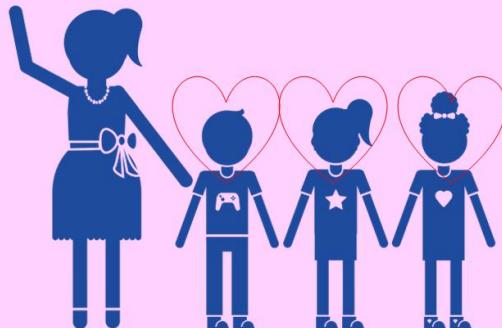
English language in primary education

My typical procedure for presenting the story in the classroom has emphasis on the rich wordless pictures aiming to instill imagination of how things are and what happens next. Classical reading makes student bored and soon after students start yawning or tend to lay down. Owing to the fact I run two blogs brimming with the newest applications and web tools I opted the digital storytelling approach.Most of these storybook platforms are free to use and children friendly.The easy to use tools offer rich illustrations, huge choice of props, class management tools and what I love most safely share to all social networks and embed codes for your blogs. The practical conversion from text to colorful canvas is actually a combination of digital and narrative content. My digital bookshelf is a product made with the assistance of free tools like Office Mix and Sway as well tons of other publishing platforms and applications which you can find them here.

The consequence which follows is nothing more but students' appreciation and attention and the final outcome is pleasant and delightful learning environment, where the teacher is mostly awarded by the instant feedback. Students know well when the teacher has prepared in advance and do not hesitate to show off their joy on how this story kept them amused. Some of the mentioned story creators offer advanced features so you will have to figure out which tool is appropriate to create your story. For example some stories have more than two or three characters including animals or plants in specific roles which gradually doubles the work you need to do, but in return you become more skilled and accurate when conveying the moral of the story.

There are three basic stages of language learning which will guide you to fully understand how to teach a foreign language and make sure students become fluent speakers later on. The first stage is learning sounds or the ability to recognize phonemes which is also called phonemic awareness. Stage two is about learning new words or understanding how the sounds go together and make meaning. The amount of the vocabulary will also boost fluency. The next stage is making sentences with the new words.

In the past seven years I have been teaching English to students aged from six to ten and the curriculum is focused on developing mostly the receptive skills in first and second grade since the third graders already start to develop productive skills.

In order to copy with the different styles of learners and employ one powerful tool which will support the development of all four language skills I have found one perfect tool to master productivity at work in a unique, powerful, and easy way.

Employing the right digital tool in the classroom will promote your productivity and make

teaching and learning easier. In fact the employment of the technology is here to make things easier. In my next writing I am going to interpret the use of the Microsoft OneNote Notebook with the focus of the new learning tools. As my tittle includes the word "multiuse" I have really successfully implemented the use of the learning tools in my teaching and yield significant impact in language acquisition. When I say successfully implemented I mean that this tool supports all of the aspects I have marked as important and crucial when teaching foreign language.

Scanning the textbook page and sending to OneNote is a time consuming routine to keep all of your students on the right page. Since most of my teaching includes listening activities I often record an audio in advance to play during the lesson. Students listen and they use the drawing option to complete the exercises in the OneNote Notebook. In this way not only that I have a complete insight on how they completed the exercise but the textbook also stays neat for the next generation.

Mastering the receptive skills like listening and reading (word recognition) in early ages is a firm jumping board to later develop the productive skills speaking and writing.
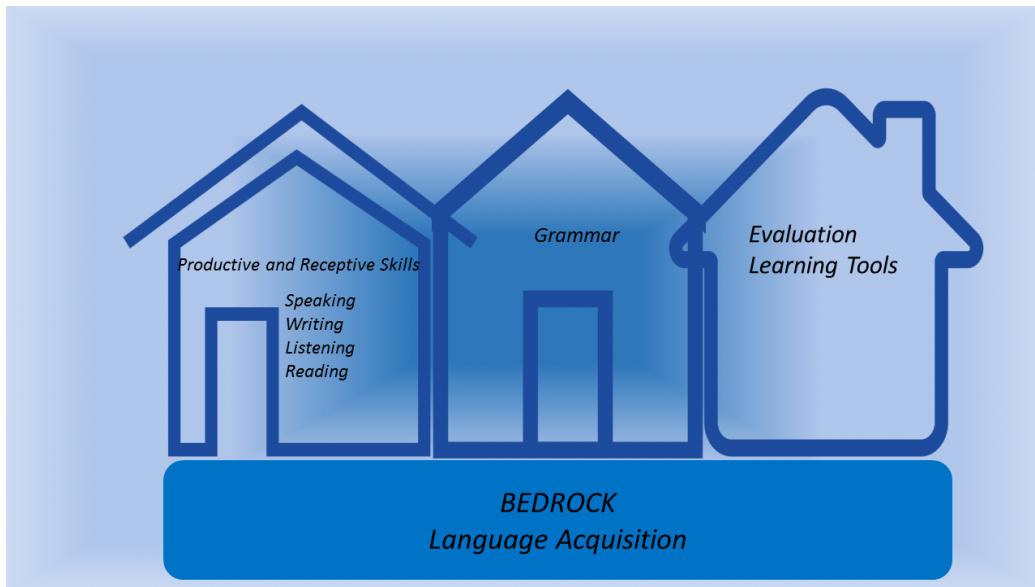
OneNote Class Notebook and the Immersive Reader in my classroom

• The Immersive Reader serves as pronunciation drill.

In my teaching the correct pronunciation is something I really carry about. So it is highly important how the teacher utters a word. A word can be spoken in different ways by various individuals and this depends on various factors as cultural exposure to the language, speech or voice disorders and the education. As I mentioned good pronunciation is essential for speaking and understanding spoken English well. So if you want to give your students a correct pronunciation from a native than the Immersive Reader can completely replace you. Instead of having students search a phonetic transcription or how to pronounce a particular word just type that word in the One Note Notebook and let the Immersive Reader pronounce for them. It is super easy, convenient and students going to love it because it is a new way of learning.

• The Immersive reader gives students a grammar input

This feature is my very favorite for a very good reason. Teaching grammar to students is one of the toughest tasks and conveying them in an understandable format can be challenging to teachers. My fourth and fifth graders learn how to recognize what is a noun, a verb, an adjective in a sentence. This is also important when it comes to correct interpretation of a sentence and students often misunderstand and with the Immersive reader they can self-evaluate their grammar

knowledge. Here is a great tip of how teachers can use this feature.

Have students recognize the verbs, the nouns and the adjectives in some part of a poem, text or sentences by asking them to mark the nouns with purple, the verbs with red and the adjectives with blue and then ask them to use the Immersive Reader to see did they complete the task correctly.

- Use the Immersive Reader to practice tongue twisters

In the past two weeks I have been preparing something like a recital for Christmas which includes saying poems, tongue twisters. With the Immersive Reader you can adjust the voice speed and it is really good for practicing tongue twisters. The task I gave to my students was to say one of the tongue twisters they opt to and interpret on the very day ten times at once. The good thing is that students can practice at home at any time using the Immersive Reader first with slow voice speed and then smoothly adjust the speed faster.

Office Mix in the foreign language classroom

As a teacher of foreign language to young learners I can count many activities I do with love but the one I favor most is the creation of stories with Office Mix. My first grade students learn English mostly through short stories, chants and in order to develop receptive skills, I took advantage of Office Mix (transitions, effects, slide recordings) to make the learning process even more fun. Students follow the story projected and they can already guess what is the story about. Third grade students even participate in creating Office Mix by recording in class and give feedback with quizzes and polls. Follow the links bellow to see the stories I created:

[Telling the time in English](#)- a grammar tutorial
[The Orchard Talk](#)-a story for learning new vocabulary
[The grammar umbrella](#)-a grammar tutorial on making plural
[The Pirate who made friends](#)-first grade story
[Help the monster](#)-a project assignment my students did in class
[Clown's body and face](#)-tutorial for learning parts of a body
[I can](#)-practice the modal verb Can/Can't
[English Alphabet](#)-students pronouncing the letters

When it comes to project assignments or newsletters and rich media content or collaboration Sway is the tool I rely on to create the mentioned. Follow the links bellow to see examples:
[Spooky Halloween](#)-a project for giving insight into culture
[Animal Sounds](#)-guess the animal activity
[The Boxtrolls](#)-students describe using adjectives
[Crafts in our classroom](#)-a newsletter from our classroom

OneNote Notebook is what we use almost every day in our classroom. The activities include drawing on the smartboard with the youngest or screen clipping a book page, so students can write on it and yet keep the books new. I often give students audio notes and they play and demonstrate understanding whether is this dictation or a direction to do something in class. We also use Cortana to learn facts and even learn the meaning of unfamiliar words. Follow link: [My digital agent](#)

The above-mentioned activities are just a bite of what I do in my classroom. The Microsoft tools promote and enhance student and teacher outcomes by giving best features affordable to every student and teacher. You do not have to be an expert to know how to use it. Primarily the main aim of these tools is to help us become more organized, creative and innovative educators in this modern world of education.

International Scientific Conference
THE EDUCATION AT THE CROSSROADS –
CONDITIONS, CHALLENGES,
SOLLUTIONS AND PERSPECTIVES
Bitola, Republic of Macedonia,
November 10-11, 2017

EDUCATIONAL SYSTEM, LEARNING AND TEACHING (SYSTEMIC AND THEORETICAL BASIS)

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Grozdanka Gojkov[2]

CRITICAL-EMANCIPATORY TENDENCIES IN HIGHER EDUCATION DIDACTICS

Abstract

Essential characteristics of new European wave striving for open didactics have been considered within theoretical discourse. Changes in the understanding of metaphysical assumptions in research of didactic phenomena are discussed, having in mind that for now they have remained unanswered for many didacticians – the answer to the issue is the responsibility of people who (as it seems) do not see its relevance.

It is concluded that higher education teaching is not in accordance with philosophical tendencies of critical-emancipatory currents, having in mind that the context for inaugurating ideas for its adequate organization has not been opened. Structural Bologna changes are understood as a corset limiting emancipatory approaches to learning (Lisman, 2006), so that, for now, they are nothing else but declarative guidelines. It is considered that, in spite of the fact that it is one of the most important questions for the third millennium, emancipation, from numerous perspectives, demands a long process of reconstruction of fundamental assumptions of education, whose effect are to be seen in new generations – *if the existing ones allow them appear in the chain of evolution at all* (Stojnov, 2017). In other words, the very philosophy of education of poststructuralism, i.e. postmodernism is disputable, since, as it seems today, their ontological-epistemological grounds have not been clearly considered yet, and it is reflected in structural changes of university. What are the chances of open didactics remains an open and important question, having in mind that "liberalization" of education, while bringing down normativism of thinking pretends for non-standard thinking, and "new rationality" strives for giving up from rationalism as such; standardization in a new form has appeared as an aim of education, imposing new totalitarian rules, while formalism, i.e. rationalism, gives its place to absolute idea of pluralism and tolerance, immanently inclined to level classical rationality by "confronting it in the line of scientific discourses and space of generally accepted interrelations" (Silanteva, 2011).
Key words: higher education didactics, intellectual autonomy.

Introduction

At the very beginning of the discourse it seems that, in the spirit of postmodernism standpoints according to which scientific reconsiderations do not lead to undisputable facts, but to doubts and dilemmas, a question imposes itself regarding epistemological and metaphysical frames, philosophy and its bond with philosophy of education, remaining unanswered for many didacticians of higher education teaching – having in mind that the answer to it refers to responsibility of the persons who (as it seems) do not see its relevance.

Critically-emancipatory oriented pedagogues (Freire, 1995) in the wave which has for decades now been splashing European didactics, have pointed to the need of the awareness that a curriculum does not reflect only basic educational values, but also essential value assumptions of the very social system and order, so that education is, first of all, evaluation of learning in regard to values of a certain context. This is in the core of understanding of education as a process of *learning* through which those who learn are formed in one of possible ways, while this way is under the inevitable influence of political values which are dominating in a given society in a certain moment. This is nothing new either for pedagogy or for didactics; on the contrary, it has always been a well-known fact that upbringing and education are two inseparable social processes; on the other hand, in the wave of critically-emancipatory oriented discourse it has been emphasized that education and upbringing should be seen as a process of learning starting with

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various forms of coming into being awareness in the society of those who learn – not only the learners, but also the teachers, the parents and other relevant agents of pedagogical process. What is also significant for the already mentioned wave splashing the field of didactics in Europe refers to the standpoint that learning begins with the awareness of patronizing relations in which students get involved into, often causing unpleasant reactions (shame, fear, anger, vulnerability..), even if students have successfully gone through the transformation of their educational status, having in mind that even then they go through rather unpleasant phases of fear from responsibility, feeling of fatalism and guild due to insufficient fulfilment of demands forming their working role. Furthermore, there is also anxiety due to the lack of constructs for grasping and understanding of reality different from what is generally accepted by the ruling class whose articulation has become a necessity; they can also be anxious since they cannot see themselves as the main carrier of this change. Therefore, if we are watching from the angle of critical and emancipatory didactics (Freire, 1995), evaluation of upbringing and education as a form of learning according to various social values, it is possible to understand them as a possibility for acceptance – "pedagogy of hope" being an alternative to "pedagogy of subordination" (Freire, 1995). The wave is heading to its basic direction and it refers to brining in being the awareness of political grounds each pedagogy is based on; this gives a chance to those who learn to become aware of these foundations and to be able to transform the relations of power forming them through the process of their own transformation, thus making this pedagogic wave inseparable not only from explication of political innocence of pedagogy and psychology, but also from studying of power relations which educate people in the same way and to the same extend they are education within educational curricula.

The above stated critical emancipatory standpoints are closely related, i.e. they are derived from the philosophy of Fuko (Fuko, M. 1997, 1998), a psychologist of post-structural current, post-positivistic orientation, post-cognitivist approach and post-individualistic attitudes whose clear tones are reflected in advocating for democratization of upbringing education, being one of the crucial issues for the third millennium. Emancipatory coexistence of multiple perspectives demands a long process of reconstruction of fundamental assumptions of upbringing and education, whose effects are only to be perceivable by the generations to come – if the existing ones allow them appear in the chain of evolution (Stojnov, D. 2017). Critical and emancipatory movements in social sciences, as well as in pedagogy and didactics, start from the belief that the current uncontrolled progress of morally indifferent science and insufficiently controlled technology, guided by the unexplained interests of invisible groups can interrupt the evolution chain in a period of time much shorter than people are ready to accept (Stojnov D. 2000, 2017). From the angle of didactics, issues of power assume that a student is approached as one of the links in the chain of transmission and investment of power. At the same time it is understood that power is not a liquid "poured" into individuals, but it is an entity possible to research only through the respect for the resistance which can be articulated according to a prevailing discourse. Unfortunately, students are not only subjects in which power is invested, but they are for a long time under the influence of those who form them in the upbringing process. Therefore, understanding and research is a power, as well as mastering power: gaining insights into strategies, manoeuvres and techniques of disciplining which each system and each society has over the process of shaping and forming, i.e. production and creation of certain forms of subjectivities, opening up possibilities for their changes and alternative creations (Ibidem).

The viewpoints on democratisation of upbringing and education are closely related to what has already been referred to in the text above, which, according to philosophical and sociological standpoints of Fuko et al, before all, should strive for the *multiple perspective* approach – tolerance of coexistence and simultaneous nurturing of various perspectives[3] . Different

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[3] The concept of pluralism entered pedagogy in 1960ies through the critical theory of Frankfurt philosophical circle, providing foundations to emancipatory didactics. Habermas, J. (Habermas, 1988), as one of the prominent representative of this movement in the theory of science, critical philosophy, as well as others (Adorno, Markuze...) has pointed out that emancipated, autonomous individual is a social being who accomplishes his/her emancipation through broadening of arena of democratic discussion in which the content of the future is revealed. He considered that critical pedagogy is grounded

perspectives can be unmeasurable, unperceivable, in conflict, sometimes mutually excluding, leading to rather disharmonious state. Emancipation and democratization of upbringing should therefore be based on the spirit of tolerance for these disharmonies and their long-lasting dialogic harmonization, rather than on averaging, standardization and "confectionalization" of this process. Furthermore, according to Stojnov (Stojnov, D. 2017) knowledge we will be striving for in this millennium is one whole contingent of constitutive world views, so that knowledge understood in such a way is analysed from the standpoint of efficiency, ecological sustainability, functionality, political and ideological expediency, susceptibility to manipulation, hegemonization and domination – rather than from the angle of its objectivity and "ontologically evident" normality. Limited space does not allow elaborated explication of the mentioned aspects of understanding of knowledge in postmodernism, so that it might be concluded that the changes in social context reflect on both pedagogic and didactic processes; in a way these understandings of social relations, as well as Fuko'scratology, i.e. determination of power as an effect of prevailing world views, due to their domination, have become legitimate. In this case, power is seen as an unambiguous characteristic of relations between people: defining of the world or a person in a way allowing somebody to remain unpunished while doing what he/she wants is a representation of exercise of power (Fuko, 1997). In these determinations, power is seen as an instrument of knowledge: power is exercised over actions of people, rather than – as it is the case in physical power and violence – over their bodies. As a consequence, the issue cratology deals with is the matter of relations, rather than inner essence, and its explication implies the question: "How is power exercised, by which means?" and "What are the effects of power?" Power does not represent the ownership of the ruling class, a state or a sovereign, but a *strategy:* effects of power are derived from manoeuvres, tactics, techniques, etc. It does not imply only denial for powerless, but also investment and transmission to them. Understood in such a way, power is a multiplicity of relations of forces which shape the powerless in a way which is desirable for those who have the power. Therefore, power is not deformation and destruction of powerless, as it is the case with violence and brutal force in relations (Ibidem). Previous cratological views of Fuko, as one of most significant representatives of postmodern understanding on knowledge and critical-emancipatory movement in educational philosophy are stated here in order to more clearly consider new waves in didactics in general, as well as in higher education didactics, now advocating for open or didactics of relations, rather than didactics of education. Didactics of relations or open didactics is considered open due to the changes of perspective – from teacher to student and competences to be acquired" (Zervakis/Wahler, 2007, as cited by O. Kruse, 2011). The change of perspective assumes lectures which are student oriented and more accurately observe their perspectives in learning, specifying "output" while the notion of competence aims at encouragement of not only knowledge acquisition, but also complex abilities development. In Kruse's view (op. cit.) this is nothing new, having in mind that in Humboldt's tradition teaching was oriented towards competence. On the other hand, much more that it is the case with the Bologna reform framework, such teaching considered studying as an arena where intellectual and methodological abilities were developed. The very term "competence" is, as it has been pointed out by the mentioned author, is new and drives more intensive didactization of academic learning. Therefore what was most appreciated and what represented the essence of studies in the case of

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on emancipatory interests and therefore it is normative, so that upbringing is understood as an act of communication appearing in the weaknesses of current reality in front of the horizon of future possibility (Kenig E. &Zedler P., 2001).Didacticians like Klafki, within critical-constructive didactics, emphasized that emancipatory education means empowering for self-determination, autonomy, co-determination and solidarity (W. Klafki, 1993, p. 67). Blankerc(Blankerz H., 1982) puts emphasis on the importance of emancipatory upbringing in the form of encouragement of development of maturity, intellectual autonomy, whose measure is liberation of a man and turning to oneself. Similarly to Molenhauer, Schultz also points out to self-organized and autonomous learning through communication and understanding between a teacher and a learner on the aim to be reached in interaction and through group work; as a consequence, for him upbringing is legitimate only as a dialogue between subjects who are capable of action, rather than subordinating of teaching and upbringing objects to intentions of teachers, having in mind that "in anthropological reflections we are experienced as beings predetermined for freedom, with equal rights for self-realization, as beings supporting each other and responsible for each other" (http://www.dositej.org.rs).

Humboldt tradition is now disappearing: for students to be seen as partners in collaborative process of learning and research.

University reforms do not leave the space for inaugurating of emancipatory ideas, so that students have become an object of didactics, disappearing as agents and personalities from learning arrangement, which is not acceptable according to didactics of relations, since it leads to the position of power rather than to collaboration relations creating chances for self-determined and co-determined learning which is the essential element of intellectual autonomy (Ibidem). Along with what has previously been said, it is important to mention that many authors consider that the epistemological grounds of postmodern pedagogy and didactics have their roots in a new postmodern wave of adjustments of national pedagogies to the challenges of globalization, imposing, among other things, the liberalization of educational processing, breaking down normativism of thinking. The collapse of normativsm of thinking pretends to new understanding of educational process and is explained (M. Silantjeva, 2011) as principally non-standard thinking, with ambitions to go beyond the limitations reached by mankind, revealing new horizons and levels of a being. The essence of this is reflected in the adjustment of education to standards of "the new world" of advanced technologies, sense oriented, emancipatory feminization… which is, according to Silantjeva, a phenomenon demanding serious analysis. "Liberalization" of educational process, while breaking down normativism of thinking, according to Silantjeva, calls for non-standard thinking, and "new rationality" strives for giving up from rationality as such, while standardization in a new form seems to become the aim of education, imposing new totalitarian rules, while formalism, i.e. rationalism of knowledge gives place to the absolute idea of pluralism and tolerance, immanently striving for levelling of classical rationality "opposing it at the level of scientific discourse and space of generally accepted interactions" (Silantjeva, 2011).

What has also been emphasized by the reform of studies in regard to education quality, apart from competencies, are standards of education (Klieme et al, 2007, as cited by O. Kruse, op. cit), which have, as current approaches to educational quality, introduced the culture of verification grounded on external control of the outcomes based on values and actions of normative philosophy and pedagogy, and finally, logics of economy. Therefore it is necessary to create a different concept of "quality" which has to be contextualized, implying that all the actors create mutual understanding of quality and search for more adequate ways of reaching it. Argumentation of alternative understanding, defending various attitudes, is in favour of the fact that learning autonomy cannot be standardized, that unrepeatable differences of individuals do cannot be subjected to achievement criteria, at least not in such a defined way. What is today expected from a new competence oriented viewpoint, refers to less ambiguous explanation of abilities which are to be acquired and it might be positively considered from the angle of didactical contribution to encouragement of intellectual autonomy of learning, but this is annulated by the narrowing of the field of autonomy in the process of studying. Training of competence of survival has been emphasized due to instrumentally oriented factography of examination demands, putting critical and independent thinking into second place (O. Kruse, op. cit), together with other abilities underlying it, like e.g. meta-cognition and learning strategies. While real developments in the field of higher education head towards scolarisation, critical thinking is considered a central point within European policy of development. Through formulation of system of descriptors educational a frame has been created, supposed to define the demands for quality in the whole Europe (www.jointquality.org). In the last step of defining of "qualification framework for lifelong learning" (European Council, 2008), complexies of levels are in favour of statements that the established aims have reanimated those present in Humboldt's traditions. At the same time, it is concluded that the conditions within the framework of studies created by the Bologna process are not in harmony with the aims of qualification framework. Consequently, it might be assumed that this vary framework has little chances for achievement.[4]

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[4] In author's stated titles there are explorative research on the level of development of intellctual autonomy of studens, which might be considered the reaches of the effects of European qualification framework.

According to the Bologna process in 1999 and supporting additional documents issued at ministry conferences at European level, changes have been driven, marked by increasing regulation of studies, which are mostly of structural nature, which has, at least in Serbia, been experienced as distancing from Humboldt's concept of education. It has been assessed that in Serbia, like in universities in Europe, formality in realization of the Bologna process (European comparability, specification of success, studies being more structured) is directly connected with compression of contents of studies in order to make the duration of studies shorter, eroding old study and teaching culture (O. Kruse, op. cit). Bologna process aims are in question, refers to the intentions to build a system of quality assurance in the whole Europe. However, expected changes, especially those related to organization of studies, curriculum (shortening of duration of studies, canonization of contents and competencies which are meant to be transferred and acquired, realization of optional possibilities in teaching, increase of success control, decrease of time needed for processing of data in scientific works, absence of inter- and final exams, leading to the loss of longer period of time when there are no exams, mandatory exams as a part of each subject matter, increase of mobility according to restructured study programs…) have not brought to positive changes in quality of studies. Thus, we can agree with Kruse (op. cit) that studies have been modified into a set of demands for learning and a set of evaluations. Students' intelligence has before all been educated in how to find the easiest way to pass an exam. Activities oriented towards encouragement of intellectual autonomy and creativity, like projects, seminars and practice, have become only possibilities which, due to the lack of time and determined modules, have more and more frequently become impossible (Halpern, D. F, 1998, as cited by Gojkov, 2011). It is considered nowadays that studying is nevertheless easier at Bologna University, but The effort students should make to think and make decisions independently has disappeared. It is rather that one's own independent thinking is experienced as a stumbling stone when it comes to the next exam. "Credit Point" is more valuable than learning experiences leading to it. It is not a rare case that students graduate from a university without having the time, let alone interests, to read a single professional book by one's own choice. So, resuming of differences between studies before and during the Bologna reform would lead to a statement that Humboldt's university with its emphasis on student's freedom in decision making and research learning, aiming at providing students' encounters with science, involving them into dynamic, personal and important developmental process. Bologna reform of studies as opposed to the direction of individual process of education, leads towards normed, narrowly guided experience of learning with low levels of risks, as it has been pointed out by O. Kruse (op. cit).

Conclusions

Having all the above in mind, it could be concluded that higher education teaching is not in harmony with philosophical tendencies of postmodernism, having in mind that the context has not been created for inauguration of previously mentioned ideas for its adequate organization (Bologna structural reforms are seen as a corset limiting emancipatory approaches to learning (Lisman, 2006), remaining for now, only as declarative guidelines, well estimated by D. Stojnov who considers that , even though it is one of the most important issues of the third millennium, emancipation of coexistence of multiple perspectives demands a long process of reconstruction of fundamental assumptions of upbringing and education, effect are to be seen in new generations – **if the existing ones allow them appear in the chain of evolution at all**(Stojnov, 2017). In other words, what is also under dispute is the very construction and philosophy of education of postructuralism, i.e. postmodernism, and, as it seems today, their ontological-epistemological grounds still have not been clearly considered, which is reflected in structural changes of university.

Impression remains that it is a lucky circumstance that university is changing slowly from within, so that structural reforms have not been finally installed and as it seems, there are small changes that this will happen soon. Professors, as well as students, do not have a context, conditions or academic belief that all the changes would lead towards what university should strive for

according to its function. Those criticising the extreme pluralistic standpoints consider that self-determination is transformed into prevalence of inclination. They hold that it is not obligation, but joy which rules the scene. In such a way self-determination has found itself in the field of absolute popularity at the same time remaining the only criterion. Thus "self-determination" in the sense of Kant's imperative is viewed as alienation of a person from everything that has something to do with obligation. Consequently, we are facing the demand for new "pedagogic autonomy", and arising "open curriculum". Raised to the level of dogma by those who enter the field of didactics and pedagogy without knowing fundamental pedagogic theories and their reaches and limitations, open curriculum suffers from severe criticisms; toutlines of the time we live in are more and more viewed as a danger for individualism to become a dominating characteristic of the time, since its steaming production is likely to jeopardize the social character of a human being (Kostic, N, 1997).Therefore today's discussions usually reach an agreement that dealing with the problem issue of curriculum they often end with the statement: the culture of a time, encoded in notions, is expressed in its sciences, whose system should not be maintained for the sake of the system, but in regard to the ability of a person capable of decision making to act; thus certain teaching contents are derived from the mentioned double dimensions.(Gojkov,G.,A. Stojanovič& A. Gojkov Rajić,2014). All this brings us to the influence of postmodernism on meta-theoretical conceptions of didactics showing on the card of theory of science three basic currents, arranging main positions of science into these three currents. For each of them pedagogic theories and didactic models are available. It is well to know them due to their close link to didactics, i.e. in order to be able to better understand modern pluralistic tendencies and their influences on empowerment of emancipatory potentials of students, i.e. intellectual autonomy.

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HIGHER EDUCATION FROM A COMPLEXITY THEORY PERSPECTIVE

Abstract

Complexity theory, as part of mathematics and physics, deals with complex systems (also called dynamical systems) in which many variables and many interactions between them, expressed as non-linear dependences, are involved. Such systems describe ever evolving processes happening in nature, where only change is a constant and unpredictability is omnipresent. The complexity theory also examines the dependencies of the processes. In what extent the outcome from one process will affect the other? As educational issues (educational system itself, class community, teaching methods, online learning, student community, student engagement, staff development, curriculum development, educational policy, local or global changes of the environment) in a great extent are behaving as complex systems, the complexity theory has inherently became well established discipline in educational research. In this paper we highlight the importance of a complexity theory as a viewpoint in educational research and we analyze three challenges present in higher educational sector from this point of view.
Key words: complexity theory, higher education, processes, changes.

1. Introduction

The scientific research in both natural and social sciences is usually more appreciated if it involves more mathematics (i.e. mathematical models, laws, data organization or data analysis). Especially when the research deals with *complex systems*, i.e. the systems composed of many interacting components. As these systems are usually nonlinear and evolve in time, they are often identified with nonlinear dynamical systems. The most analyzed feature of a nonlinear dynamical system is its predictability. The easier case is when the system after some time comes into equilibrium state, which means that the system is stable and predictable. Nevertheless, the systems are mainly dissipative and unpredictable, which means that in certain circumstances they show chaotic behavior. The "butterfly effect", that is the effect when small changes in the initial conditions yield to large changes in the system, is typical for the last systems.

The mathematical-physical branch that deals with complex systems is called *complexity theory*. Although not yet systematically formalized with axioms and theorems, it is applied in many natural and technical sciences (more can be read in (Bertuglia, 2005)). *Complex adaptive systems* are of special importance in complexity theory. They can be defined as (Bertuglia, 2005) "open systems made up of numerous elements that interact with one another in a nonlinear way and that constitute a single, organized and dynamic entity, able to evolve and adapt to the environment". Another attributes that can be added here that explicate adaptive complex systems, are self-organization, self-maintenance, feedback, diversity, connectivity, collectivity, co-evolution, holism.

Although originally formulated and examined in natural sciences (mainly mathematics and physics, but also biology and chemistry), complexity theory is also involved in social sciences. Each organization, community or society is a complex system of networked factors which interacts with the environment, adapts, self-organizes and continuously tries to develop and survive. Therefore, complexity theory extended its influence to sociology, economics and educational research.

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2.   Complexity theory as an important perspective in educational research

Enabling a wider view of education as a global adaptive complex system (having all the key features: unpredictability, importance of networking and interacting between different elements of the system and with the environment, self-organization, continuous change and adaptation, aiming to survival and development), complexity theory inherently became very important instrument and viewpoint in educational research. As said in (Cohen2007, p. 33-34), "Individuals, families, students, classes, schools, communities and societies exist in symbiosis; complexity theory tells us that their relationships are necessary, not contingent, and analytic, not synthetic." A good consideration of why complexity theory is inevitably involved in educational research is given in (Youngblood, 1997; Cilliers, 1998; Wheatley, 1999), "Complexity theory looks at the world in ways which break with simple cause-and-effect models, linear predictability, and a dissection approach to understanding phenomena, replacing them with organic, non-linear and holistic approaches in which relations within interconnected networks are the order of the day." (Youngblood, 1997; Cilliers, 1998; Wheatley, 1999; Morison, 2006).

Having this multilevel approach, the complexity theory sometimes problematizes educational research. It is surely interesting approach, but not always easy to apply in practice. Even applied, the question is how useful it is as instead of control and predictability, mainly unpredictability and chaos take place. And not only that, some aspects of complexity theory have antinomial nature: cooperation goes together with competition, similarity with difference, individuality with collectivity, connectedness with separation, necessary deviance with necessary conformity, diversity with uniformity, partial predictability with partial unpredictability, solipsism with the need to understand collectivities (Morison 2006).

3.   The higher education as seen from the complexity theorists' point of view

More than in other levels of education, the word complexity has to be an unavoidable part of the definition of the higher education. In a sequel, we will analyze few specific issues in higher education from a complexity theory perspective.

3.1. Teaching and Learning

Complexity theory proposes new innovative strategies that move teaching to learning. It encourages educators to think of learning contexts (classroom, online learning tools …) as entities that can evolve and improve (Dron and Anderson, 2014; Finch 2004). The teachers create learning activities based on many inter wined factors: curriculum requirements, resources they have, pedagogical content knowledge, and the students' learning experiences and needs, in which the learning will occur, and which at the same time have a positive influence on learning process. This requires from the teacher to be creative and to establish and maintain an effective learning environment where students feel safe and free to ask, discuss, collaborate and give their opinion (Jackson 2006, Craft, Hall and Costello, 2014; Cropley, 2001; Peters and Besley, 2013).

There are many aspects of learning that are still not well understood. For example, research about learning process can not explain "the fleeting", "distributed", "the multiple" and "the complex" paradigms (Law & Urry, 2003). There are many different types of time depending dynamic interaction and process in relation to "learning" situations in higher education. The conceptualisation of learning is still based mainly on the idea of individual support (Haggis, 2009).

3.2. Engagement of students in Higher education

Student engagement has critical role in student achievement within the learning process (Trowler and Trowler, 2010). With governments increasingly interested in measuring student outcomes (Zepke and Leach, 2010), and suggestions that student engagement can act as a proxy for quality (Kuh, 2009), a clear understanding of what student engagement really is, becomes essential. Student engagement is complex process that brings together diverse threads of research contributing to explanations of student success (Fredricks, Blumenfeld & Paris, 2004). Student engagement in Higher education is a typical example of a process that can benefit from

complexity theory by considering different approaches in the research (Kahu, 2013). For example, the holistic approach tends to bring together diverse approaches of theory and research on student engagement (Bryson, Hardy & Hand 2009). In this approach, engagement is a dynamic continuum with different locations (task, classroom, course, institution), and thus not measurable by surveys but best understood through in-depth qualitative work.

3.3. Game-based Learning

As learning can also be seen as a complex system, game based learning combined with mLearning lends itself well to the various systemic dynamics that feed the complex learning process. Several popular definitions of games agree that they are entertaining, interactive, rule-governed, goal-focused, competitive, and they stimulate the imagination of players (Driskell & Dwyer, 1984; Gredler, 1996; Tobias & Fletcher, 2007; Vogel et al., 2006). The distinguishing feature of simulations is that they are reality based, but they can also incorporate common game features such as rules and competition (Bell et al., 2008; Hays, 2005; Tobias & Fletcher, 2007).

Complexity theory suggests that simulation games are more effective than other instructional methods because they simultaneously engage trainees' affective (e.g., motivation and attitudes) and cognitive (e.g., memory, knowledge base, and executive control) processes (Tennyson & Jorczak, 2008). According to them "Interactive cognitive complexity is an integrative information processing model that proposes learning is the result of an interaction between variables internal and external to the cognitive systems of trainees. Trainees' affective and cognitive structures interact with each other and with sensory information from the simulation game in order to enhance trainees' knowledge base. The process is iterative as sensory information continuously interacts with trainees' cognitive system and new information is stored.

4. Conclusion

In this paper we emphasize the importance of the complexity theory viewpoints in educational research. Being dynamical, evolving, diverse, self-organized, networked, connected with the external environment, unpredictable, open, holistic, the educational elements (processes, practices, communities, micro and macro systems) possess many features of complex adaptive systems. We later explicate the relevance of complexity theory in analyzing three issues in higher education: teaching and learning, students' engagement and game based learning. Although very helpful in thorough understanding of the educational elements, we believe that it will be mostly useful only as a descriptive tool and also in undermining and putting in questions the simple linear predictable concepts existing in educational research. As this theory penetrated in educational research from mathematics and physics, it can certainly help in finding mathematical models of some educational complex systems.

Acknowledgment

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APPLICATION OF THE METHODOLOGICAL TRIANGULATION IN THE PEDAGOGICAL RESEARCH

Abstract

The aim of this paper is to analyze and review the most relevant definitions and theories related to methodological triangulation in social research, with an emphasis on pedagogical research in the education in Macedonia and beyond. The text also points to the importance for the pedagogues, teachers and other educators to gain research competences through their initial education and professional development, which would enable them to choose the appropriate research strategy in their work, regardless of whether it is related to monitoring the progress of student, assessment, evaluation or other issues relevant to their work.

The beginning of the ideas for the use of various methods in social research comes from the work of Campbell and Fiske (1959), who believe that the validation of the results can be provided by using more than one research method. Furthermore, many researchers such as Bryman, Eberhart, Cohen, Ménion, Denzin, and others contributed to the development of the idea of applying triangulation in pedagogical research. In addition to ensuring the validity of the results, triangulation exceeds the antagonism between quantitative and qualitative research strategies.

The concept of triangulation has initiated changes in curricula at some of the faculties for teacher education and training. In addition to the general courses for research methods, special courses are developed for qualitative and quantitative research strategies that are introduced in all three cycles of study: undergraduate, master and doctoral studies. Research competences have become an essential part of the set of competences that each teacher should possess.
Key words: triangulation, research methods, competences

The notion of triangulation

The beginning of the ideas for the use of various methods in social research comes from the work of Campbell and Fiske (1959), who believe that the validation of the results can be provided using more than one research method. Furthermore, many researchers such as Web, Bryman, Eberhart, Cohen, Menion, Denzin and others (Bryman, Eberhart, Cohen, Manion, Denzin) contribute to the development of the idea of applying triangulation in pedagogical research.

In pedagogical research triangulation has many meanings. Most often under triangulation it is understood the application of two or more research methods or techniques for studying one problem in order to obtain more favorable results and to provide greater reliability and sustainability of the same. The triangulation allows us to determine whether the research plan is well designed and properly set up. The application of two methods provides confirmation of the results, and if they are contradictory to each other, data should be provided with an additional method or technique, or a reorganization of the problem, hypotheses and research questions. This definition of triangulation in pedagogical research covers only its narrower content. Modern researchers (Alan Bryman, Clifford Eberhart, Polyen, etc.) point to the wider sense of triangulation as a research strategy or tool for comparing different data sources from different respondents, time intervals and environments using multiple research methods that complement each other in order to increase the reliability and validity of the results obtained from the research. Their definitions indicate several essential characteristics of triangulation in pedagogical research:

- Cross-examining the emergence from several aspects;
- Acquiring more complete and more complex knowledge about the research;
- Determining the validity of the obtained data, i.e. the weaknesses in the set-up of the research itself.

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Such definitions explain the triangulation in its wider sense, not only to a certain kind of research practice, but to a kind of philosophy of research. Determining the validity of the obtained data, or the weaknesses in the placement of the research itself, is only one of the triangulation functions. It allows pedagogical problems and phenomena to be studied in their complexity and in the context in which they occur, gaining knowledge about multiple aspects and gaining a full picture of them. Pedagogical phenomena are complex, dynamic, polyfactorial, multidimensional so that reliance on only one or two research techniques can result in superficial and incomplete data.

Characteristics and types of triangulation

Methodological triangulation as a strategy is used to increase the validity of research findings and evaluation. It combines quantitative and qualitative methods, using their advantages according to the nature of the studied phenomena. In recent years, this strategy has attracted a strong focus on researchers and has become an accepted practice of researching social phenomena. Validation of the results in natural sciences is most often done with the replicability of the experimental procedures, so the knowledge that one researcher comes from determines another under the same conditions. Such replicability is most often not possible in social research due to the polyphactality of phenomena and the constant change in the social context.

The analysis of the definitions of multiple authors (Veronica A. Thurmond, Denzin, Kimchi, Polivka and Stevenson) suggests that triangulation involves combining two or more data sources, researchers, methodological approaches, theoretical perspectives, or analytical methods. The best classification of triangulation was made by Norman K. Denzin. He expanded the notion of triangulation outside the conventional association of triangulation with research methods or designs and identified four types of triangulation:

- Triangulation of data
- Triangulation of researchers
- Theoretical triangulation
- Methodological triangulation

The last type of triangulation is thought to be most commonly used in pedagogical research.

The triangulation of data according to Denzin (1989) refers to the collection of data from: a) different time periods, b) from different places and c) different respondents. Data collected from different sources can increase the validity and reliability of the findings, compensating the disadvantages of one source with another. For example, the researcher analyzes data on the occurrence of different periods of time for better insight into the finest essence, and here we do not mean longitudinal studies in which the changes are documented continuously over a longer period of time. Data is collected by different individuals, groups or communities. The advantages of such a triangulation are the use of existing data and relatively fast results are obtained, but the disadvantage is that existing data may be insufficient and there are barriers to their collection and sharing.

Theoretical triangulation implies the study of the emergence of different theoretical perspectives, which helps overcome the bias and ideological limitations of the researcher. It provides a deeper understanding of the subject of study, as it offers various ways of discovering its meaning. In qualitative research, this can mean generating more theories from the data obtained.

Methodological triangulation involves combining different methods and techniques for research that will be applied at different times and in different locations in order to obtain data on the problem of research in different contexts and from different perspectives.

Within the methodological triangulation, Denzin emphasizes the difference between: triangulation within a single method and triangulation between methods of research. In the first case, different variants of a research technique or method are used, for example, two completely different scales of assessment for treatment of the same phenomenon, or a combination of free interview and structured interview, are used to obtain different but complementary data. In the second case, qualitative and quantitative methods and techniques are combined to cover the full

contrast of the phenomenon, for example, survey and observation, or individual interview, survey and focus groups so that we can find out more about the respondents' attitudes about their reliability and sincerity, to discover opinions and attitudes that we did not cover with the questionnaire, etc.

Triangulation of researchers enables overcoming bias and subjectivity in the treatment and interpretation of data, as well as increasing their credibility. Triangulation of researchers implies the equal involvement of more than one researcher in all stages of the research process. Each researcher is an expert in their field of action, they act complementary, discuss individual findings, giving the opportunity for different perspectives on the occurrence and reaching common conclusions. In this triangulation, insufficiently trained or unmotivated researchers should be avoided. Engagement of an additional expert for review of the research does not fall into this type of triangulation.

In cases where the researcher applies more than one type of triangulation, for example, two or more data sources along with two or more researchers, some authors call it complex or multi-triangulation.

Meaning of triangulation in pedagogical research

In modern pedagogical research, triangulation finds wide application and meaning, and its advantages can be summarized in several aspects:

- Contributes to greater quality in all aspects and dimensions of a research.
- The shortcomings of one method or technique are compensated by the advantages of another method or technique.
- Confidence in the survey data increases;
- Develop innovative ways of understanding the phenomena;
- There is unique and complete knowledge;
- Combine and integrate theories for a clearer understanding of the problem.

Triangulation also has certain weaknesses such as:

- The application of triangulation requires developed research conclusions, knowledge of the specifics of quantitative and qualitative methods
- It requires more time for both application and processing and interpretation of the results
- A particular problem is the scope of the research material, the time required for quantitative and qualitative analysis, as well as for comparison of the results obtained.
- Possible contradiction of theoretical concepts from an ontological and epistemological character.

Conclusion

Based on the stated strengths and weaknesses, it can be concluded that triangulation is not omnipotent. It cannot do a successful research if it is badly planned. Triangulation can contribute to more complete knowledge and better understanding of phenomena, and thus provide more objective and worthwhile results. However, it is very important for the researcher to have a clear idea of why he has applied the specific methods and techniques and what he wanted to achieve with them. In order for triangulation to become a successful strategy in pedagogical research, it is necessary for pedagogues, teachers and other educators to acquire research competences through their initial education, which means that in the subject matter of the methodology it is necessary to include theoretical contents and practical exercises for different types of triangulation. For already graduated pedagogues, teachers and tutors it is necessary to offer seminars and trainings for refreshing and complementing their knowledge and skills in this field.

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CREATIVITY AND STRATEGIES OF SELF–REGULATED LEARNING FROM THE PERSPECTIVE OF DIALECTIC CONSTRUCTIVISM

Abstract

The paper discusses, through theoretical analysis, the possibility of encouraging the creative approach to teaching preschool and primary school children using the strategy of self-regulated learning from the perspective of dialectic constructivism, which, in a certain way, connects the endogenous and exogenous constructivism. Self-regulated learning presupposes the ability to develop knowledge, skills and opinions which support future learning. When abstracted from the original context of learning, it can be conveyed to other learning situations. Learners are self-regulated when they are metacognitively, motivationally and behaviorally active participants in the process of their own learning. Self-regulated learning strategies denote planning approaches to a certain learning task and\or problem, as well as monitoring and evaluation of one's own understanding and progress at completing a certain task, and therefore present integral planning strategies with which learners identify, monitor and control their learning process. With these learning strategies it is possible to encourage executive processes, divergent production, originality, spontaneous and adaptive flexibility, fluency of ideas, associative and expressive fluency, sensitivity to problems, figural elaboration etc. In this way learners avoid dogmatic thinking, conformist thinking and the automatic reproduction of the learned. Children are given the opportunity to approach personal epistemology in a meaningful way, through the implementation of didactic instruction which direct towards researching, elaboration, adaptation, reorganization, modification, combining etc.

Key words: strategies of self-regulated learning, creative approaches to learning, didactic instruction, dialectic constructivism.

Introduction

> *Tell me and I will forget;*
> *show me and I will remember;*
> *include me and I will understand.*
> **(**Chinese saying)

The time of the dominant neoliberal ideology is leading to economic rationalization and reduces the individual to an addict of "economic success". The need for creativity is steadily increasing, in almost all domains of human activity. In addition to *knowledge*, contemporary society's demands position *creativity* as a category of central resource development. This is confirmed by the European Union, which puts creativity and innovation into one of the four strategic goals in the education of children and youth in Europe by 2020, which is a recommendation to all national education systems. In Serbia, the development of creative abilities is also one of the goals of education, as stated in the 2009 Law on the Foundations of Education and Upbringing.

One of the greatest challenges of contemporary pedagogy and didactics is to provide favorable conditions for creative expression in pre-school institutions and schools, with the aim of becoming places that will prepare children for active work and activity in society. In other words, educational institutions should be given the role of a creative and collaborative community tailored to the children's' needs, in which self-actualization, freedom of expression, flexibility and originality are encouraged. Training of youth for independent and creative work in theory and practice is one of the objectives of the modern conceptual and functional school (Nedeljković, 2010: 214). Thus, the third millennium places emphasis on creativity as one of the key words in

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the recommendations on the development of education and is considered to be a social and personal necessity. An indispensable condition for achieving such goals is that educational actors have a clear vision, awareness and understanding of what creativity is and what it implies, so that it can be fully fostered and developed.

Strategies for developing creativity in education

Now we are already talking a lot about strategies for developing creativity in education, which will significantly improve teaching in accordance with the context of the 21st century. However, their effectiveness has not yet been tested at the pre-school and younger school age, although they are promoted within programs that promote creative approaches to learning.

First of all, it is necessary to affirm learning methods that can activate students and create space for their creativity, development of thinking, problem solving, encouraging different abilities and the overall personality. The project method is such a method, which allows a teacher / educator to be more independent, to organize different teaching situations in which, in the foreground, there is a child, not a curriculum (Vilotijević, 1999). From passive observers, children become active participants in the preparation, realization and evaluation of teaching situations. In this organized teaching, the place and role of teachers / educators and children are changing. The teacher / educator plays the role of an organizer, a person who motivates, instigates, directs and follows the children's work. The child is accustomed to active, independent participation in work, developing curiosity, openness to new ideas and tolerance towards others.

The project method is defined in different ways, but we can describe it as "... a constructive activity that has a goal ..." (Đorđević, 2000: 101), or "... an activity that poses a problem to the mind to which it completely focuses so as to solve it until the end in a normal situation."(Clausse, 1972, prema: Đorđević, 2000: 101).The goal of this method is to equip children for research work and to through research obtain new knowledge.

Furthermore, the project method has the potential and possibility to strengthen the creative functioning of children, because the advantages of this method that are directly related to the encouragement and development of creativity speak in favor of it.

This is first of all *knowledge*. Learning through the project leads to progress in learning (when it comes to functional knowledge) and enhances the learning skill, because instead of adopting finished knowledge, children come to the answer through exploration.

Planning and organizing – i.e. freedom, as a necessary condition for expressing creativity.

Relaxing atmosphere - as one of the characteristics of the work on the project and the necessity for creativity - children are encouraged to exchange their ideas, not only with the teacher / educator, but also among themselves.

Competition and rewards are less used, and therefore the fear of error is also diminished, which also affects the manifestation of creative reactions.

Increased interest, as a significant factor in the development of creativity. These are project tasks that are interesting, optimally new and provide the children with a sense of personal choice and control.

Relation teacher -pupil. The teachers / preschool teachers essentially change their role as the dominant participant and take on the role of facilitator, associate, assistant, which also affects the reduction of stress and opens in the way to expressing creativity.

Encouraging creativity through strategies of self-regulated learning

Self-regulated learning implies the ability to develop knowledge, skills and attitudes that support and accelerate future learning, and abstracted from the original context of learning, it can be transferred to other learning situations. Students are self-regulated when they are metacognitively, motivationally, and behaviorally active participants in their own learning process. It should be emphasized (Zimmerman, Schunk, 2001) that self-regulated learning is not a mental ability or academic skill, but a self-paced process in which students consciously plan and monitor their own cognitive, behavioral and affective processes important for the successful performance of academic activities. This, furthermore, denotes that self-regulated students are not

passive recipients of information, but actively contribute to the attainment of set learning goals, where they start, change and maintain activities directed towards a specific goal, thus controlling only its achievement. By determining self-regulated learning, Schifel and Pekrun (Schiefele, Pekrun, 1996) emphasize that it is a form of learning in which individuals, depending on the type of their motivation for learning, autonomously use one or more self-regulating units (cognitive, metacognitive, willing or behavioral) and thus follow the course of their own learning.

In addition to numerous differences and specific determinants, Zimmerman (2001) considers that all different approaches to self-regulated learning contain a common denominator consisting of the premise that the way in which students perceive themselves as learners and their ability to use different processes of regulating their own learning are crucial factors in explaining their school achievement. The same author, assuming that learning is something that a student actively 'manages' rather than something that happens to him, distinguishes several other important common characteristics contained in a number of definitions of self-regulated learning. The first common feature is that all definitions are based on the assumption that students are aware of the potential benefits of a self-regulatory process to improve their school achievements. The second common feature is the recognition of the significance that feedback has in the process of self-regulation of learning. Feedback-loop is a cyclical process in which students monitor the effectiveness of their methods and learning strategies, respond to feedback about their effectiveness in different ways - first of all, unnoticeable changes in one's own self-perception, which are later manifested quite directly, and may result in, for example, a change in learning strategies (Zimmerman, 2001).

Metacognition, as a concept similar to the notion of self-regulated learning, has a cognitive orientation and is located in the so-called, endogenous constructivism, and therefore emphasizes the role of a person's mind over the interaction of that person with his/her surroundings. On the other hand, the theoretical starting point of self-regulation emphasizes the reciprocal determinism of the person and the environment, and this interaction of the person, its behavior and the environment is crucial to the process of self-regulation (the so-called exogenous constructivism). Therefore, for most researchers of this view, the environment is the main factor in stimulating the individual's awareness and its regulatory response. These two constructs developed in parallel because of their differences in relation to their assumed role in the environment, although they did not have tangential points. However, precisely the construct of self-regulated learning combines in some ways both metacognition and self-regulation, integrating endogenous and exogenous constructivism into dialectical constructivism. This would further mean that dialectic constructivism emphasizes the interaction of cognitive, motivational and contextual factors rather than their isolated effects (Dinsmore, Alexander, Loughlin, 2008).

Self-regulated learners are usually more aware of (metacognitive) their own abilities and strategies for learning and acquiring knowledge, and better evaluate and make decisions when and where specific learning strategies should be appropriately applied. Also, some studies have found that most students who achieve better learning results in school, as well as on achievement tests, usually implement the following strategies and procedures in learning:

- linking previous knowledge with newly learned content in order to better understand new material;
- self-determination of specific proximal objectives;
- constantly asking oneselfwhy the content is being taught, where and how it can be applied, what previous knowledge can connect to the new material, etc .;
- checking during the learning process to determine understanding of the content, and selective monitoring of their own work in order to see the signs of progress;
- research learning and finding new examples for a better explanation of concepts and ideas from content;
- critical evaluation of content, discussion and debate;
- keeping notes on the main ideas and concepts in the text (Stojakovic, 1998, 2009; Zimmerman, 2002).

Conclusion

The modern school and teaching process have a demanding task, with the aim of helping students to become self-aware, self-actualized and responsible persons, and, as such, can respond to the demands that the current society puts before them. In today's era of information technology, as the famous Ivo Andrić would say "the age of information inflation", learning by heart and remembering the numerous information that has been given to students is simply not possible. The time of rigid drill and mere remembering of the content, according to the principle of *ad litteram*, represent the past. Pupils are now, with teachers' mentoring, constructors and designers of their own knowledge. They are expected to participate in the learning process by having the opportunity to enrich the content of the study based on their aspirations, select facts, choose learning strategies, control their cognitive functioning, and evaluate what has been done..

A didactic environment, which encourages creativity through self-regulated learning strategies from the point of dialectical constructivism, should challenge a number of relevant conceptual imbalances that learners will point to in new ways of thinking. The conditions in which the child learns must provide a significant number of appropriate confrontations with the child's experiences through research, observation, discussion, and the like. This will put the child in a position to move away from ideas that seem to be acceptable at first glance, which lead to doubts about the previous concepts, and the possibility to see the problem in another way, and to see other more operative models. It is important for pupils to realize that there are no 'good', universal models that can always be applied in every situation. The bottom line is that children understand that each model represents only a temporary picture of reality, which implies the use of several models, whose testing can inspect the operability and limitations of each one. Such learning puts emphasis on the transformation of questions, interrelation, reformulation of the problem, elaboration, gathering information from different sources (metacognitive aspect) and the like.

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Slavica Komatina[1]

SERBIAN SOCIETY AND THE TRANSITION OF ITS EDUCATIONAL SYSTEM

Abstract

It could be said for education system in general that it is in permanent transition, if it implies the necessary continuous changes through which the education system adapts to the demands/needs of the society and the time in which it operates.

When it comes to the former socialist countries, educational transition still implies a more specific connotation, which primarily takes into account the fundamental changes that the countries are going through, first of all bearing in mind their newly emerging economic (transition from command to market economy) and political (transitions from socialism in capitalism) situations.

The transition of Serbian society began in the complicated circumstances of the breakdown of the state's home state, the isolation and sanctions of the international community, wars, and complicated political circumstances, all of which resulted in the disintegration of all vital social systems, among them, of course, the educational system as well. Even though we are reaching the end of the 2nd decade of efforts to revitalize Serbian education, many issues are still open and many problems of the education system are not solved.

As the reforms of the education system of the Republic of Serbia take place in turbulent social circumstances; to what an extent are the innovations that are being introduced genuine and how many of them are reflected in the adopted models of the countries of the European Union; to what an extent are they in line with the needs of the labour market; to what an extent are they in accordance to the needs of Serbian society and its culture; how are the key actors in education affected and whether their cooperation is fruitful - these are only some of the issues we are trying to give argumentative responses to.

Key words: education, education system, transition, Serbian society

1. The reform of the educational system of the Republic of Serbia

Education is one of those segments of social system which is under the permanent influence of global society, i.e. the social groups dominating it. In contemporary society/modern states, educational systems are in constant transition and their creators are forced to change and adjust them to social needs more intensively than ever again in human history. This is a consequence of extremely dynamic social-economic development of post-industrial society, shaped by constant progress in scientific development, especially in the fields of technical sciences and technology, informatics, electronics, robotics and bioengineering. The interconnectedness of modern globalized society opens up possibilities for the results of scientific discoveries to be much more intensively exchanged and become of use to increasingly higher number of people. Nevertheless, this does not lead to harmonization of quality of people's lives; on the contrary, the differences between the riches and the poorest, between the centre (or centres) and the periphery have become deepened and modern neo-colonialism has become increasingly more obvious.

Modern Serbian society shares numerous economic problems with other underdeveloped as well as developing countries, but it is also burdened by turbulent social-political events from its recent past and it has been faced with its consequences. The transition of social-economic and political system started in difficult circumstances of the fall and breakup of the mother country, isolation and international community sanctions, wars, complicated political situation, resulting in the decay of all vital social systems, among which, of course, education.

And while 1990ies were the years of deterioration and destruction of Serbian society, the 21st century started with the introduction of democratic changes implying a beginning of a new chapter in the development of the state and society. As a consequence, as soon as 2001 efforts are

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made to reform the educational system of the Republic of Serbia aiming at getting closer to current tendencies in education, before all those occurring in the European Union, and the reform was announced as systematic, comprehensive and essential. Domestic and foreign experts were involved in its design, and the first strategic document summing up the analysis and defining directions and aims of future education is *Quality education for all – a way to developed society* dating back from 2002.

Since then two system laws comprehensively regulating preschool, primary school and secondary school education, while the introduction of the third has been expected, which is currently in the procedure in the National Assembly of the Republic of Serbia, subjected to heated discussions between the authorities and the opposition.

The first system law, i.e. so called "umbrella" law –*The law on the fundamentals of education system* was adopted in 2003, having been previously announced as a sign of changes of educational system heading towards its democratization, decentralization and depolitization. "The law, including its changes and amendments introduced in 2004 should have provide legal assumptions for the support to reform activities in education in the sphere of: institutional systematic support to the development of education, insurance and improvement of its quality, organization and management of institutions in education, reforms of programs and professionalization in the field of education (Zakon o osnovamasistemaobrazovanjaivaspitanja, 2009: 8). Rather poor results on two international testing showed that that it is not easy to recover the system over night. (PISA, 2003 and 2006), "showing all the inertness of the system in which memorizing of a vast number of facts and their reproduction has still been practiced as a desirable educational outcome, so that the knowledge of our children turned out to be poorly applicable and inefficient in solving problem tasks" (Komatina, 2017: 74).

The new system law was adopted by the Republic of Serbia in 2009 under the same name *The Law on the Fundamentals on Education System*. The law empowers the institutions defined by the previous Law, which are supposed to support development of education (National Education Council of the Republic of Serbia, Institute for Evaluation of the Quality in Education, Institute for Improvement of Education (Centre for Professional Development)), further developing professional standards for workers in education and improving the systems of quality insurance, while the novelties refer to the development of the following principles: equal rights to education for all, efficacy and quality of education and upbringing (Zakon o osnovamasistemaobrazovanjaivaspitanja, 2009:8). This law, among other things, introduces significant changes in the enrolment policy and other assumptions for the development of inclusive education, paying special attention to prohibition of discrimination, violence, abuse and negligence at school.

Inclusive education, since its introduction, has been subjected to numerous discussions occurred due to insufficient preparation of the educational system for inclusive changes, while the greatest resistance came from the side of educational workers themselves. "Those working in education think that the greatest burden of inclusive education is on their shoulders. Their role in the process of change introduction school and the education system as a whole are going through is genuinely great, significant and essential, since it demands not one momentary change, but permanent change of the quality of educational workers themselves (Komatina, 2017:86). Of course, there is also an issue of the quality of those working in education, employed according to the principle of negative selection and without efficient evaluation of their work, while their social-economic position is so unfavourable that the state does not have an adequate response to accumulated problems.

According to the systematic law, more advanced laws in the fields of preschool, primary and secondary school education, as well as education of adults have been adopted (The law on preschool education and upbringing, 2010; The law on primary education and upbringing, 2013; The law on secondary education, 2013 and The law on education of adults, 2013).

During 2005 higher education also started to reform, having accepted the Bologna declaration and introducing the famous *Bologna reform*, which was supposed to improve the quality and efficacy of the system of higher education and get it closer to the standards of the European

Union. Claiming that the efficacy level of university studies is still rather poor, Jaric and Vuksanovic(2009), conclude their analysis with the insufficiency of social response to the key question raised by one of the research subjects: "How to increase the efficacy of studies without permanent decrease of expectation and criteria students are supposed to fulfil)?" (Jarićand Vuksanović, 2009:149).

The new Law on higher education (2017) has been adopted recently and its implementation is to start soon, while its effects are still to be seen.

The new system law and the law on dual secondary education is currently undergoing the adoption procedure in the parliament. It is a subject of heated discussion not only among political parties, but also in professional circles and broader public. While the proposers of the law use arguments in favour of the statement that dual education addresses the needs of the labour market, those criticizing it consider that "it will not give results in the country which does not have its industry, it lacks innovations entrepreneurs and scientists from Serbia. In the state which promotes negative selection we cannot talk about successful cooperation between industry and educational system, because the state itself does not develop staff policy grounded on knowledge, but the one led by sub ordinance to political leaders", as it is written by UrosDelevic for the daily newspaper *Politika.* Finally, Delevic emphasises that it is not a point that we do not have welders who can be trained overnight, the problem is that we will be left without engineers, physicians and scientists.

As things stand today, it seems that the reform of education in Serbia, in spite of the fact that it is intense, does not give satisfactory results and does not provide the professions which are needed by the labour market with the adequate conditions for employment and work. Migrations of highly educated staff are, however, a problem of majority of underdeveloped and developing countries, indirectly but at the same time permanently and in a long-lasting manner deepening the differences between rich and poor countries.

2. Efficacy of educational system of the Republic of Serbia

Here we will try to deal with the issue if Serbian educational system is harmonized with the needs of the labour market, i.e. what are the possibilities of young people to get employed and become independent once they graduate from their educational institutions.

"Transition of young people from the field of education to the sphere of labour market is a significant precondition for the process of becoming independent and entering the world of adults. Unfortunately, this transition has in Serbia often been difficult and hindered by numerous objective social obstacles, dominated by the following: disharmony between the offer and the needs in the labour market, the lack of clear vision of social-economic growth of the country and the dominance of political over all other fields and aspects of life. In such a context, the problems of educational system have become rather serious" (Prtljaga&Komatina 2017:4).

„According to a research carried out by European Training Foundation, the standpoint of the experts that the discrepancy between demand and supply in the labour market in Serbia had to a great extent been caused by the problems in education, i.e. theoretical approach to professional education, slow and inadequate changes in educational programs and the lack of high quality cooperation and communication between the sphere of education and the sphere of employment" (ETF, 2010, as cited by Prtljaga&Komatina, 2017:4).

The latest data on employment and unemployment in the Republic of Serbia announced by the Labour Force Survey in the Republic of Serbia (Statistical Office of the Republic of Serbia, 2017: 18) refer to the year of 2016 and show that there are great differences in the levels of employment and unemployment between the population as a whole and the age group of young persons between 15 and 24. While the rate of employment of the total population is 45,2, the rate for young people from the mentioned age group is only 19,7. There are great differences in the rate of unemployment, which is in the case of population as a whole 15,3, while in the case of young people between 15 and 24 - it is even 34,9.

Studies have shown that young people do not have open possibilities for integration into society, or trust into legitimacy of post-socialist order in Serbia (Mojić&Petrović, 2013: 290); as a

consequence, their frequent choice is to emigrate. Furthermore, young people in Serbia increasingly more rarely perceive education as a possibility to get involved into society and as a factor of social mobility upwards (Mojić, 2012). It has been noticed that in view of socio-demographic characteristics, there is the strongest statistical link between the age and the decision to emigrate. In other words, the most frequent emigrants belong to the age group between 20 and 24 (Bobić, 2007: 108).

3. Conclusion

In spite of constant changes of legislation at all levels of education, the educational system of the Republic of Serbia does not give expected results and does not provide answers to numerous social problems. This is reflected not only in incompatibility of the adopted changes with real social possibilities for their realization, but also in disharmony between educated profiles and real labour market needs.

According to the results of conducted research on young people and statistic data, their transition into independent life in Serbia is rather difficult and burdened with numerous obstacles. On the one hand, there are high rates of unemployment of young population in Serbia. On the other hand, those who managed to get employment are often dissatisfied both with their jobs and with their salaries which are not sufficient for independent life, solving housing problem and creating a family. Therefore, it is you can rather frequently hear a young person in Serbia say "as soon as I graduate, I will leave the country".

Educational system in the Republic of Serbia cannot be analysed separate from the social context. Socio-economic healing is rather slow, while democratization of society and cultural development have been blocked. All this is going on in the country in which permanent aging has become a reality, as well as depopulation, as a consequence of natural movements of population. When all this is backed by migrations of young and educated population, it is not difficult to conclude that in the future we are to face economic and social problems and that the reform of educational system is an integrative and inseparable part of the reform of the social system as a whole. Even though constantly trying to get modernized and reformed in accordance with the EU, Serbian education, cannot adequately address social needs, without the authentic value orientation which is missing in the society as a whole.

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Ergyul Tair[1]

DIGITAL TECHNOLOGY IN SCHOOLS: REALITY AND SOME IMPLICATIONS FOR TEACHING AND LEARNING IN CLASSROOMS

Abstract

The use of digital technologies in education started about half a century ago but there is still confusion about the use of technology in classrooms and widespread reluctance to move beyond tokenistic use. Many educators have not moved beyond "basic" pedagogical uses such as PowerPoint presentations, videos and Internet search. Our survey on more than 2000 teachers from all type of schools in Bulgaria presented that nearly 80% of teachers have opportunity for multimedia presentations, 43% for digital textbooks and 36% have conditions to use interactive boards in schools. The majority of teachers (90%) believed that this type of presentation is attractive for students and nearly half of them noted that help for improving the learning outcomes. Not surprisingly, 30% of teachers share the view that this approach reduced the deep understanding of knowledge. There are many ways by which technologies are argued to be able to support successful learning, to increase students' interest and motivation. Despite our belief that technology is not the solution to educational challenges and teaching is still central to the effective integration of technology if using technology is to lead to successful learning outcomes.
Key words: new digital technologies, Bulgarian teachers, support for learning

Introduction: ICT in Education

Education is one major sector which has undergone the influence of innovations in ICT. The integration of digital technologies into the curriculum is intended to support innovative pedagogy as well as prepare students for future work and life (Ng, 2015). The new technologies include Internet-dependent technologies such as open source learning management systems (e.g. Moodle, Edmodo), social networking sites and apps (e.g. Facebook, Twitter and instant messengers IM), cloud storage (e.g. Dropbox, GoogleDrive), cloud-based creation service (e.g. Animoto, Prezi) and educational resource sites (e.g. Khan Academy, iTunes U). However, despite the fast pace of change in the digital technology landscape for education, studies continue to show that the level of technology integration and its impact in the classroom remain low. There is still confusion about the use of technology in classrooms and widespread reluctance to move beyond tokenistic use (Holkner et al., 2008). Many educators have not moved beyond "basic" pedagogical uses such as PowerPoint presentations, YouTube videos, word processing and Internet search (Ng, 2015).

ICT effects on learning and motivation

Over the last two decades, there have been numerous studies, investigations, literature reviews and meta-analysis on the impact of educational technologies on students' learning (e.g. Chandra and Lloyd, 2008; Jones and Issroff, 2007; Pegrum, Oakley, and Faulkner, 2013; Wallace, 2002). A general consensus in the literature is that they motivate and engage students. For example, Passey, Rogers, Machell, and McHugh (2004) studied the motivational characteristics of students when working with technology and identified that they focused more positively on learning and performance goals that enable them to be more successful.

Also, digital technologies are argued to support learning by: increasing students' motivation and promoting cognitive development; providing means to facilitate students' demonstration of what they have learned; providing means for communication and collaboration, for example, through learning management systems, blogs and wikis for assigned group tasks or interacting with the wider community to obtain support during learning etc. (Cox et al., 2003; Ng, 2015).

What remains unclear and debatable in the literature over the last few decades is the impact of technology on students' learning outcomes and performance (Ng, 2015). Recently, Higgins,

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Xiao, and Katsipataki (2012) undertook a review of the evidence of over 40 years of meta-analysis based on the impact of technology on school students' learning and found small positive effect sizes linking the use of technology with learning achievement.

How teachers in Bulgaria use ICT to motivate students: results from large survey in 2015

The survey was realized under project implemented by Institute for Population and Human Studies at Bulgarian Academy of Sciences. The team studied different aspects as: 1) the main motives for students learning; 2) the attitudes of teachers to apply an individual approach and extra-curricular work to motivate student learning; 3) the teacher's assessment of effective approaches to direct learning stimulation; 4) the teacher's evaluation of the effect of the ICT implementation in process of learning and etc. There was presented and discussed only the results concerning ICT. There was applied a method specifically developed for this case, which examines the rating of teachers to the importance of the approaches used in the learning process, in the context of learning motivation.

The sample included 2535 Bulgarian teachers from different schools all over the country, as 85% are female, 49% are from primary and 51% from secondary schools. Nearly half of the teachers have more than 20 years of work experience.

The results of the present study show that teachers apply different approaches to support learning motivation depending on their direction - work in class or extracurricular activities (see Figure 1). If we look how teacher rate the different approaches we see that they put on first place multimedia presentation (49%). Following are methods such as discussion in class solving, case studies, role playing games and simulations, and project development. The oral presentation is lowest estimated with 46% of teachers ranking it last. Teachers prefer the multimedia presentation of the material in the classroom, in order to increase the attractiveness of the material, respectively the interest of the students, as well as to increase the activity of the students and to improve the learning outcomes. Adopting a multimedia presentation as the most significant approach in the classroom process in motivating students to learn provokes our interest on the effects that teachers specifically transcribe.
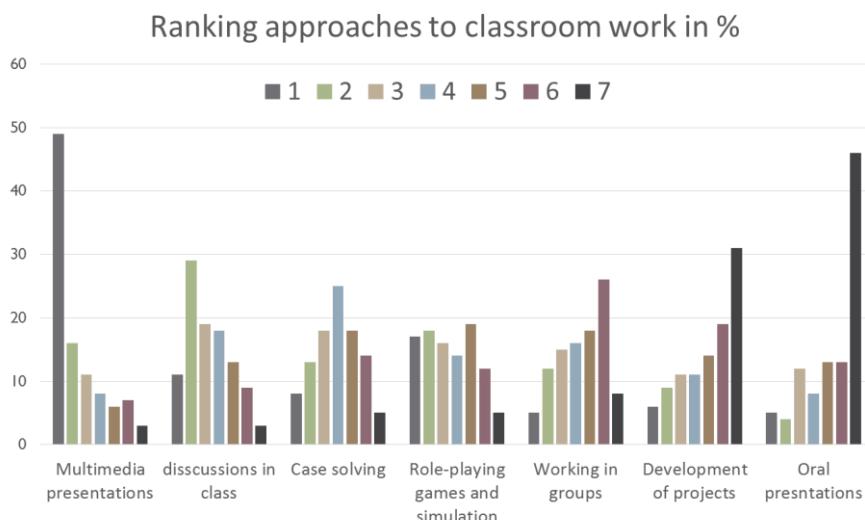
Figure 1. Results from teachers' survey: Ranking approaches to classroom work

Also, secondary school teachers appreciate higher the learning-stimulating effect of multimedia material presentations, role-plays/simulation and traditional oral exposures as

compared to high school teachers. The latter are more likely to assess discussions, case studies and project development as stimulating the learning of high school students. At the highest level, multimedia presentations are assessed by primary school teachers. Discussions and case studies as a means of motivation are best appreciated by teachers in language schools who place them before the multimedia presentation of the material. Similarly, teachers in the mathematical schools appreciate higher motivational opportunities for discussion, followed by multimedia presentations and case studies. Traditional oral exposures are valued more than primary school teachers and, to a lesser extent, those in language schools. There are no significant differences in role play and group working.

There are some differences in approaches used by teachers that can be summarized as: 1) Multimedia presentations and traditional oral presentation are appreciated in the primary schools and 2) Approaches that are stimulated more students activity are highly appreciated by high school teachers, especially teachers in language and mathematical high schools.

The results presented on the Figure 2 show that the majority of teachers (90%) believe that multimedia presentation primarily makes the study material more attractive. At the same time, more than 60% declare their support for higher activity at and outside the class. Nearly half of the teachers (47%) point to the possibility through ICT to significantly improve the learning outcomes, as well as communication between teachers and the student. Interesting is the fact that about 30% share the view that this approach reduces the deep understanding of knowledge.
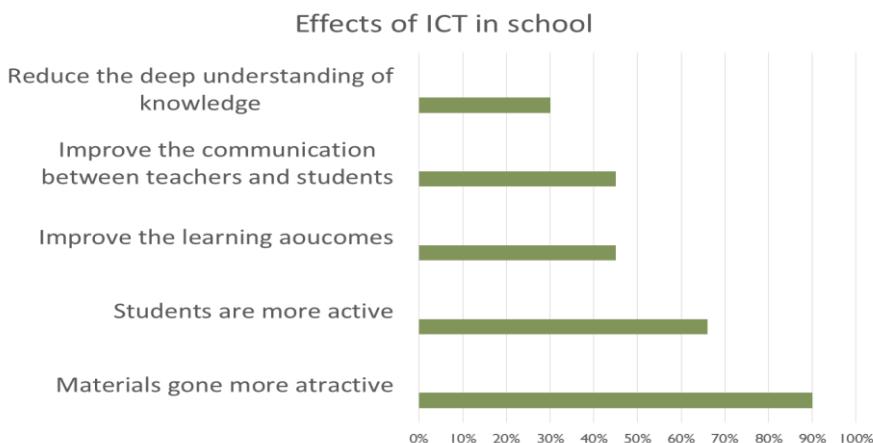
Figure 2. Results from teachers' survey: Effects of ICT in Bulgarian schools

The results shown give reason to assume that the advantage that teachers give to the multimedia approach in the classroom is mainly related to the attractiveness it gives to the study material and which probably helps to provoke and keep the interest of the students in class, activates their attention and thinking, which in turn can lead to an improvement in the learning outcomes.

The popularity of this approach is probably also due to the objectively created conditions for its implementation, like support from the governing institutions. Results presented that as more than 80% of BG schools have PC and projectors, free Internet access and more than 45% use electronical books and more than 1/3 of the schools have interactive boards.

The impact of ICTs is predominantly positively assessed, although teachers also note some negative aspects. Teachers associate the application of ICT, above all by increasing the attractiveness of the material taught and a tool for activating students at and outside the classroom. A number of teachers believe that ICT also has negative effects on the understanding of knowledge and the teacher's influence on the student.

The use of ICT in the learning process is fully accessible to most teachers in Bulgaria.

Implications for teaching and learning in classrooms

The positive effect of new technology on student achievement will occur if we take attention on some important issues (Higgins et al, 2012):

1. The effects were shown to be stronger when technology is used to supplement traditional teaching rather than as a replacement.

2. Technology can be used very effectively as a short but focused intervention to improve learning, particularly when there is regular and frequent use (about three times a week) over the course of about a 5–10-week period. Sustained use over a longer period is usually less effective at improving learning.

3. Effects are stronger when technologies are able to offer students opportunities to make use of tutorial assistance or extend their learning periods. Remedial and tutorial use of technology can also be effective for students from disadvantaged backgrounds (e.g. lower ability or special needs) through the provision of intensive support that enables them to catch up with their peers.

4. There are benefits for students when they can take control of the learning situation in areas such as the pacing and processes of mastering new learning material.

5. Collaborative use of technology (in pairs or small groups) is usually more effective than individual use, although some younger students (or others without appropriate experience) may need support in order to collaborate effectively.

6. Effects are stronger when teachers receive higher levels of professional development in the use of technology. These professional development programs should go beyond teaching skills in technology use and focus on the effective pedagogical use of the technology to support teaching and learning goals. Professional development for teachers should entail extended program or ongoing professional inquiry-based approaches for it to be more successful.

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Tatyana Yordanova[1]

INNOVATIVENESS AS A PERSONALITY TRAIT - RESEARCH AMONG BULGERIAN STUDENTS AT STATE AND PRIVATE UNIVERSITIES

Abstract

The significance of innovation for all spheres of public life motivates a growing body of European and global research on individual innovativeness. Innovation has become a benchmark for individuals' competitiveness and their successful professional and social development. Higher education institutions have an important role in the process of forming willingness for innovative behaviours. The present report analyses the essence and peculiarities of innovativeness as a personality trait. It introduces the outcomes of an empirical study measuring the level of innovativeness demonstrated by 173 university students in the process of their professional preparationat a private and a state highereducation institutions.The differences for each of the innovativeness subscales and as regards the demographic factorof gender in the two groups of students are indicated.Furthermore, the results are interpreted on the basis of existing research and publications on the issue.

Key words: innovativeness, innovation, innovative behavior, education

Introduction

In today's dynamic world of change and global competition, innovationsare a major driving force of economic development and the progress of society. They have a key role in the growth and survival of business and become the norm of modern economic life. Innovations require individuals who are open to new ideas, who are intuitive and adaptive to change and willing to take risks. A major role in forming of such "new" individuals is played by higher education institutions, which build the intellectual foundation of every society. They are expected to provide adequate and quality education that meets the requirements of the dynamic modern environment by preparing competitive staff with a formed readiness for innovative activity. A serious challenge to the respective higher education institution is the requirement for changes in the existing patterns of behaviour and ways of thinking not only in learners but also in educators. The inclusion of innovative behaviour suggests a certain set of personality characteristics, a central place among which belongs to the individual's innovativeness.

Innovativeness as a personality characteristic

In scientific literature, there is no consensus on the essence of innovativeness. The manifold manifestations of the construct make it difficult to define it unambiguously, and in general it relates to the individual differences of the people in terms of their cognitive and behavioural reactions to the new and the unknown.

There are three main research approaches through the prism of which the person's innovativeness is considered: global, domain-specific and behavioural. They represent the construct at a different level of abstraction (Midgley, Dowling, 1978).

Through the prism of the **global approach** innovativeness is conceptualised as a global personality trait, possessed by each individual but manifested to a different degree. This is the highest level of abstractness of the construct and is termed as "inherent innovativeness" (Hurt et al., 1977; Hirschman, 1980), "innovative predisposition" (Midgley,Dowling, 1978), or "global innovativeness" (Goldsmith, Hofacker, 1991). It is assumed that the person's inherent innovativeness has a genetic origin (Hirschman, Stern, 2001; Hirschman, 1980) and is not related to a specific area of interest but rather reflects the general tendency of the individual to be open to the new and different, that is, it can be applicable to different situations.

Im et al.define it as a "generalized unobservable trait", reflecting the person's inherent innovative personality, and "cognitive style" (Im et al., 2007) – relating to the individual process of information processing and decision making (Foxall, 1995; Kirton,1976).

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It is also seen as the openness of the individual's consciousness and the willingness to change in response to existing environmental stimuli (Hurt et al., 1977). In the five-factor personality model, global innovativeness is associated with a personality trait called "openness to experience", and refers to the individual's ability to transform his/her cognitions and behaviour into new ideas and situations (Popkins, 1998).

Researchers such as Hirschman and Manning et al. present the construct as an "inherent novelty seeking", reflecting the individual's tendency to seek novelty and difference (Hirschman, 1980; Manning et al., 1995).

Similar is the understanding of Leavitt and Walton, who consider global innovativeness as openness of information processing and define it from the point of view of the person's receptivity to new stimuli and experience. The authors emphasize that individuals with pronounced innovativeness have the ability to constructively use the information received, whether it is the result of targeted search or is perceived accidentally, and have the potential to recognise the new idea and its possible applications (Leavitt, Walton, 1975).

In the theoretical concept of Midgley and Dowling, innovativeness is based on the individual's communication independence, and is defined as the extent to which a person decides to accept innovation regardless of the experience shared in the social environment (Midgley, Dowling, 1978). Researchers assume that people differ in terms of how much they rely on outside support when they decide to engage in innovative behaviour. Those who are reluctant to seek information from their social environment, will adopt the innovation earlier than the rest (Ibid). In other words, the high susceptibility of the new idea is associated with low dependence on the experience of the social environment.

A different perspective on revealing the essence of inherent consumer innovativeness is offered by Venkatraman and Price. They deconstruct the notion of cognitive and sensory elements by associating it with the general need for stimulation or the propensity to experiences, which activate the mind and excite the senses of the individual (Vencatraman, Price, 1990). The authors assume that some individuals prefer sensory stimulation, some give priority to cognitive stimulation, while others look for both – new mental activities and sensory experiences (Ibid).

The **domain-specific approach** considers innovativeness as a personal characteristics, expressing the propensity of the individual to innovations in a particular area of interest. This research perspective reflects the idea that the construct needs to be identified in a particular area of interest, assuming that innovativeness does not overlap in the different domains unless they are closely interrelated (Goldsmith, Goldsmith, 1996). The domain-specific innovativeness holds an intermediate level of abstraction and plays a role as a mediator in the relationship between the inherent and the updated innovativeness (Roehrich, 2004).

The **behavioural approach** considers the actualized innovativeness, or the person's innovative behaviour. It is defined as the extent to which a person adopts innovation relatively earlier compared to other members of the social system (Rogers, Shoemaker, 1971). Actualized innovativeness represents the lowest level of abstractness of the construct and includes two main components: vicarious innovativeness and adoptive innovativeness.

The vicarious innovativeness concerns the acquisition of information about the innovation through the use of different information sources. Through this, the individual adopts the new idea without actually reaching its application in everyday life(Hirschman, 1980). In other words, innovative consumers will express their inherent innovativeness by actively engaging in interpersonal interactions and gathering information about the innovation, which will lead to its earlier adoption (Midgley, Dowling, 1978; Hirschman, 1980).

The second component, the adoptive innovativeness, expresses the actual behaviour of applying the innovation, which is believed to be the result of combining the consumer's inherent innovativeness and the complex processes of communication and influence (Hirschman, 1980).

Based on the above, it can be concluded that the innovativeness is in the basis of the person's innovative behaviour. It is a global personality trait that reflects the person's readiness to change and their desire to try new and different things. It can be manifested in different areas of human life (Hurtet al., 1977)in the form of innovative behaviour – creating or accepting/using

innovations. It is empirically found that the higher level of innovativeness is associated with earlier acceptance of the new idea or with the inclusion of the person in innovative behavioural activity (Rogers, 2003). This means that an interest in the new and the changing of the status quo will only be demonstrated by part of the individuals, and the rest will show varying degrees of resistance and will therefore engage in innovative behaviour at a later stage.

Every innovation is the result of the capital invested in science, which must provide it with the necessary means and a free field of creativity. In addition, it requires new work and management organization. In other words, the entire social system is responsible for the availability or absence of the necessary innovation readiness, which should respond to today's pace of development. Some authors even talk about the need to form "innovative culture" of the society, which includes a set of norms for perceiving and implementing novelties, as well as stimulating the innovation activity of economic entities and of the social system as a whole (Petrov, Sannikova, 2011 [reference in Cyrillic:Петров, Санникова, 2011]).

The creation of prerequisites for stimulating the person's innovativeness and forming the readiness for inclusion in innovative behaviour begins in the family environment, in primary and secondary schools – by forming an interest in the new and stimulating new solutions, and continues with vocational training in higher education institutes – with the first steps towards creating new ideas and putting them into practice.

An important task of the education system is to meet the requirements of the business and to prepare competitive staff. According to Hamel's view, competition is linked to the creation of innovations as a drive of economic growth (Hamel,Prahalad, 1994). Hence, stimulating the person's innovativeness and forming a positive attitude towards innovation should be a top priority of the education system – reflecting the specifics of changes in the economic and social life that are closely related to the increased need for innovation and continuous innovative activity (Nikova, 2011 [reference in Cyrillic:Никова, 2011).

Survey on the level of innovativeness of Bulgarian students from state
and private universities

Considering the importance of the person's innovativeness for their successful professional realization and business, it is interesting to explore the level of innovativeness of the students in the process of their professional training and whether it differs between the students in the private and public universities. For this purpose, a survey was conducted among 173 Bulgarianstudents from two different universities: private – 94 students (53 %), and public – 79 students (47 %), who study different university majors.

For the purpose of the survey, a toolbox was used, which included the Craig and Ginter scale, through which the global person's innovativeness was measured (Craig, Ginter, 1999).

Considered as a personality trait, global (overall) innovativeness finds expression in seven factors, each of which measures its various aspects. The first factor, "new is wasteful", shows the overall steadiness and resistance of the person against the new. The social desirability factor is linked with the high tolerance of the person to other people's opinions. The "novelty seeking" is an element of innovativeness, showing openness to the new and different. The fourth factor, "risk aversion", is linked negatively to innovativeness. The "style consciousness" reveals the person's awareness and concern about changing styles. The "satisfaction with status quo" factor expresses the lack of need for change of the individual. The last element of global innovativeness is "other directedness" – it is related to the search for advice about the new from the significant others and is a consequence of the uncertainty of the personality regarding her own ideas and decisions (Ibid). In this way, operationalised, the global innovativeness expresses an increased sensitivity towards change and an ability to create something new, i.e. it also includes a potential for creativity.

For the respondents, a 7-point Likert-type scale was used, where 1 was "strongly disagree" and 7 – "strongly agree".

When applied in Bulgarian conditions, the toolbox used showed very good psychometric characteristics. The inner consistency coefficient (Cronbach's alpha) of the scale used and the different sub-scales demonstrated values in the range between 0.71 and 0.88.

The data obtained from the conducted survey showed that the students (the whole sample) have an average level of innovativeness. This is a logical result, which also reflects the weaker innovative activity of our country in the world innovative economy. As per the latest data, the global innovation index shows that Bulgaria takes the 38th place among the 100 countries surveyed. Eight factors are at the basis of the global innovation index, one of which is human capital, paying particular attention to its proactivity at each stage of the innovation process.

The result from the concluded one-factor dispersion analysis on the influence of the type of higher education institution (private or public) on the level of innovativeness of the students who study there showed statistically significant differences. Innovativeness is more pronounced in students from the private university (M = 61.95; SD – 6.99) compared to their colleagues from the public university (M = 59.07; SD – 6.80). The result obtained could be related to the specifics of the organization of both educational institutions. In general, private universities are distinguished from the public by the application of a more liberal education system, more advanced teaching practices, more flexible programs adapted to the needs of the industry, more practical orientation of education and opportunities for internships thanks to partnerships with business companies. Among the priorities of these universities is the formation of young leaders by involving students in individual and group projects that stimulate creativity and innovative outlook and give freedom to ideas and solutions. At the same time, a number of factors of a personal and social nature may be behind the higher level of innovativeness of the students trained in the private university.

Concerning the individual innovativeness sub-scales, statistically significant differences were pointed out only in two of them - "risk aversion" and "other directedness", both negatively related to innovativeness. For the public university students, the mean values under the "risk aversion" sub-scale are higher (M = 13.85; SD – 1.78) compared to those who study in the private university (M = 11.18; SD – 1.87). In other words, private university students are more likely to engage in risky behaviour than their colleagues at the public university – a logical result, given the fact that risk is linked to the innovation phenomenon and is an inevitable part of innovative behaviour (Dzhonev, 2000[reference in Cyrillic:Джонев, 2000]). The propensity to risk is seen as one of the dimensions of innovativeness, as its nature implies the pursuit of new experiences and stimuli – a key motivator for engaging in risky behaviour.

At the same time, it is necessary to take into account the influence of some socio-economic factors. Students trained in private universities usually come from families with better financial capacity and respectively with a higher social status, making them more confident in their ability to cope with new and unfamiliar situations. This self-confidence increases their propensity to take risks and consequently leads to a higher level of innovativeness. These students will be more receptive to innovations, as they feel capable of coping with the challenges they face towards their knowledge and skills.

By the sub-scale "other directedness", statistically significant differences in the level of innovativeness in the two groups of students were also spotted. The mean values of the students in the public university (M = 7.54; SD – 1.98) are higher than those of their colleagues from the private university (M = 6.02; SD – 2.18). The data pointed out outlines the tendency for private university students to feel more confident about themselves and their abilities to take the right decisions in relation to innovation, as the scale used relates to the person's uncertainty in their own decisions and ideas. The result obtained may be related to the more pronounced risk-taking readiness found in this study group. Every new idea and the associated solutions imply an individual's willingness to engage in risky behaviour. The influence of various external factors – financial, social, specifics in the conditions of the university, etc., can also explain the results obtained.

Regarding the influence of the demographic factor "sex" on the level of innovativeness of the researched students, the one-factor dispersion analysis showed statistically significant differences. Innovativeness is more pronounced in male students (M = 63.01; SD – 6.41) compared to their female colleagues (M = 50.82; SD –6.07). Possible explanation of the result obtained can be found in the more pronounced need for achievement and differentiation observed among young men and rooted in the Darwinian principle of sexual selection (Miller, 2000). Innovations and

related behaviour are an appropriate means of meeting these needs. Sexual role differentiation and differences in the way the information processing of stimuli from the external environment are also factors that may contribute to the established gender differences in the level of innovativeness of the students in the research. The stated result of the dispersion analysis confirms the data from Nikova's research (2011[reference in Cyrillic: Никова, 2011]) but is inconsistent with the results of two other studies – of Meenakshi and Nirupma (2009) and of Chin et al. (2005), where the gender of the respondents is not a differentiating factor of their global innovativeness.

Conclusion

In conclusion, it can be said that the person's innovativeness is a prerequisite for their competitiveness and the potential for a more successful professional and social realisation. The development of individuals with innovative thinking and willingness to engage in innovative behaviour is the responsibility of higher education institutions and requires serious preparation, implemented with equal force and responsibility for all students, regardless of the type of school – private or public. It is necessary to rethink the existing educational practices and to develop a new educational approach that meets the requirements of the business environment and at the same time combines the modern and the traditional. An approach that, on the one hand, stimulates active creative activity, shapes an interest in innovations and a desire to engage in innovative behavioural activity, and, on the other hand, to pass on the experience gained through already achieved knowledge and scientific achievements.

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AN ANALITICAL PERSPECTIVE ON ETHICS IN EDUCATION

Abstract

Particular importance in contemporary society have norms of pedagogical morality. The university students should be familiar with the most important moral ideas of mankind as well as with their professional duty. The key question raised in front of the ethics education today is what are the rules for moral behavior of young people in the new paradigm of living or whether the values of modern society can be taught in the classroom with traditional methodology in the teaching?

This paper focuses on the open questions in the area of human interaction in ethics education. Ethics and ethical behavior belongs to teachers and students in the classroom and beyond the classroom.

Key words: education, ethics, teachers, student, values.

Introduction

Character can be taught and learnt and reinforced, it should be put at the heart of education.

James Arthur

The essential changes in the development of humanity in the early 21st century and the intensification of human activity have led to man's multiple impact on the surrounding world. These changes can be noticed in the environment and in the society. They reflect even on the life of the human being himself, that is, they gain a global character. The philosophical and cultural vector of education in the modern era should be directed not only to the natural-scientific expertise of the new ideas, but also to the ethical element of the enlightenment. In that sense, the norms of pedagogical ethics have a particular importance in the modern society. Pedagogical ethics explores and analyzes the behavior of the teacher (the educator) towards the student, and vice versa, the behavior of the student towards the teacher. There are a number of essential tasks: ahead of her. The teacher should deeply appreciate the personality of the student, and the student, on the other hand, should also respect the teacher, follow his advice and gain his confidence. As said the experts: "we do specify an appropriate aim such as the development of individual potentialities or the development of intellect and character, then the aim would be intrinsic to what we would consider education to be" (Peters, 2015, p. 27). In a modern society without pedagogical ethics is not possible to develop an educational process in the true sense of the word. Therefore, one of the most important tasks of pedagogical ethics is the teacher's professional preparation. For the pedagogical activity all basic moral norms, as well as the individual norms, that reflect the specific traits of pedagogical relations, are applicable. However, the most important pedagogical moral norms are distinguished: pedagogical justice and pedagogical authority. Justice is generally characterized by the appropriateness of relations between the dignity of the people, on the one hand, and their social recognition, rights and obligations, on the other hand. Pedagogical justice, in turn, has specific characteristics and in itself constitutes a peculiar measure of the objectivity of the teacher. The education, kindness, correctness and humaneness of the teacher are manifested in his concrete actions towards the students. The student's attitude towards learning is most often dependent on the teacher's pedagogical justice. This means that teacher's knowledge about the student should correspond with the his sense for proper criteria setting regarding evaluating the results of the joint work. Also, the teacher and the students should have a creative attitude towards their work. In particular, the teacher should be able to solve complex situations and conflicts in the school life. Finally, the pedagogical authority of the teacher actually expresses his moral status in the community of the students and colleagues. It is a kind of discipline by which the teacher regulates the behavior of the students and influences their convictions. Pedagogical authority of the teacher depends on his previous ethical and psychological-pedagogical preparation. i.e. from the depth of his knowledge, erudition, specialty and attitude towards the work.

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Methods

This research, the results of which are outlined in the subsequent pages, was conducted in order to gain insights into how educational ethics helps young people develop positive personal traits, i.e. virtues. Additionally, a broad-based analysis is made regarding character education as an umbrella term for all explicit and implicit educational activities that develop intellctual virtues, performance virtues, moral virtues and civic virtues.

The methodology of the research rests upon the preparation and design of a standard questionnaire adapted to the four mentioned categories. The representative sample comprises 30 students from the Faculty of Education in Bitola. Of the total number of interviewees, 10 students are enrolled in Elementery School Teacher Programme, 5 are enrolled in Pree-school Teacher Programme, 5 are enrolled in Social and Rehabilitation Pedagogy Programme, and 10 are enrolled in English Language and Literature Programme. Questionnaires were handed out to all students selected to participate in the survey, providing enough time for their completion. Once completed, the questionnaires were collected in a way that ensured anonymity. Data collection was worked on from September 25th, 2017, through October 10th, 2017. Respondents were given the task to evaluate the frequency of specific sensibility among the students that promote positive ethos in the school community by checking one of the offered answers: "sometimes", "often" and "very often".

Results

Generally, the survey data shows that students have a positive attitude towards all types of virues but they find that in fact for younger generations, character building is sporadic activity. Particularly, the research shows that, according to student's consideration, "performance virtues" should be a leading form of achievment among the young people alongside with the "intellectual virtues". On the contrary, "moral virtues" are structured on the very low level. Regarding "civic virtues" it seems that students are very abeyant (See Table 1).
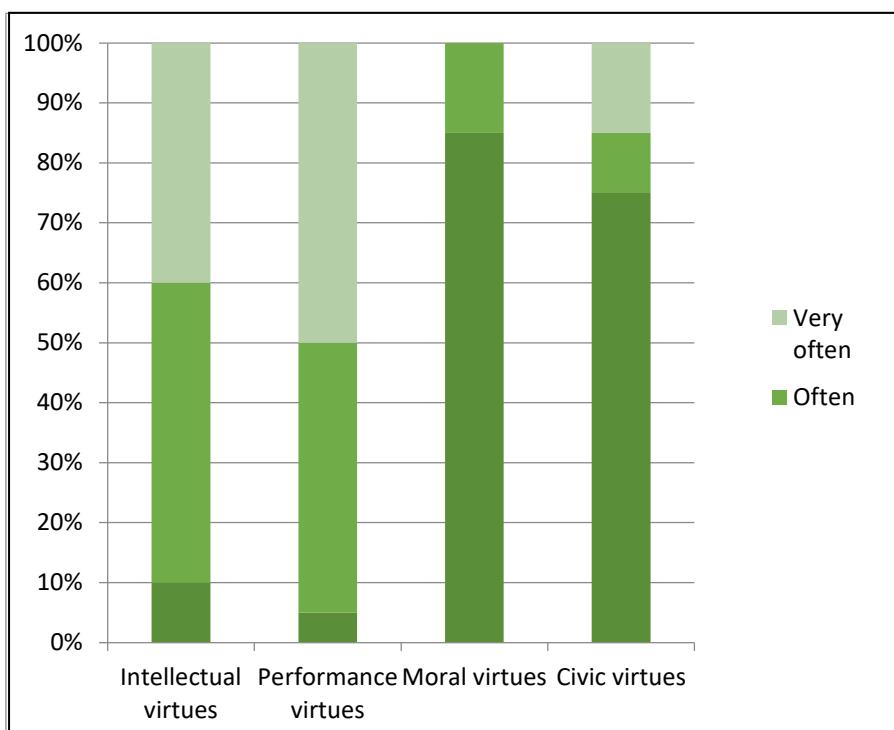
Table 1: The building blocks of character

Regarding the кеу character traits that develop the "performance virtues", not surprisingly, the research shows that students find motivation as most important element. Help students feel that they are valued members of a learning community is professional duty ot the teachers. The problem of devising effective strategies that influence motivation relies initially on the identification of specific motivational factors. The histories of psychology and education are abundant with research on motivation and its effect on behavior.

It is hard to find a phrase that aptly qualifies as definition to the word "confidence", as each individual perceives and values it differently. There are many qualities that can be associated with a confident individual: trust and faith in oneself and others, ready to accept and initiate changes, having clear goals and an optimistic mind set and so on. In that line, Meadows (2015) argues that by breaking our big goals into smaller, much more achievable steps, we will ensure small wins that will help us develop more confidence in our abilities and make it easier to face bigger challenges. In terms of confidence judgments older students showed a greater tendency toward overconfidence than young students.

Perseverance is the ability and self control to work through challenges because life is full of difficulties and struggles. Students should respond to struggle, setbacks and failure when pursuing their goals. The research shows that existes positive statistical correlation between fostering the perseverance among the students and their "performance virtues" achievement.

The process of working collaboratively with a group of people in order to achieve a common goal is called "teamwork". In other words, this means a sense of unity, of enthusiasm for common interests and responsibilities. The students opinions show that aspirations for teamwork are realy important for "performace virtues" development (See Table 2).
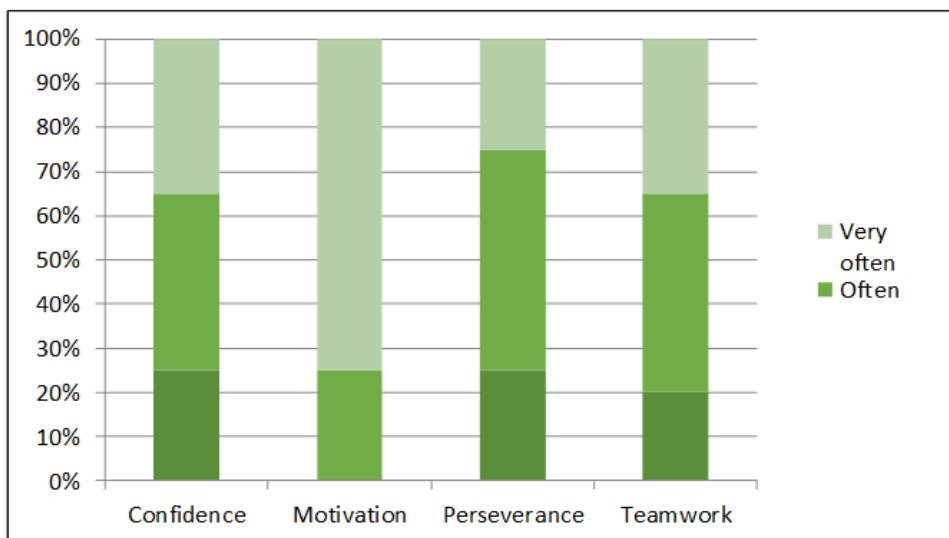
Table 2: Key character traits that develop the "performance virtues"

Discussion

Generally, the research shows that students' perceptions regarding educational ethics and its impact on the character development among the young people are focusing on the positive assertion. According to the opinion of the interviewed students, many of above mentioned issues have to do with questions of value, and many straightforwardly have to do with educational ethics. On the other hand, the analysis of the obtained results shows that the students believe that they need ethical knowlede in the first instance to manage their own life. In this context, "civic virtues" such as: community awareness, civility, service, volunteering and so on are structured on the very low level in their worldview. The same is situation with "moral virtues" i. e. compassion, gratitude, honesty and integrity. The experts claim that civic virtues require looking outward from

within. They are concerned with fairness and community, with others outside one's self. They require individuals to come together, relate with one another, and feel each other's joy and pain (Stronks & Stronks, 2014). Also, there is the little doubt that the moral virtues are important for the inclusive equality and competitive individualism responsible for much of the innovation and growth incubated in a global world (Ignatieff, 2017). Because of that, more interventions are needed into developing community culture that will motivate and promote character education. The educational institutions should provide environment (in and out of the classroom) that equip students with the language, knowledge, understanding…

Finally, it seems that helping students connect with their strengths and giving them more autonomy, power, and control over their work, lead to the boosting of their intrinsic motivation for character development (Anderson, 2016).

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EDUCATIONAL REFORM AND HUMAN RESOURCE MANAGEMENT PRACTICES IN AN ACADEMIC ENVIRONMENT

Abstract

The study investigates the impact of educational reform on human resource management practices in an academic environment. It looked at 218 university professors, 55% of which were women and 45% were men, all coming from five established universities in Bulgaria. The study relies on factor analysis in order to establish changes in the Human Resource Management practices. The result was a differentiation in three of the factors – changes in the recruitment, evaluation, and faculty promotion practices, changes in the management styles, and changes in the rewards system. The mean values for each of the three factors that were derived from the factor analysis were calculated in order to evaluate how university professors perceive and assess the changes in the human resource management practices and approaches. The results show that changes in the recruitment and career development, which follow directly from the regulated legal procedures, are the ones that are valued the most. Least valued are the changed in the rewards system. Obviously, the changes in this component, which is instrumental in the human resource management and is always used as a main way to enhance work performance, are lagging behind and are a prerequisite for dissatisfaction.

Key words: human resource management practices, organizational changes, reform in higher education system, academic staff

Introduction

The area of higher education is one of the most dynamic and fast changing sectors with an ever increasing competitiveness, decreasing number of prospective students, limited government funding and a myriad of other factors of the socio-economic environment, which affect the quality of education and behavior of university faculty and staff. The base of educational reform has always been, on the one hand, the rational use of resources and, on the other, cost control. However, in the absence of sound governance and of the updating of the civil service, past efforts have born little fruit (Ilieva, Topuzova, 2016). The modern Human Resource Management (HRM) is a key precondition for the effectiveness of the organizations and a factor, which gives them competitive advantage and fosters sustainable development (Lawler, Boudreau, 2015). The place of human resource management (HRM) figures prominently in any civil service administration and nowhere more so than in the education sector. Between the rapid increase in staff and the plethora of new rules and regulations, the complexity of HRM has grown enormously. New approaches and an increase in specialization are inescapable if the task is to be done satisfactorily (Hdiggui, 2006). Unlike business organizations and public administration, however, universities have limited opportunities to apply Human Resource Management strategy and practices. For that reason, many universities recognize the growing importance of their human resources, but few are conceptualizing them in strategic terms in ways to gain a competitive advantage in the context of educational reform. The aim of this study is to give an overview of the ways in which human resources are managed in five public higher education institutions in Bulgaria. In particular, the purpose is to establish the impact of educational reform on Human Resource Management practices in an academic environment and to explore that what factors of HRM have impact on Job Satisfaction of the academic staff.

Research methods and sample
Questionnaire for measurement of the changes in the human resource management practices.

A questionnaire comprising 20 items which are measured on the basis of a five-point scale, ranging from "strongly disagree" to "strongly agree," has been used in order to establish the

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changes of the human resource management as a result of the ongoing reform in the higher education system. The items cover the main components of the human resource management: system for selection and recruitment, system for performance evaluation, system for training and promotion, system for rewards, and management styles. The questionnaire shows high psychometric qualities in the different samples (Ilieva, 2009).

Questionnaire for measurement of Job Satisfaction

The Job Satisfaction has measured with a scale of 19 statements. A questionnaire has constructed on the basis of a survey of the most commonly used Satisfaction Survey tools. It measures the basic aspects of satisfaction that are set out in the theories. The questionnaire shows high psychometric qualities in the different samples (Ilieva, 2009).

Sample

The study was conducted between November 2015 and January 2016. A total of 218 people took part in it, of which 121 were women (55%), and 97 were men (45%). They were approximately equally divided between the five universities – respected institutions with established traditions and rating, which attract a sufficient number of students and which have approved in the areas, offered as majors to their students: Sofia University "St. Kliment Ohridski," South-West University "Neofit Rilski," University of National and World Economy, Technical University – Sofia, Veliko Tarnovo University "St. St. Cyril and Methodius."

Results

The study relies on factor analysis in order to establish changes in the Human Resource Management practices as a result of educational reform. Three factors have been derived by using factor analysis through the method of the main components with Varimax rotation. The first factor has nine items, which encompass the changes in the procedures for recruitment, evaluation, career advancement and development, and explain 26.73% of the variation in the human resource management approaches. The second factor has six items, which explain 20.18% of the variation and refer to changes in the management styles. The third factor includes five items and explains 18.01% of the total variation. The content of this factor refers to changes in the rewards system. The coefficient for internal consistency of the method is very high in the current study (Cronbach's α is 0.94), and ranges from 0.88 to 0.91 for the subscales (Ilieva, Topuzova, 2016). The mean values for each of the three factors that were derived from the factor analysis were calculated in order to evaluate how university professors perceive and assess the changes in the human resource management practices and approaches (Fig. 1).

Figure. 1. Changes in the human resource management

The results show that changes in the recruitment and career development, which follow directly from the regulated legal procedures, are the ones that are valued the most. Second in importance are the changes in the management styles, which are clearly influenced by the

application of the new procedures and practices. Least valued are the changes in the rewards system.

Job satisfaction is one of the most researched variables in the area of workplace psychology and has been associated with numerous organisational factors ranging from leadership to job design. This study seeks to outline the key factors relating to job satisfaction and to define the structure of job satisfaction of the academic staff. The structure of job satisfaction of academic staff was established through factor analysis by the method of the main components with Varimax rotation. Four major factors were derived. Six items fall under the first factor. This factor is referred to interpersonal relations and strategic management and explains 19.55% of the variation in job satisfaction. The second factor has five items. It reflects those aspects that are typical for extrinsic motivation. This allows us to formulate it as income and policy of the organization. It explains 17.68% of the variation. The third factor is labeled as external conditions of work performance and has also five items, which explain 14.20% of the variation. The fourth factor contains three items and reveals the personal responsibility and employability. The factor explains 13.39% of the variation.

In order to establish the interrelations between the changes in human resources approaches and the separate aspects of the job satisfaction of faculty a correlation analysis has been made. The results show the statistically significant correlation among the studied variables, which confirms that the human resources approaches and changes made in them with respect to the reforms in the system of higher education influence satisfaction of faculty (Tab.1).

Table 1. Results of the correlation analysis between changes in human resources management and job satisfaction

Factors	Recruitment and career development	Managing Styles	Rewards
Interpersonal relations and strategic management	0,763**	0,562**	0,465**
Income and policy of the organization	0,574**	0,703**	0,727**
External conditions of work performance	0,617**	0,416**	0,325**
Personal responsibility and employability	0,465**	0,376**	0,282**

A regression analyses has been made based on the stepwise regression method in order to find out which changes in Human Resources Management as a result of educational reform have impact on job satisfaction. (Tab. 2).

Table 2. Impact of the Changes in Human Resources Management on Job Satisfaction

Job Satisfaction	Changes in Human Resources Management - β			
	Recruitment and career development	Managing styles	Rewards	ΔR^2
Interpersonal relations and strategic management	0,447***			0,58
Income and policy of the organization		0,321***	0,656***	0,60
External conditions of work performance	0,254***			0,38
Personal responsibility and employability	0,124***			0,21

***$p<0.001$; **$p<0.01$; *$p<0.05$

The results from the regression analyses confirm the assumption that the changes in the Human Resources Management approaches influence Job Satisfaction in faculty. The changes in the systems of recruitment, evaluation and academic advancement lead to changes in satisfaction related to interpersonal relations and strategic management, external conditions of work performance and personal responsibility and employability. The changes in managing styles only determine the satisfaction related to income and policy of the organization. The changes related to rewards only predict the satisfaction based on income and policy of the organization but do not affect the rest of the aspects of satisfaction.

Conclusion

The reforms in higher education are mainly concentrated on structures and procedures. The lack of motivation, the low job satisfaction and attitudes of academic staff working in higher education institutions often appear to be a major obstacle to reform. The experience proves that management of resistance to change is priority topic that need to be addressed when implementing reform policies and programmes. This makes human resource management a key challenge when it comes to implementing and monitoring policies and reforms in the higher education sector, where legal frameworks and administrative rules often lack flexibility and adaptability. Carrying out a reform in higher education and adapting to meet the requirements and the needs of the environment calls for strategic changes in the universities' structure, culture and HRM practices. In that respect, the initiated changes in HRM are only the beginning of a long process of organizational change and development. Transparent recruitment procedures, real possibilities for career development, good contractual conditions and concrete rules for the funding of research are important factors in attracting and maintaining qualified academic staff at universities. Such measures also ensure that academic staff members are not only retained, but that their skills and competences are constantly upgraded to meet the changing requirement set on the higher education sector. The main changes that need to be made are mainly related to problem areas and processes such as recruitment and career development. The successful implementation of reforms in higher education requires to develop appropriate managerial strategies and styles and to improve the motivation of academic staff through changes in rewards system.

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ADOLESCENTS AND DIGITAL PIRACY — AN ATTEMPT TO CAPTURE THE PHENOMENON

Abstract

The aim of the paper is to show conditions of digital piracy among youth. Scale of the phenomenon is presented, with references to global reports on protection of intellectual property. The article also describes determinants connected with social internalisation of piracy standards. Social learning theory is used to present this topic, also in the context of risky behaviours mediated by media. The paper also includes references to digital competencies, technical determinants and moral aspects of piracy. It is an attempt to develop multi-factorial view on digital piracy as a behaviour that poses regular challenge to media pedagogy.

Key words: piracy, youth, Internet, risky behaviours, ethics, social learning, media education

Piracy worldwide

It is estimated that about 39% of all globally installed software comes from illegal sources and that means it is "pirated". In Poland, this ratio is slightly higher that global average and amounts up to 48% (2015). Countries that stand out noticeably are: Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine. In these countries software piracy reaches more than 80%. The least piracy ratios, of slightly more than 30%, are in Czech Republic and Slovakia. Macedonia remains in the middle of the list for Central and Eastern Europe (64%). This part of Europe is second among regions where digital piracy is the most developed. Countries from Asia-Pacific region are first in the ranking. Digital piracy contributes to: loss of jobs, increased taxes, loss of income in the creative sector and decrease in motivation among artists and producers (Morris, Higgins, 2010).

Muso Global Piracy report emphasizes that the most popular pirating sources are: streaming services (32.05%), public torrent websites (9.48%), websites with files (8.79%), applications to download files to listen or watch online without the consent of copyright or proprietary rights holders (2.34%), private torrent sites (0.67%). New piracy trends include portals with files available for download and online listening or watching. This solution does not force users to download the whole content on their discs. 60.1% of all "pirates" use illegal streaming portals. Considering the global ranking of countries covered by the Muso report: USA, Russia, India, Brazil and France are the top five countries with the highest percentage of visits in streaming services, torrenting sites and websites with illegal files. As for visit and population ratio, digital piracy is the most prevalent in such countries as: Belarus, Lithuania, Georgia, Ukraine, Latvia (MUSO, 2017).

There are many motives behind illegal content downloads. They include: need for profit (through avoiding expenses), mobility (downloading music and files to mobile devices) in comparison to immobile carriers such as CDs, archiving without using unnecessary space (digital formats provide this option), social conditions (e.g. need to share — exchange files with other people), hobbies (collecting certain type of music or films), anti-system attitude towards audiovisual corporations (Sheehan, Tsao, Yang, 2010).

There are also several groups of pirates, depending on how they download files. In the subject matter literature, there have been some attempts to identify pirates as occasional (light piracy) and regular (hard piracy) (Thongmak, 2017). Piracy phenomenon is diverse, and as such, it creates several types of audiovisual content users. G. Sinclair, T. Green (2016) tried to categorize piracy into four types. The results are presented in Table 1.

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Table 1 Typology of music consumers

	Steadfast pirates	Ex-downloaders	Mixed tapes	Old schoolers
Level of piracy	• High	• Used to be high but currently pursue legal alternatives more often	• Sporadic	• None
Technological literacy	• High – able to work around web encryption	• High – early adapters to new technologies	• Reasonable – able to pirate music	• Poor
Moral position on piracy	• Low guilt – take a moral position in favour of it. • Question industry's morals	• Low guilt – more concerned with utilitarian qualities of music consumption	• Express high level of guilt for smaller artists and labels	• See piracy as morally inexcusable
Effectiveness of fear and guilt appeals	• Low	• Low	• Low	• High
Attitudes towards music industry	• Anti-industry such as using the industry's actions regarding price and quality of music promoted to justify piracy	• Indifferent: concerned more with utilitarian qualities of music consumption	• Highly resistant to mainstream industry • Claim to support small or independent stakeholders	• Supportive: believe that all artists have to be rewarded fairly for output. • Suspicious of streaming services because of artist royalty issue
Consumption of legal digital music	• Low	• High	• Medium	• Low
Non-digital music consumption	• Low	• Low	• Medium	• High

Source: (Sinclair, Green, 2016)

Social learning

Digital piracy can be considered from the perspective of downloading files directly from websites or sharing them through external memory devices. One of the reasons piracy occurs on such a big scale is lack of access to online sources where users can download files legally and free of charge. However, experts point out that piracy is first of all connected with social learning model. In this approach, criminal activity results from the presence of other people who act the same way. This is explained, among others, by Akers' social learning theory. It suggests that criminal behaviour is linked to presence of other people and, in particular, to co-participating in a given behaviour. Unlawful behaviour is perceived as desirable and, in the context of anticipation, profitable rather than punishable. In this case, we can talk about direct and indirect influence. Piracy might be reinforced by frequency, priority and intensity of behaviours occurring among family or peer group. During downloading, some arguments may appear that justify piracy activities. Akers points out that criminogenic behaviour depends on balancing between past, present and future in the aspect of receiving a reward or a punishment. Social learning is one of the main sources of habit acquisition, entering a group and maintaining a position in it. It is one of the fundamental mechanisms of joining social structures. Social learning in the area of undesirable behaviours is mediated by gender, age and specifics of social microstructures (Morris, Higgins, 2010). In this theory, detection of crime, negative opinion of one's primary or secondary environment, change of public opinion on certain risky behaviour become a punishment. On the other hand, rewards may include: no charge for file download, ongoing participation in culture, joining the informal circulation of culture, sense of being unique due to having certain digital competences.

Social acceptation in a peer group is one of the determinants of digital piracy among the group members. Cultural context is not that important here. Belonging to a social microstructure is a priority. Researchers also point out to pressure caused by trends dominating in certain groups of young people.

Social aspects of piracy are also connected with receiving gratification for a download. Sharing files with friends becomes a reward and it translates into being liked or up-to-date with works of popular culture. Gratification also includes getting new, popular music and video files. Listening or watching them brings satisfaction. Sense of loss, guilt, fear resulting from undesirable activity is stifled by positive aspect of piracy or is absent due to lack of self-reflection.

Social aspects are also connected with repeated piracy behaviours, when there are no negative consequences. Elimination of certain behaviour is, in this case, possible through social or legal

sanctions, or through individual's own reflections that change his or her opinion about this activity. Social aspect is also present in observing similar behaviours in others; actions that are evaluated and have similar course (Sheehan, Tsao, Yang, 2010).

In the analyzed context, social learning means adoption of habits in the area of using digital materials. Qualitative view of this problem allows to notice that behaviours of others affect one's attitude towards compliance with the law. For example, students of technical faculties, who had planned to buy legal software, changed their mind in groups where most of their colleagues used pirate versions. Change of decision under the influence of peers and the way they use new technologies is noticeable (Konstantakis, Palaigeorgiou, Siozos, Tsoukalas, 2010).

Digital competencies and piracy

The more intense use of digital services, such as VOD channels, the greater risk of piracy-related behaviours. However, this relationship is mediated by self-assessment of digital competencies level. Young people who feel confident as users of e-services that require a higher level of digital competencies download files from illegal sources much more often that their peers with lower levels of competencies. Researchers emphasize that — with consideration to this dependency — re-education in the field of digital piracy requires application of new solutions addressed to individuals with higher level of digital competencies and including technical solutions like VOD (Borja, Dieringer, Daw, 2015).

Piracy in technical perspective

Data gathered within the Symantec Internet Security Threat Report project show that there is a strong correlation between malware attacks on other computers or hardware damage and use of pirated, malware-infected software. Only in 2015, about 430 million of new types of malware appeared. Plus, it needs to be emphasized that 0.5 billion records with confidential data were damaged or stolen by this type of applications. In the same year, cyberattacks cost 400 billion USD. Part of the costs resulted from inadequate level of digital competencies, including awareness of software legality. Relationship ratio between knowledge about electronic threats and occurrence thereof in organizations-businesses is $R^2=0.78$. At the same time, the Global Software Survey reveals that the number of illegal software regularly, yet slowly, decreases (BSA, 2016). In this case, education for safe ICT use through installation of legal software has a real exemplification.

Technical aspect of digital piracy analysis should also include typical issues connected with the development of information society. Faster Internet connections that became available during the last years allow to download files, even big ones, without any problems. Shift to faster, broadband network connections and upgraded applications that enable constant and seamless file download is a technical factor facilitating piracy (Tin Cheuk, 2013). It should be also pointed out that global character of the Internet resulted in technical solutions that allow to share files through widely available services. Even though they are subject to some legal restrictions, most of these services use a range of solutions that relieve server owners from legal liability. For example, one of the most popular Polish file repositories stipulates in its terms of use that it is not responsible for files downloaded and uploaded by its users, but is only obligated to ensure technical functioning of the service. Low fees charged for downloaded files make young people and their parents believe they pay for the content. But in reality, they only pay for the transfer. This type of situation cause a lot of confusion among users, regarding legality of the used files.

Morality and digital piracy

Young users of illegal software also notice moral aspect of digital piracy. However, with some established activities, this aspect becomes less important. Use of software is connected with some practical tasks that move morality (and behaviour grade) to the background. Acceptance of the analyzed behaviour is also connected with lack of reaction from copyright holders. Failure to give clear signals, not only by society but also file owners, leads to permission to shift moral limits (Konstantakis, Palaigeorgiou, Siozos, Tsoukalas, 2010).

As an act, piracy is strictly connected with intention to commit it. This activity results from intentional actions. Moreover, it depends on subjective norms of behaviour. One mediating variable: established habits, refers to both relationships (Yoon, 2010). Thus, committed by young people, piracy is a planned, intentional act, resulting from possessed skills and knowledge and established in the course of repeated actions. Contrary to other online risky behaviours (e.g. occasional cyberbullying, sexting, FOMO), it does not happen as in impulse but is a completely intentional action.

However, it needs to be pointed out that there are first diagnoses showing that some of these behaviours are related. For example, research among Spanish adolescents imply that young people who download files illegally are much more often cyberbullies. Cyberbullying victims also download files from warez servers or similar sources slightly more often (Yubero, Larrañaga, Villora, Navarro, 2017). But this dependency needs to be verified in bigger sample groups, in other cultural conditions and with consideration to standardised tests regarding cyberbullying (Pyżalski, 2012b).

Moral aspect of piracy can be also found in young Internet users' reflections about piracy. S. Yu (2012) points out that adolescents interpret digital piracy as justified in some cases. Additionally, there is a group of young people who declare that digital piracy is not actually immoral when we think of other crimes, and that without digital piracy most of people cannot afford to pay for software or music. They also say that digital piracy does not harm anyone and that it is necessary for the poor to make their life easier. The presented views on piracy are not marginal opinions about this phenomenon. They have been confirmed in other research into assessment of piracy in the context of morality (Wingrove, Korpas, Weisz, 2011; Sinclair, Green, 2016).

Summary

Digital piracy does not depend on one factor. New media are a specific area where exemplification of individual characteristics of users can be observed (Walotek-Ściańska, Szyszka, Wąsiński, Smołucha, 2015).This multi-factorial character results, among others, from the differences between perception of piracy due to gender, emotions that accompany downloading and uploading files, level of Machiavellianism, social acceptance, seeing piracy as a behaviour that is important for legal and moral decisions (Tjiptono, Arli, Viviea, 2016). It is also interesting that piracy among adolescents is, in some cases, forced by educational activities. This happens when young users of new technologies complete specialist exercises as they learn how to use graphic and office software, or specialist engineering applications without the support of education system (Konstantakis, Palaigeorgiou, Siozos, Tsoukalas, 2010). Lack of access to educational versions of software, provided by education sector forces activities classified as piracy. Piracy may be also considered as an access to digital versions of books, textbooks, exercise books, audio and video materials. This way, a dangerous paradox occurs as the role of education system is to minimise risky behaviours, not create opportunities for them to happen. This statement leads to partial confirmation of the hypothesis that risky behaviours in the area of electronic media are tightly related to conditions occurring in the real world (Pyżalski, 2012). Therefore, analysis cannot only focus on conditions in the digital space. Digital piracy is one of the pressing problems of media pedagogy (Potyrała, 2017), not only due to tangible financial loss but primarily because of educational ideals it promotes.

Acknowledgements

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Tatjana Koteva-Mojsovska[1]

SYSTEM OF COMPETENCES FOR THE HOLISTIC-INTEGRATIVE CONCEPT OF EARLY CHILDHOOD DEVELOPMENT

Abstract

The holistic-integrative concept of early childhood development is a contemporary humanistic trend of influencing the child's personality as a whole. It is based on the humanistic pedagogy that supports the integrative, autonomous and active learning through which each child builds its own learning style and develops the personality as a whole. The modern concept of early childhood development requires an open, natural, holistic and integrated pre-school education process that focuses on priorities for simultaneous impact on all developmental aspects of the child. On the other hand, this implies new approaches and competences in organizing and implementing educational practices.

Accordingly, the aim of this paper is to establish a contemporary system of competencies of preschool teacher for the realization, monitoring and development of holistic-integrative educational practices in early childhood education, in terms of:

- ➢ The cognitive-intellectual and professional component of the personality of the preschool teacher;
- ➢ Pedagogical, psychological and didactic-methodical readiness of the educator;
- ➢ The social component and the self-concept of the preschool teacher;
- ➢ Development of his communication skills.

Key words: competences, preschool teacher, holistic-integrative concept, early childhood development, early childhood education

Introduction

> *"Holistic education is a philosophy of education based on the premise that each person find identity, meaning, and purpose in life through connections to the community, to the natural world, and to humanitarian values such as compassion and peace. Holistic education aims to call forth from people an intrinsic reverence for life and a passionate love of learning."*
>
> Ron Miller - http://www.schoolaroundus.org/holisticeducation/

Often, thinking that we understand them enough, we accept situations and processes that can be misinterpreted and bad applied, leaving a lasting consequence. Especially this is fatal if it comes to the educational process in the period of early childhood development. Today, holistic education becomes increasingly significant, but the problem is to what extent it is correctly related to humanistic pedagogy in practice, or is it an improvised form of humanistic educational influences. Namely, if we start from unadapted acceptance of the original essence of holism, as a philosophical direction, into the educational systems we will fall in a extreme liberal and insufficiently oriented educational process. For these reasons it becomes increasingly necessary to emphasize the issue of the holistic-integrative concept of early childhood development and the issue of the competencies of educators aimed at implementing it in practice.

Namely, the holistic-integrative concept of early childhood development is a humanistic trend that, quite acceptable, is based on humanistic pedagogy. This concept supports the integrative and autonomous learning through which every child actively engages in the process of his own learning and builds his own learning style, developing his personality as a whole - the learning we encounter in the classics of humanistic pedagogy like Steiner, Montessori, Agassi etc. Accordingly, this concept updates the alternative and the natural education, translated into a philosophical interpretation of the so-called holistic education. On the other hand, the holistic education is based on the holism as the theoretical direction of the development that man treats as a complete system related to nature. "In this sense, personality is not only a whole for itself, it is

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also a whole with the universe, and hence with nature." (Koteva-Mojsovska, 2015, p. 13), Considered as a natural concept of the development, the absolute and non-adapted application of holism can lead education to the other extreme. According to some authors, this would mean that the non-adapted form of holistic education will only means "... self-actualization, self-realization, everyone chooses what and how much he is learning, he is evaluating himself ..." (Mihajlovic, 2014, p. 3). This suggests that it can very easily be understood as an unorganized educational process. On the other hand, the developmental period at an early age, in accordance with humanistic discourses, implies respect for the internal potentials and motives of the child, but with adequate targeted educational influences from outside and from the organized environment. That is why the unreserved acceptance of holism and its unadapted application in the educational processes is incompatible with the needs of a directional, developmental humanistic educational process.

On the contrary, starting from the definition and interpretation of the holism, the holistic-integrative educational concept should provide a consciousness for an integrated approach to the development of the child, including at the same time the rights and the responsibilities of the child as part of the overall development. In this connection Máté Emese writes:"Awareness of your own gifts and opportunities should be found a place in the world, a deep respect for nature, active participation in social cohesion - all that unites and moves between necessity, responsibility and freedom. So in the child wakes absolute human consciousness. Personal attitudes are able to realize their own shapes and are ready for responsibility and consequences. The curriculum of the Waldorf School is upgraded and assisted in this development. That means it holistic understanding, knowledge of the nature of the human being. "(Máté Emese, 2016, p. 17)

Holism understood as an educational concept should treat the child as the only and complete individual whose development is enabled through active interaction with the environment in which an integrated and organized system of social, cultural, physical, psychological and intellectual influence is ensured. Hence, according to the age of children, the holistic-integrative concept of early childhood development to reflect humanistic pedagogy should, above all, be preferred to a directional process, bearing in mind also the specifics of children in the early development, especially with regard to:

- The pace of learning
- The way of learning and understanding
- The processing knowledge's in a complete system
- The mode of communication

It assumes new approaches and competences in organizing and implementing educational practices. It demands an open, natural, holistic and integrated pre-school educational process that focuses on the priorities of the comprehensive, the unique and simultaneous impact on all developmental aspects of the child, in response to the natural phenomenon of the development. But, according to scientific knowledge, this process should be organized and structured in an integrated curriculum providing the systematic and developmental character of the educational process that has to be individualized at the same time. Accordingly, "The holistic discourse is based on the humanistic pedagogy which treats the children as active beings with own characteristics and needs. They participate in the overall development, including their own, in a way that actualizes their natural needs and potentials." (Котева-Мојсовска, 2017, str,165).

If holistic education is not understood as an organized and directed process, it is very easy to fall into pedocentricism and educational practices can very easy be based on extreme liberal discourses, in which external influences are more or less spontaneous. It would not satisfy the scientific achievements and goals regarding the development potentials of the personality of the child and their connection with the targeted influences. Accordingly, it is of great importance to establish a new system of competences of the educator who will be able, with an individual approach, to influence on all development potentials of the child simultaneously, across organizing and using the integrated curriculum as a basis in planning its educational activity

Determination of competences

There are many definitions of competences in the literature, such as: Ability to action (Suzić, 2010) or A combination of knowledge, skills and attitudes by means of which the individual is equipped to perform a certain task (Lonchar-Vicković and Dolaček-Alduk, 2009) and so on. Competences are actually a complex system of knowledge, skills, attitudes, modes and interpersonal skills for realization and responsibility in the realization of a specific task in the profession chosen by the individual. Hence, the modern system of competences of preschool teachers for holistic and integrative educational practices in early childhood development should be considered complex, in terms of:

- the cognitive-intellectual and professional component of the personality of the teacher
- pedagogical, psychological and didactic-methodical readiness of the teacher.
- the social component and the self-concept of the person of teacher
- Continuous development of communication skills

In line with this, we can talk about a general categorization of the competencies that comprise the system of separate competencies for the successful implementation of a holistic-integrative educational concept for early childhood development. Namely, we can consider the competencies as: cognitive-academic, social, personal, pedagogical, psychological and applicative. Accordingly, part of the system could be the following competencies.

The preschool teacher:

- Believes that each child is different and learns according to his abilities
- Knows and understand different educational concepts and knows their philosophical and futuristic movements
- Knows, understands, respects and recognizes the developmental laws and needs of children (general developmental laws and individual specifics, differences and needs in children)
- is capable, on interdisciplinary way, to integrate contents from one and from different educational areas for simultaneous impact on multiple development domains
- Knows and can develop mechanisms of group life and work, cooperative learning and cooperation among children
- Knows and is able to encourage and train children for self-study through active methods
- Possesses the knowledge and skills of a reflexive practitioner
- Possesses the capabilities for innovative and creative steps
- Has communication skills
- Has self-confidence and self-organization skills

The preschool teacher for successful humanistic set up educational activity requires above all self-confidence and ability for self-organizing. One who needs to build self-confidence in others and be able to organize the full and holistic development of the child's personality must first to has self-confidence for himself and to has abilities to self-organize. Self-confidence is also important for undertaking an initiative in recognizing the individual differences and needs of children, as well as for perceiving the need for professional and permanent development as a condition for overall progress.

Methodology

The research was aimed at determining the situations and needs in preschool education related to the key competences of preschool teachers for the realization of a directed , adapted and organized holistic-integrative approach in the early childhood development.

Accordingly, the research carried out was aimed at
1. Determining the level of the adopted competence for realization of the holistic - integrative concept of early childhood development,
2. Determining the needs of certain competences for realization of the holistic- integrative concept of early childhood development

This research should result in the establishment of a system of competences that the preschool teacher should possess.

For this purpose, scaling was carried out in 10 kindergartens (directors and educators) in the Republic of Macedonia. The sample was determined in a random chois. The teachers and the directors from the selected kindergartens were given a scale of competence assessment. Respondents had a task to assess the importance of specific competence for a holistic and integrative approach given in the assessment scale, with rounding an one of the numbers in the range from 1 to 5 in the scale of assessment, (to assess the need of it), and, by entering the sign "X, to assess the degree in which the competencies have acquired through the initial education.

From the competences contained in the assessment scale, for the purposes of this paper, only the results referring to several key competences that are of crucial importance to the preschool teacher regarding the issue that is elaborated in this paper . The evaluations had the following meaning: 1 - are not needed and are not acquired, 2 - slightly needed and slightly acquired 3- sufficiently needed and sufficient acquired; 4 significantly high needed and significantly high acquired ; 5- fully needed and fully acquired.

Analysis of data and discussion

The competences that were shared to the respondents concerned their professional, social and personal development. This procedure arose from the role and significance of the personal identity of the educator in understanding and respecting the individual needs, the identity and the integrity of the child's person in general.

Regarding competence named: Believes that each child is different and learns according to their abilities , the highest number of respondents, from the offered scale of assessed numbers with grades 1 to 5, give an average grade, i.e. 42.85% of them think that this competence is adopted at the intermediate level, with a grade 3 (three) . With a grade of 4 (four), the acquired of this competence is assessed by 19.5% of the respondents and 38.05% of them consider that the examined competency is fully adopted and possessed. Regarding the need for this competence, 38,05% of the respondents evaluate it with a grade of 5 (five), i.e. they appreciate that it is most needed, while 61,90% evaluate it with a grade of 4 (four), which points to the higher placed need for competence that refer to assurance that each child is an individual with its own specificities and potentials.

As far as self-confidence and the ability to self-organize the results are alarming. Namely, the competence that refer to possessing self-confidence and a skill for self-organization, the respondents think that they have not acquired it sufficiently through the process of their profiling. But it is also surprising that many of them appreciate that it is not even needed. Namely, 23,81% of the respondents assess the degree of its acquired with grade 3(three); 38,09% with grade 5 (five), 28,57% with grade 4(four), while 9,52% of the respondents still believe that self-confidence and self-organization are not at all possessed as competences, which gives a signal for the need for changes in the profiling of the preschool teacher. Surprisingly, 42.86% of the total respondents in assessed the need for this competence with score 1 (one), which indicates that self-confidence and self-organization are not needed at all in the process of realization of the holistic-integrative approach in the early childhood development. 19.05% of the total number of respondents the need for self-confidence and self-organization assess with a score of 3 (three), while 38.09% appreciate that they are largely or maximally needed, appreciating them with the score of 5 (five).

The competence related to perceiving, understanding the developmental characteristic and needs of the children was divided into two aspects: knowledge of general developmental caracteristics and individual specifics, differences and needs in children. In relation to it, the analysis showed that 57,14% of the respondents know the general characteristics at the intermediate level, with a score of 3 (three), while the individual specifics of children perceive and understand them on higher level, but not at the highest level. Namely, for this part of the appointed competence, the respondents selected the grade4 (four) in 52.38%, which, however, is not sufficient for proper monitoring the children and organizing of educational influences. But in

terms of the need for both aspects of competence for perceiving, understanding the developmental laws and needs of children, the analysis showed a satisfactory situation. In fact, 100% of the respondents assess the need for knowledge of the general characteristics of children with the highest offered score, i.e. with the score 5 (five), while in 57,14% of the respondents the need for perceiving, understanding assess individual characteristics with the score 5 (five) and 42,86% of cases evaluated it with score 4 (four).

Regarding the competence that reads: The preschool teacher is capable, on interdisciplinary way, to integrate contents from one and from different educational areas for simultaneous impact on multiple development domains , we again encounter an alarming situation related to its adoption (or possession). Namely, with the highest offered score, 5 (five), the adoption of this competence was evaluated by only 9.52% of the respondents. The situation regarding this competence, 38,10%of the total number of respondents , assessed with a grade of 4 (four), and, of course, alarmingly, 42,86% of the total rated the adoption of the competence with the grade 3 (three). In this case, we met the lowest offered grade in the grading scale. Namely , 9.52% assessed the competence to integrate the contents with the lowest score 1 (one). However, it is satisfying that 52.38% of the respondents assess the need for this competency with the highest rating, with a score 5 (five) and 47.62% assessing the need for it with score 4 (four).

Regarding the teacher's ability to develop strategies for children's cooperative learning and cooperation among them in the educational group, the analysis again shows that the respondents consider that this competency is needed. So, 52,38% of them, the need of this competence assess it with the highest offered score, 5 (five) and 47,62% of the total respondents, to the need of this competence give score 4 (four). But in terms of acquired of the competence that refer to ability of teacher to develop strategies for children's cooperative learning and cooperation among them in the educational group , the votes are again divided into three grades, which gives an alert to take appropriate measures. Namely, the score 5 (five) for the acquired of this competence is given by 14,28% of the respondents, the score 3 (three) was selected from the 38,10% of the total number of respondents, and the score 4 (four) was chosen by the majority (biggest percent) of respondents, i.e. 47,62 % of the total.

Similar is the situation with the acquire regarding the competence of the preschool teacher to train children for independent and active learning by applying research and active methods. Namely, in this case, the analysis showed that only 14.29% of the respondents evaluated the acquired of this competence with a score 5 (five). It is a bad situation. But we are satisfied that the acquired of this competence , in 57.15% cases of the total number of respondents is assess it with a score 4 (four). However, according to the importance of this competence, the percentage of 28.57% of respondents who evaluate the adoption of this competence with a score of 3 (three) is not a very small, which is actually an unsatisfactory situation. On the other side, we found that the respondents distributed the determination on the need for this competence in the two high grades, i.e., with the rating 4 (four) the need was evaluated by 42.86% and with the rating 5 (five) the need was evaluated by 57.14% of the total number of respondents.

The competence that relates to possessing the ability of preschool teacher to develop a positive socio-emotional and communication climate in the group with children is also set as necessary in the assessment that the respondents give to it. Out of the total number of respondents, 66.67% the need of this competence evaluate with a score5 (five), while 33.33% grade it with score 4 (four). In terms of its acquired, the respondents distributed their determinations among four grades, i.e. 38,10% of them assess their adoption with score 5 (five), and the same percentage, 38,10% of them evaluate its adoption with a score 3 (three) . In terms of the adoption of this competence, 9.52% of the respondents assess it with the grade 4 (four), while for the assessment 2 (two) 4, 77% of the total number of respondents were determined.

Conclusion considerations

The survey, analogous to the results, alerts to the immediate undertaking of appropriate measures related to the development of a system of competences for a holistic-integrative approach in early childhood development. Worrying is the fact that the staff who plan and realize

the practice of an organized concept of holistic and integrative influence on the integrity of the child's person in fact do not feel full readiness for her. However, the biggest is the alarm, that we found the situation in which a large percentage of the respondents do not give a high assessment of the need for developing personal competencies, which certainly reduces the quality of organized holistic integration process of early childhood development. Namely, worrying is the fact that a low assessment was found for the grade of acquired the competence for self-confidence and for self-organize in the teacher. But in the same time, worrying is the fact that some of the respondents also gave low grades to the need for this competence. Although the percentage is small (9.52%), however, in terms of possession, this competence also is assessed with assessment 1 (one). The lowest grade is also present in relation to the need for this competence. Namely, in 42.86% of total respondents, the need for self-confidence and for self-organize to the preschool teacher, also was assessed with score 1 (one).

The situation is different in terms of knowing the characteristics, the needs and the specifics of the children, where the respondents consider that there is a high need for competences in relation to this part. Also, given that the score 4 (four) shows high grade in term of treatment and assessment, it can be said that the there is a satisfied that the respondents highly assess the need for competence that refer to the integrated contents of planning, i.e. 52, 38% of respondents give assessment 5 (five) and 47,62% of respondents give assessment 4 (four).

However, regardless of the shown positive need for the other listed competences, the percentage of high grades for them does not exceed 67%, with the exception of knowing the general developmental characteristics and integrating the contents for a holistic approach to the development of children. Whilst the percentage of acquired (possession) of all competences, without exception, does not exceed 58% - percentage shown in merely one competence, and at the level of score 4(four), not at the level 5 (five) that indicating that the competence is fully acquired.

This may be due to the fact that the study subjects in the initial education of the educators, which substantively and substantially directly relate to the examined competences, had the treatment of elective subjects precisely at the time of profiling of the teaching staff involved in the research. This implies that their content was not studied by all students who, at that time, profiled themselves as teaching staff for pre-school institutions. Accordingly, after the completion of new generations where such a case is not met, a re-examination of the necessary competences should be done, and the following should be undertaken:

- To develop the personal and social aspect of future educators,
- To increase interactive instruction with students through initial education,
- Through the pedagogical practice of students to introduce the monitoring and application of the skills for holistic and integrative approach,
- The pedagogical experience should contain elements of development and verification of the competences for a holistic and integrative approach, by keeping a record of their experiences (situations and their solving) in practice.

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SOME KEY CONSIDERATIONS REGARDING TODAY'S UNIVERSITY STUDENTS

Abstract

This paper has the profile of today's university students as its focal point. The key question raised here is whether higher education nowadays is compatible with the new profile of students, i.e. whether higher education adequately meets the needs of the new generations of students.

This paper attempts to dissect the profile of these new generations of students, and, by uncovering some of their distinctive features, to determine whether higher education is in line with students' needs and expectations, or whether perhaps is in dire need of change and upgrading.

The instruments used in this research are two tailor-made questionnaires with both open and close-ended questions - one intended for tackling the students' point of view and the other one for their professors'. A wide variety of questions are raised in the questionnaires including students' motivation, behavior, needs, expectations, academic performance and achievements. The influence of the extensive use of technology and the socio-economic and political conditions on the general mind-set of students is also tackled by some of the questions.

The questionnaires have been distributed among university students and professors from various university units at "St. Kliment Ohridski" University – Bitola. The qualitative and quantitative analysis of their responses brought to the forefront some key considerations regarding the profile of today's students, such as: contemporary students' demeanor is shaped by ICT to a great extent; students are apt to achieve high academic results, but they prefer practice to theory, and active to passive role in the process of learning; students are not keen on staying in their homeland after graduation. All these findings are quite indicative of the necessary changes that await our tertiary education in the near future.

Key words: university students, attitude, motivation, profile

Introduction

As the first decades of the 21st century unfold, societies worldwide seem to be in a constant state of flux. Novelties in all aspects of social life aimed primarily at improving the quality of life are introduced as a matter of course, sweeping off all previous practices irreversibly. All these fast-paced changes, for the most part, are triggered by the rapid progress made in information and communication technologies (ICT). The open access to virtually all conceivable types of information; the drastically faster pace of obtaining information; the abundance of data that reach us all on a daily basis, the ways in which we communicate, etc. can all be attributed to the transformational, and almost large-than-life 'power' of ICT.

Higher education, with all its stakeholders, is not immune to these global trends. The traditional classroom and the traditional way of transmitting and disseminating knowledge are no longer sustainable in these utterly changed conditions. The students and teachers themselves, who are rightfully very often referred to as 'digital natives' and 'digital migrants', respectively, are heavily affected by these global changes. However, while the former enthusiastically and quite naturally embrace the novelties instigated by ICT, the latter, especially those who belong to the older generations, sometimes find it really hard to come to terms with the practical implementation of ICT.

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The Republic of Macedonia, despite being a tiny, seriously economically-challenged country, makes real efforts to keep pace with these global ICT-motivated trends. More specifically, in the last two decades in the Republic of Macedonia, numerous concrete measures have been taken to ensure the competitiveness of its tertiary education, and to consequently boost the employability of its graduated students. The ultimate goal understandably is to lower the country's dauntingly high level of unemployment. Thus, for instance, higher education was vigorously and persistently promoted by government-sponsored campaigns, aimed at persuading as many people as possible to enroll at university. As a result, many new private and state universities were opened; new university units within the already existing universities were established, and dispersed studies in many parts of the country were also introduced. Along these lines, efforts were also made to change the Law on Higher Education, which, in turn, spurred a lot of controversies, and created many new dilemmas, whose resolution is still underway.

Nevertheless, the fact remains that today's Macedonian society witnesses an increasing and worrying surge of migration, and one considerable part of it is composed either of students who much more readily place their trust in foreign universities than in domestic ones, or of graduate students who prefer to pursue their postgraduate studies and practice their profession abroad. Hence, the question that currently presses for immediate consideration is *whether higher education today in our country, with all its resources and capacities, is actually aligned or is in total disparity with the new generations of students, and their needs and expectations*.

That is why the study at hand sets out to investigate and possibly find the answer to the question raised above, by conducting a thorough analysis of the general profile of Macedonian students nowadays. Namely, in an attempt to reveal students' main distinctive features, the focus is placed on analyzing: a) students' attitude towards their studies, b) the role of the ICT in the making of their mindset, and c) the impact of the general political, social and economic circumstances on students' motivation for studying and on their plans for the future.

In the sections that follow, first, we touch upon some relevant findings regarding university student profile globally, and, then, we present the results of the present study, which are followed by a discussion and conclusion.

Theoretical background

Education at all its levels, including tertiary education, has undergone some drastic changes throughout the centuries. One of its key features that has been constantly altered and remodeled is the role of students. Thus, until the 20th century students were expected to be only passive recipients who would listen carefully to their teachers, take notes, fully absorb, memorize, and, at a later stage, reproduce the acquired knowledge. In the 20th century, the focus was entirely shifted on the students. They were practically treated as equal partners in the educational process, guided and encouraged by their teachers to be actively engaged in class and in the process of acquiring new knowledge and skills (Bonwell and Eison, 1991). The students of this period are normally referred to as Baby Boomers (born late 1940s to early 1960s), and Generation X (born mid1960s to late 1970s) (Tinget al., 2017).

The evolution of the educational process continued well into the 21st century. Today's students, again assisted by their teachers, are expected to aim at achieving even higher objectives. Their priority now has become to equip themselves not only with solid knowledge in the subject matter they are majoring in, but also with critical and creative thinking abilities, life-long learning skills, problem solving and communicative skills, entrepreneurial spirit, etc. These abilities and skills mentioned above are crucial not only for surviving but also for achieving success in modern ICT-driven societies.

One cannot help but notice the huge mismatch between the twenty-first–century students, and the preceding generations of students. As Diana Oblinger astutely puts it in her paper "Understanding Today's Learners" (2003) students nowadays "are wired differently from previous generations because they have been exposed to different kinds of stimuli. In fact, what distinguishes them from their predecessors, according to Oblinger is that they "are comfortable

using the new technology; are constantly connected to information and other people, prefer experiential or 'hand-on learning'; expect immediate results and are very social."

Similar qualifications of the current generations of students, widely-known as Millennials (born between 1980 and 2000) have been offered by other researchers who have also dealt with this issue. Howe & Straus (2000) describe them as "achievement oriented, more pressured to achieve academically, more confident in their abilities, accepting of diversity, and report feeling close and trusting of their parents. They are referred to as the Net Generation because they are technology savvy." Oblinger & Oblinger (2006) highlight the fact that these students "have grown up using computers and technology … that their social networks have been established through use of technology and the internet." They also stress that what is truly important for these students is to feel connected and to use activities such as IM (Instant messages), text messages, on-line video games, music downloads, Myspace and Facebook as ways to reinforce social interaction." Similarly, Tapscott (2002) also purports that these adolescents prefer learning by doing and are more comfortable with image-rich environments rather than with text. Quan-Haase (2007) also notes that students prefer "interactive, synchronous forms of online communication, such as IM, over less immediate forms such as email".

Evidently research shows that today students' general behavior is greatly determined and shaped by technology. Consequently, teachers, policy makers and the education system overall, in order to accommodate students successfully in the contemporary educational setting, have to introduce reforms and continuous upgrading of the education system.

However, Kenneth et al. (2004) draw attention to the fact that educational policies and educational reforms aimed at improving teaching and learning in one country greatly depend on the political conditions in that particular country, i.e. on the general political situation in that country. In other words, favorable political climate in one country will have positive implications on the educational system as a whole. Conversely, unfavorable "economic and social forces within the home country sometimes serve to "push" students abroad and have strong influence (mostly negative) on students' motivation for learning and development" (Mazzarol and Soutar, 2002).

Taking into account that the entire humanity nowadays, in a way, is bound to live in a so-called 'global society', one might rightfully assume that, more or less, these general qualifications of students worldwide are applicable to a great extent to our Macedonian students as well.

Methodology

As the aim of this study is to comprehend and portray the profile of contemporary university students in the Republic of Macedonia, the focus is actually put on the following three main aspects: a) students' behavior towards their studies; b) the influence of ICT on students' behavior and mindset in general, and c) the influence of the current socio-economic and political conditions on students' motivation and plans for the future.

In close correlation with the above mentioned aspects, the study, in fact, sets out to either confirm or to refute the following three **hypotheses**:

1. Contemporary Macedonian university students, in general, take their studies rather light-heartedly;
2. The ICT shape students' mindset and overall behavior to a great extent.
3. The changeable and unstable socio-economic and political conditions in Macedonia make students less enthusiastic about their studies, and, eventually, much less keen on staying and finding a job in their homeland.

Furthermore, in order to render findings which will be as relevant and objective as possible, the inspection and analysis of these three general aspects is approached from both students and teachers' perspective.

To that end, two online tailor-made questionnaires produced by means of the Google Forms application – one intended for students and the other one for university professors – were selected as the principle instrument for gathering information for the purposes of this research. Both

questionnaires were comprised of three sets of open and close-ended questions, which were completely the same in both the students and the teachers' questionnaire.

The first set of questions were supposed to yield some insights into how students approach their studies, i.e. whether they attend lectures regularly; whether they pass their exams in a timely manner; if they aspire to obtain high grades; whether they prefer interactive over traditional teaching, etc.

The second set of questions tackled the influence of ICT on the making of student profile. In that respect, both students and teachers were supposed to state whether ICT hinders or boosts the progress students make in their studies; how much time students spend using social media; whether this new mode of communication consolidates their social and communicative skills, etc.

Last but not least, the third set of questions was supposed to elicit answers as to whether the rather unstable socio-political and economic conditions in the country affect students' motivation to study and to pursue postgraduate studies or professional career in their native country.

The questionnaires were sent online to both students and university professors from various university units within "St. Kliment Ohridski" University – Bitola, located in various towns across the country – Bitola, Veles, Kichevo, Ohrid, Skopje and Prilep. Within the one-week deadline set for the respondents, ninety-six questionnaires were sent back – 81 filled-in by students and 22 by university professors.

In analyzing their responses, a combination of the qualitative and quantitative research paradigm was utilized. The summing up of the respondents' answers was greatly alleviated by the option for automatic summary offered by the Google Forms application itself.

Results and Discussion

The results have shown that:

- The students have chosen their studies, because they are interested in those specific types of studies (approximately 70% of the professors and of the students agree with this). In addition, the university unit they have selected has fullfilled their expectations regarding their studies (according to 73.9% of the professors and 62.9% of the students).
- According to the professors, the students are not fully prepared for their academic studies when they enroll at university.
- Students are attending their classes on a regular basis in most of the cases (according to 88% of the students and 56.5% of the professors), and the lessons are attuned to their needs (according to 70.2% of the students and 95.4% of the professors).
- The majority of the professors (60.9%) neither agree nor disagree with the statement that the students make efforts to pass their exams with high grades. 65% of the students also agree with this statement.
- When it comes to taking exams, 60.9% of the professors believe that sometimes students prepare for the exams immediately prior to the exams, and sometimes – continuously throughout the whole semester. 66.2% of the students share the same opinion. In addition, 39.1% of the professors think that the students prepare for the exams shortly before taking the exams, which doesn't collide with the students' opinion (20.8% study on a regular basis, and only 13% prior to exams).
- Students take the exams on a regular basis and without difficulties (68% of the students, and 43.5% of the professors; 52.2% of the professors neither agree nor disagree with this statement). In addition, in most of the cases, the students are content with their grades (according to 65.2% of the professors and 65% of the students).
- The process of taking exams is not stressful according to 43.6% of the students, whereas 37.2% of the students neither agree nor disagree with this.
- The study programs and the mode in which they are organized and conveyed prepare the students appropriately for their future professional duties and tasks (according to 86.9% of the professors and 64.1% of the students).

- Students prefer interactive teaching methods to traditional ones (according to 82.6% of the professors and 75.3% of the students).
- Professors think that they develop their students' critical thinking, communicative skills and problem-solving skills in higher education, but the students do not fully agree on this issue (Graph 1).
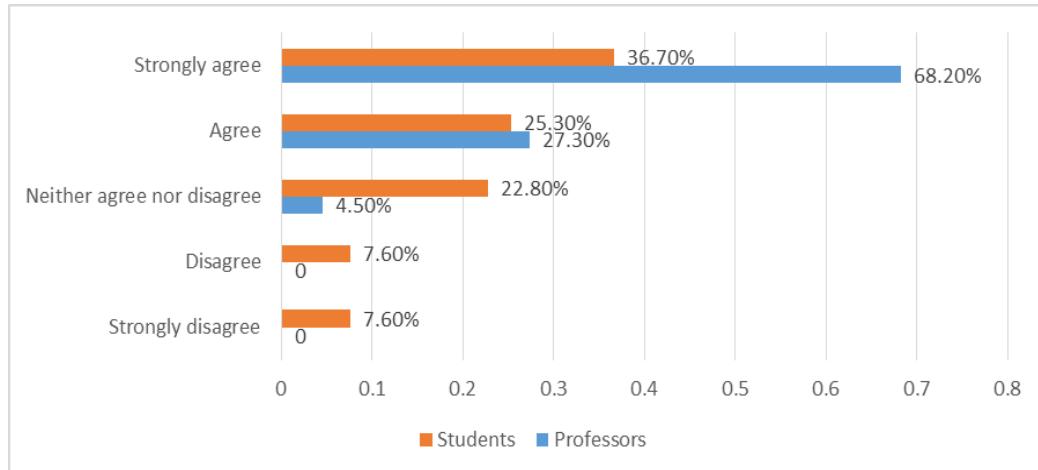
Graph 1. Professors develop critical thinking, communicative skills and problem-solving skills in higher education

The results regarding the attitudes of the students toward their studies and their approach to learning, and the opinion of the professors about the students' academic behavior lead to the conclusion that we cannot accept the first hypothesis that *Contemporary Macedonian university students, in general, take their studies rather light-heartedly.* As shown above, students' decision regarding their majors is quite in line with their desired future profession. In addition, the students' and the professors' opinion slightly differs when it comes to students' class attendance and preparation for exams, as well as the difficulties students face while taking their exams and their aspiration for obtaining higher grades. The professors think that the students do not put a lot of effort in preparing for their exams continuously, and that they do not face many difficulties and are not stressed-out in the process of taking exams. The professors have no opinion whether their students have high aspiration for academic success or not, but the students state that they are apt for achieving better academic results.

The majority of the students use social media from 2 to 4 hours per day (47.4%) and more than 4 hours per day (39.4%) which is an expected result having in mind that they have ICT literally in their pockets via their smart phones at all time. Still, this finding is rather disappointing considering the fact that thus students detach themselves from reality and virtual reality becomes their only reality.

We can see from the results presented in Graph 2 and 3 that professors believe that the students use social media for fun (48.1%), but also for learning (45.5%). Similarly, the students themselves say that they use social media for fun (46.9%), and for studying (43.5%) as well. In addition, the fact that many of the students neither agree nor disagree on this issue is quite disappointing (48.1% - regarding the issue of using social media for fun, and 44.3% - regarding using social media for learning).This leads us to infer that students use social media automatically, without having any specific intent to achieve objectives related to learning or some other activities. However, this conclusion needs further research in order to be fully supported by additional pieces of evidence.
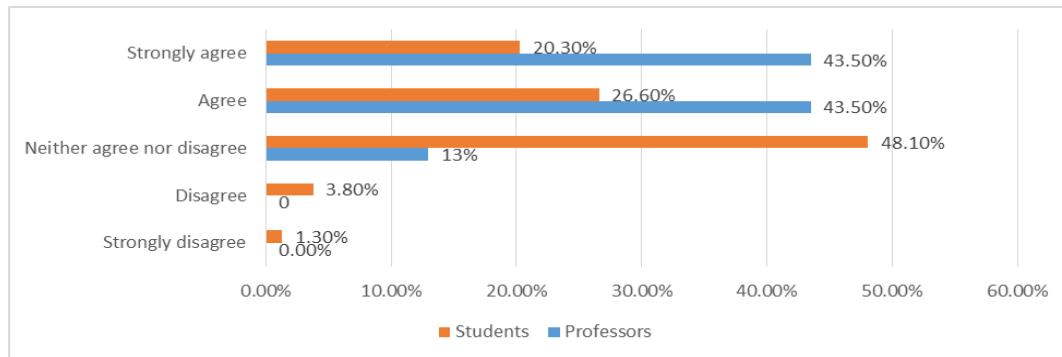
Graph 2. Students use social media for fun
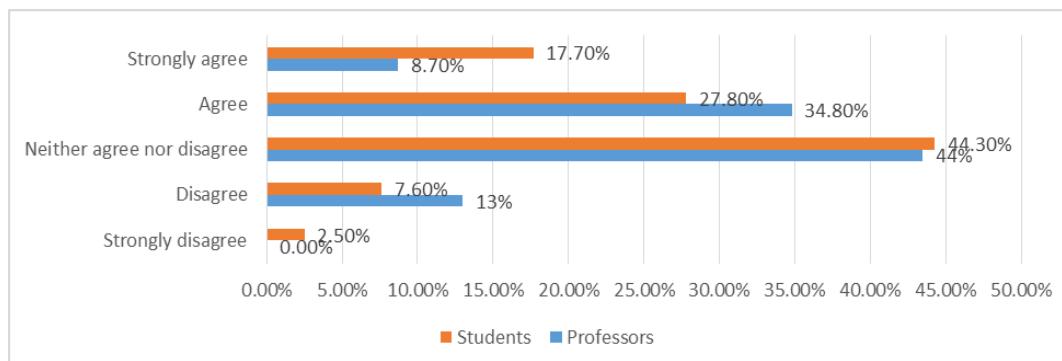
Graph 3. Students use social media for learning

Social media improve students' communicative skills according to 53.8% of the students, and 45.5% of the professors. The results presented in Graph 4 indicate that the majority of the professors either disagree – 31.8%, or neither agree nor disagree – 22.7%.
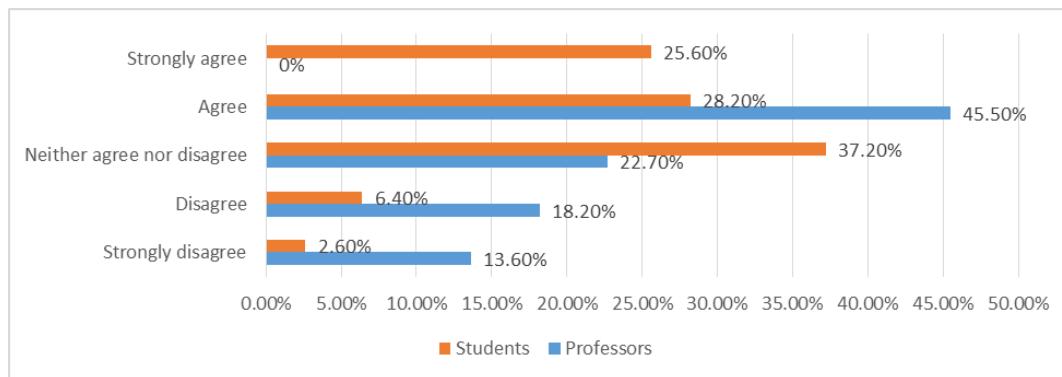
Graph 4. Social media improve students' communicative skills

Professors integrate ICT in their teaching (Graph 5), which indicates that the professors are attuned to the students' needs regarding the presence of technology in the classroom. Nevertheless, within the scope of this study we cannot make any conclusions regarding whether their use of ICT really addresses students' needs and how ICT is integrated in the teaching and learning process. This issue, in fact, can also be further pursued in a subsequent study.
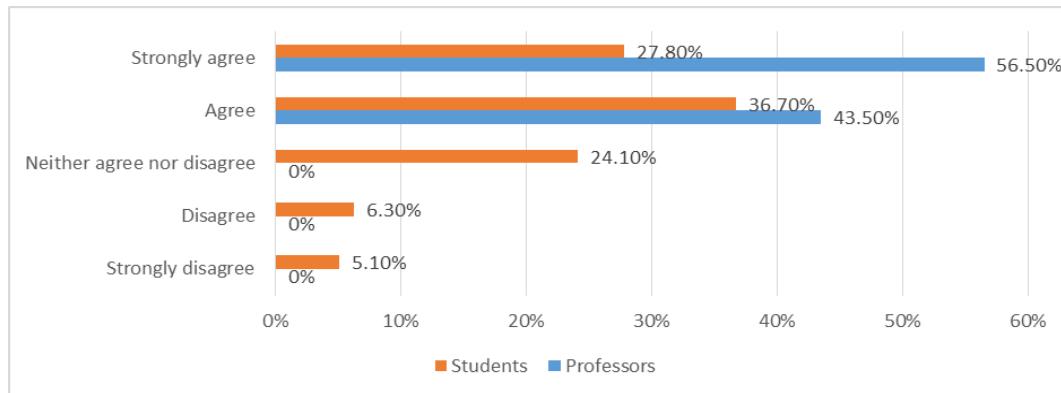
Graph 5. Professors integrate ICT in the classroom

The professors prefer to communicate with their students personally most of the time (according to approximately 95.6% of the professors and the students), or via e-mail (78.2%).The professors never or very rarely communicate with their students via phone or Facebook (according to approximately 56.5% of the professors and the students).

These results show that the second hypothesis that *the ICT, to a great extent, shape the students' mindset and their overall behavior* is acceptable. In fact, the results show that the students spend most of their time on social media either for fun or for learning, and they are also exposed to ICT in the process of the structured knowledge gaining during the lectures.

Only 13.8% of the students have participated in a student exchange program; 71.8% have never participated in one, but they would like to do that in the future. A small minority of the students are not interested in student exchange programs (24.4%). Moreover, only 10.4% of the students have visited a foreign country via the Work and Travel Program; 68.8% have not done that yet, but they would like to do it in the future; and 20.8% are not interested in it at all. This shows that a small percentage of the students use the opportunities for student mobility, but they would like to do that in the future. This finding can serve as a solid starting point for yet another interesting research in the near foreseeable future.
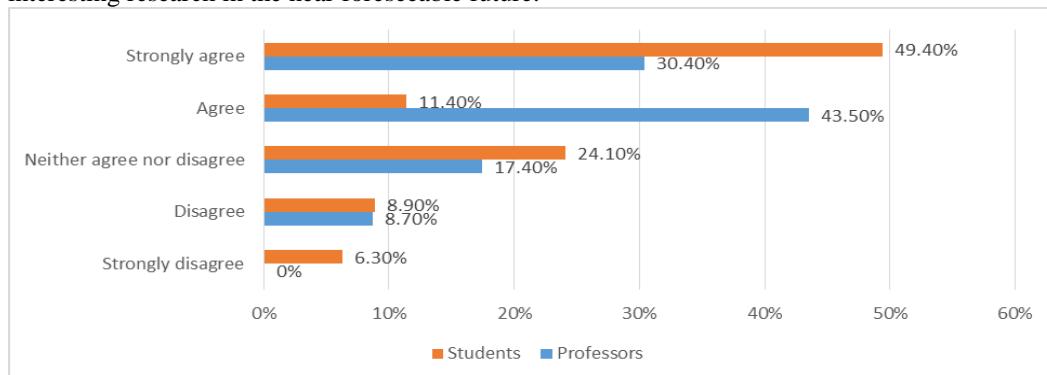
Graph 6. Influence of the unstable socio-economic and political conditions on students' motivation
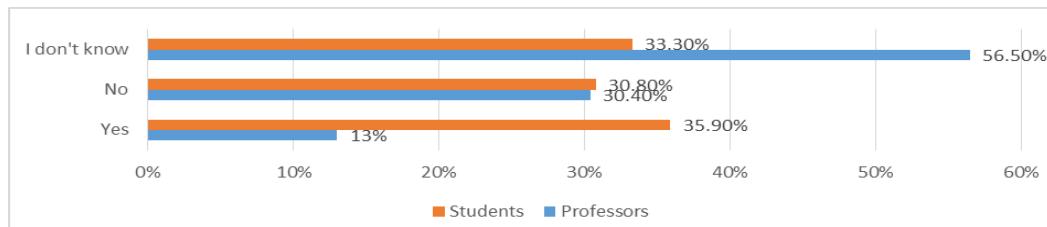
Graph 7. Students are willing to find job and to stay in our country after graduation

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The actual socio-economic and political conditions in their homeland make students less enthusiastic about their studies (according to 73.9% of the students). One third of the students are willing to find a job in their homeland, whereas one third will look for a job in a foreign country. One third has not come up with a decision on this issue. Most of the professors do not have an opinion about this. Therefore, the third hypothesis that *the changeable and unstable socio-economic and political conditions in Macedonia make students less enthusiastic about their studies, and, eventually, much less keen on staying and finding a job in their native country* is also acceptable.

The things that students most like regarding their studies are: the quality of the study programs; the freedom they have when it comes to organizing their time; the opportunities for putting theory into practice; acquiring knowledge and experience by means of student mobility programs; the availability and cooperativeness of the academic staff; the interactive classrooms and pedagogical practice; and the fact that they are seen and respected as individuals by their professors and other students. There are also things that students dislike regarding their studies, such as: some outdated subjects whose contents are presented to them by means of old-fashioned educational methodology that does not correspond with students' contemporary needs; the administrative obligations to register for each following semester or to register for taking exams; the long hours dedicated to theory during the lectures; taking a series of mid-term exams in the course of a single week; the fact that the university units are not fully-equipped and well-prepared to organize field work for their students.

Conclusion

The stakes for tertiary education nowadays, in these conditions of constant and rapid changes worldwide, are truly high. Being the ultimate level of education, higher education has to be continuously vigilant of what happens in the other spheres of human existence, so that it can quickly redefine, realign and reshape itself according to the popular demands of any given time. Stubbornly sticking to the old traditions, irrespective of how successful they used to be in the past, would only mean lagging behind the general global trends of progress and advancement. That, in turn, would result in higher education practically losing its sole purpose which is enabling the new generations of young people to successfully qualify for particular job profiles. In other words, failure to modernize and upgrade its capacity on a constant basis, in the context of tertiary education means running the risk of gravely backfiring in its attempt to prepare students to face contemporary challenges head-on, and to integrate fully and more easily into the societal life as productive, knowledgeable and reasonable individuals capable of driving things forward on the global stage.

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November 10-11, 2017
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TEACHING PROFESSION

Snezana Stojanova[1]
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PEDAGOGICAL PRACTICE BETWEEN THE TEACHERS AND FUTURE TEACHERS
-EXPERIENCES-

Pedagogical practice of students presents a kind of partnership between the faculty of pedagogue and schools. This partnership should be well organized and should provide good- quality practice for students future teachers. For better quality in carrying out the pedagogical practice , teachers-mentors should be familiar with the pre knowledge of students who are carriers of pedagogical practice, so that they will be able to make successful bondage between the theory and practice that they will perform in schools.

For successful realization of pedagogical practice the communication between the teachers mentors and students is very important and crucial. This communication should also be reflected in the communication between the students- future teachers and pupils. Namely communication between them should be lead with language and terminology that is understandable for students, since the content that is taught might be forgotten but the relationship will always be remembered.

Mentorship between the teacher and the students is a process in which a teacher mentor supports a student-future teacher in getting practical experience during the last years of education while the pedagogical practice is going on.

The students that come to do pedagogical practice in schools previously should get acquainted with teaching plans and programs, as well as the innovations that are in use in primary education. That is necessary because only on that way students can successfully fulfill pedagogical practice. For that purpose faculties are supposed to introduce students with everything that is include and carry out as an innovation regarding the programs ,methods , techniques ,but also the projects that are realized in schools and that are connected with education.

To find out to what extent teachers- mentors are satisfied with students' pre knowledge and their realization of pedagogical practice , as well as students' acquaintance with teaching programs , and the realization of pedagogical practice on the other hand the poll was carried out in primary school "St. Kliment Ohridski" Bitola.The poll enclosed 29 teachers and same number of students. The result from the poll are the following.

POLL FOR TEACHERS	Working experience		
To what extent do you think the students are familiar with teaching plans and programs	Up to 10 years	From 11 to 20	From21 and more
very			
not very	3	3	5
They are not familiar at all	9	5	4
Do students have any information about new adopted teaching programs?			
Yes	1	1	2
No	17	5	3
Do students encourage cooperation between the pupils regardless the ethnic and religious affiliation?			
Yes	10	4	5
No	2	1	7
To what extent are you satisfied with the realization of classes from the part of students?			
Vey	6	3	2
Partly	5	2	6
I am not satisfied at all	1	2	2
To what extent are students satisfied with these classes?			
Very	6	3	2
Partly	5	2	6
they are not satisfied at all	1	2	2

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The results taken from the poll show that the teachers' opinion is that students are very little familiar with the teaching programs and plans (very 0 %, a little 28 %, not familiar at all 68 %)
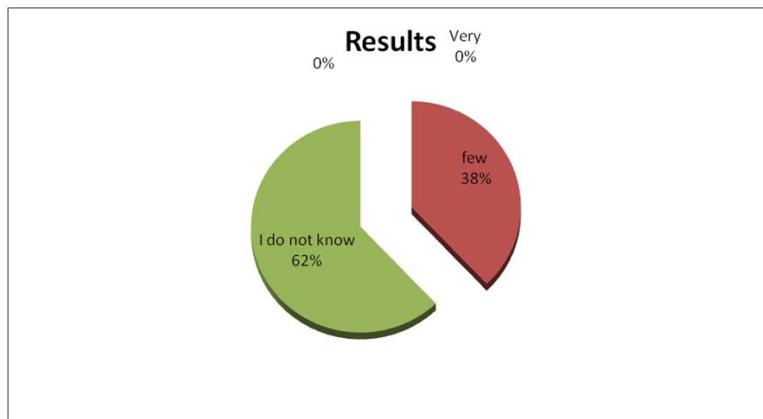
Regarding the second question if the students had any information about new educational programs the results show that teachers' opinion is that a large number of students are not familiar with them(14 % yes, 86 % no).
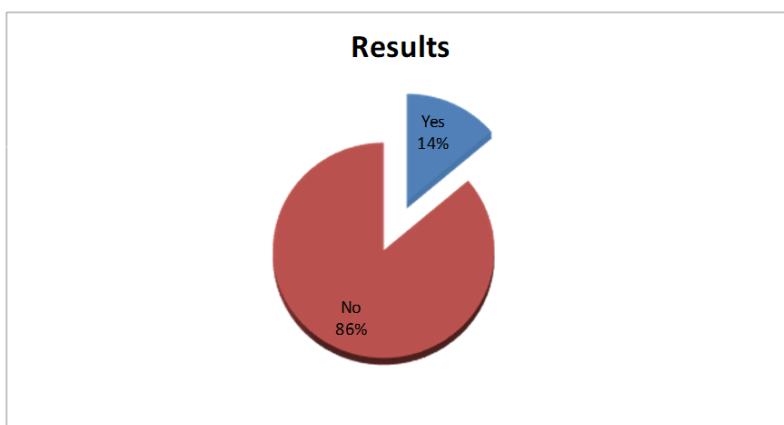
Regarding the third question, what teachers thought about the encouragement of cooperation between the pupils regardless the ethnic and religious affiliation from the part of the students , the results show that many students successfully realized that (66% yes , 34 no)
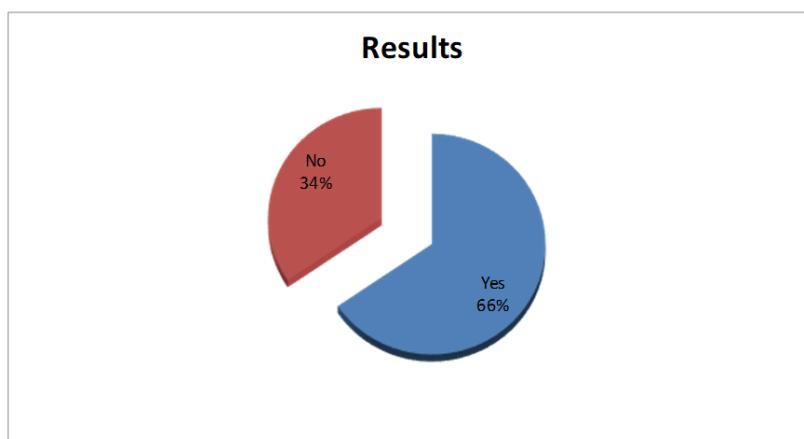
Regarding the last two questions about students and teachers satisfaction from realization of classes from the part of students a great part of them are partly satisfied (38 % very, 45 % partly , not at all 17 %).
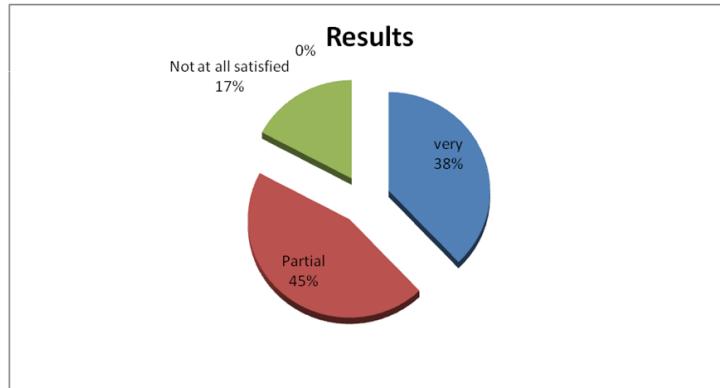
POLL FOR STUDENTS

To what extent are your familiar with teaching plans and programs?	
Very	13
Little	7
Not at all	9
Do you have any information about new adopted teaching programs?	
Yes	12
No	17
Do you encourage cooperation between pupils regardless the ethnic and religious affiliation ?	
Yes	29
No	/
Do you use terminology and language that is close to pupils' age in multicultural environments?	
Yes	29
No	/
Are you satisfied with cooperation between you and the teacher mentor?	
Very	26
Partly	3
Not satisfied at all	/
To what extent are you satisfied with realization of classes?	
Very	29
Partly	/
Not satisfied at all	/
To what extent are children satisfied with these classes?	
Very	29
Partly	/
Not satisfied at all	/

The results taken from the poll that was carried out with students who do pedagogical practice in primary schools, match with the answers that they are very little familiar with the current teaching programs and the adopted ones. And on the questions about using terminology

and language appropriate with pupils age and to what extent children and students were pleased from realization of classes they all agreed that they were very pleased- 100%.

As to the cooperation between teachers and students, students in large number are satisfied from this cooperation (very 90 %, partly 10 %, not at all -0 %)
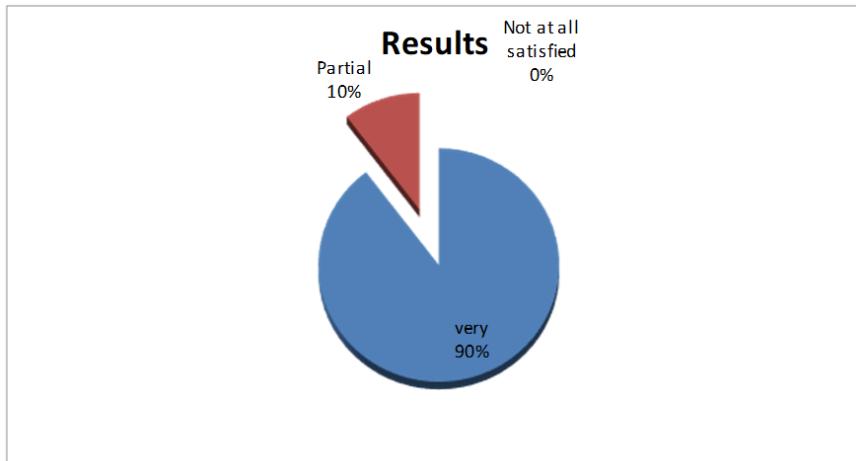
Conclusion:

When these two polls are compared - the poll carried out with students and the poll carried out with teachers, regarding the realization of pedagogical practice, we come to a conclusion that students before they realize the pedagogical practice should get better acquaintance with current teaching programs as well as the adopted ones and also with the projects that are realized in schools. Considering the cooperation between the teachers - mentors and students who carry out the pedagogical practice one can conclude that it is good and that both , teachers and students are partly satisfied from realization of classes from the part of students. They will be all satisfied when students -future teachers are familiar with the current teaching programs and also with the changes that occur in pedagogical and educational process.

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PROFESSIONAL FUNCTION OF THE TEACHER IN THE MODERN EDUCATION

Abstract

The teacher as a planner, organizer, participant, implementer and educator has always attracted the attention of the theoreticians and practitioners who confirm that the teacher plays a vital role in the development and formation of young people in the development, formation and raising of the level of cognition, creativity.

The tasks of the teacher are complex and extensive. He must independently: to operationalize goals and tasks of upbringing, choose, programm, adapt and plan the contents, selecting and modifies the methodological procedures, expertly manages the educational situation, encouraging and channeling the activities of the student, acting competently and successfully integrates all the elements of the teaching process.

The teacher as an educator always finds himself in new roles and situations. Some of them are characteristic only by their call. Modern school is increasingly demanding that the teacher needs to be in the role of a consultant, organizer of the work and the learning of pupils and an instigator of self-education, as well as the methods and techniques, the skills for independent acquisition of the knowledge.

The very fact that in the last years very often has been spoken and, in terms of children's and young people creativity, which does not suggest that society has seen the need for creative individuals and their ideas. The educational system as a whole has complex tasks related to the development of children's creative potentials. The school is largely organized and equiped to give a significant boost to the development of children's creativity.

The professional education of teachers in the context of the reforms of the overall educational system is significant subsystem, and therefore, in accordance with the experiences, the needs and trends is being reformed and altered.

Key words: professional function, teacher, modern education, role, reforms.

Introduction

The position of the teacher in the management of the teaching process is very complex, complicated and dynamic. The complexity is seen most in the connection of the teacher with the numerous other factors and the controllers of the teaching process, as well as in the complex things that he should do. The dynamic is conditioned by the numerous and varied changes in the field of the educational work in general and in the teaching itself. The teaching process is adapting to these changes because of the very influence of some changes, and also he changes constantly, with the tendency to be refined. Because of this, efforts are being made to clarify the basic questions about the teacher's position in the management of the teaching process with the focus of contemporary teaching and the application of modern educational technologies.

The role of the teacher may arise as prescribed or as normative, that is, defined by law, statute or other acts. From the above it can be said that the role of the teacher is regulated by law, which implies a prescribed level of vocational education and is competent in the expertise and the psychological views. On the other hand, the development of the education of students and the improvement of teachers is closely related to their role in teaching. It is important function to define the frames and defining the role of the teaching relation to the students in the development, as well as the objectives and tasks of teaching.[4]

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The teacher fully and qualitatively realizes his position if he works within the so-called "New School" which means to apply the modern educational technologies and establishes certain relations with the students. All this must be composed with the specific conditions of the educational work as a whole, in the framework of the teaching.

The work and behavior of a teacher can not be investigated and valued without defining and studying his role. The role is behavior for a certain position or parts and sequences of complex behavior that develops it until it becomes custom. Despite that, McFarland defines the teacher's role as an expected social behavior for which there is a defined word of expected behavior for a particular situation or status.[5]

The position of the teacher in the management of the teaching process is intensified by the positioning of his role from the knowledge transfer to the role of a planner, programmer, organizer, verifier, router, correspondent in the teaching process. The position and role of the teacher is spreading to new functions that are at tactical and strategic levels: The teacher increasingly becomes the controller of the teaching process and regulator of the management of that process in order to achieve optimal results.

Meaning and actuality of changes in the education

This century is characterized by many numerous and often radical changes in all segments of human life, the characteristics of the modern world with its globalization in the field of economies, the world economy is on the rise, there is a big "explosion" of knowledge, the organization changes the work, the greater is the need for educational staff.

For the teaching process to be good, interesting, rich, innovative requires well-prepared teachers of high expertise and didactic-methodical culture, teachers who were prepared themselves. Teaching has the indispensable quality if it respects the cognitive and other differences between students and enables everyone to solve tasks in their own way.

The new directions of world development require from the education to differently prepare the future of man for the life. They require individuals who will be able to see how to define and solve problems, create new solutions, effectively present their knowledge, be able to communicate and collaborate with others.

In order to bring up and educate such individuals, serious changes in the entire educational system must also occur. Changes also imply a new philosophy, the goals of the technology of upbringing and educationto to be harmonized with the reality, aspirations and opportunities of the society. The goals of the future school are significantly broad. They want to prepare children for the life in the world of incidents, to apply the acquired knowledge, to select the infiltration of information, especially in children to develop curiosity, initiative, tolerance, and desire for the truth. Sometimes it was thought that the advancement of technology and science (especially in the sphere of communications) would slowly push the teacher out of the teaching. Contemporary thinking speaks the opposite. They emphasize the teacher as the key bearer of those changes. The teacher places him at the center of educational reform and therefore his revitalization is necessary. The new educational tendencies require the teacher not only to implement the plans and programs indiscriminately, but also to adapt them to the conditions, to work in accordance with modern development, to find the best pedagogical solutions, to identify the needs and interests of their students, to respect them the knowledge that children bring to school and encourage co-operative work, to cooperate with other teachers. Basically, the teacher should prepare pupils for critical selection and use of information, to critically reflect on their teaching role and practice as a whole.

The development of new insights about the different roles of the teacher and the teaching work include: The legacy or teaching factor, the environment, the teacher's activity and the partner relationship with the students. From the vast majority of teachers' roles, we choose roles that contribute to the quality of the teaching process, learning and creativity.[6]

Functions of the teacher in the teaching process

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[5] Stomatovik, D/Bojovik, Z, 2016, Role of the teacher in the teaching process, Pedagogy 3, Belgrade.
[6] Stamatovik, D/Bojovik,Z,. 2016:282, Role of the teacher in the teaching process, Pedagogy 3, Belgrade.

The teaching process is treated as the totality of the alternating and interconnected things, to the teacher and the student, and it is therefore necessary to talk about what functions these activities can be. Some activities as well as all the work of the teacher can be targeted for two purposes:

1. On the transfer of knowledge, skills and habits, to the management of the process of acquiring the knowledge and the development of the student.
2. Ensure the initiated process of adoption and development.

The problem of ensuring the process of adopting the knowledge and the development of the student has all the aspects that the teacher must have in mind, and they are the following:

➢ The general preparation of the student for learning;
➢ The relation to the school subject;
➢ Changes in the preparation and management of this preparation;
➢ Always reporting to the teacher and the student about the course of the adoption process (feedback);

The general preparation of the student for teaching depends on the student's attitude towards the school, towards the teacher, learning and to himself.

A decisive role in many learning circumstances for each subject has a previous school experience. For the teacher, it is important to know the student's learning motives for each student, as well as the circumstances that are relevant to each student. It is important the motivation for learning the student's attitudes towards the school, the teacher, the subject, providing a process for acquiring knowledge that depend on continuous feedback.

During the control it is important to know what the student has learned and what has not, what are the mistakes and what they are causing. Unfortunately,often in the teacher's practice is the main assessment scrutiny that caused deformations in the work of the teacher. The control successfully ensure the process of adoption the teacher should have in mind the following rules.

➢ The consequences of the occurrence of mistakes should be analyzed, and the student should be shown the ways to achieve better results;
➢ During the control of the work of the student, at the same time with the deficiencies, the single criterion should be indicated on all sides of the work on the basis of the other criteria.
➢ Consistently apply the student's mutual controls;
➢ To respect the student's selfcontrol and reduce the control of the collective and the teacher.

Possession of knowledge, skills and habits can be marked as:
➢ Orientation towards the specified school subject;
➢ Understandong the connections and systematic knowledge;
➢ Ruling the subject that is expressed in the application of the acquired knowledge in a particular field;
➢ The independent aspect of the possession of the subject and the creative rule;

Assumptions cost the acquired knowledge that has a social meaning and significance for the student. Thus, the student becomes sensitive to informative problems and to the situations in the position where it is possible to use the acquired knowledge.

Creation is impossible without training for flexible operation with the acquired knowledge, without reigning with the level of intellectual habits. For creativity, it is most important that a person has certain assumptions without which the achievement of a level of intellectual functions can not be realized.

The teacher selects the type of organization and the method of training depends on which function comes first. The first important orientation is to be well-grounded on the frontal work, the lecture or presentation of the teacher, if the given area of the subject does not relate to previously acquired knowledge. Otherwise, it is useful to organize individual work using the textbook.

This also implements the other function-established connection. The student should rely on the instructions given by the teacher and link the new content with the former information he

received from other content or from his life experience. Learning the material can be achieved without additional information and deepening the knowledge gained. The students' mutual relations influence the successful adoption of the teaching content. Individual differences are a reflection of the level of achievement.

The ideological-educational value as a process has the following structures:

➢ Subject (teacher or pupil);
➢ Object (scientific knowledge);
➢ Perfectly educational requirements;
➢ Methods of organizing the work of the student;
➢ Adding a meaning or taking a position;

Understanding of the realization by the teacher is important for the development and direction of the person. The approaches for building the value judgments are:

➢ The teacher must give her presentation an emotional color of speech, mimicry, gestures;
➢ Examining the event as individual cases for diversion, given by the student or the student;
➢ It is often used to compare different objects, working conditions, life, methods of working with given subjects and occurrences for assessment and thinking.
➢ The teacher and students analyze the situations together, develop criteria and grades for grading, students compare the object or appearance with the established criteria and give certain values to the courts the teacher completes the assessment process and encourages the students to make an independent conclusion.

Didactic functions are not often intertwined in order, it is important that the teacher always knows in which direction and what the student's efforts are aimed at. Often behind the unspecified work of the teacher is hidden the incomplete function of the teacher ignoring or not enough taking into account.

New role of the teacher

The traditional school considers that learning is exclusively a process of acquiring knowledge, while new research emphasizes the development of the function of learning in this way the learning is considered as an active process, where the student becomes a true subject in the educational process, which, with the help of the teacher , actively learns, with opportunities to be able to educate himself throughout his entire life.

Instead of discipline for obedience, an active discipline of the student for learning should be introduced, while in the place "filled heads" should be insisted on creative heads. All of this requires a cooperative relationship between the teacher and the student. In the new conditions, the teacher is not only an intermediary between the teaching material and the student, who teaches, checks and evaluates, but is a planner, an organizer, an instructor and a tutor, it is necessary, in order to be mature emotional, in terms of the expert and methodological- stable person.

The role of the teacher and his social identity are interconnected and based on two kinds of expectations: personal and expectations from others of proximity. In this context, we can compete for a teacher administrator, psychologically self-expressing and the role of the teacher who can be as a planner, organizer, evaluator, assessor, diagnostician, researcher.[7]

Educational role of the teacher stems from the efforts to provide students with knowledge, skills and habits, as well as developing intellectual abilities and creative thinking. The stated knowledge and example confirms that there are determinations of the role of the teacher that confirm that there is a complex system of roles.[8]

The function of the teacher, the educator, the teacher has been transformed, and supplemented according to the demands of the society, the function changed in terms of the content with which they taught their students, both in terms of their attitude towards them and the achievement of the goals of education and upbringing. Many innovations that are being

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[7] Zivkovik, N, 2008,School autonomy and professional autonomy of teacher, Pedagogy 3 , Belgrade
[8] Petrov, N, 2017, Teacher, artists, educator and creator of teaching process, Prosvetno delo 2, Skopje

introduced require some changes that are related to the teacher's function. The new function of the teacher is highlighted and the need for scientific approaches to the problems that arise with the emergence of the innovation of the teaching. The creativity of the teacher and the student in innovation gets new forms. All the studies emphasize the meaning and importance in the use of teaching aids. In this process, beside the teacher and the teaching tools, a significant component, also are the students. The course in the interaction between the teacher as the organizer of the teaching process and the student comes to certain results. They have the ultimate goal of creating students' changes in different domains by changing knowledge and skills to develop a critical and creative attitude towards the expected formation of the student's social and moral attitudes.

Teachers, according to the expert's opinion, are the center of successful interaction, technology in the school, although this significance is often predicted, underestimated or misinterpreted, especially in situations where are not analyzed the effects of the introduction of information and communication technologies in education.

The teacher has a very responsible, complex noble role in the process of education, and in that sense, that teacher is also appointed as a teacher, artist and educator not in the sense of aesthetic appreciation but an artist in the sense of the educational processes and the contribution he gives in the process of education. After the concrete artistic role of the teacher is identified through the process of learning, learning the students as partners. His artistic work arises and imposes new time and challenges for the future of the teacher on the challenges, innovations and positive educational traditions. Therefore, he devises new procedures and postulates for radical changes in the educational process. The teacher - artist acts openly and dynamically in a specific time and space for monitoring and creating conditions for the development of upbringing and education that will enable him optimal development and advancement.[9]

Teachers and students get new tasks aimed at the new understanding of their roles. Instead of the traditional, the communication-theoretical understanding of the roles took place. Teachers get new tasks, they must first of all support an active and independent learning process. The teacher from a person who possesses a monopoly of information and determines rules of behavior, becomes an advisor, a coordinator and a facilitator in the teaching process that the students organize themselves according to their age and competences. These changes give a picture of the new relation, greater autonomy, articulation and self-responsibility of the student only, the teacher must give up his space and be flexible.

Having in mind that the computer is the main instructional tool in the programmed computerized classes, the question of allocating the function between the teacher, the student and the computer is open. Certainly it is necessary to know what and how students should learn, what the student can do and what the teacher can do and what kind of teaching he chooses. The student can achieve greater results on a computer.

THE POSITION AND THE ROLE OF THE TEACHER		
EXISTING CONDITION	ROUTE OF CHANGES	WHAT WE GAIN FROM IT
➢ A dominant role is the implementation of the program (the program delegates the prescribed content) ➢ Small space for autonomous professional decisions and choices (in relation to the compulsory program)? ➢ A small number of work activities take place outside of time (preparation for the time is routinized and a form, does not take into account the specific	➢ The teacher mediates in the process of acquiring knowledge, designs situations and tasks that are an incentive for learning, leading and directing pedagogical communication, is a partner in the building of knowledge? ➢ In addition to direct working with students, the teacher works hard on preparing classes, vocational and pedagogical training, participating in collegial exchange, for less applied research ...? ➢ emphasizes the importance of those roles	➢ The new role of the teacher ➢ activates ➢ motivated ➢ professionally confirms ➢ fulfills ➢ Professional satisfaction and self-confidence ➢ Raising the social reputation and the status of the

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[9] Stevanovik, M, Teacher, artist, educator, Varazdinske Toplince, Tonimir.

needs of the department and students) ➢ A small number of working activities take place outside of time (preparation for the time is routinized and a form, does not take into account the specific needs of the department and students) ➢ The teacher is a preacher, the other aspects of his role are marginalized) ➢ Insufficient cooperation with colleagues, mostly on a personal basis ➢ Is the professional training a matter of personal choice? ➢ Does it only implement decisions regarding improvement of reforms and education? ➢ Does not participate in events in the local community	that are not directly related to the transfer of knowledge: the regression of social relations in the class as a group, the role of partners in affective interaction, the role of the social agent? ➢ Systematic cooperation with colleagues is expected (team work, collegial supervision, joint projects ...), as well as with professional associates? ➢ Continual training is a commitment built into working time supported by the system of professional promotion? ➢ As a professional participates in the process of reforms (he is responsible for the change in the work and the life in school) ➢ He is active in the local community	profession

Studies show that in many countries and environments, significantly it is invested in educating the teacher. This is necessary because with the introduction of innovation in the teaching they have to connect with the teacher. The teacher has a central, decisive role in the creation of upbringing and teaching work. The teacher must know the students and their mental and physical abilities, interests, tendencies and the pace of work. The teacher must know the educational technology to properly select and apply depending on the teaching content and individual abilities of the student. The teacher in the work must motivate the students for cooperation, job preparation and preparation of tasks. The role of the teacher in the educational work is to be an associate organizer, initiator and an equal partner.

Empirical research

In order to see the position of the teacher in the management of the teaching process, research has been conducted. In the theoretical one, are discussed the basic questions about the position of the teacher in the management of the teaching at the center of the modern teaching. Empirical research is set so that it is more complex with the theoretical and to make one whole.

The central problems are related to the achievement of the teacher's position in the management of the teaching process, which are analyzed in practice, the following areas can be considered:

➢ Planning of educational work;
➢ Organization of teaching process;
➢ Performance of the teaching;
➢ Cooperation with parents;
➢ Participation in the work of the experts and other bodies.

Subject of the research: The management of the teaching process is a very complex process, therefore the subject of the research is the position of the teacher in managing the teaching process. Therefore, we have concentrated on the operational level of the management because at this level the process is being carried out through the teacher's collaboration with the students.

Objectives of the research: The goal of the research is to perceive and explain the position of the teacher in the management of the teaching process in view of the contemporary requirements and possibilities. In order to achieve the goal, the tasks of the research are defined:

➢ To investigate and explain how the teacher realizes his / her position and function in the field of programming and planning of educational work.
➢ To examine and explain the activity of the teacher in the preparation for the realization of the teaching process.

➢ To explore the achievement of the teacher's function in the management of the teaching process determined by the teaching technologies.

➢ How does the teacher perform his / her function in direct management of the teaching process of classes?

➢ To explain the achievement of the position and function of the teacher as a whole on the basis of the "exit elements" (knowledge of the students) in the realization of the curricula and programs.

Research hypotheses. General hypothesis of the research: It is assumed that the contemporary didactic role of the teacher in teaching management has a statistically significant influence on the increase of the educational effects of the teaching.

In accordance with the subject matter and tasks of the research, research methods are also defined, such as: servey method, theoretical analysis, complementary method, monitoring method, descriptive method.

Research techniques and procedures: During the research, the following techniques and procedures were used: Analysis of pedagogical documentation, interviewing, interviewing, attendance at the classes, presence at meetings of the expert bodies in the school.

Research instruments. The following basic instruments were used in the research: protocol for recording, analyzing and evaluating the class, perceiving the work of the teacher, questionnaire for the teachers.

Model of research. The research was conducted in Skopje in three primary schools, two are city schools and one is a village elementary school.

Results of the research

The results of the research from their interpretation should prove and determine whether the goals and objectives of the research have been achieved, whether the research hypothesis is confirmed and to what extent the theoretical and empirical part of the research is related.

- Planning and programming of the educational work.

Teachers plan their educational work at the beginning of the school year, but many teachers do not plan the modern teaching tools because of the lack or poor equipment of the school. Some teachers in their plans do not predict the lack of innovation in their teaching work. Teachers have the view that the introduction of innovations reduces the scope of the teacher's work as a knowledge transferer and increases the teacher's role as educator.

- Realization of the teaching process

Most teachers have written preparations for the lessons. Based on the scale for evaluation of the class, it can be concluded that the teachers are fully prepared for the class. All teachers have individual work plans, neatly written.

- Management of the class

The results show that in this section teachers are not inclined to improve their teaching. Teachers live in the spirit of traditional teaching, the frontal form of work, the classical methods of presenting the material and checking and assessing the student's knowledge. It is largely felt that there is a lack of motivation of students for quality work and adjustment of the teacher with their interests, capabilities and preoccupations.

- Indirect management of the teaching process

In the improvement of this task, attention is placed on several activities of the teacher, by which are achieved the following goals: correlation of the teaching material, motivation of the students, attitudes and actions of the teacher, evaluation of the student's work and self-direction for the work of the students.

It can be concluded that the management of the teaching process by the teachers is mostly performed in the teaching hours. In practice this is realized through the prevailing of traditional forms of work and guidance. The main disadvantage is in the insufficient respect of the student as a subject in the teaching as well as in the insufficient use of the existing teaching materials and introducing innovations and creations in his work.

- Position and function of the teacher as a whole

The most significant "outcomes" of the teaching process are: knowledge, skills, habits, abilities, attitudes, skills and other characteristics of the personality of the student.

The research shows that teachers fulfill their position in a satisfactory way, but they test their possibilities and real social needs, and, on the basis of a standstill, today they provide educational technology. Teachers keep the teaching system but do not influence their training.

Teachers respect and value the "input" and "output" elements of the teaching process. Teachers insufficiently influence to the student as a subject in the teaching process and are insufficiently trained for independent and creative development. Teachers do not have enough opportunities on the basis of the "output" elements of the teaching process to propose new solutions, adopt new measures.

About the research results

In the research, it is attempted to perceive and explain how in practice the position of the teacher in the management of the teaching process is realized, and to confirm the hypothesis that the position of the teacher in the management of the teaching process is realized in the most and optimally at the operational level in the management and this following the activities of the teacher that guides and valorizes the work of the student.

The position of the teacher in the management of the teaching process is intensified by the shifting of his role from the knowledge transfer to the role of a planner, a programmer, an organizer, a verifier, a guide, and a teaching process. The position and role of the teacher is expanding to new functions that are tactical and strategic. The teacher increasingly becomes the controller of the teaching process and regulator of the management of that process in order to achieve optimum results.

In the offered questionnaire for teachers it is clearly identified the need for introducing innovations, the importance of modern educational technologies that enable fast and high quality knowledge and creative work of the student. Teachers are aware that with the introduction of innovations, is decreased the scope of the teacher's work as a lecturer and transferor of knowledge and information, while his function increases in the plan of educating the student by introducing innovations in the teaching process, the function and position of the teacher as a lecturer and transmitter the knowledge changes and the teacher gets new roles.

The great possibilities of modern technology that educational technologies require the teacher to introduce various innovations in his work as a whole. The most important are those innovations through which students are trained for independent work and creative learning. So the teacher ceases to be a lecturer of the material, and becomes a planner, organizer verifier, correspondent, etc. in the teaching process.

Conclusion

Educational work in the school and its effects depend on many numerous and subjective factors, among which the teacher emphasizes the importance of the subject as a subjective factor. The teacher is an indispensable factor in the educational process and is the subject of continuous studies of pedagogical science. From the teacher depend the student's learning and progress, the educational procedures, the methods and the forms of management, the social climate in the classroom and the interpersonal relations.

In the contemporary teaching and schoosl which characterize a high degree of complexity, organization and integration of the contents of the educational work, and which can not be reduced to simple interaction relations between the teacher and the student, the teacher has received numerous roles. The function of the teacher is not related solely to the provision of information, because it can more effectively make use of modern teaching tools. The teacher is less a source of information, and more as an intermediary between the student and the meaning that a student acquires from other sources.

The most important part of the teaching work is teaching. The teacher was and will remain an indispensable factor of teaching. The new demands of didactics, in front of the teacher, set new obligations, duties, demands. His work gets new qualities by changing his position and role of the

preparatory phase of teaching, organizing the work of the student, encouraging and independent work, to guide the student to independent knowledge acquisition. The teacher is a mediator between the student and the goal of education, between the student and the society, between the student and the content. The teacher follows, estimates and evaluates his work and the work of the student and provides feedback that is the regulator of the entire teaching system.

The goal of education and education should be the development of creative individuals who would be able to use modern technological means in education for gaining new knowledge, to distinguish important from unimportant, to gain an optimal systematic learning, and to develop the ability to independently lock and to be able to apply the acquired knowledge in practice.

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Florina Shehu[1]

NEW PEDAGOGICAL-DIDACTIC CHALLENGES OF THE TEACHING PROFESSION

Abstract

The constant need to promote and innovate the teaching profession according to contemporary pedagogical knowledge, among other things, should be based on the changes and demands of the educational process itself, encompassing students, parents, families, the social environment, the context, but also the teachers themselves as individuals and professionals .

According to the latest pedagogical researches, it is pointed out the need to establish and support new approaches to the teaching profession in terms of improving and strengthening the teaching competencies from the initial education to the continuation of their professional development. As a basis for the emergence of new pedagogical-didactic challenges of the teaching profession are the issues related to the relation and the ratio of knowledge with the abilities and skills of different areas of formation of the teachers' profile and their application in the educational practice with the issues related to concrete, applicable skills, beliefs, expectations and identity of the teachers themselves.

In this context is the problem of finding a link between the different models of the initial and professional development of the teachers and the needs of the upbringing - educational practice.

For this purpose, a qualitative research was conducted using descriptive and descriptive-interpretative method, using content analysis and semi-dash interview as research techniques, while a sample of research includes a total of 30 students and teachers from Skopje, as well as relevant documents and literature which refers to the new pedagogical-didactic knowledge of the teaching profession.

Key words: new pedagogical-didactic challenges, models of initial education, teaching profession.

Some of today's challenges of the teaching profession

The teaching profession today is in an extremely sensitive period in terms of offering and advocating new concepts for its functioning, which will also offer something that will directly influence the promotion and development of the mentioned profession. How similar, different or innovative are the concepts related to the teaching profession, are the issues that are still being treated with a high dose of presence and approach as challenges for which there is no final outcome nor are expected to provide clear and concise guidelines on the basis of which the teaching profession should be moving.

The reasons for this are mainly focused in two directions, namely requirements and adjustments for the teaching profession in accordance with the global tendencies of the 21st century, and the struggle for the correspondence and harmonization of national, special and specific requirements and needs with global movements and assumptions. In this regard, today's understanding of the relation pedagogy and society is also one of the preconditions. That is, the teacher's profession at some moments becomes a "pedagogical" issue, care, responsibility, which requires not only space, support and partnership, but how much is the "social" activity of primary importance, with a high level of sensibility for the real needs and opportunities for the development of the teaching profession itself.

Within the pedagogical-philosophical basis of the theoretical and practical setup of exercising and treating the teaching profession, we have a variety of different, modern approaches that more or less and impose certain dilemmas on the basic, starting assumptions for the teaching profession. Whether in the next period, the professional aspect of the teacher in the realization of the educational reconstruction or the way of achieving the process of growth and development through the aspects

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of education and education are important, are questions for which there are still different angles of views and understandings.

In this direction, it is assumed that even at the heart of the futurological reconstruction for a short period of time, today's challenges regarding the teaching profession will remain in one phase and (or) "interphase" in finding some quality and positive answers and opportunities to develop modern concepts in relation to the stated profession.

Certain directions in the pedagogical-didactic treatment of the teaching profession

Within certain directions in the pedagogical-didactic treatment of the teaching profession, assumption is today's changing approach and understanding of upbringing and education. In the process of professional formation of teachers, more and more advocates for keeping in mind the upbringing and educational areas of teacher development, not only as a professional, but also in terms of developing their own personality.

The basis for this is the drawing of various philosophical and pedagogical knowledge from the past and the present, which propagate the need for a balanced approach to upbringing and education, both for the teachers themselves and in the realization of their profession, because the teaching profession is, among other things, a profession of transmission , the global, specific, individual projections, assumptions and the entire civilization heritage through the establishment of relations between individuals.

Namely, starting from J.Pestalozzi, J.Dewey, M.Montessori, R..Steiner and others, education is seen as a kind of art of cultivating the physical, moral, emotional, psychological, and spiritual dimensions of children in development, which indicates the complexity and the understanding of the teaching profession, ie the need to change the approach and understanding of the educational and educational aspect in and the teaching profession. In the context of the stated holistic and integrated approach, one of the necessary prerequisites for the development of a human, complete upbringing and education, where each individual participant will be able to find his own identity, meaning, connection and role.

To this point, there are also a number of new, contemporary models of initial and professional teacher education (pre-service and in-service), as options for improving the quality of education itself. The listed models are diverse, depending on the global, national, special and specific requirements and needs of each society separately. Their particularity lies in offering a range of alternatives that are assumed to be closer to giving certain (or options to certain) issues in a certain period of time, but also as a basis for taking future steps.

Regarding the competencies of teachers, as in all other professions, this competence is not limited to acquired knowledge and skills. It includes certain attitudes and behaviors that are more important, such as are the teachers for students - both in the future and in the past - larger examples, so in society together with parents they are the first carriers of values "(Lesourne, J., 1993, p. 229). The most important questions regarding the teaching competencies should be in the direction of defocusing from the question of assessment (what should) to the value development (as well as why) of them. Also, in this corpus, the question of selecting persons for the teaching profession (except for selectivity), which, by the way, is regulated differently in many countries, but is closely related to the aforementioned directions in the pedagogical-didactic treatment of the teaching profession.

As specific questions regarding the directions and challenges of the teaching profession are: a) the quality of education (models, areas of competence, way of advancement, monitoring, assessment, development, etc.); b) relation to the status, role and identity of the teacher (which more often is not becoming a surpassing question in relation to the overall quality); c) the personality of the teacher (reviewed and treated in a wider aspect) and d) ethical values, the value system (of the teacher himself and what he radiates in his own work, communication and relation with students and other subjects).

Pedagogical-didactic treatment of the teaching profession

Within the pedagogical-didactic treatment of the teaching profession, one of the crucial questions is what we actually expect from a teacher ?. Whether possessing and successfully managing the necessary knowledge, abillities, achieving skills and achieving set goals. More precisely, whether the teacher is seen from a professional perspective who needs to take care of the establishment of certain educational principles in his practical work, or should he also have to respond to many other aspects, demands and needs. There is a very complex issue, taking into account the growing gap between the need and the requirements of educational policies, the "visibility" of the process, the manner of competence enhancement, standardization of the teaching profession and work, protocols and performance appraisals (and unsuccessfulness) , realized, planned, evaluation, self-regulation, application of new technologies, etc. On the other hand, regarding the upbringing and education in general, the teaching profession is important possession of knowledge, concrete skills (the way of doing what the teacher does and assuming to do), as well as his beliefs and expectations. Numerous research suggests that teachers' expectations are based on their beliefs, which are partly built up by the educational and practical experience, and in part by personal beliefs, attitudes, etc. (Pianta, 1992; Birch & Ladd, 1996; Good & Brophy, 1991, etc.). The significance of the beliefs of teachers is reflected and perceived in their attitudes, efforts, motivation and persuasion about the success, the existence and quality of their educational and educational work (Whitty, 1996, Malikow, 2005, Harslett et al., 2000). In this process, the manner and opportunity for professionalism and professional development of teachers is closely related to their personal needs and efforts, becoming part of the teaching identity.

Conducted research

A qualitative research has been conducted using a descriptive and descriptive-interpretative method, through the application of content analysis and semi-dictation interview as research techniques. The sample of research covers a total of 30 teachers and students from Skopje, as well as relevant documents and literature related to the new pedagogical-didactic knowledge for the teaching profession.

Analysis and interpretation of data obtained from the application of the semi-dative interview

From the conducted qualitative research, by applying a semi-direct interview, we received interesting data on the attitudes and opinions of the teachers and students regarding the pedagogical-didactic aspect of the teaching profession.

"*There are globally all kinds of teachers, from a pedagogical aspect, I think it depends on the character of the teacher himself, but I think that anyone who has decided to work with children should have that minimum of pedagogical-didactic competence for work, the other being taught and*" *acquired* ",*over the time. Now there are exceptions, as if to say, we have people who got stuck in the industry, but generally I would say that we are all in the function of the students* "(the subject teacher, female gender).

"*We have teachers who are good, excellent and who are trying to have quality work, but we also have those who do not deserve to be called teachers. It is always necessary to follow the innovations and learn, because the people in this profession are changing* "(lower grade teacher, male).

"*However, I reckon everything depends on the teacher himself, the literature is there, so it should be overlooked, both pedagogy and didactics, and child psychology. Everything depends on how we, as teachers, like ourselves, and we commit ourselves to furthering ourselves as pedagogues. The introduction of novelties depends on the teacher himself. It's not just about technology. There are many more things to do. At least this is my thinking* "(low- grade teacher, female).

"*In addition to the educational work carried out in schools, educational work is also being realized and should be accomplished. And one of the most effective ways to successfully accomplish the job is the upbringing and the model presented by the teacher. You know, as a*

teacher, you show the students love, care and they feel confident, loved, happy and so they can achieve much more and become good people "(low- grade teacher, female).

"*The teacher should always be up to date with the latest knowledge, concepts, technologies, techniques, methods of educational work with students. He or she is also a person who influences the students themselves and their development and growth in future citizens of this society. They need to be confident in their work and have their own, personal and clear expectations* "(student, future low-grade teacher, female).

"*The teacher should know his subject and the novelties associated with it. Over the time he gains work experience. And the beliefs and expectations are related to what is expected of them as teachers* "(student, future subject teacher, male).

Teachers clearly point out the need for pedagogical-didactic competence, believing that their work largely depends on themselves, their commitment, personality, and similar.But almost none of the examined teachers did not say in terms of their abilities, whether they are able to do something, how they do it, whether they feel competent about it, or what are the things that they feel they are stronger or weaker at. The same applies to their beliefs, expectations, more precisely, almost all in the anticipation of external events in their profession, which they would then point out. Regarding teachers, students from low-grade teaching (in contrast to subject students) in a large number of examined cases, recognize the beliefs and expectations of teachers as personal, as an inseparable part of their personality. Regarding the skills, they point only to the context of competencies, not to what they really should do from practice, which is partly due to their insufficient practical experience.

Summary

The new pedagogical-didactic challenges of the teaching profession include broader aspects of knowledge, goals, content, educational technology and results. It requires knowledge, skills, beliefs, expectations that are internal motivators for a meaningful approach to their own profession and work. The reasons are partly and the fact that the cognitive (academic achievements and standards) and the normative (behavioral achievements and standards) expectations of teachers may and do not have to be on the same level, in fact they depend on the importance that the teacher sets it in a given time, space, situation and similarly. At the same time, teachers' expectations and beliefs do not necessarily match and correspond to the actual conditions, situations, needs, etc. that appear in their profession, since the source and the reasons for this can be of a different nature, as well as related to individual characteristics, needs, attitudes of the teachers themselves.

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PROFESSIONAL STRESS AMONG THE TEACHERS
Causes and consequences

Abstract

Professional stress is usually determined as violent physical, emotional reactions that occur when job demands do not match the needs and abilities of the worker or are higher than his abilities. In situations where long-term stress will cause problems in the normal performance of the work, the professional problems in his daily functioning, in the performance of other roles - parental, partnership, is a condition called occupational combustion.

According to relatively new research conducted in one of the countries of the European Union, the teacher is continuously exposed to stress caused by teaching as a profession. Rapid social changes and constant changes in curricula, and additionally increased scope of teacher's administrative work, lead to a growing level of stress among teachers. This leads to the imposition of new activities and expectations of the school from the teacher, and additional responsibilities of the teacher to whom it should adequately respond.

The paper deals with the issue of the sources and consequences of professional stress, the most severe consequence - the burning of the work, the impact of the professional stress on health, and concludes with a brief overview of the strategies for prevention of professional stress and incineration.

Key words: *Profssional stress, burnout, strategy*

PROFESSIONAL STRESS AMONG THE TEACHERS
Causes and consequences

1. The term of professional stress and burnout syndrome

Stress, which finds its roots in many aspects of the profession, has become a serious illness of the 20th century and deserved to be called „the disease of the new millennium", and the twentieth century „a century of stress".

Professional stress and occupational burnout have become commonly used terms especially in the aftermath of the 1990s in the industry and especially in the human resources sectors. According to reports from the National Institute of Occupational Safety and Health (NIOSH), one quarter of employees see their jobs as the number one stress in their lives and three quarters of them believe that the worker today is significantly more under stress at work than before. Research on stress from work initiates that stressors in the work have many sources, and the professional stress has many reasons. Some stresses occur in routine work, some are related to the role of an employee in the organization, some are about interpersonal relationships, some with career progression, others are related to stressors in the workplace, or climate and workplace organization, etc. In the interaction with all these causes of stress are the individual characteristics - the personality features of the worker. These characteristics include the level of susceptibility / resistance to stress, emotional stability, anxiety, tolerance, perfectionism, the need for self-evidence, excessive expectations of the undertaken activities, the social support that it has in their own family, and so on.

Professional stress is not only a problem of the employee that he himself needs to face. It is also a problem for an organization that feels the negative effects of employee stress. For the employee the negative effects are: increased problems with physical health, psychological pain and behavioral changes. For the organization the negative effects are: reduced productivity, increased number of absenteeism, sick leave, reduced efficiency. Therefore, it should be treated as a common problem and looking for ways to control the sources of this kind of stress.

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2. Definition of professional stress

There are many definitions of professional stress. One of them is „Professional stress is the reaction of people to the high pressure or other kind of demands in their workplace"[2] „Professional stress is an emotional, cognitive, behavioral, and physiological response to the harmful aspects of the profession, professional environment and organization. A condition that is characterized by a high level of exhaustion and distress, and often a sense of inability to cope with the imposed situation."[3] „Professional stress is the reaction of people to high pressure or other kind of demends at their workplace"[4]

We think that most of them do not fully define professional stress. Therefore, we tried to give our own definition that says: *„Professional stress is a psychological and physiological response of the worker to the stressful factors of the profession that exceeds his real possibilities and reduces his ability for optimal professional and social functioning" (Trajkov, 2010. c.42).*

3. Sources of professional stress

The sources of professional stress and burnout among teachers are: sources that depend on the person himself; sources related to working conditions; sources related to organization of work; sources related to relationships with others in the organization; sources related to teaching and educational process.

3.1. Sources of professional stress related to working conditions

Teachers have a bigger problem with inadequate working conditions in terms of inadequate supervisory assets, a large number of students, inadequate working conditions that frustrate the teacher and contribute to increases the feeling of helpless.

3.2. Sources of professional stress related to the organization of work

Sources of stress for the teacher are: the large number of students in the class; the lack of professional training in accordance with the changes and needs of the teacher; time pressure; insufficient co-operation of teachers with professional services at school; insufficient education and ignorance of the dangers of stress at work; lack of strategies for supervising their work and inadequate rules for reward.

3.3. The relationships in the working environment as a source of professional stress

This group of sources also includes the authoritarian way of deciding and managing, and the possibility of expressing an opinion and making a proposal; lack of feedback on achievements; the lack of professional and mutual personal support among employees; lack of clear criteria for advancement and reward, etc.

4. Symptoms of professional stress

The American Academy of Family (Doctors) presents a list of several possible warning symptoms or signs that would help in recognizing professional stress. This list includes: anxiety, back pain, depression, headache, high blood pressure, insomnia, interpersonal problems, lack of air, neck pain, digestive problems, increase or decrease in body weight.

Bill De Leno (1998) in his publication „The 20th century disease" gives accent of the following symptoms: abscess, migraine, substance abuse, marital and family conflicts, financial problems, poor professional successes, frustrations, the feeling of helplessness, the anger that every employee under stress is going through his working day.

5. Consequences of professional stress

The consequences of professional stress are numerous. Significant consequences are: consequences for health and professional incineration.

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5.1. Professional stress and health

Over the past 30 years, is recognize the fact that many of the stress-related diseases and conditions, called psychosomatic diseases or conditions, have increased or enhanced because of the increasing of the professional stress. If stress lasts for a long time, it affects the functioning of all organs and systems of the body: the brain, endocrine, cardiovascular, digestive system, respiratory system, muscle and immune system. The prolonged increased or decreased function of the endangered organ leads to the appearance of an organ or psychic illness. The consequences of health stress are grouped into the following groups: Stress and psycho - physiological disorders; Stress and immune responses; Stress, cognition and disease; Stress and sleep disturbance. In psychosomatic diseases, in fact, stress is not only the main cause but also a factor on which the course of the disease and the prognosis depends.

5.2. Professional combustion "burnout"

One of the most severe consequences of professional stress, which is the basis for the occurrence of all previously listed consequences, is the combustion in the work or the "burnout" phenomenon. Combustion syndrome is the result of long-term exposure to stressors in everyday practice and prolonged periods of high chronic stress. It is defined as a syndrome or state of physical, emotional and mental exhaustion, a cynical attitude of the worker to work in response to chronically organized causes of stress at work. It occurs as a small adaptive response of the individual to the high level of chronic stress associated with the work he is dealing with. It is characterized with a feeling of failure, fatigue and exhaustion due to the excessive demands placed in relation to the energy, strength and ability of the individual in the context of his work (Petrovic, 2000).

The components that make this phenomenon are: the psychological syndrome of body fatigue; emotional exhaustion; depersonalization and reduction of personal achievement (loss of working ability) and inadequate work results that can occur when individuals working with others, helping them solve their problems.

Although the syndrome of combustion is directly linked and caused by chronic stress in the work, its presence is felt also outside of the working situation. The person in whom this syndrome exists, not only loses motivation for work and has unsatisfactory work results, but has difficulties in family and friendship. He loses interest in the usual family activities and feels his responsibilities as a burden, shows a lack of happiness and has no interest in going out and hanging out with friends, he is nervous, impatient and intolerant in relations with his close ones. How much burnout is greater, the characteristics of the syndrome become more visible at work and in the family too.

6. Recommendations for prevention of professional stress

The recommendation commonly mentioned in the literature are grouped together:
• Institutional / organizational strategies for prevention and management of stress at work and
• Personal, individual strategies for coping with stress

6.1. Strategies for prevention of professional stress

These strategies include the development of programs to prevent and deal with stress at work and involve employees in those programs. The development of programs for institutional prevention and management of professional stress involves four stages: identification; intervention; evaluation; supervision.

6.2. Individual strategies for prevention and dealing with professional stress

There are several groups of strategies for individually dealing with stress: Strategies focused on the problem; Strategies focused on emotions / feelings; Strategies focused on social support; Strategies focused on self-help; Strategies focused on physical and psychological relaxation.

The purpose of these strategies is to prevent the occurrence of stress or to control the level of stress.

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SIMILARITIES AND DIFFERENCES IN PRACTICING OF SOME TEACHING CONCEPTS IN A CHANGING EDUCATIONAL SYSTEM

Abstract

The authors inquire the similarities and differences in practicing some of the teaching concepts.

In the first part *Theoretical background of the teaching concepts* are critically presented the bases of teaching concepts.

In the second part *Comparable elements of the teaching concepts in line of individualization of the teaching are* stressed the elements of the teaching concepts focused on individualization.

The implementation of the teaching concepts viewed by teachers, are elaborated in the third part *Similarities and differences in practicing some of the teaching concepts in the changing society*.

Key words: teaching concepts, individualization of the teaching, didactical transformation of knowledge.

Introduction

Any society that is changing is trying to transform and to be based on tested approaches and on its own new models of change. In this sense, the educational process in a country that is changing invoke tested practices and experiences of other countries, new and old theoretical solutions, but also their own specific experiences. They experience in our case putting the comparative analysis of the application of some instructional models to raise the knowledge of their similarities and differences that would facilitate and improve the process of learning and teaching in society who are changing.

1.   Theoretical background of the teaching concepts

Education in the narrow sense is the process of transfer, adoption and acquisition of knowledge, skills and habits. Teaching is one of the many forms of education and one of the many forms of intentional influence on personality development. According to Vladimir Poljak ,,…the most organized planned education is carried out in the classroom, and therefore teaching includes three main factors: teacher, student and educational content,,. ,, the knowledge a system of scientifically sound, logically related facts and generalization .....,,[2] It is a system as extensive didactic and methodical area which includes active, independent and creative student participation in all phases of the teaching process. There si historical development classes minutes in many stages, and also nowadays through various forms and methods of trying to provide optimal development of the potential of the individual. The teaching system is fully shaping the teaching process. Each system features a special relationship between the underlying factors of teaching: teacher, student and content. The text will please quote the characteristics of some of the teaching concepts practiced in societies transformation.

Learning is a process of conscious and active acquisition and retention of knowledge, skills and habits[3] . ,, ... Learning is own unique construction of the learner; many different methods allow different types of children and types of learning to learn to come to the fore ... (Pešikan 2000)[4] ,,. Definitions of cognitive cognitive learning styles respect individual differences among students in the way of perception, memory, thinking and solving problems. Each student has a CSS does motivation, emotions, attitudes, different environmental conditions, different experiences middle has its own individual style of perception, so knowing and learning. Cognitive styles relate to strategies of learning and problem solving. The first attempts to individualization of instruction were made in the US. In Europe, this kind of teaching initially applied with children

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with difficulties in development and later in others. Individualization is didactic principle which means all the goals, objectives, content, methods, forms, most be in line with the capabilities of each student individually. Developing the potential capabilities of the student is the highest goal to be achieved by individualization. In essence individualized instruction using various didactic and methodical procedures should meet the individual needs of each student so that the maximum impact of its learning and development[5]. According to the positive results following the processes of globalization of the education, the teachers of today values in order to: using the same terminology, using different experiences, sharing positive and negative practices etc[6].Teachers have an obligation to recognize and respond to the unique profile individuality of the student in order to provide optimal conditions for learning and development of all students. Individualization of instruction may be minimal, optimal and maximum[7]. The results of many studies suggest that the department should be seen as a group of students who vary: physiological basis, physical development, intellectual and creative abilities, interpersonal assemblies of these capabilities, learning abilities, motivation, interest and other cognitive structures and processes, general and specific knowledge and other achievements and individual characteristics. These individual differences suggest a limited application of instructional forms, systems and procedures the same for all students. There is essential need for discovery and development of forms, methods and ways of individualization of teaching and learning[8].

Considering the fact that didactics is pedagogical discipline that examines the issues and legalities of teaching and learning, didactic transformation of knowledge is part of the tasks of modern teaching.

Individualized instruction is adjustable didactic activities of the students at the starting point of their unique properties, in which individuals are encouraged to activity in their development. Individualization are striving to realize the possibility of development of each student[9]. Individualization based on the fact that each child is different and have their own characteristics, degree and nature of intelligence, manifest their own temperament and character etc.

1.1. Problem teaching

In studying and seeking new paths, opportunities and means of improving the educational process aimed at developing learn autonomy and creative - thinking of the students, and the direction of transforming students from facilities in subjects of education attracts attention problem teaching. The basic premise of PBL is that learning begins with a problem (Woods, 1985) presented in the same context as it would be encountered in real life[10]. The American psychologist Robert Ganje learns through problems is a top type of learning. For Dewey learning are key to: problem, hypothesis testing and conclusion. The problem with instruction is: encouraging students to decide on tasks major contribution to thinking and creative work, regular feedback, application of acquired knowledge in new situations[11].

1.2. Project teaching

Project teaching is teaching which is a complex form of practical sense and intensive acquisition of knowledge and the problem objectives and areas of knowledge, presentation, transfer and presentation by applying specific knowledge. The history of didactic term ID is

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associated with the term method (The Project Method - WH Kilpatrick, etc.). Project teaching is a complex process that starts with a plan and is directed towards the attainment of educational goals such as to learn to learn, to explore, to seek information, to acquire social and practical skills to create a positive self-image[12] . ,, The main prerequisite for teaching aimed at the student is having a cooperative atmosphere between students[13] ,,.

1.3. Integrated teaching

Theme is interdisciplinary teaching, just as interdisciplinary life situations that we face daily. This way of teaching outlines social, emotional, physical and aesthetic aspects of child development while helping their to reconcile unique development (Burke Walsh, 2004)[14] . Gestalt theorist - Verthajmer, Kofke and Keller - consider that the learning process is important to understand relationship of elements that are related to the whole. Purpose of integrated teaching is critical as knowing the basis for further research and therefore students should allow both to know the appearance of the different aspects and specific content to learn from different countries simultaneously. The integration process is firmly linking content in a meaningful whole. Thus arises union rather than simply connecting.

1.4. Teaching with talented

Gifted is that kid who shows or has the ability to achieve significant than his chronological peers and whose capabilities and features require special preparations, and social and emotional support from family, community and educational context[15] . Given the fact that you have gifted high cognitive capacity and intelligence is not fixed and develop only when it has all the necessary conditions is the need to develop specific methods, programs and ways of working to realize the full potential of the gifted. Working with gifted children aims addition to deepen knowledge and form positive attitudes to knowledge, to motivate students to learn to work independently, as to come to knowledge of the causes and consequences, to establish the facts and carry conclusions. The implementation of this work involves a different and innovative approach to working with students, and optimal effect can be expected as a consequence of an individual approach to each student.

1.5. Information - Communication Technology ICT

In recent years, most of the developed and underdeveloped countries in the world have been paying a particular attention to the application of ICT in the educational process, by which the pupils are introduced to the way of its working and its new technologies.[16] According to research in the United States such as: CMS (Computer Managed System), project Stanfordsk university and research center for pedagogical research in Pittsburgh within the IPI (Indivisually Prescribed Instruction) can conclude that students quickly adopt the material and knowledge acquired with their help are more durable. ,, The use of information and computer technology gives dynamics to the process of knowledge and skills acquisition in the school…,,[17]

2. Comparative elements in different teaching concepts

On the focus of our research were *Forms of the individualization teaching* and they are the following: ddifferentiated group work, programmed teaching, individualization with teaching notes, differentiated presentation of the material, using different sources of knowledge, using different forms and methods of work, independent learning, differentiation of teaching contents and differentiation of goals and tasks.

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3. Similarities and differences in practicing some of the teaching concepts in the changing society

According to these criteria teachers have said about the similarities and differences between teaching concepts.

By analyzing the data obtained from teching subjects we came to the following findings:

- Individual teaching planning influences the interest in: independent choice of learning models, different learning strategies and in the detection of rariod and processes,
- Differentiated tasks in modern teaching concepts encourage the students interests in using meaningful situations, real situations and manipulative materials,
- Individualization of the teaching by applying a group form of work stimulates the interest of the students for argumentative discussion, the cognitive adoption of the material and the application of knowladge in practical tasks.
- Individualize the teaching by applying a group form of work, the students differences in the general information, knowledge and the pace of advancement are respected,
- The differentation of the nature of assstance does not adequately respect the differences in the pshycical properties of students in the capacity of the lungs, weght and height.
- With differentiated group work students are stimulated for: compatison and evaluation and
- idividualization in contemporary teachingconcepts influences the development of cognitive, affective and psychomotor goals.

Conclusion

Teaching concepts have their weight in introducing innovations that improve the learning and teaching process. On the other hand, this application the concepts of learning and teaching based on established similarities and differences will advance the process of learning and teaching and will create a recognizable   terminology between teaching who in their everyday work use different names for the same things. This can indirectly affect peer learning between teachers and their balanced reflection that can be easily indentified by each teacher, professional services and parents.

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PROFESSIONAL ASSOCIATION OF TEACHERS BETWEEN THE TWO WORLD WARS IN BITOLA CITY, BITOLA AND MARIOVO DISTRICT

Abstract

Professional associations arise when a group of like-minded people and / or experts who share the same motives, interests and desires link their activity and offer certain services. They also have a protective role and function of their members.

Association of teachers is one of the types of association that is of particular interest for the membership, but also for the citizens and the society as a whole. The education and upbringing of young generations as well as the advancement of the educational process is always the focus of attention of any social community and this type of association of professionals has a long history.

The subject of the analysis of this paper is, in particular, the professional association of teachers and their activities in the period between the two world wars (and more specifically from 1933-1936) on the territory of Bitola, the Bitola and Mariovo districts.

Key words: professional association, teachers, Bitola, Bitola and Mariovo district

1. Introduction

Professional association as an activity has long been known and is aimed at protecting and enhancing the expertise and quality of work in a certain field, preserving and adhering to ethical codes, duties and rights, as well as protecting the interests of a particular profession, as well as protecting citizens and society in general in obtaining the services that the profession offers.

Professional associations arise when a group of like-minded people and / or experts who share the same motives, interests and desires link their activity and offer certain services. They often arise, not only as an opportunity to exchange knowledge and experiences, but also as controllers and correctors of the attitude that their members have towards the entire social public. Hence, their function is not only protective in terms of the interests of its own members, but also protectorate extends to the level of services that they offer.

The association of educators is one of the types of association that is of particular interest for the membership, but also for the citizens and the society as a whole. The education and upbringing of young generations as well as the advancement of the educational process is always the focus of attention of any social community and this type of association of professionals has a long history.

The subject of analysis of this paper is the professional association of educators and their activities in the period between the two world wars (1933-1936) on the territory of Bitola, Bitola and Mariovo district.

2. Subject of the research

As stated above, the subject of this research are the associations of educators / teachers in Bitola, Bitola and Mariovo District and their activities. The activities of the educators were carried out through three associations that operated on this territory between 1933 and 1936:

-   Teachers Association of the City of Bitola
-   Teachers Association of the Bitola District
-   Teachers Association of Mariovo District.

Each of the more advanced associations had its own specific activities. They worked closely with each other, so much of their activities are similar, but some other activities are different, both

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in terms of quantity and quality. Some of their most important activities are written in the text that follows.

3. Research method: content analysis

In this paper, due to the nature of the sources, we decided to use the method of content analysis.

Source: magazine "Vardar", Skopje – articles
- Time: 1933-1936
- Focus: Teachers' Associations, Teacher Associations
- Analysis Units: Assemblies, Meetings and Teachers' Guidelines
- Place (space): Bitola, Bitola District and Mariovo District.

In this context, we want to thank our heart, Prof. Dr. Aleksandar Sterjovski from Bitola, who provided us with the documents that we use in this text and because he gave us an idea for this research and this paper.

3.1. The situation with the education in Bitola school district

During the analysis of the articles in the journal Vardar, it was established that at that time schooling had a well-developed network of schools and school buildings, a number of teaching staff who held classes, but also courses, libraries and reading rooms with a rich book fund, as well as large areas of school property such as:

- **Number of schools:**

Total = 38 with 62 departments

- **Number and condition of school buildings:**

Total = 58 of which state = 52, church = 4 and private = 2

- **Teachers:**

Total = 82 teachers in primary schools and 5 teachers for housekeeping courses

- **National Enlightenment:**

5 public libraries and reading rooms with a total of 825 books; school libraries = 7605 teacher books and 2058 for pupils

- **School properties:**

Total = 23 ha and 55 acres, yards and playgrounds, 3 school vineyards, 5 school grounds, 1 school meadow and ...

In the analysis of the sources, the exact number of students in the school years by sex and according to the number of classes in this period was determined as follows:

Number of pupils and classes				
Year	Pupils m	Pupils f	Total	Classes
1929/30	1832	1420	3252	76
1930/31	2049	1645	3694	83
1931/32	2320	1860	4180	86
1932/33	2499	2080	4579	88
1933/34	2739	2274	5013	92

Table 1 - Number of students by sex and number of grades,
according to school years

It is evident that there was a trend of increasing the number of pupils of both sexes which caused a proportional increase in the number of classes in each subsequent school year. Significantly, the number of students increased by more than 1800 only for a period of 5 years, with the number of male students increasing by 909, and the number of female children increased by 854.

The number of male students at the beginning (1929/30) increased by 412 students in relation to female students, and after five years the difference increased to 465 in favor of male students. If we take into account that this is a five-year period analyzed (1929 / 30-1933 / 34), then it can be concluded that the annual increase in male children was only slightly more than 10.

This indicates that the number of male and female children in the schools was relatively equal, that is, it has relatively good equality, seen from the aspect of the gender representation of the students. It is very interesting and even astonishing, because such gender equality is unattainable for some environments, until the introduction of mandatory primary education, immediately after World War II.

3.2. Activities of Bitola school district

Thanks to the numerous regular and precise reports that were presented in the then press, activities in the Bitola school district could be monitored in the period that was the focus of interest in this research.

Those activities were rich and varied, and the texts that we were available were obviously aimed at what in today's conditions has been occupying the attention of the education system:

- **Falconry**

Falconers were associations of students who devoted special attention to physical activity. In fact, the activity of falconers can in a certain sense be compared to those of pioneers (Association in former Yugoslavia, after WWII), or scouts in the United States. They were organized in the chambers, and one of the more important activities was to organize the fairs. The data for the 1932/33 school year show that there were then 5 fellow squadrons who had held 10 group fights.

- **Raising public awareness**

Special attention was paid to educating the people and making efforts to enable people to be capable of various useful activities and skills that they can use in everyday life. Thus, the documents show that at that time courses were held in households, hand-made, then there were cooking training, etc. All this shows that the state through the education system has taken care to train people with skills that will help them in the family.

- **The forestation**

of the ravines was one of the regular activities of the Teachers' Associations of Bitola and Mariovo District. It is interesting that some schools even had their own nurseries. For example, in the documents we found the fact that the elementary school in the village of Rotino had its own forest nursery.

It may be interesting to note that teachers' associations paid special attention to the development of orchards and viticulture. They did this with special trainings of students and practical work. Thus we found the fact that in 1932/33 25 000 noble trees were planted, something that is impressive, even for nowadays.

Special care was also taken for the development of viticulture, by acquiring appropriate skills for it, and according to the data 3 schools had their own vineyards. The materials emphasize that the vineyard in Bareshani (where one of the teachers' assemblies actually was held) was especially well arranged.

It is indisputable that health (storage and maintenance through physical activities), ecology (afforestation and preservation of the environment and cultivated plants), as well as raising the level of knowledge, skills and abilities of the entire population, not only the schoolchildren took up one huge part of the activities in schooling at the time.

3.3. Work of the teacher association

According to the data collected from Vardar magazine for the period of 1933 By 1936, the teaching association had 120 members. The work of the teachers' association involved activities in many fields, such as:

- **Financial**: adoption of financial statements, joint bills and loans;
- **Administrative management:** selection of management, election of secretary of the association;
- **Professional:** lectures, abstracts, discussions, discussions;
- **Public Relations:** invitations and attendance of representatives of the legislative, executive and judicial power of assemblies' assemblies;
- **Organizing:** organization of excursions for teachers, as well as guest visas from the same profession from other countries.

Lectures

It is interesting to mention that the papers, abstracts and speeches that were read were on topics that today are in the focus of the world educational public, such as measuring children's intelligence, education for peace and the problem of (non) existence of interculturalism, and especially how to overcome the prejudices that are present in the mediums in which there are pupils of different faith, while not harming the normal functioning of the teaching process. In this sense, we are curious as follows:

1. Mr. Dušan Malinov, a teacher in Prilep, "Raising for Peace" - a top topic of today that faces the serious threats to world terrorism,

2. Mr. Rastomir Jevtović held the paper: "The role of the family, school and society in the education of school youth", a paper whose topic is significant and current today as well as then.

The status of teachers / teachers and respect for their profession

The status of teachers in the period between the two world wars in Bitola, Bitola and Mariovo district was very high. This can be concluded from many parameters, and in this context only the presence of certain significant figures on the sessions and assemblies of teachers' associations will be indicated.

Thus, in the journal "Vardar" of February 10, 1934, in the text titled "Big School Assembly in Bitola" on page 2, among other things one can read the following:

... over 300 teachers and teachers were present, and the Assembly was opened by the President of the Association of teachers for the city of Bitola and the Bitola and Mariovo districts, G. Petar Mačić. The speech / address was acknowledged by the old teachers' generations. Teachers are called upon to continue to reflect on the old generations of teachers.

There were also present:
- District Inspector, Mr. Momcilović,
- The generals, G. Dimitrijević and G. Jovanović
- The President of the Municipality, G. Sotirović
- The People's Representative, G. Marković,
- The President of the Court of First Instance, Mr. Mihailović
- The Rector of the Theological Seminary, G. Dr. Lazičić.

The list of attendees, in itself, speaks about the status of teachers in society and how they were respected.

The attitude towards criticism / different opinions

Tolerating opinions that are different, and especially those that are critical, is one of the basic criteria for assessing the democratic capacity of each person, group and / or each government. No government is pleased to be criticized or publicly expressed opinions that are inconsistent with official considerations and attitudes. It was neither an exception nor the power in the Kingdom of Yugoslavia, between the two world wars. This is testified to by the text published in the journal

"Vardar" from March 9, 1933, entitled "Teacher's Meeting in Bitola", which states among other things:

> Teachers of the city of Bitola - the fifth regular teacher gathering. Lazar Tihomirović, a teacher at Ivanovtsi, delivered a practical lecture. The work of G. St. Miladinović: "The end of an unfinished drama" was not put in the social archive because it was estimated as very sharp (page 4).

4. The relation to novelties (the introduction of new things)

The introduction of any change (novelty), most often faces various resistance. It is also related to human nature, especially with its part that tends to maintain a balance, that is, "status quo". That's why people most often oppose the introduction of novelties. The teachers are not the exception, although they were the most learned people in their time. That's why the time bauk was the introduction of the so-called. "Singing according to *notes*". Although from a professional point of view, the learning of playing and singing on notes is undoubtedly the basis for any musical development, yet at that time there was resistance to the same, for which the teachers also declared their official assembly. Such a text can be found in the journal "Vardar" from June 2, 1934, in the text titled "The Work of the Teacher's Assembly in Bitola":

> A district teachers' council was held on which a secretary was elected. Speakers in large numbers declare themselves singing in elementary school. Discussions were held with students from different religions, and quite a number of speakers said that it was therefore difficult to hinder teaching (page 2).

5. Caring for family and family values

One of the more important activities of the teachers was the concern for family values. Since then, there has been a highly developed awareness that in the plan of educating students, more significant results cannot be achieved in the long run unless this is done in a planned and systematic way and in cooperation with all relevant institutions (family, school and society). The texts published in the "Vardar" magazine on this topic are best testified to. On this occasion, we just point out that the notification about this at the teacher's assembly in Bitola held on June 2, 1934, where, among other things, writes:

> Mr. Rastomir Jevtović held the paper: "The role of the family, school and society in raising schoolchildren."

6. Accountability and electoral activities

Accountability is very important for each individual, group and / or institution. In the journal "Vardar" of October 27, 1935, on p. 5, in the text titled "The teachers selected a new administration of the Association of the city of Bitola and the Bitola and Mariovo districts", reads:

> The annual assembly was held in the school of St. Sava on October 19. The report of the Assembly of the Section held in Ohrid read by Mr. Lazić. The report of the General Assembly held in Novi Sad read by Mr. Vuković. Borrowings from a joint cash register - discussions. The report was accepted by the administration, although it was not submitted in writing. And the treasurer was released, although he did not report.
>
> The same text also explains about the manner of selecting the administration of the Association of Teachers from the city of Bitola, that is, describes the electoral model that was used:

A new Office of two candidate lists was voted on by applying a proportional voting system.

7. International cooperation

One of the more important activities that teachers' associations paid special attention was international cooperation. That is why we are witnessed numerous articles in several issues from

the magazine "Vardar". Below are some of the numerous texts that relate to international activity. Thus, it can be concluded that in the course of 1933, on April 23-24, the primary schools in Bitola were Greek teachers:

In the magazine "Vardar" from May 7, 1933, the first page and the text titled "Greek Teachers visiting Bitola":

Visit of 27 teachers from Lerin (Florina) in Bitola on 23-24 April 1933.

They visited the primary schools "St. Sava "and" Jovan Babunski ".

But in the autumn of that year (1933), the visit was returned to them. Namely, this was written in the journal "Vardar", from 05. October 1933. page 2, in the text entitled "An Excursion to Bitola Teachers in Greece":

On September 19, 1933, in Lerin, 100 teachers and teachers from Bitola went

on a visit to the international fair in Thessaloniki.

That co-operation and visits (especially by the Greek teachers from Lerin/Florina) were not accidental, but continued to continue, confirms a text from the journal Vardar from June 30, 1936, p.2:

100 Greek teachers and teachers, led by the director of the Gymnasium

of Lerin (Florina),   Mr. Acaveos, visited the Bitola primary schools.

Conclusions

According to the data collected by analyzing the contents of the journal Vardar from 1933 to 1936, the following conclusions can be drawn:

1. Teachers' associations in this period were counted by a large number of members (120), and the assemblies attended not only teachers from the local association, but also from the neighboring ones, so the attendance was impressive (there are also assemblies attended by 300 teachers).

2. Detailed and precise records of students, teaching staff, property and inventory were kept.

3. The activities that were part of the work of the associations were distinguished by a great variety.

4. A wide-ranging education was maintained, which was not reserved only to those community members who were in school age.

5. The types of education offered were comprehensive: physical, ecological, education for peace and interculturalism.

6. The part of the education that was included in the courses was aimed at gaining knowledge, skills and abilities that facilitated and enriched family life (household, cooking, handicrafts).

7. The professional development of the teaching staff was in the foreground, as evidenced by the large number of abstracts, papers, etc. for which it was published in the press.

8. The associations were active in the field of finance - it is obvious that they regularly prepared financial reports.

9. The associations also cooperated with the political, with the judicial authorities as well as the hierarchically highest active military personnel (generals, colonels, lieutenant colonels, majors, captains, commanders of different units, etc.).

10. There was cross-border cooperation and meetings with teachers from other countries (Greece).

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Yoana Yankulova[1]

RELATIONSHIP BETWEEN COURSE PERCEPTIONS AND CAREER PREFERENCES DURING PROFESSIONAL TRAINING IN UNIVERSITIES

Abstract

This article presents data from a large study, which included 475 students from 4 Bulgarian universities. With Course perceptions Questionnaire (Entwistle & Ramsden, 1983) 6 Course perceptions are differentiated - Clear objectives and standards, Openness towards students, Professional sense of training, Workload, Social climate, Organization of work. We also applied Questionnaire for career preferences (Manual for employed and unemployed people seeking career development in the tourism sector - BG/ 06/ B/ Fα/ PP - 166 001 - Programme Leonardo da Vinci). After performed statistical processing with SPSS programme there was discovered a statistically significant influence of independent factors on course perceptions and career preferences during professional training in universities, and statistically significant relationship between them as well.

Key words: Course perceptions, career preferences, universities

The output theoretical assumption of the conducted psychological study states that most students aspire to achieve high academic performance in training and successful career within the chosen profession. As a result the topics related to learning and career preferences are of particular interest. In this regard we have formulated specific research goal oriented towards in-depth study of the peculiarities of the course perceptions and career preferences during the academic education and professional training in universities, as well as empirical verification of the presence of statistically significant influences and correlations between the studied phenomena. On the base of the so-formulated objective we have compiled two working hypotheses. The first assumes that certain demographic factors may have a statistically significant impact on the studied phenomena. In the second we assume that there will probably be statistically significant correlations between course perceptions and career preferences of students during training and professional training in an academic environment.

For the purpose of study phenomena in the conducted psychological research there are some definitions that follow. "Course perceptions" are linked to the professional sense, goals and standards of the training, the organization of work and the workload, ways of teaching and opportunities for development of socio-professional contacts. The "career preferences" are interpreted as a result of various cross-interactions between individual personality and age characteristics, conditions for learning and professional training in the academic context (Yankulova, 2016).

The research implemented in the period 2014-2015 (Yankulova, 2014) are included 475 students. The women predominate - 324 (68.2%) and the rest are men - 151 (31.8 %). The respondents are studying various disciplines which we have merged into larger groups. In the group of *Psychology* there are 158 people (33%); *Pedagogy*'s group includes 32 students (6.7%); the group of *Medical programmes* covers 127 people (26.5%); the group of *Philologies* includes 57 students (11.9%); *Other humanities*' group has 61 people (12.7%); *Technical programmes'* group involves 44 students (9.2%). The students study at two public universities - *Sofia University "St. Kliment Ohridski"* (SU) c. Sofia - 326 (68.1%) and the *Technical University* (TU), c. Sofia - 53 people (11.1%) as well as two private universities - *Varna Free University "Free University"* (VFU) c. Varna - 70 people (14.6%) and the *New Bulgarian University (NBU),* c. Sofia - 30 people (6.3%).

According to the goals and objectives of the study, there are some instruments implemented - *Course perceptions Questionnaire* (Entwistle & Ramsden, 1983) and *Questionnaire for career*

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preferences (Manual for employed and unemployed people seeking career development in the tourism sector - BG / 06 / B / FA / PP - 166 001 - Programme Leonardo da Vinci).

According to the pre-defined goal and the set working hypotheses various statistics and mathematical procedures are planned and implemented using the SPSS programme in order to adequately process the collected empirical data.

Regarding the *Course perceptions Questionnaire* and after applying Varimax Rotation, the following factor have been established: *"Clear goals and standards", "Openness towards students", «Professional sense of the training», «Workload», «Social Climate», «Organization of work»*[2] . Further on we discovered that the surveyed students arrange the individual components in the *attitude towards learning in an academic environment* as follows. The most important of them are Social climate, followed by Clear goals and standards, Workload, Professional sense of the training, Openness towards students, Organization of work.

In order to study the career preferences of students the *Questionnaire for career preferences* is attached. Based on the conducted factor analysis there are three factors separated: *"Career preferences for creativity and challenges", "Career preferences for the development of managerial and technical competences", "Career preferences for stabilizing of the professional competencies and life situation"*[3] .

To test the hypothesis for a statistically significant influence of independent factors on course perceptions and career preferences we performed ANOVA. It turns out that *the gender of the respondents* has a statistically significant impact only on *„Organization of work"* (F = 4,921; p = 0.003), which is more important for men (X = 7,16; N = 150) than women (X = 6,53; N = 323).

The programme influences *"Openness towards students"* (F = 3,259; p = 0.007) and the students of *Psychology* (X = 18,78; N = 157) have the highest rate, followed by students of *Technical programmes* (X = 18 52; N = 42), *Medical programmes* (X = 17,79; N = 124), *Philologies* (X = 17,31; N = 55), *Other humanities* (X = 17,20; N = 61) and *Pedagogy* (X = 15,78; N = 32). Therefore, students of Psychology and Technical programmes are most sensitive to the attitude of teachers towards them as opposed to students studying Pedagogy.

The programme has an impact on *"Clear goals and standards»* (F = 2,656; p = 0.022) and the students of *Psychology* (X = 38,77; N = 156) have the highest indicators followed by *Medical programmes* (X = 38,52; N = 124), *Technical programmes* (X = 37,60; N = 42), *Pedagogy* (X = 37; N = 30), *Other humanities* (X = 36; N = 59) and *Philologies* (X = 35,63; N = 56). Therefore, it is very important for students in Psychology to have a clearly stated educational goals and professional standards and to be applied properly, not only in the training but also in the professional preparation.

The programme influences the *«Professional sense of the training»* (F = 9,689; p = 0,000) and students of *Psychology* (X = 31,66; N = 154) have the highest indicators, followed by students of *Medical programmes* (X = 31,64; N = 120), *Technical programmes* (X = 30,26; N = 43), *Other humanities* (X = 29,21; N = 58), *Pedagogy* (X = 29,06; N = 32) and *Philologies* (X = 27,04; N = 53). This shows that for students in Psychology it is very important that the academic training in which they are involved, should have a clear professional sense.

The obtained results show that the programme has an impact on *«Workload»* (F = 21,738; p = 0.000) and students of *Philologies* (X = 22,56; N = 57) have the highest rate, followed by students of *Medical programmes* (X = 22,15; N = 123), *Other humanities* (X = 20,13; N = 60), *Pedagogy*, (X = 19; N = 32), *Psychology* (X = 18,14; N = 157) and *Technical programmes* (X = 18,09; N = 44). In this regard, it appears that students of Philologies are most sensitive to the Workload

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[2] "Clear goals and standards" is composed of 11 items, explains 24.03% of the variations and shows coefficient of Cronbach - α = 0,866. "Openness towards students" includes 6 items, explains 8.02% of the variations and α = 0,799. «Professional sense of the training» covers 9 items, explains 5.75% of the variations and is with α = 0,760. «Workload» has 6 items, explains 5.46% of the variations, α = 0,761. «Social Climate» has 5 statements explaining 3.95% of the variations, α = 0,771. In the «Organization of work» are included three statements explaining 3.83% of the variations and is with α = 0,378.

[3] "Career preferences for creativity and challenges" explains 23.75% of the variations in the differences and has α = 0,729. "Career preferences for the development of managerial and technical competences" explains 11.32% of the variations and has α = 0,381. "Career preferences for stabilizing of the professional competencies and life situation" explains 7.75% of the variations, and α = 0,208.

during training. Of course, other programmes, distinguished by their internal specifics, have different levels of workload, which in turn determines the differences in the perception of students.

The programme has a statistically significant impact on the *"Organization of work"* (F = 13,815; p = 0.000) and students of *Pedagogy* (X = 8,16; N = 32) have the highest indicators, followed by the students of *Other humanities* (X = 7,77; N = 60), *Technical programmes* (X = 7,55; N = 44), *Psychology* (X = 6,66; N = 157), *Philologies* (X = 6,26; N = 57) and *Medical programmes* (X = 5,95; N = 127).

The university influences *"Clear goals and standards"* (F = 17,244; p = 0.000), the highest indicators are shown by students at *SU* (X = 30,29; N = 313), followed by *TU* (X = 28.36; N = 53), *NBU* (X = 28,14; N = 29) and *VFU* (X = 25,61; N = 64). The university influences *"Openness towards students"* (F = 12,150; p = 0.000), the highest indicators are shown by students from *VSU* (X = 20,61; N = 69), followed by the *NBU* (X = 19,43; N = 30), SU (X = 17,31; N = 321) and *TU* (X = 17,24; N = 51). The university has a statistically significant impact on *"The professional sense of the training"* (F = 13,462; p = 0.000), and the highest indicators are shown by students from *VSU* (X = 33,70; N = 67), followed by the *NBU* (X = 32 17; N = 29), *SU* (X = 29,88; N = 312) and *TU* (X = 29,15; N = 52). The university has a statistically significant impact on the *"Workload"* (F = 19,829; p = 0.000), the highest indicators are shown by students at *SU* (X = 20,98; N = 321), followed by *TU* (X = 18.92; N = 53), *NBU* (X = 18,10; N = 30) and *VFU* (X = 17,25; N = 69).

In the study of the influence of demographic factors on the career preferences of students, it has been registered that only *the programme* has a statistically significant impact only on the *Career preferences of creativity and challenges* (F = 3,063; p =, 010). The highest values are shown by students of *Pedagogy* (X = 30,03; N = 26), followed by *Psychology* (X = 29,27; N = 149), *Medical programmes* (X = 28,46; N = 116), *Philologies* (X = 28,38; N = 55), *Technical programmes* (X = 27,86; N = 40) and *Other humanities* (X = 27,74; N = 50).

To check the validity of the hypothesis of statistically significant correlations between the course perceptions, emotions, and career preferences, we performed correlation analysis by Pearson. After processing the results the following picture has emerged. *Clear objectives and standards* interact positively and strongly with *Professional sense of the training* (r = .682**), with *Openness towards students* (r = .592**), while with *Social climate* (r = .327**), *Career preferences for the development of managerial and technical competences* (r = .312**) - moderately and positively. *Openness towards students* interacts positively and moderately with *Social climate* (r = .358**). *Social climate* has moderate and positive correlations with *Professional sense of the training* (r = .395**). *Professional sense of the training* interacts positively and moderately with *Career preferences for the development of managerial and technical competences* (r = .305**), while strongly with *Openness towards students* (r = .507**). *Career preferences for creativity and challenges* interact weakly and positively with *Professional sense of the training* (r = .217**).

Career preferences for developing managerial and technical competences correlate weakly and positively with *Clear objectives and standards* (r = .312 **), with *Professional sense of the training* (r = .305 **), with *Career preferences for creativity and challenges* (r ** = 0.349).

Based on the presented facts we can draw the following conclusions. The initial assumption that students are aspiring to achieve high academic results in training and successful professional realization within the chosen profession and therefore are interested in topics related to learning and career preferences is entirely confirmed on the basis of the empirical data. We found that independent factors such as gender, profession and university have a statistically significant influence in different ways on the studied phenomena. We registered also statistically significant correlations between them. In particular, it appears that the clarity in the academic goals and professional standards reflects favorably on the correct understanding of the professional sense of the training provided, it unfolds on the basis of open and constructive relations between professors-students at a favorable social climate. Moreover, awareness of the professional sense of the training is possible on the basis of well developed skills for self-organization and time

management, personal and educational resources. Professional sense of the training is influenced favorably by career preferences, aimed at the development of appropriate managerial and technical competencies, which in turn are connected with career preferences as well, stimulating creative and innovative thinking. It is empirically confirmed that the well-known fact that with the increased workload can interfere with the proper understanding and comprehension of the meaning and benefits of direct participation in the process of education and training in universities. All this shows that each programme, studied in a particular academic context has its internal specificity, determined by the organization and the providing of the content of the training process, by the specifics of the working environment, relationships between professors and students in the course of the professional training.

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TEACHERS' MOST FREQUENT PROBLEMS IN THE APPLICATION OF INTERACTIVE EFL INSTRUCTION AND THEIR PROBLEMS RESOLVING APPROACHES

Abstract

The harmony between learners and the teacher is an extremely important factor in education. Therefore, instruction planning and realization requires time, effort, creativity, and love for the teaching profession, which entails teachers' deep insight into the responsibility they have in its implementation.

The ideal instruction is composed of several teaching forms and methods combined together, but they cannot always be fully applied. Interactive teaching has appeared to be a great source of practice for both the teacher and the learners.

Thus, learners gain benefits related to everyday life such as developing skills for working individually and in a group. But according to occasional conversations with learners from various schools, and according to some of our personal observations both as learners and trainee teachers, interactive teaching is often avoided by teachers. In line with that, our hypothesis is that the core reason why interactive teaching is avoided is because of the instant changes and unpredicted learners' questions in class or even possible disruption of the instruction objective.

To confirm this relativistic hypothesis, we have applied the basic research design and methods, that is, the collection of primary data: by interviewing teachers of English as a foreign language, as well as of secondary data, i.e., the already published data on interactive EFL teaching.

Therefore, our results rest upon the processed data on the possible problems that arise in EFL classes of interactive teaching type.

Key words: ideal teaching class, interactive teaching, advantages of interactive teaching, interactive teaching obstacles

What is interactive teaching?

Interactive teaching involves the active participation of students in the learning process. The act of teaching involves a well organized plan for helping students meet and exceed educational goals. Interactive teaching tends to engage students by finding ways for them to interact with the content, the teacher and their classmates. An important way in achieving the active participation of the students is by developing their critical thinking. In order to successfully develop the critical thinking of the students, teachers are using active-participative learning strategies. These active-participative strategies help transforming the students from the object of learning into active subjects, participating themselves in the process of learning. By bringing together the students' energies, focus, interest and curiosity in the lesson, the approach of interactive teaching creates direct contact with the subject matter, hands-on approach and a development of a successful discussion in the classroom.

Forms and Techniques

The process of interactive teaching consist of thoroughly researched and studied forms and techniques that contribute not just in motivating the students but also in teaching them how to learn, think and work independently.

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The implication of the forms and techniques of interactive teaching are making the students into being more attentive and engaged during classes.

Some of those forms are: creating interactive discussion; playing educational games; having hands-on experience and making students learn the subject matter by doing. Regarding the techniques implied in the process of interactive teaching there are two main categories which are teacher based techniques and student based techniques, and other subcategories which can be grouped together with the main categories or implied alone. Icebreakers; forced debates; presentations; brainstorming and role play are used as a few examples to capture the possibilities of interactive teaching in the classroom.

Methodology

The subject of the research is:Most frequent problems in the application of interactive EFL instruction and their problem resolving approaches. The hypothesis of the research is: The reason that teachers avoid interactive teaching lies in the assumption of momentum in teaching, instant changes and unpredictable questions from the visitors to the lesson. Sample: A survey was conducted as part of the research. The survey was sent to English language teachers, who were informed about the topic of the research. The questionnaire was conducted with the help of online tools for conducting surveys, Google Forms. The survey had 235 respondents. The research tools are: a questionnaire composed of 7 questions, one of which was with a short textual answer, the remaining 6 with suggested answers of several degrees or options.

Results and discussion

The respondents of this research were given a couple of topic related questions. Bellow we will give an overview of the results together with their analysis and interpretation.

a) On the question „Define interactive teaching?" The questioners responded with a short answer. The results show that teachers would define interactive teaching as: *Teaching based on collaboration between the students and the teachers, where more action is given to the student, meaning the teachers is only there as a guide through the subject matter, with or without the help of modern technology.*

b) On the question „How much time do you set aside for including interactive teaching?" The questioners responded with a choice from five offered options. The results are shown below in table no.2

Offered options	Less than 5 minutes	5 minutes	10 minutes	15 minutes	More than 15 minutes
Results	8	19	40	54	106

How much time do you set aside for including interactive teaching?

The table shows that 106 teachers use more than 15 minutes for the implementation of interactive teaching, while only 8 use less than 5 minutes. The table shows that for the realization of the interactive teaching a longer period of time is preferred.

c) On the question „ In which stage is interactive teaching the most useful?" The questioners responded with a choice from three offered options. The results are shown below in table no.3

Offered options	Beginning stage	Middle stage	End stage
Results	68	122	55

In which stage is interactive teaching the most useful

The table shows that 122 teachers think that interactive teaching is most useful in the middle stage, 68 said at the beginning stage, while 55 teachers said at the end stage. The table shows that interactive teaching is most useful in the middle stage.

d) On the question „ Does interactive teaching help in retaining the students' concentration? " The questioners responded with a choice from five offered options. The results are shown below in table no.4

Offered options	Not much	A little	Enough	A lot	Exceeding expectations
Results	9	10	31	81	99

Does interactive teaching help in retaining the students' concentration?

The table shows that 99 teachers think that interactive teaching is very helpful in retaining student concentration, while 10 teachers said it helps a little, and 9 said it did not help much. The table shows that interactive teaching is very helpful in retaining students' concentration.

e) On the question „ Considering Individual work within interactive teaching, the students are? " The questioners responded with a choice from five offered options. The results are shown below in table no.5

Offered options	Not enough productive	A little productive	Enough productive	A lot productive	Too much productive
Results	10	35	107	65	8

Considering Individual work within interactive teaching, the students are

The table shows that 107 teachers think that considering individual work within interactive teaching students are enough productive, 65 teachers said that the students are a lot productive, 10 said they are not enough productive, while 8 teachers said students were too much productive. The table shows that interactive teaching with individual work makes the sutdents enough productive.

f) On the question „Considering work in pairs within interactive teaching, the students are? " The questioners responded with a choice from five offered options. The results are shown below in table no.6

Offered options	Not enough productive	A little productive	Enough productive	A lot productive	Too much productive
Results	8	23	82	96	17

Considering work in pairs within interactive teaching, the students are

The table shows that 96 teachers think that considering work in pairs within interactive teaching students are a lot productive, 82 teachers said that the students are enough productive, 17 said they are too much productive, while 8 teachers said students were not enough productive. The table shows that interactive teaching with individual work makes the sutdents a lot productive.

g) On the question „Select a few problems which are present while realizing interactive teaching" The questioners responded with a choice from four offered options, and an open slot for a short answer. The results are shown below in table no.7

Offered options	The students talk with each other and do not follow instructions	They do not finish the given tasks	They are not concentrated enough on the tasks	Nothing
Results	113	26	50	2

Select a few problems which are present while realizing interactive teaching

The table shows that 113 teachers think that students talk with each other and do not follow instructions, while 26 teachers said that students do not finish the given tasks. From the short answers teachers said that only a small number of students might be active in class, and students might chose to speak L1 instead L2.

Issues and Possible Solutions

Providing the questionnaire and its results, there are selected three main issues that teachers experience while conducting interactive teaching, in order to consider possible solutions. The first one being, *students may speak only language one*. During grammar or vocabulary exercises while working in pairs or groups, students may use only L1 to communicate between them. The

students will develop a habit in not using L2 as a main language to interact, thus leading to a decrease in L2 interactive learning. The second issue is students *may only rely on their partners of their groups*. While implementing interactive teaching, the teacher divides the students to work in groups or pairs. However, sometimes not all of the students work equally on a task. Most of the burden of the task falls on one or two students, while others only rely on them for the work to be finished.The third issue is *usually only the loudest and more talkative students are active*. While developing class discussion through posing questions, simulating a debate, it seems that only the loudest students (extroverts) are the most active. Usually, the shy ones (introverts) are overshadowed and cannot express their ideas and thoughts.

According to these issues, there are a number of possible solutions that can improve putting interactive teaching to practice. Starting *with conducting quick interactive and chain tasks* that can retain a student's attention just enough to continue with the course with no in-between interruptions. The teacher can implement a number of different tasks that the students will find them interesting. One of them can be the *forced debate*, where students must defend the opposite side of their opinion. Each of the students may speak only once, hence all of the students on both sides can have a chance to speak. Another solution is to make *students talk about funny experiences*, but throughout the class only the English language what is most important is that the teacher and the students have to use only English (L2). In order for the shy students to be included in the activities there are a few potential solutions.All of the students need to feel comfortable so that they can express themselves without the fear that they can be wrong or not appreciated enough. Next important point *is not to interrupt them while they are speaking*.When you interrupt them it gives them a feel of insecurity and depreciation. Also give them more speaking time so that they can be encouraged to talk more in English and to be reassured to use the English language more.

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THEORIES OF LEARNING IN THE CONTEXT OF TEACHER'S PROFESSION
- LITERATURE REVIEW -

Abstract

Theorists, scholars and practitioners have provided different definitions about learning. Learning is defined as a process that combines personal and environmental experiences as well as impacts to obtain, enrich or modify the knowledge, skills, values, attitudes, behaviors, and world viewpoint.

Key concepts and theories of learning include behavioral theories, cognitive psychology, constructivism, social constructivism, experiential learning, multiple intelligence and learning theory in cooperation or in groups. (file:///C:/Users/botek/Downloads/[Dale_H._Schunk]_Learning_Theories_An_Educational..pdf)

The paper aims, through reviewing the literature on theories of learning, to reflect the correlation that the theories of learning with the teachers occupation.

The professional development of teachers in Kosovo is planned through the Strategic Framework which defines the fields and professional standards of teachers. Fields defined for the profession of teachers include: professional values, attitudes and behaviors; Professional knowledge and understanding; Skills and professional practice; Teaching and professional engagement. (http://masht.rks-gov.net/uploads/2017/04/kornize-strategjike.pdf)

Within these areas, the standards and general competencies of the teachers' work are also defined. I believe that this work is in the interest of all those who study to become a teacher, whether in bachelor's degree or in an alternative program to be certified.

Key words: Behavior, theory of learning, experience, standard.

Introduction

According to the treatment of the overall definition regarding the nature of learning, "Learning is a consistent behavioral change or the ability for certain behavior that results from practice or other forms of experience", where three learning criteria are identified.

One criterion is that learning involves behavioral change or behavioral abilities by which people learn when they become capable of doing something different. The lesson is based on what people say, write and do. Thus, learning involves the ability to change behavior in a certain way.

The second criterion is that teaching continues as the time passes by. This excludes temporary changes in behaviour (e.g. short speech) arising from factors such as drugs, alcohol and fatigue. These changes are temporary, because when the matter is removed, the behaviour returns to its initial state.

The third criterion is that learning takes place through experience (e.g. practice, observation of others). This criterion excludes behavioural changes that are largely determined by inheritance, such as development changes in children (e.g. crawling, on foot). However, the difference between maturity and learning remains often unclear. People may be genetically predisposed to act in certain ways, but the actual development of particular behaviours depends on the environment. (file:///C:/Users/botek/Downloads/[Dale_H._Schunk]_Learning_Theories_An_Educational..pdf 2017)

The analysis of the concept clearly indicates the presence of different theories to learn. This concept also indicates the necessity of the teacher to get familiar with theories of learning.

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The definitions of teaching competences are related to the theories of teaching and learning, the visions of the teacher's profession. The Understanding of the teachers' competences is about combining cognitive and metacognitive skills that imply four basic aspects such as learning to know, learning to think, learning to feel and act.

(http://ec.europa.eu/dgs/education_culture/repository/education/policy/school/doc/teachercomp _en.pdf 2017)

Therefore, the competent teaching requires pedagogical, psychological, linguistic skills and other general skills.

All knowledges that are required by a teacher's profession are defined through the standards of a teacher's profession. In Kosovo, the professional standards of teachers represent the work of an innovator at a high quality in order to improve the student's achievement. Standards help teachers determine their professional objectives as they provide a framework through which teachers can evaluate their performance evaluation, which help for self-reflection and self-evaluation.

Thus, they serve as grounds for teachers to understand whether they have achieved the appropriate level of professional knowledge, vocational practice and professional engagement.

(https://masht.rks-gov.net/uploads/2017/04/kornize-strategjike.pdf 2017)

Such standards are roughly the same all over the world. Thus, in Ontario, Canada, the teacher's profession requires to fulfil standards such as: ethical standards (trust, respect and integrity), standards of practice (knowledge, skills and values) and professional learning (includes the teacher's opportunity for continuous learning through courses, mentoring and research). These standards include teachers' objectives, principles and aspirations to teach students. (http://www.oct.ca/public/professional-standards/standards-of-practice 2017)

1. Behavioral theory

Behaviorism began to spread in the early 1900s and it continued to dominate in early 20th century. The basic idea behind the theory of behaviorism relies in learning based on behavior under the observation of the individual. The behaviorists explain learning in behavioral change. Behaviorism is a view in which behavior can be used as a general learning process. In behaviorism, the positive and negative reinforcement ideas, thus, the rewards and punishments are effective means of learning and behavior modification.

According to the theory of behaviorism, the learner is chiefly passive or *Tabula Rasa,* and its behavior is formed through positive reward or negative reinforcer punishment. Positive and negative reinforcers increase the likelihood that previous behavior will happen again. Thus, punishment reduces the likelihood that previous behavior will occur again. Consequently, behaviorism precedes the cognitive outlook.

(http://www.unesco.org/new/en/education/themes/strengthening-education-systems/quality-framework/technical-notes/influential-theories-of-learning/ 2017)

The description of the theory of behaviorism provides the correlation with professional values which include the standards that describe the attitudes and behaviors of the teacher in relation to his profession.

2. Cognitive theory

Cognitive psychology began in the late 1950s. People are no longer viewed as collections of responses to external stimuli, as understood by behaviourists, but information processors. Cognitive psychology turned its attention to complex mental phenomena and was impacted by the introduction of the computer as an information-processing device, which became analogous to the human mind. According to cognitive psychology, learning is understood as the acquisition of knowledge: the learner is an information-processor who receives information, undertakes cognitive operations on it, and stocks it in memory. As a result, according to cognitive theory, the preferred methods of instruction are lecturing and reading textbooks. In addition, the learner is a passive recipient of knowledge by the teacher.

(http://www.unesco.org/new/en/education/themes/strengthening-education-systems/quality-framework/technical-notes/influential-theories-of-learning/2017)

A brief description of cognitive theory shows the link to the standards of the field of professional knowledge and understanding that in this area the teacher should know how to teach while the learner is the recipient of the information.

A brief description of cognitive theory portrays the link to the standards of the field of professional knowledge and understanding which according to this area, the teacher should know how to teach while the learner is the recipient of the information.

3. Constructivism theory

Constructivism appeared in the 1970s and 1980s, creating the idea that learners are not passive recipients of information, but that they actively construct their knowledge in interaction with the environment and through the reorganization of their mental structures. Learners are considered as sense-makers, not simply recording provided information but interpreting it. This understanding of learning led to the switch from the "knowledge-acquisition" to "knowledge-construction" metaphor.

In support of the constructive nature of learning was also the earlier work of influential theorists such as Jean Piaget and Jerome Bruner. While there are different versions of constructivism, what is found in common is the learner-centred approach whereby the teacher becomes a cognitive guide of learner's learning and not a knowledge transmitter.

(http://www.unesco.org/new/en/education/themes/strengthening-education-systems/quality-framework/technical-notes/influential-theories-of-learning/ 2017)

Linking the field of skills standards and professional practice to constructivist theory lies in the fact that the teacher has to recognize the subject, even being able to encourage students to be the same through different learning methods and strategies part of building their knowledge rather than passive information recipients.

The relation of the area of the skills standard and professional practice with constructivism rests in the fact that the teacher has to recognize the subject, even to be able through different learning methods and strategies, to encourage his/her students to be also part of building their knowledge rather than be passive information recipients.

4. Social learning theory

A social learning theory has been developed by Albert Bandura who operates within both cognitive and behavioral frameworks that represent attention, memory and motivation. His theory of learning indicates that people learn within a social context, and that learning is facilitated through concepts such as modeling, observational learning and imitation. Bandura put forward "reciprocal determininsm" that holds the view that a person's behavior, environment and personal qualities all reciprocally influence each other. He argues that children learn from observing others as well as from "model" behaviour, which are processes involving attention, retention, reproduction and motivation. The importance of positive role modeling on learning is well documented.

(http://www.unesco.org/new/en/education/themes/strengthening-education-systems/quality-framework/technical-notes/influential-theories-of-learning/ 2017)

Relation of standards of areas, professional values, learning and professional involvement with social theories of learning rests in the fact that teacher's stances and behaviors are observable and imitative by others. This should be known by teachers, even it requires from teachers to get involved in continuous professional development by cooperating with colleagues, parents, etc.

5. Learning with experience

Learning Experience theory is based on social and constructivist theories of learning, but it places experience at the core of the learning process. According to this theory, the experience motivates learners and promotes their learning. Thus, learning is about meaningful experiences – in everyday life – that lead to a change in an individual's knowledge and behaviorism.

Carl Rogers is an influential proponent of these theories, suggesting that experiential learning is "self-initiated learning" because people have a natural inclination to learn. According to

Rogers, learning is most likely to happen and to last when it is self-initiated, while learners become more rigid under threat. (http://www.unesco.org/new/en/education/themes/strengthening-education-systems/quality-framework/technical-notes/influential-theories-of-learning/ 2017)

The profession of teacher requires practice and involvement for continuous professional development.

6.   Multiple intelligences

By challenging the supposition in many of the theories of learning that learning is a universal human process in which all individuals experience according to the same principles, Howard Gardner elaborated his theory of 'multiple intelligences' in 1983. His theory also defies the understanding of intelligence as dominated by a single general ability. Gardner argues that every person's level of intelligence actually is made up of many distinct "intelligences". These intelligences include: (1) logical-mathematical, (2) linguistic, (3) spatial, (4) musical, (5) bodily-kinesthetic, (6) interpersonal, and (7) intrapersonal. Despite the fact that his work is speculative, his theory is appreciated by teachers in broadening their conceptual framework beyond the traditional confines of skilling, curriculum and testing. The recognition of multiple intelligences, for Gardner, is a device to achieve educational goals rather than an educational goal itself. (http://www.unesco.org/new/en/education/themes/strengthening-education-systems/quality-framework/technical-notes/influential-theories-of-learning/ 2017)

7.   Situated learning theory and community of practice

Situated learning theory and community of practice have been developed by Jean Lave and Etienne Wenger. Situated learning theory recognizes that there is no learning which is not situated, and emphasizes the relational and negotiated character of knowledge and learning as well as the engaged nature of learning activity for the individuals involved. According to the theory, it is within communities that learning occurs most effectively. Interactions taking place within a community of practice – e.g. cooperation, problem solving, building trust, understanding and relations – have the potential to foster community social capital that enhances the community members' wellbeing. Thomas Sergiovanni reinforces the idea that learning is most effective when it takes place in communities.

(http://www.unesco.org/new/en/education/themes/strengthening-education-systems/quality-framework/technical-notes/influential-theories-of-learning/ 2017)

He argues that academic and social outcomes will improve only when classrooms become learning communities, and teaching becomes learner-centered. Communities of practice are of course not confined to schools but cover other settings such as workplace and organizations.

8.   Theory of Connectivism

The theory of connectivism (connectivity) is one of the newest theories of learning that has been developed by Stephen Downes and George Siemens. This theory is a response to a teacher's connection within a digital infrastructure network. This approach stimulates learners to learn in which students connect and build knowledge through links (nodes) made within a particular network.

Thus, connectivism is the theory of learning behind massive courses open on Online. (https://onlinelearninginsights.wordpress.com/2014/01/31/why-educators-need-to-know-learning-theory/ 2017)

Conclusion

Teacher's knowledge is a component of his/her professionalism. Professional competence includes skills, attitudes and motivational variables that contribute to mastering of teaching and learning.

The importance of the teacher to familiarize with the theories of learning can be explained by the understanding of teaching methods to create learning environments. Theories change based on learning perspectives, though each has influenced and established teaching methods and practices.

Such example may be the practice of evaluation by using standardized tests. This method is founded on the principles of behaviourism: the teacher delivers the contents-student knowledge-evaluation-responses to the answers.

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REFLECTIVE PRACTICE
IN THE EDUCATION

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THE INFLUENCE OF PHYSICAL EDUCATION METHODOLOGY ON CHANGES IN THE SEDENTARY LIFESTYLE OF CHILDREN AND STUDENTS – FUTURE TEACHERS

Abstract

Moving is one of those essential human capabilities that significantly contributes to the quality of life and development. Adults can transfer "physical capital" to children. The ability to respond to change and modify personal pedagogical practice (and to some extent, "lifestyle"), represents one of the basic professional skills of students – future teachers.We believe that the highly successful measure that contributes to the quality of the work in the field of physical education at the preschool level is the formation of the understanding of educators about the importance of moving physical activity), as well as the possibility of a positive impact and as an opportunity to achieve better outcomes. The paper assumes that the perception of 86 students – future teachers of pre-schoolchildren about the importance of moving (daily physical activity) for the development of children in their early childhood is partly conditioned by their own personal activities and experience. Since the ability to respond to change and modify personal pedagogical practices is one of the basic professional skills of students – future teachers. In the education of future teachers we should strategize and find ways to increase the levels of physical activity. The conclusions of this study indicate that, in the context of rapid changes in the modern society and the ubiquitous hypokinesia, there should be new strategies of planning and educating teachers in the area of methodology of physical education, especially when it comes to raising the awareness of students about the importance of doing daily exercise.

Key words: moving, physical capital, educating teachers

Introduction

Over the past twenty years, the relationship of national public policies to early childhood development has changed significantly in many countries, thanks to a large number of factors. The United Nations Convention on the Rights of the Child (UNICEF, 1990) was of particular importance for these changes. The results of numerous researches have also led to the conception of a different relationship between the scientific and professional public towards early childhood development (Baucal, 2009), where the emphasis is on the exceptional importance of early development for lifelong development. This directly leads to the actualization of the importance and role of relevant factors – parents, preschool teachers, teachers, as well as their continuous education (Nedimović, SturzaMilić&Prtljaga, 2017). One of the important goals of educating future preschool teachers is their preparation for work with very young children, along with the recognition and appreciation of all the developmental characteristics of preschool aged children. The competencies of preschool teachers present a set of a set of necessary knowledge, skills and values, and they are presented through the completion of complicated tasks in the educational work. Contemporary paradigms view competence as a set of potentials, the developmental potential of the individual for successful achievement of goals, needs and roles in various fields of professional life (Nedimovic, Sturza-Milic&Cinč, 2016).

The changes that areslowlybut surelytaking placein human developmentrequire adjustments andserious consideration. Decline inmotor and functionalcompetence isjust oneof the reasonsfor the actionaimed at sustainabilityof human development. Moving isone of thoseessentialhuman capabilitiesthat significantlycontributes to the qualityof lifeanddevelopment. The integrityof development,particularly emphasisedin thefirst years ofchildren's life, calls for the need of creation of maximally stimulating environment in whicha child acquires diverse and rich experiences,

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including thoserelated toplaying and moving. Generally acceptedscientific definitionof physical activity determines physical activity as "anybodily movement produced by skeletal muscles that results in caloric expenditure" .Physical activity includes all active games, sports, dance, exercise, walking, cycling, as well as theusual work and life activities. New recommendations for physical activity of children are directedat increasing the total daily and weekly volume of physical activity, which doesn't have to behighly intense.The minimum recommended level of activity for children and adultsis 60minutes of moderate physical activity accumulated throughout the day (Strong et al, 2005; The Health and Social Care Information Centre, 2012; WHO 2010). Despite the factthat society and relevant adults (teachers, parents, couches) are awareofthe positive effectsof daily exercise anda healthy lifestylefor children's development, and, therefore, make great effortsand provide resources in theeducationand care of children, the daily regime ofthe day (everyday practice) does not meet the recommendedlevel ofphysical activity(PisotandFras, 2005). Reducedphysical activityinpreschool childrenhas a negativeimpact on the qualityof lifeof the child, health,communicationwith other children, familyand others. (MatejakandPlaninsec, 2014; Pisot, R. 2012). Adults can transfer "physical capital" to children. As a consequence, recent research has focused on the investigation of the correlation between participation of a child in physical activity and physical activity of child's parents (Djordjic, 2006), as well as other relevant adults, like preschool teachers, primary school teachers, etc. (Pisot, R., 2012;Sturza-Milic, 2008, 2016; Zajec & Cemic, 2010). Also, theability to respond tochange andmodifypersonalpedagogical practice(and to some extent, "lifestyle"), represents oneof the basicprofessional skillsof students – futureteachers and preschool teachers. We believethat thehighlysuccessfulmeasure thatcontributes tothe quality oftheworkin thefield of physical educationat thepreschool level is the formationof the understanding of educatorsabout the importanceof physical activity, as well asthe possibilityof a positiveimpact and as an opportunityto achieve betteroutcomes.The benefits of a physically active lifestyle are well documented and can lead to improvements of physiological and psychological health. Exercise and physical activity have been losing out as primeval values. a lack of exercise does not merely result in a lack in biological terms, as humankind has also started lacking humanity, exhibiting alienation and a hostile attitude towards themselves and others around them (Skof, 2010).We need to create conditions for regular physical activity, in any form, with a note that certain population groups need special attention. Here we primarily refer to children and the young as well as the elderly. Of course, we shouldn't neglect students, who will soon become a part of the working active population (Andrijasevic et al., 2014). The aim of this study was to examine the opinion of students – future teachers on the importance of daily physical activityfor pre-school children, but alsoto investigateto what extent the students themselves are physically active.

Method

The research was based on the descriptive and causal non-experimental method. In order to research the opinions of students – future teachers on the importance of physical activity (PA) influence for pre-schoolchildren questionnaires were constructed, which contained 12 items and a direct introductory address.The questionnaire was of the Likert type (the levels of the value scale continuum were from 1 to 5, in a logical order from the least agreement with the statement to the maximum agreement). The measurement characteristics of the used instrument were measured. The reliability was measured with the Cronbach coefficient alpha which was 0.862. Data processing referred to the calculation of main descriptive and comparative indicators.The study involved86students ofthe Teacher TrainingCollege "Mihailo Palov" in Vrsac.The research was undertaken in 2017.

Results

In table 1 results reached after the questionnaire analysis, which was aimed towards the research of the students'futureteachers' opinions on the importance ofdailyphysical activityfor pre-schoolchildren, were tested:

Table 1. The students'opinions on the importance of PAfor pre-schoolchildren

R.B.	Variable	N	M	SD
1.	Implementation of PA is important for the children's physical development	86	4.82	.458
2.	It is important that children do PA every day	86	4.62	.630
3.	It is important that children do PA regularly in preschool inst.	86	4.51	.569
4.	It is important that I encourage children to do physical activities	86	4.63	.597
5.	When I practice in the kindergarten, children in my educational group enjoy PA	86	4.69	.537
6.	I enjoy PA regularly	86	3.45	.979
7.	The material factor is important in PA implementation	86	2.35	1.427
8.	Doing PA improves the quality of life	86	4.62	.573
9.	PA is important for the children's character development	86	4.51	.719
10.	PA is important for the development of children's socail intelligence	86	4.23	.855
11.	The PA implementation depends on adults' stands towards the PA	86	4.27	.910
12.	Adults can transfer "physical capital" to children	86	3.32	1.277

Discussion

From a sample of 86students – futureteachers, 12 variables were tested which had as an aim to test the students' opinions on the importance of PA for pre-schoolchildren. Most of the gathered scores move in the span from 3.32 to 4.82, on the basis of which we can conclude that the tested students' give relatively high grades to the tested variables. However, this cannot be said for the variable: *The material factor is important in PA implementation* (M=2.35). On the basis of the analysis presentation of the gathered results it can be concluded that students give high grades to all tested variables which connect physical activity and its positive influence on development and health, as well as the quality of life: *Implementation of PA is important for the children's physical development* (4.82), *Doing PA improves the quality of life* (4.62) and *PA is important for the children's character development* (4.51). Students consider it important that children have PA regularly in preschool institutions (*It is important that children have PA regularly in preschool institutions* - 4.46), and also that the children need to be encouraged to do PA (*It is important for me to encourage child to be physical activities* 4.41). Students express the opinion that their children enjoy PA (*When I practice in the kindergarten, children in my educational group enjoy* PA - 4.69). Studies show that the adults' opinion of PA can easily be transferred to children, and that relevant adults have an important role to play in the formation of the children's "movement" capital (Pisot, S., 2012;Sturza&Nedimovic, 2014). Slightly lower grades are appointed to the variables: *PA is important for the development of children's socail intelligence*(4.23),*The PA implementation depends on adults' stands towards the PA* (4.27) and *Adults can transfer "physical capital" to children* (3.72). Students give the lowest grades to the variable: *The material factor is important in PA implementation*(2.65). This question should be explored in more detail in future studies. Results gathered in this way, indicate that, when it comes to sensibilisation of students – future teachers on the importance of physical activity for various segments of child development, more attention should be given to students sensibilisation, i.e. forming various strategies and programs for the education of students with the goal to promote the importance of FA. These results are in accordance with other modern research on the importance of education of future educators (mainly preschool and elementary school teachers) on the significance of PA (Biddle, 2010;Pisot, R., 2012; Pedisic et al., 2014;Sturza Milic &Nedimovic, 2014; SturzaMilic, Nedimovic&Stojanović, 2016), and on the other hand, indicate the need to better inform the students on the importance of PA. According tothe responses obtainedin this study, we concludethat mostof the students – future teachers are not physically

active on a daily basis. That can be concluded based on the grades which students give for the variable: *I enjoy PA regularly* (3.45). So, a question rightfully arises: Does an individual(student, future teacher) who is not physically active enough (on a daily basis) have a predisposition (in every sense) for quality pedagogical action, since in the educational work with preschool children overall personality and personal example are at work? (Djordjic, 2006; Sturza-Milic, 2016; Zajec&Cemič, 2010). It is reasonable to ask this question because the results also indicate that our students in a large percentage believe that the quality and frequency of the organisation of physical activity in the work with preschool children depend on the relationship of the individual (student, teacher) towards physical activityin general. The question is whether the tested students developed "movement (physical) capital" i.e., whether the tested students are sufficiently competent to generate new knowledge and transfer itto the children through reflexion of their own actions (inaction, in this case)?

Conclusion

The strengthening of students – future teachers competencies is equally possible on the basis of carefully and professionally constructed programs, which are directed towards the development of awareness about the importance of the students – future teachers role in the upbringing of preschool aged children, and keeping students – future teachers informed and providing them with professional help in the upbringing of children. Society is responsible for creating conditions which would enable children to have an active and full life. Since theability to respond to change and modify personal pedagogical practice (and to some extent, "lifestyle"), is one of the basic professional skills of students – future teachers, in the education of future teachers we should take strategy of finding ways to increase levels of physical activity of students, to at least 60 minutes. We should also strive to make a physical activity a daily activity, since it was observed that the students construct of understanding of the importance of physical activity lacks exactly this part of experience.

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MUSIC- POWERFUL WEAPON IN THE EDUCATIONAL PROCESS

Abstract

In this presentation we will pay attention to the importance of the subject music, in the educational process. A period of pre-school age will be covered (pre-school institutions), and primary school students (nine-year-olds). This is a period when the foundation is laid in building the characteristic features of the individual, a period that is important for raising a healthy, quality person where the educational process has the opportunity to be experienced much easier. All parts are accumulated in the educational process of the subject music that are covered in the curriculum, but would be complete if the implementation is complete, comprehensive with appropriate didactic - methodical procedures and important segments - appropriate teaching staff. In this presentation we will pay attention to the motivation. Namely, motivation has a major influence on human activity. The intensity, activity, stability, progress of an individual in employment depends for the most part on motivation. Motivation has a great influence on the formation of knowledge, procedure and skills. Many years of research so far confirmed the thesis on the benefits of the correct treatment of musical care, confirmed by a number of significant examples.
Key words: upbringing, education, curricula, teaching staff motivation.

Introduction

In everyday life we acknowledge how music affects our emotions and moods. Without thinking about it, we all use the music every day to create a certain mood: to cheer us, to encourage, to energize, to force us to sing and play, to return old memories, to help us focus. It means that the music is a powerful weapon for personal, individual expression in everyday life, which is an important segment for overcoming all the accompanying difficulties of everyday life.

Music is a cure for the body, mind and soul. Modern science is beginning to confirm these old wisdoms, revealing evidence that confirm that listening to certain types of music etc. can improve the quality of life in every way. The number of such research day by day increases, empowered with the sole purpose to get to more information about the importance of music which brings the active and passive use of music in children of all age so well. Such research usually is focused on direct benefit for those who study to play a musical instrument. But also actively educating during the educational process with music brings indirectly to the development of personality or way of learning, socialization, the development of certain skills, and more.

Certainly, scientifically proven by studying music (playing, singing, listening), the development of intelligence is stimulated, the study of mother language and foreign languages is facilitated, reading and expression skills, understanding mathematics, increasing creativity, concentration, logical thinking , memory, self-esteem, motivation, develop the habit of multiple repetition and many others. "The motivation encompasses all the forces and movements of our work. The needs and instincts encourage our values, ideals and other motivational purposes. "(Musek, 1995).

Music enhances the motoric and the coordinated movements, while decreasing aggression, encourage sensitivity. Listening to music, the child develops the ability to capture.

There are a number of studies where the commitment to the study of music on the one hand, contributes to the great achievements of another country in the field of various fields of science, technology, language and so on. Exploring the possibilities of fourteen-year-old children worldwide in the field of science and technology, the best results were obtained from children from Hungary, the Netherlands and Japan. These results do not make any surprise and

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are not random, these studies are almost the same or similar. Such researches have been carried out for a greater period of the last decades in the previously mentioned countries. The reason for such success is the result of a high level of music education. Notably, all three countries have compulsory classes in musical culture, compulsory starting from pre-school, and then all elementary education still in the sixties of the last century. Such educational process is supported by appropriate programs, but also with appropriate staff for the realization of the set goals and objectives.

Creating habits

The concept or activity and the relationship between the study of music (Singing, listening to music, playing musical instruments, learning music symbols), aptly match the whole range of active processes in mastering reading.

Table no. 1

Learning - writing	Learning music
Listening	listening
Repetition	repetition
Reading	reading
Writing	writing
Thinking	thinking
Talking	performance
Creating	composing

In this particular spreadsheet we could mention the repetition as activity, which is very important point in the process at playing (learning) musical instrument. More specifically, in order to learn a specific composition of a musical instrument, that is, to overcome the given composition, it is necessary to repeat several times (exercise). Such exercise (repetition) is every day, because the written music is to be revived (to recall the playing of the music). It is as addictive (patience) for multiple repetitions (repetition, exercise) to be defeated a goal. The gain habit through exercise (playing) creates a habit of repetition, which is transferred to master it that particular issue in other subjects (mathematics, mother language, foreign language, and what requires multiple iteration).

Music also affects the brain's activity and otherwise. According to the specifics of repetition complexity, music develops and enhances the motor system of the brain, develops the hearing and vision organs, gives strength to the coordination, concentration, and memory. Research done by students who have studied listening to art music, half-mastered "absorbing", retaining and reproducing the material studied, unlike those who learn in silence. Today's modern methods of research contribute to bringing rich insights into how the human brain works. Rich experience creates a "rich brain", and the baby comes to a world ready for acceptance of various incentives. This fact dominates the role of the parents, who should provide his child with numerous, everyday rich experiences that will stimulate the development of the child's brain.

The importance of music education

Music influences the development of large and minor (aesthetic) motor movements, as well as the coordination of movements. Especially our children from an early age love to play accompanied by music, especially when is happening in the family. With the game it evolves the coordination of movements, orientation in space and approving maintenance balance, which represents an effective way of harmonious physically development. Free dance movements create an incentive for the development of free expression, while grouped, organized dances (with professional movements), contribute to the individual development of a sense of security.

Studying music (playing any musical instrument) has a direct impact on the development of the

brain - intelligence. It is known that intelligence is developing with work, but now it is known that it can be improved with the operation (movement) of the fingers. Namely, the scientifically proven playing of any musical instrument helps to develop the brain. And even more centuries ago, Aristotle claimed that "the hand is a weapon of the mind, " it is now safe to know children who begin to learn a musical instrument (clavier, violin, guitar , flute , etc.) until the thirteenth year, the activity increases the link between the left and the right hemisphere. However, we should not forget that the integrated raid between left and right hemisphere of the brain is what makes us a complete personality.

Music also has an impact on the development of so-called "specious" intelligence, so that for the sake of good reason, people from early childhood playing on a musical instrument have a better estimate of space and its internal organization. It is especially important in everyday life, and is reflected in the organization of space, and solves advanced logical tasks in mathematics.

In our education system, in greater number of cases, the educational process of music is being overlooked. In particular in the lower classes, music lessons are often replaced with math, language or other objects on the grounds of the teachers "have a pretty extensive material on math and native language. And thus the students deny the opportunity to relax and express their individual creativity through singing, learning children's musical instruments through which they exercise their vocal cords, develop hearing, sense of rhythm, clear diction, but also learn words through songs. Generally taken this activities affect the development of young children's personality.

The problem is even greater when students move from class to class (VI, VII, VIII, IX grade), even the students and the teachers do not get the importance of this subject. During the educational process in the lower grades (I to V grade), students gain minimal or no knowledge of the curriculum content of the teaching content, classes are graded in the direction of gradation, for a further continuous process for all subjects equally. The teachers of music always have remarks about the reluctance of the students who come from the lower classes.

In secondary schools (in which this subject is taught), it is mostly realized on theoretical knowledge of the history of music, listening to operas and other works of art music, which do not encourage sufficient interest for students and are not adapted to their age and affinity. The end product of such a relationship is that the music education is reduced to ignorance, because the formal component dominates. For all this to be complete, TV Shows infiltrates turbo folk. Such an undeveloped person with a goal number of passes in the educational system does not have the criteria for aesthetic perception of the differences. But in developed societies is not even important that each individual plays several musical instruments and it is important that they relax after hard work. Because, they benefit from the role of music education in the educational process, we raised a number of scientific researches and the impact of music on psychophysical human development.

Motivation in music education

The musical activities in the teaching are closely related to the motivational cooperation and competition. Cooperation is shown during singing or playing music instruments in different groups. Participants in such groups are aware that with their injection they give a share in the results to the whole group, therefore they develop feelings of belonging and responsibility. For example an individual is not capable of working in a group, does not develop feelings of belonging, is eliminated by him or is excluded from the group. "There is a competitive spirit in musical education, which increases interest and encourages greater musical activity to achieve a greater result, which on the other hand contributes to the numerous negative reactions of the defeated students. Therefore, it is necessary that music teachers take special care in such competitions bullshit activities, the main goal being music ". (Rotar Pance, B: 2006).

Educators / teachers need to have an appropriate education, in which they will be introduced to the basic developmental needs for the corresponding age. The music itself and the music itself, fills the man with inner satisfaction and makes him happy, so that in the course of music instruction students meet contents for which they do not have such a great interest. "That's why the teachers with the initial outside motivational motivation can do much to help them and direct them to become more and more interesting to the content. Extrinsic motivation gradually takes

place in intrinsic motivation."(Oshlak, 1997). Teachers must be careful that students for special music content are internally motivated, and other content performs the tasks because they have to. Lately, the performance motivation is quite current. It is based on individual problems for attaining musical activities. "In different performance situations, each student usually has two sides: a desire for musical success and fear of musical failure. So the first point of view is characterized as positive, others negative performer as motivation. " (Rotar Pance, B: 2006).

Teaching staff

Also, the implementation of appropriate programs, as well as the implementation of appropriate didactical-methodical procedures, requires adequate staff, more precisely with completed studies for grade teaching - Faculty department teaching; and for preschool age - Pedagogical faculty pre-school education. The absurdity to be even greater in the last decades, as teachers in grade teaching has the opportunity to teach as teachers and graduated students from the Faculty of Philosophy - pedagogues. With completed studies at the pedagogical faculties, the future teacher is sufficiently qualified for the realization of all teaching subjects, because for each subject, besides the methodology, they study the basics, which means that the teaching staff is sufficiently capable to answer all the requirements for realization of the set goals and tasks. Also, the exit from practicing the entrance exam, for students at the pedagogical faculties, is a negative side, which can be confirmed from the many years old practice so far.

Conclusion

Unfortunately, in our educational system, an important breakthrough in the music is given when the schools need to be presented on patron holidays, various anniversaries or choirs of choirs and school orchestras as part of cultural and artistic creation. It is forgotten that with the musical educational process the hearing develops, the feeling of rhythm, while singing or playing on the notes engages many centers in the brain, exercising the coordination of the eyes, the voice or the hands, then developing the thinking process and enhancing the intellectual abilities and concentration . Because of all the previously stated reasons for studying music, parents have great importance in developing affinity to quality music, but also to support their music education, because the language of the notes is the only universal language of all people on all continents.

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Sande Smiljanov

LEADERSHIP AND PROTOCOL – STUDY REGARDING CASE "REPUBLIC OF MACEDONIA"

Abstract

Topic of discussion of this paper is leadership and protocol – study regarding case "Republic of Macedonia," and its implementation. Main thesis of this paper is leadership and protocol - study regarding case "Republic of Macedonia."

Key arguments supporting this thesis go towards plainly explaining what are the fundamental character qualities which must be essential part of the personality of each individual involved in protocol activities, and in this case protocol leader.

Method used for dissolving the topic of this paper is practical analysis of terms protocol and leadership.

Key conclusion of this paper is that protocol is not something anyone can deal with. This is especially not a task for the type of leader who thinks he can do everything on his own. Successful protocol leader always relies on the team effort and early planning, on his professional qualities, and the always welcomed luck. In order to "survive" a good leader in the field of protocol must poses certain characteristics some of which are: good organization and communications skills, flexibility, readiness to accept fault in case of mistake, proper personal looks, and other fine qualities. Lack of any of these qualities leads to lack of efficiency, and failure in meeting the required goals.

Key words: Leadership, protocol, Protocol Leadership qualities, Republic of Macedonia.

Introduction

This paper dissolves two basic subjects – current positions of protocol within state institutions, and creation of an image of how protocol should look like in the future. At the same time attention is place on the link connecting these two topics – organizational changes which will lead all individual protocol units from several organizations to unite into a fully operational single state protocol. The paper also takes into consideration possible resistance that may occur during organizational changes as it is often the case during these types of changes.

1.   Protocol throughout Macedonian history

The Macedonian state protocol has very strong roots dating to its earliest history. Oldest data of Macedonian state protocol activities can be found in the works of ancient authors who observed the activities of rulers of the Argead Dynasty that formed the first Macedonian state in the 7th century BC. This is the dynasty out of which emerged the most famous rulers of Macedonia, Philip II and Alexander III of Macedonia. Historical records do not elaborate state protocol activities in details. Book like the first "History" written by the father of history, Herodotus in the 5th century BC, and works of Roman historian Quintus Curtius Rufus such as "Histories of Alexander the Great", and "The Campaigns of Alexander the Great" by Arrian, all describe certain interesting activitiesabout the state protocol in Macedonia. Data about protocol activities is provided through the descriptions of receptions of high-level delegations from foreign countries, military protocol activities before heading to battle, daily protocol activities of the state and military apparatus, as well as protocols for funeral ceremonies of dignitaries.

One of the more important periods for the state protocol in Macedonia was that during the medieval period when the Macedonian state was led by Tsar Samuel from Prespa and Ohrid.

2.   Leadership and protocol

Attributes of leaders - protocol managers

Protocol is a very specific occupation which carried a lot of responsibilities. Anything can mess its order up, and unfortunately this happens quiet often. This is whyin charge protocol

official must at all times be prepared to respond to unforeseen and unpleasant situations, meaning to improvise.

Nowadays, according to the latest analysis of thestrategic marketing, people who deal with protocol are allowed to improvise, as long as it is done flawlessly. Unfortunately, protocol success often goes on unnoticed. On the other hand, any mistakes during public events are by default always blamed on the protocol, regardless of whether it had a share in it or not. It must be noted that not everyone is cut out for the profession of protocol.This profession especially does not work for the kind of leaders who think he can do everything by him selves. A successful leader in protocol management always relies on the team and the pre-plannedcourse of action, on his professional qualifications and on always welcomed luck. A good protocol leader - manager, must possess certain attributes in order to "survive" in this profession.

More specifically, some of these attributes are:

– **Communication skills**. Open and on-time communication is a precondition for successful and apt completion of protocol operations. Most of the problems arise due to untimely and poor communication. When it comes to protocol, nothing should be considered as assumed in advance. All protocol participants must have clear,guidelines in terms of what, when, how, and with whom,they should carry out their responsibilities.

– **Organizational skills**. Good coordination of activities is the key to a successful organization of any protocol event, regardless whether it is related to a visit from a foreign statesman, a major international conference, or a reception celebrating some anniversary.
Protocol requires engineering into connecting dozens of different activities and services. The most important thing of all is to have "checklist" of all the work that needs to be carried out before, during, and after holding a public event. This is a must.

– **Cooperativeness**. Protocol is a team work where number of people needs to cooperate in order to foresee, plan, coordinate, organize, execute and control a great number of tasks and responsibilities. Protocolleader – manager always needs to have direct and concrete contacts as well as close cooperation with all the people within the chain of organizing during execution of a concrete task.Protocol leader – managermust always be calm, humble, polite, and with a smile on his face, no matter what happens on stage or behind it.

– **Flexibility**.Protocol leader – manager must have a constant overview of the activities and the general situation, no matter how fast things developed. He needs to always react on time and professionally to any unplanned and unexpected development. Of course, not everything needs to be as predicted by the protocol manual or the preplanned scenario for a specific occasion. Protocol can sometimes be also a good improvisation, as long as you manage to give the impression that this was how things were planned to be. Thus, the participants in this event will be led to believe that the protocol is in full control over the situation.

– **Ability to admit a mistake**. People are not machines; hence in protocol, just like in any other occupation, mistakes do happen. However, what is most important is that the mistake needs to be realized in timely manner, and steps need to be taken to reduce the "damage" to a minimum. Also measures need to be undertaken so that same mistakes are not repeated. It is of crucial importance that there is no panicking once a mistake is detected, i.e. it is necessary to focus the energy and concentration on activities for eradicating the mistake. Participants always need to be dealt with politeness and offered apologies, whereas the senior staff must not be provided with fake excuses, but rather be presented with the real reason for the omission or mistake.

Protocol leader – managerhas to receive critiques and disagreement in a peaceful and calm manner without any discussion and comments. In case the critique is not called for or just, one needs to wait for an appropriate time to convey the reasons and offer explanations as to why protocol acted the way it did.

– **Personal appearance**. Protocol leader – managerand everyone working in protocol must always look meticulous and have appropriately adjusted presentation. Professionalism and seriousness should always be on the forefront. Neat hairstyle, appropriate suit or dress, discreet

makeup, and of course the obligatory smile, are a must. Everything else is routine, experience, and virtue.

– **Other traits**. Protocol leader – managerhas to be prepared to take all necessary actions to complete the task successfully. A protocol servant who considers it as „pitiful" for him to open a car door, hold the umbrella for a guest, take a hold of paperwork, or deal with small awkward situations like picking up a dropped mobile phone, paperwork, or a watch, , is a person who is not adequate for work in the protocol sector. A person working in protocolmust always be at state of readiness, as well as possess professional ethics and loyalty in service of the institution or the person whom he works for. Protocol is a delicate occupation and therefore the protocol servant needs to pay attention ofhis personal, professional and institutional integrity, as well as that of the people he works for. If he/she has been delegated a certain task, he/she should meet the expectations of the superiors.

A very important part of successful completion of protocol activities is mutual trust, which is being built through everyday experience and practice.

Protocol service should not burden the supervisorstoo much with the protocol scenario and its responsibilities long before the activity. However, at the right moment he/she must be prepared to execute his/her highly important task. This applies to information such as where he will sit in the car, or at a table during lunch. The protocol needs to be master for "direct guidance" of a superior during the very conduct of the protocol event.

Identifying the problems and weaknesses of protocol operations in Republic of Macedonia

A number of problems can be identified in protocol operations within the organs of state administrationof Republic of Macedonia. We will only focus on part of them:

1. **Unstable communication systems** – There are serious problems with the operation of internet and communications within state administration institutions, hence the employees are handicapped in terms of timely reception and transmission of fresh information of vital importance for efficient execution of tasks. Inconstant replacement of toner cartridges, in adequate printers, insufficient material-technical means and computer equipment which is constantly outdated and not up to tasks, presents a major problem faced by the employees in the state administration.

2. **Insufficient human resources for the pre-defined duties and responsibilities**. One of the problems that protocol faces is also the lack of human resources, their insufficient education in the field of protocol, as well as general problems in context of motivating the employees for their everyday duties. Poor working conditions, in terms of office arrangements in all administrative institutions, is only an additional element that has a discouraging influence on the protocol employees.

3. **BureaucracyProcedures**. One of the most serious difficulties in the work of protocol in state administration institutions is the bureaucratic procedures for purchasing gifts, (ex. gifts that the minister gives to our soldiers who serve in peacekeeping operations in foreign countries). Although annual procurement plans for purchasing protocol giftshave been adopted early in the year, it always happens that these gifts are being purchased somewhere in the middle of the year.

Screening of the present situation gave us feedback which points out that the situation is the same in all of the institutions involved with protocol activities. Lack of personnel is evident everywhere. In spite of existence of slots for protocol employees, they remain empty or are temporarily filled in by inadequate personnel. In addition coordination among institutions is at a very low level. Work efficiency is also affected by proper relaying of information. This leads to improvisation as a form of work, which is a recipe for disaster.

Conclusion

In everyday life we need to treat people the same way we want to be treated by other people. We need to show people around us courtesy, and give them attention. Arrogance is not going to get you anywhere. When faced with a situation where it is hard to make up your mind we need to let reason guide us, because this is the best way for addressing this kind of situations. When

communicating with others we need to be pleasant and polite. Love and respect your work and bare this in mind about other people and their professions. If you do not understand certain task that does not mean that this task is not important. If you do not understand something do not feel awkward about asking for an advice. Years of experience makes people better, so learn from more experienced then you, while those with a lot experience need to be always open for learning something new. Let every new day be a challenge and a stimulus for searching for better solutions for the problems you face.

Protocol managers have the main role in the organization of the protocol. Recognizing the attributes of a protocol manager is an element which has to be seriously considered if onewants to establish an entity which will be catalystfor the work process. Communication, organization and cooperation skills together with the ability to be flexible are only a part of the attributes that must be an integral part of protocol employees. Lacking these attributes would surely lead to inefficiency, and most importantly ineffectiveness, during activities in the field of protocol.

The need for flawlessness is necessary at any time and any place when dealing with protocol. International contacts that determine the course of international political relations are largely influenced by the performance of protocol.

Protocol is inseparable part of operations of any organization or institution, and as such it determines the level of functionality and efficiency in execution of everyday tasks and responsibilities. One must understand that through time this exact science of good behavior transformed into an assembly of rules which are of key importance for meticulous function of any institution.

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Marija Kotevska-Dimovska[1]

SOCIO-PSYCHOLOGICAL, PEDAGOGICAL AND EDUCATIONAL ASPECTS IN THE WORKING PROGRAMS WITH GIFTED STUDENTS

Abstract

The modern society needs gifted and talented individuals, a phenomenon that develops at people from childhood to adulthood. The researches highlights the early years as critical to the future development of gifted children, due to the fact that gifted children have special cognitive abilities and emotional and social needs. This paper researches the psychological, social and pedagogical aspects for the development of the talented. The teachers should have sufficient knowledge about the special characteristics of the talented at different stages of the development, which requires adequate education. It is important for teachers to recognize these features at an early stage and to design and implement programs for gifted, because learning in a conventional educational program is a risk factor for preventing the development of their talents and positive emotional experiences. Many gifted children show frustration, feelings of boredom, low self-esteem, insufficient attainment and other negative characteristics, which may be due to the inability of the school to identify their special abilities and needs, and to provide support with adequate pedagogical methods and programs. How can the educational programs be individualized according to the cognitive, psycho-social, pedagogical and other needs of the students? In order to answer this question, suggestions have been formulated regarding the content of the programs. They, in addition to the basic steps in a complex development approach, as identifying them, establishing the ways of developing the strengths of talented, include also methods for developing socio-emotional skills in the education of gifted students, and also for the teachers who work with them .

Key words: gifted children, socio-emotional skills, development programs, individualized education.

Introduction

The gifted and talented individuals represent an important national resource, and the task of every modern society is to develop educated, gifted and creative people willing to put their potential in the function of the interests of society. The investing in the development of gifted and creative individuals is the best investment from the standpoint of the social and social development of a country (Stipić i dr., 2011). The gift and the talent is a phenomenon that develops from people from childhood to adulthood and is a particular challenge for education that requires a serious and responsible approach. The educational process should approach gifted students with a serious and scientifically validated strategy with individualized approach and programs adapted for their needs, without neglecting parents and professional associates and the wider social community. The research emphasizes the early years as critical for the future development of gifted because of the fact that gifted children have special cognitive abilities and emotional and social needs.

This paper deals with the psychological, social and pedagogical aspects of the development of the gifted and talented. The teachers should have sufficient knowledge of the specific characteristics of talent at different stages of development, which requires adequate education. It is important for teachers to recognize these characteristics at an early stage and to design and implement gifted programs, because learning in a conventional educational program is a factor in preventing the development of their talents and positive emotional experiences. It includes all aspects of the personality of the child: emotional, intellectual, creative, social and physical.

The work with gifted students involves new challenges and requires the creation of educational programs that in the teaching include support and interactivity, individualization as well as fostering diversity. These new tasks require an appropriate approach to teaching staff,

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because the competence of teachers is a key factor in achieving quality education for all children. These findings are based on practical indicators, but also on the results of numerous studies of key competencies that lead to excellent results in working with all students including gifted students. The researches carried out in modern countries that practice gifted work has proven that professional competency is a driver for good teaching, that cognitive abilities are particularly important, but the social and emotional competencies of teachers are twice as important than others. These researches also proved that emotional and social competences play an increasing role in the highest levels of the education system.

Theoretical base of the paper

To achieve high performances in the education of gifted students, programs that include the full potential of teachers are needed. In order for a teacher to be successful, he / she needs to know the socio-emotional and cognitive needs of the gifted students, to have the ability to recognize and motivate them and direct them. For this, the teacher should have a high level of professional and emotional competency, which will enable success in the context of professional knowledge and in the context of creating a positive social climate based on good relations between students. The high level of professional competence determined by the level of education, vocational training and work experience creates experts for quality education in the cognitive sphere. The high level of social and emotional competence creates teachers for building a positive school climate based on good relationships and dedicated, inspired and engaged students. A problem occurs when one or both of the competences of the teachers are at a lower level, which reflects the quality of the realization of the educational programs. This problem requires a systematic approach, because the solution lies in matching education to the needs of gifted and talented students.

- **Defining the phenomenon of gifted and talent**

The terms gifted and talented are the terms commonly used when it comes to people with outstanding abilities and achievements skills, as well as those that have predispositions for high achievements. At present, about 140 definitions of giftedness are used in the scientific world. According to Pec: "The gigtednes is a set of features that enable the individual to achieve a permanent above high-average result in an activity on a permanent basis" (Petz, 2005). According to Wiener: "A gifted child is a child born with an unusual ability to master a particular area" (Winner, 2005).

Gifted children in comparison with other children with average abilities possess a special personality. Differences are more qualitative than quantitative, since these children are in some ways "different from the majority". Their different, special, set of features includes specific educational, emotional, social and other needs. The most prominent among them is the need to associate with peers. Gifted children are in all other areas similar to their peers except in their talent area, they need to be accepted by their peers and share with them experiences. In order to socialize, it is important to give them lessons about how to live with less gifted.

- **Defining the concept of emotional competence**

What qualifications and competencies are needed to have teachers and management staff to professionally realize the challenges of working with gifted students, and how much they acquire in the education process? This is one of the key problems facing modern education. In order to successfully perform the role of the teacher in working with the gifted, it is necessary to take into consideration two basic components: professional competence and socio-emotional competence of the teacher. Certainly the professional competence and knowledge that are acquired and confirmed by the graduation of universities is the basis, followed by the professional competence gained with the work experience. However, the teacher's social and emotional component is becoming increasingly important in the education of gifted students. Emotional and social competence is determined by the level of development of the emotional intelligence, a contemporary psychological paradigm which is defined as: "A form of social intelligence that includes: the ability to be aware of their emotions and feelings, as well as the feelings and emotions of others, to do the difference between them and this information to guide thoughts and

actions "(Salvoi and Meyer, 1990). The contemporary model of emotional intelligence has been introduced by D. Goleman, defining it as a person's potential for developing emotional competences - learned skills that result in the optimal realization of personal, professional and social capacities (Goleman, 1995)

The accesses in the teaching based on the gifted competence development programs

The contemporary approaches to education promote improving the quality of teaching with gifted and talented students by introducing programs that are based on the development of cognitive, but also social and emotional learning (SEL). School can and should play a key role in providing the opportunity for gifted students to acquire greater social and emotional awareness and to practice interpersonal competencies. Social and emotional learning can help gifted students develop strategies and skills that support a positive sense of themselves, promote respect for relationships and build capacities for understanding and managing their emotions and making responsible decisions. Numerous research shows that schools where SEL is a part of the teaching that result in a better climate in the classroom, greater satisfaction, achievements and better success among gifted students.

But the basis for implementing SEL is educated staff with a high level of emotional and social competence. This means that educational programs involving SEL should include teacher's education.

Researching part

The aim of this paper is to point out the need to balance education with the needs of gifted and talented students and to create and implement educational programs that will help to recognize and understand the specific needs of gifted students and develop competencies for the optimal development of their potentials. Teachers in educational institutions have a central role in the teaching process of gifted students, of which their emotional competence as an ability to understand the specific socio-emotional and cognitive needs depends directly on whether and how the potentials and talents of gifted students will be realized and developed .

The paper has claims to answer the following research questions:
1. What competencies teachers should possess to professionally realize the needs of school children (cognitive, emotional and social)?
2. How much teachers' emotional competence affects the development of EI of gifted students?
3. How many educational programs are adequate for preparing teachers to work with gifted pupils?

The emergence of this research is the influence of teachers' emotional competence on gifted emotional and social development. The problem is presented with the question: What is the impact of teachers and their socio-emotional competence on the effective development of gifted students?

The subject is determining the connection of teachers' emotional intelligence with the socio-emotional status of gifted students.

In order to determine the influence of teachers' competences on the performance of gifted students in educational institutions, a total of 72 respondents were surveyed, of which 40 are teachers employed in primary schools in the Republic of Macedonia and 32 are gifted students. Starting from the fact that the quality, the modernity and the effects of the teaching are conditioned, largely by the professional and socio-emotional competence of the teachers, the performance in relation to the socio-emotional competence and social eligibility of teachers and gifted pupils are measured.

For the measurement of the variables, the following measuring instruments were used:
• Questionnaire on emotional competence, PEK-45 (V. Taksic, 1998), for measuring the socio-emotional competence and social suitability.
• Test for measuring general intellectual abilities - Test of series TN-20 , for measuring the level of students talent.
• A questionnaire for assessing the school achievements of gifted students.

Results and interpretation

The obtained results from the multifactor correlations between the emotional competences (EC) self-awareness, self-motivation, empathy and communicative skills among the teachers and the results of their presence in gifted students indicate that there is a significant connection (r = 0.48).

Table 1. Multifactor correlations between EC (self-awareness, self-motivation, empathy, communicative skills) among teachers and the results of EC representation among gifted students

Number of respondents	Multiple Correlation	Coefficient of Determination	Variance	Standard error
N	**r**	**r2**	**%**	1-P
72	0,48	0,23	23%	P < 0,05

According to the obtained results it can be concluded that emotionally competent teachers significantly influence the development of the emotional intelligence of the gifted students.

This in turn affects the overall achievements of gifted and realizing their potential, because gifted students who have developed emotional intelligence show greater academic achievements and creativity, are more focused and motivated, more socialized and are less lonely and much better tolerate frustration and stressful situations.

Conclusion considerations

The results of this research show that teachers' emotional competencies are an important indicator of the ability to perform quality education for gifted children. The paper points to the importance and the need to introduce education for the development of emotional intelligence of teachers in the educational process of gifted students.

The lack of educational programs that involve the development of the EI of teachers in the educational system can affect the quality of education of gifted students. Creating and implementing of contemporary educational programs for work with gifted and talented students are crucial for the successful functioning of the educational process. For their realization teachers who possess high levels of pedagogical and professional as well as socio-emotional competences are needed. Both components need to be developed to a high degree to educate gifted students. It is undisputed that educational institutions are those who need to invest in the development of their teaching staff, and through them and their students. One of the key aspects of successful work with talented and gifted students is focused on the development of key competencies.

An initiative is necessary for the development and modernization of the educated programs and the education of the teaching and management staff and the realization of such educational programs and qualifications that complement the professional qualifications and knowledge. The solution to the problem is, of course, the improvement of the quality and professionalism of the offer of vocational education and training. This includes the need for reform and modernization of vocational education and training with a number of goals, based on the vision that gifted students are the most important resources.

In that context, it is necessary to develop systems and models for the development of teachers' emotional and social competences and to include adequate academic programs in professional development that will provide trained and trained teachers for working with gifted students.

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Biljana Nackovska Veljkovikj[1]

THE EDUCATORS ASPECT OF THE SOCIAL WORKERS PROFESSIONAL PERFORMANCE IN THE SOCIAL WORK

Abstract

The Social work in democratic societies is implemented in variety of areas and systems of people's regular life, such as: education, healthcare, social care and protection, etc.

This work provides an overview and explanation of the professional roles of the social workers in their day to day professional performance in the social protection system, education, healthcare, with special focus of their role: educator of clients, /people exposed to and /or/ affected of variety of social risks in the contemporary society.

The work is based on research and desk analysis, both implemented in real day to day working conditions of social workers in Republic of Macedonia.

Final objective of implementation the professional role of educator of clients by the social workers in the social care and protection system, education, healthcare, is strengthening the capacities of clients as individuals towards their rights, benefits and opportunities, for their best possible social inclusion in the society.

Education of people who are exposed or affected by variety of social risks in the contemporary society is necessary and substantial for their full possible achieving of their rights, benefits and opportunities.

Key words: Social worker, Professional rolec, Educator of clients, Areas of implementation of social work.

Introduction

Social work is a relatively young profession, but is very important for society, as it covers a large number of people and areas in which it operates. From its beginnings it has included charity, aid to the poor and philanthropy, which means that it is a profoundly humane profession (Milenković, 2010: 7). Social workers and classical volunteers, as well as members of self-help groups, are similar in terms of social activity that has a pro-social character. Pro-social activities shall mean "actions aimed at the optimal functioning, protection and development of other persons, institutions, groups and organizations" (Donevska, 2014: 43). Social work is an assisting profession, which in democratic civil societies is in the function of serving and helping the citizens, by taking social action when the client is in a state of social need. The mission of social work implies that it "in its various forms addresses numerous, complex relationships between people and their environment" and should allow them to develop "their potentials, enrich their own lives, hence to prevent various forms on dysfunctionality" (Milenković, 2010: 8). Usually, when talking about social work, social work in the field of social protection and the method of social work with an individual and family is most often thought of. However, social work covers more areas of work, such as: social work in education and upbringing, health care, production, the local community, social work in case of natural disasters and emergencies, patrol social work or field social work. There are mainly three methods of work applied: social work with an individual and family, group social work and social work in the local community. Through practical social work, the social worker plays various professional roles and approaches to solve the problems of people exposed to social risk.

The Educators Aspect of the Social Workers Professional Performance in the Social Work

The role is expected and characteristic behaviour of persons with a certain position (status) (Rot, 1987). Depending on the particular professional role that a certain number of members of the society have and which are a narrower group, there are appropriate regulations for their behaviour, which do not have to apply to members of other groups (with different professional

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roles). Behaviour is specified, specific and equally binding for all who share the same professional role. According to Rot (1987), the professional role implies behaviour that must be manifested in every relation of the holder to other people. The basic professional role of the social worker as a professional is to provide confidence, reliability and support to the client in the realization of his capacities and abilities. However, in the daily work with the clients, the social worker also has specific, different professional roles, which derive from the basic role and goals of social work, as well as from the methods of work. Therefore, professional roles are interconnected, complementary, and reciprocal.

Social work, as Bornarova says, lies between "the world of the formal institution (the system of social assistance) and the everyday world of a person being in a complex situation," two worlds that differ significantly (Bornarova, 2008: 113). In the world of the bureaucratic institution, the principle of documented effectiveness applies, hence the actions for achieving the planned goals are strictly determined and limited. On the other hand, the client expects a complete, human understanding of his problem, which, in fact, is reflected on his entire life. Because of its role, the social worker is on the border between the two worlds, he is constantly faced with a dilemma which perspective to choose - whether he should act as a representative of the institution or as a person who sympathizes and understands. Dilemmas are unavoidable components of social work. If a social worker inclines to one of these extremes (institutional or personal), then he will not act professionally, that is, he will lose his professional distance. Therefore, professional action requires constant overcoming of unsolved dilemmas on the basis of one's own and another's experience, and on the basis of the values and ideologies represented through the profession (Bornarova, 2008).

The roles of the social worker depend on whether it is a matter of work with an individual and family, group social work or work in the local community. Depending on the roles, the social worker undertakes various and multipurpose activities, which can overlap in different roles. For example, the activities of a social worker acting as an mediator are: representing clients, speaking on their behalf, monitoring their behaviour, empowering them to speak for themselves, giving an own example of how they should behave, establishing communication between the group of clients, negotiates, connects clients with common goals. His function is to help clients resolve conflicts and bringing together different perspectives. The practice of social work at this level is focused on the relationship between the client and the system that provides the means, services and opportunities, and their connection. Namely, the practice is directed towards the use of resources of the social subsystem, so that the existing means, services and opportunities are activated. The social worker, aimed at connecting people and systems, primarily acts as an intermediary who helps the client to use the potentials of his environment. (Hepworth, Rooney, at all, 2010)

The role of instigator involves encouraging customers to express their concerns and feelings. In this role, the social worker shows compassion for the problems of the clients, encourages them to perceive their abilities and develop problem solving skills. In the group work, the goal is to create a climate of support and understanding among clients, members of the group. When a social worker represents clients in front of other groups and persons, then he has the role of a representative. (Ajduković, 1997)

In the role of a teacher, a social worker transmits information, helps clients to change or advance their behaviour. The role of an advisor is to advise clients how to overcome the existing situation, how to solve a particular problem or to meet a particular need. In fact, when a solution to the problem needs to be found and the defence mechanisms and the client's development capabilities need to be improved and strengthened, the social worker primarily acts as an advisor and a teacher, and in that direction, affects the correction of certain aspects of client behaviour.

The new roles imposed on the social worker are: representation and self-representation of people who lack experience or self-confidence. Self-representation of the clients implies motivating them to present their problems. In this role, the social worker helps the person in the clarification of the problem, they jointly prepare a presentation with several basic points and practice before the direct presentation. In the role of advocate, the social worker identifies

resources in the wider environment, and advises on the way in which he can exercise his rights and meet the objectives. (Thompson, 2007; Leonardsen, 2007)

So, in the process of strengthening the personality of the client, it is important that the social worker takes on different roles, primarily the role of advisor and teacher. He advises clients how to find possible support in the family, the group or the local community, and initiates the active involvement of the client itself in solving the problem. In doing so, it is important for the client to become aware of his own problem and to help him find a way out of the existing situation, because the lethargy is a result of personal inability in social or emotional functioning. Therefore, the social worker should be aware of the reasons for the client's problem. At the same time, the social worker teaches the client how to establish good relationships in his environment and introduces him to the rights and means that enable him to act effectively in the situation.

The activities of the social worker arising from professional roles can generally be grouped into: activities and behaviours that express concern for the socio-emotional needs of members, and activities aimed at accomplishing tasks and achieving goals. A social worker who successfully accomplishes one professional role does not have to be necessarily successful in accomplishing another role. But that does not mean that the one role excludes another. A social worker can also be successful in carrying out multiple roles, but not all of them can be realized with the same quality. Therefore, sometimes practical work involves more social workers working in a team, and the work of social workers is divided into categories. Some social workers are experts in accomplishing tasks and goals, and others for socio-emotional relationships. Namely, a social worker can be successful in one task, for example in performing a function that is aimed at socio-emotional needs, and in another task to be more focused on the accomplishing the task. This confirms the fact that working is a mutual relationship between those who work and those whom they work with in a particular social situation. (Hepworth, Rooney, at all, 2010) In our circumstances, the social worker usually fulfils the two functions, and it is expected that in one of them he will be more successful.

Research

In order to determine the impact of modern trends in social work on the reforms in the social protection system of the Republic of Macedonia, research was conducted in 2014 and it included interviews with experts from the Ministry of Labour and Social Policy, Institute for Social Affairs and the Institute for Social Work and Social Policy and surveyed of 100 social workers employed in eight centres for social work in the Republic of Macedonia. The research was conducted as a part of the doctoral dissertation "Ethical profile of the social worker and modern trends in the social work".[2]

Combined qualitative-quantitative methodology was applied. The research method is exploratory, and in that context, the applied research techniques were: survey questionnaire, interview and content analysis. Data processing used mainly statistical methods, while analytic-synthetic method, comparative method and the method of generalisation were used in the theoretical analysis. Social workers were included in the research as research unit. The research sample has been combined with intended and random choice. The research was conducted in in eight towns in the Republic of Macedonia, considered to be typical representatives of the basic regions (Eastern, Western, Central and the City of Skopje) – Skopje, Bitola, Prilep, Tetovo, Veles, Kumanovo, Ohrid and Strumica, which represents an intended sample of territorial units and then a total of 100 social workers were chosen at random (from all eight municipalities), employed in public social institutions, and they represent the final sample that was surveyed. The choice in these towns for the survey was designed to cover all the regions of the Republic of Macedonia and include the larger Centres for social work. Also, expert interviews were conducted with employees of the Ministry of Labour and Social Policy, Institute for Social Affairs and the

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[2] The research was conducted as a part of the doctoral dissertation "Ethical profile of the social worker and modern trends in the social work"1 of Biljana Nackovska – Veljkovikj, defended on 29.02.2016 at the Faculty of Philosophy at the University "Ss. Cyril and Methodius" Skopje

Institute for Social Work and Social Policy. Interviewed employees were selected at random, and a random sample was institutions that employ interviewed.

Following the analysis and comparison of theoretical scientific materials, legislation and survey results, it can be concluded that they largely coincide, and baseline assumptions are confirmed. Namely, from the conducted research, it can be concluded that the research results fully confirm the hypothesis that modern trends affect the reforms in the social protection system of the Republic of Macedonia.

Results and analysis

The purpose of the questions in this section is to gain knowledge about the changes occurring in the professional roles of the social worker, influenced by the contemporary trends. Namely, to conclude an increase in the number and type of professional roles that are intermittently implemented on a daily basis in practical social work across all areas of operation.

Chart 1 Expression on the professional roles of the social workers:
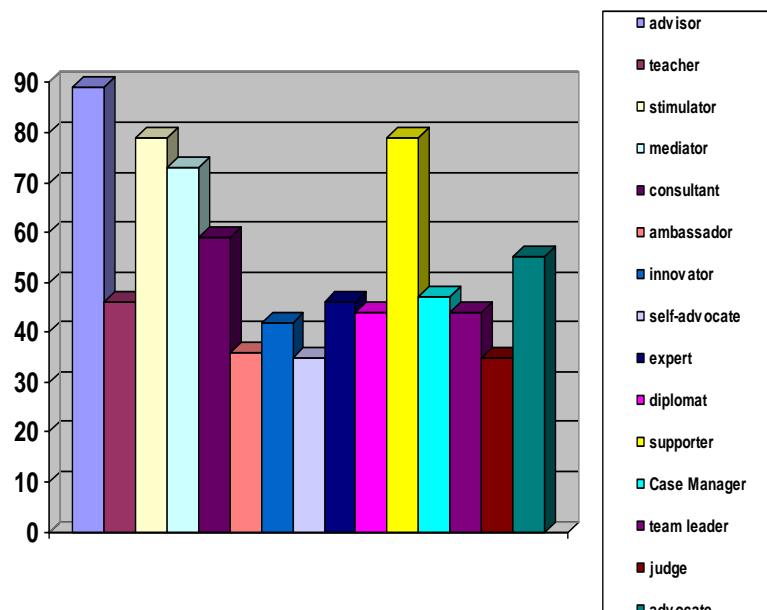
From the analysis of Chart 1, it can be concluded that the majority of respondents point out the following roles of social workers - advisor, then instigator, mediator and supporter.

Chart 2 Priorities of the social workers in the work with clients
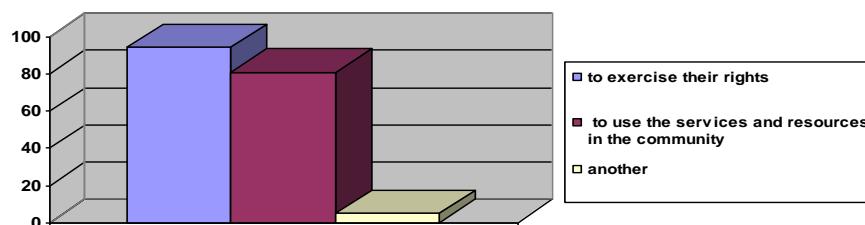
According to the data in Chart 2 it can be concluded that social workers almost equally strive to help clients in exercising their rights and also to use the services and resources in the community.

Conclusion

The general picture obtained from the conducted research is that most social workers are committed to helping their clients to exercise their rights, to use services and all resources in the community. Regarding the professional roles of the social worker, the respondents most often consider it to be: advisor, instigator, mediator and supporter. This stems from the usual understanding that a professional should not take a stand, condemn and judge a committed/not committed act, but he should help, understand and prevent. From the analysis of the results obtained it can be noted that the majority of respondents consider the role of an advisor as the basic role of the social worker, and they use this role most in the daily work with the clients. This, in turn, says that the classical model of work, that is, the classical notions of social work, and the organizational opportunities offered in the practice of the social worker have not yet been overcome. However, in order to be successful, a social worker should apply different professional roles, which points to the need for additional education and improvement in that regard. In that way, the modern changes in social work will be more successfully implemented.

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ASSESSING LEARNING ORGANIZATION DIMENSIONS IN PRIZREN SCHOOLS

Abstract

Many believe that to overcome today's difficulties in education systems; learning organization is the best choice. A quantitative survey method for exploratory purposesused. The aim was to evaluate teacher's perceptions on the dimensions of the learning organization in the school. Dimensions of Learning Organization Questionnaire abbreviated form (DLOQ;Watkins &Marsick,1996)was employed. 140 teachers (M_{age}=47,92; SD=10,27) of 6 schools randomly selected were respondents. Data processing carried out with SPSS 21.0 and Microsoft Excel 2007.More than half of the respondents rated, they possess a high-level perception in Continuous learning dimension (56.7%) and Embedded systems dimension (55.3%). The lowest figures of a high-level perception was in Systems connections dimension (24.1%) and Dialogue/inquiry dimension (24.8%). Regarding levels there was lowest figures of of a high-level perceptionin individual level (28.4%), team level (28.4%) and organizational level (20.6%). Females(r =.18, p<.03) significantly positively correlated with Team learning and collaboration and bachelor degree significantly negatively correlated with Systems connections (r =-.18, p<.02). Age and work year experience showed no significant report with seven dimensions of LO.The findings from this study provide useful information about learning organization dimensions in schools demonstrating mainly moderate to high perception. Schools becoming learning organization in Prizren is quite challenging stream.

Key words: Learning Organizations, assessment, school, Prizren, Kosovo

Introduction

Learning organization: The concept of the learning organization is an increasing area of interest in the fields of HRD, management, and even school systems (Egan, Yang, & Bartlett, 2004; Marquardt, 2002; Wang, Yang, & McLean, 2007). Interest in the learning organization as the source of organizational success and competitive advantage has been a strong focus in these fields in past decades (Ellinger et al., 2002; Gilley &Maycunich,2000; Tsang, 1997).However, in a thorough study, Lylesand Easterby-Smith(2003) have pointed out that the field of organizational learning is relatively new and unclarified.

School as learning organization: Many believe that to overcome today's difficulties in education systems; learning organization is the best choice; and schools should become LOs (Johnston & Caldwell, 2001; Senge et al., 2000a). The argument is that schools that are learning organizations are able to enhance their capacity to respond to change (Corcoran &Goertz, 1995; Diggins, 1997; Fullan, 1993; Strain, 2000). Scholars argue that it is a dynamic process where each school may employ some general guidelines while working through issues and problems unique to its context (Fullan, 1993). Nevertheless, there are many challenges and difficulties stated. The difficulty for a school to become a learning organization is exacerbated by the nature of learning organizations. They are not a fixed entity (Senge, 1990).

Watkins and Marsick dimensions of a learning organization: Watkins and Marsick (1993, 1996) identified seven distinct but interrelated dimensions of a learning organization at individual, team, and organizational levels. (1) continuous learning, represents an organization's effort to create continuous learning opportunities for all of its members; (2) inquiry and dialogue, refers to an organization's effort in creating a culture of questioning, feedback, and experimentation; (3) team learning, reflects the "spirit of collaboration and the collaborative skills that undergird the effective use of teams"; (4) empowerment, signifies an organization's process to create and share

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a collective vision and get feedback from its members about the gap between the current status and the new vision; (5) embedded system, indicates efforts to establish systems to capture and share learning; (6) system connection, reflects global thinking and actions to connect the organization to its internal and external environment; (7) strategic leadership, shows the extent to which leaders "think strategically about how to use learning to create change and to move the organization in new directions or new markets"(Watkins &Marsick, 1996, p. 6).

Learning Organizations in Kosovo:The only research found for learning organizations in Kosovo in literature have highlighted that Kosovan enterprises have fallenshort in implementing the Learning Organization (Berisha-Qehaja, Kutllovci, &Havolli, 2017).

Education in Kosovo: The current education sector in Republic of Kosovo is characterized by extensive reform efforts in all sub-sectors, addressing key challenges of increasing participation and improving equity and quality of education with limited resources(Kosovo Education Strategic Plan, 2011-2016). The last decade has seen a proliferation of new legislation, construction of schools and classrooms and setting up of new institutions(Kosovo Education Strategic Plan, 2011-2016).Despite good progress in education reform there are challenges to be addressed(Kosovo Education Strategic Plan, 2011-2016).

Methods

The aim was to evaluate teacher's perceptions on the dimensions of the learning organization in the schools of Prizrenregion. A quantitative survey method for exploratory purposes used.Dimensions of Learning Organization Questionnaire abbreviated form (DLOQ; Watkins &Marsick,1996) – translated in albanian was employed.The seven dimensions of the DLOQ were measured with 21 items on a 6-point Likert scale (1-strongly disagree, 6-strongly agree).To date, several studies have been done to examine the validity and reliability of DLOQ in several cultural contexts (Lien et al., 2006). In our study, Cronbach's coefficient alpha was .65. 140 teachers (M_{age}=47,92; SD=10,27) of 6 schools randomly selected were respondents. Male was 74 (52.5 %) and female 64 (47.5%). Work-years' experience was in range of 2-23 years (M=13.79; SD=6,94).Data processing carried out with SPSS 21.0 and Microsoft Excel 2007.

Results

Table 1. Characteristics of sample study

	N	%
Gender		
Male	74	52.5
Female	67	47.5
Education		
Bachelor	84	59.6
Master	57	40.4
AgeGroup		
Under 25	2	1.4
26 - 35 y	18	12.8
36 - 45 y	33	23.4
46 - 55 y	48	34.0
56 – 65 y	40	28.4
Work Year Experience Group		
1 - 5 y	19	13.5
6 - 10 y	27	19.1
11 - 20 y	70	49.6
21 - 31 y	25	17.7
Individual		
Low	0	0.0
Moderate	101	71.6
High	40	28.4

Team			
	Low	3	2.1
	Moderate	97	68.8
	High	40	28.4
Organizational			
	Low	0	0.0
	Moderate	112	79.4
	High	29	20.6
Continuous learning			
	Low	0	0.0
	Moderate	61	43.3
	High	80	56.7
Dialogue and inquiry			
	Low	0	0.0
	Moderate	106	75.2
	High	35	24.8
Team learning and collaboration			
	Low	3	2.1
	Moderate	98	69.5
	High	40	28.4
Embedded systems			
	Low	1	0.7
	Moderate	62	44
	High	78	55.3
Empowerment			
	Low	1	0.7
	Moderate	74	52.5
	High	66	46.8
Systems connections			
	Low	6	4.3
	Moderate	101	71.6
	High	34	24.1
Strategic leadership			
	Low	0	0.0
	Moderate	91	64.5
	High	50	35.5

Regarding levels there was high-level perception of actions to create a learning organization in individual level (28.4%), team level (28.4%) and organizational level (20.6%) (Tab. 1).More than half of the respondents rated, they possess a high-level perceptionof actions to create a learning organization in Continuous learning dimension (56.7%) and Embedded systems dimension (55.3%)(Tab. 1). The lowest figures of a high-level perception was in Systems connections dimension (24.1%) and Dialogue/inquiry dimension (24.8%)(Tab. 1).

Table 2. Correlations between dimensions of LO and sociodemographic variables

Spearman's rho	Individual	Team	Organization	Continuous learning	Dialogue and inquiry	Team learning and collaboration	Embedded systems	Empowerment	Systems connections	Strategic leadership
Age	-.001	.03	.123	.038	-.054	.03	.043	.026	.065	.125

		.17					-			
Gender	.118	1*	-.081	.071	.134	.171*	.05	-.004	.081	-.15
Work- Year experien ce	.124	- .04 1	-.007	.088	.077	-.041	- .12 1	.123	-.062	.02
Educatio n	- .033	- .09 2	-.15	.13	- .163	-.092	- .11 9	-.002	- .186*	- .013

* Correlation is significant at the 0.05 level (2-tailed).

Correlations between variables:Females (r =.17, p<.03) significantly positively correlated with Team learning and collaboration and with Team level (r =.17, p<.03) and bachelor degree significantly negatively correlated with Systems connections (r =-.18, p<.02) (Tab. 2).There was two positive significant correlation between Empowerment and Dialogue & Inquiry dimensions(r =.17, p<.00); and between Collaboration and System Connection(r =.21, p<.03)(Tab. 3).There is also one negative significant correlation between Strategic leadership and Empowerment(r =-.22, p<.00)(Tab. 3).

Table 3. Correlations between dimensions of LO

Spearman's rho	1	2	3	4	5	6	7
1. Continuous learning	-	.130	.034	.056	.110	.063	-.003
2. Dialogue and inquiry	-	-	-.036	.105	.168*	-.043	-.036
3. Team learning and collaboration	-	-	-	-.023	.007	.214*	-.091
4. Embedded systems	-	-	-	-	.094	.071	.131
5. Empowerment	-	-	-	-	-	-.023	-.224**
6. Systems connections	-	-	-	-	-	-	.020
7. Strategic leadership	-	-	-	-	-	-	-
**. Correlation is significant at the 0.01 level (2-tailed).							
*. Correlation is significant at the 0.05 level (2-tailed).							

Discussion

The DLOQ results revealed in Dialogue & Inquiry, collaboration, Strategic leadership and system connection lowest levels of high rate. It means that theses dimensions might be improved. One explanation maybe is the fact of the past collectivistic culture in Kosovo, which yet is reflecting also in education system.Demographics variables as gender, age and education show differences only in some dimensions or levels. This is in line with statements as whether demographic compositions characterize learning organization dimensions remains unknown (Tseng, 2010; Wang, 2005). Higher means in all dimensions of our study compared to studies who used DLOQ (tab. 4). Use of DLOQ as non-validated measure in our language is limiting factor.

Table 4. Comparisons with some studies using DLOQ

	Nazari&Pihie, 2012 (colleges /Iran)	Leufvén et al , 2015 (Health care / Nepal)	Soong, 2008 (Korean businesses)	Mustafa et al 2017 (Kosovo, teachers)	Al- jawazneh et al 2011 (banks, Jordan)	Tseng , 2010 (Taiwan, Enterprises)
Continuous Learning	3.69	3.24	3.44	4.26	3.9	4.09
Dialogue &	3.78	3.14	3.47	3.73	3.75	3.5

Collaboration	3.47	3.29	3.45	3.80	3.95	3.76
Embedded System	3.43	3.17	3.38	4.18	3.94	3.33
Empowerment	3.53	3.09	3.32	4.10	3.79	3.76
System	3.4	3.21	3.62	3.73	3.87	3.75
Strategic	3.72	3.75	3.62	3.93	3.87	3.61

Conclusions

The findings from this study provide useful information about learning organization dimensions in schools demonstrating mainly moderate to high perception.Since the concept of the learning organization in Kosovo is a relatively new issue, and based on the result of this study, we believe that the schools becoming learning organization in Prizren is quite challenging stream.More research in future is needed which may be factors for enabling one learning environment in organizations.

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## HR PROFESSIONALS, TRAINERS, LECTURERS AND EMPLOYERS VS MILLENNIALS DEMANDS

Abstract

The goal of this paper is to explore the differences between generations, taking into consideration different reports and research that will help educational, training centers and HR Professionals in adapting their offers, especially for the Millennials. In specific, we will see the differences among generations i.e.attitudes, beliefs, behaviors, and expectations towards training and education, and career. Also, attitudes and expectations for additional training challenges will be presented as result of a research in Macedonia. The recommendations for future will also be of benefit to this paper for HR professionals, educational, training and development institutions.
Key words: Generations, Millennials, Women, HR professionals,

Introduction

Born 1982 through 2000, Millennials (Y Gen.) are the most diverse generation we have had to teach, thus our approaches to teaching must be diverse. Northern Illinois University guideline (2017).In some literature the millennials are counted the born people from 1980 till 1995.Deloitte report (2016). They are also known as "net generation", "digital natives"J. C. Belland (2014). In the other structures is segmented as presented under in the picture.

Picture 1 - The Generations Defined, IPUMS (2014)
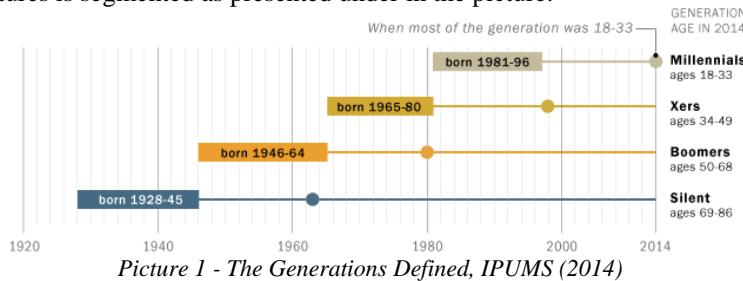
Who is who?

Furthermore, according to the segmentation above, the Traditional are titled as Silent generation, Generation X are titled simply as Xers we see that Millennials are considered the population born in the period 1981 to 1996, where to some point the titles of generation are given by the general and common analogy. More specifically regarding the generation differenced, according to the picture below, we put focus on the learning attitude and expectation, where traditionalists preferred Informational learning, baby-boomers preferred Transformational learning, Generation X preferred Self-directed learning and finally the Millennials preferred **Informal** learning.
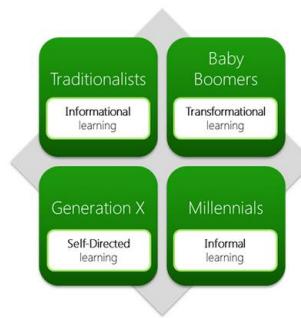
Picture 2 – Overcoming Generational Gap in the Workplace, Panopto blog, original source UN

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Furthermore, a study of Millennials in the workplace by researchers at the University of California observed that young adults are "unusually and extraordinarily confident" in their abilities.S. Molloy (2017)Generation Y and Millennial employees would benefit from learning more about problem-solving, as it is a basic survival skill and requires initiative, experimentation and, often, perspiration, moreover although these days be instant access to information and solutions but learning to problem solve through trial and error is an important skill to develop. S O'Leary & K. Denton (2013). Whereas popular perception continues to hold that Millennials have set new standards for selfishness, impatience, and superficiality, the facts paint an altogether different picture meaning that as a whole, Millennials want the same things and value the same things as other generations, but they differ in the ways they go about achieving their goals. Deloitte report(2016).

Education and work

Moreover, for instance considering the education changes in the generation 1975, compared with the their peers were in 2016 (surveyed aged from 25- to 34 respectively), more young people today have a college degree and work fulltime, year-round . . . but, young women are pulling ahead, while young men are falling behind (J. Vespa, 2012). Generation Y was raised during the period when "follow your passion" became pervasive career advice. The chart below, generated using Google's N-Gram Viewer, shows the occurrences of this phrase in printed English over timeC. Newport (2012). The same Ngram viewer shows that the phrase "a secure career" has gone out of style, just as the phrase "a fulfilling career" has gotten hot T. Urban (2013).
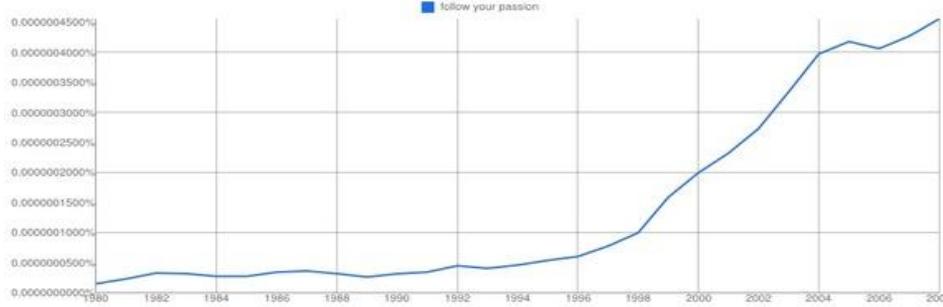
Picture 2 Pasion diagram over years, source T. Urban (2013).

Millennials will continue to rapidly change the workplace in 2017. Here are three trends that probably won't make it to the next decade as given under (E. Duke, 2017)[3] :
1. Email Will No Longer Be the Primary Internal Communication Tool
2. Traditional Office Space Designs Will Become Extinct
3. Strict Office Hours Will No Longer Exist

Nearly half (48%) of Millennials think it is a good thing to be seen as a work **martyr** by the boss, far outpacing the average (39%), Gen Xers (39%), and Boomers (32%)Project: Time off results (2015). Similar, more employed millennials (59 percent) reported feeling a sense of shame for taking or planning a vacation compared to those 35 or older (41 percent) Alamo survey (2016). Furthermore, we will focus on woman millennials as a significant part of overall workforce.

Women Millennials

Among Silent generation women, only 7% had completed at least a bachelor's degree when they were ages 18 to 33 … by comparison, Millennial women are nearly four times (27%) as likely as their Silent predecessors to have at least a bachelor's degree. E. Patten & R. Fry (2015)

34 percent of 25 to 29 year-olds Americans held a bachelor's degree, master's degree, professional degree or doctoral degree last year, a higher share than in any year in data going back to 1968, according to Matthew Chingos, a senior fellow at Brookings. That Millennial women on

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average exceed Millennial men in terms of educational attainment means that they account for an increasingly large share of our skilled workforce and enter the labor force with early career earnings and employment rates that are considerably closer to their male peers than past generations. Executive Office of the president of the USA (2014).

In important for the employers, training providers, consultants an reeled organizations is that "female millennials alone are estimated to form approximately 25% of the global workforce by 2020…the fluctuating needs of the female millennial, dependent on their career stage…. It is needed a commitment to an inclusive culture and inclusive talent processes, policies and programs will support a business model where all talent can prosper – including the female millennials" PWC Report (2015). In addition, businesses should be careful not to throw clunky, alienating devices or websites at these customers and expect patience or understanding as customers struggle to find a workaround M. Solomon (2014). It is interesting that "among the Millennial generation, men's and women's career goals are more similar as 70 percent of men and 61 percent of women would like to be a boss or top manager someday"J. Galley (2014).

For the future

Concerning all presented above, in addition will be given some recommendations for smart strategies for HR professional, Training and development centers and educational institutions. Specifically, Maxfield offers these four steps for getting started in overcoming the generational workplace gap. D.Maxfield&J.Grenny (2011).
1. Always start out on the same page.
2. Lead with the facts.
3. Don't pile on criticism
4. Invite a response

Moreover, are identified these commonalitiesCone inc study (2006) that can be used in a preparation for the future:
1. 89% of Millennials said they are likely or very likely to switch to a brand associated with a good cause (price and quality being equal).
2. 83% said they trust a company more if it is socially/environmentally responsible.
3. 78% said they believe that companies have a responsibility to join them in this effort.
4. 74% said they're more likely to pay attention to a company's overall messages when that company shows a deep commitment to a cause.
5. 61% said they feel personally responsible for making a difference in the world.

In addition will be given some of the Instructional Strategies of Generation Y LearnersJ. Griggs (2017).
1. Gen Y likes to communicate through texting and social media
2. Provide clear objectives and standards
3. Develop self-assessment items
4. Provide opportunities for group work
5. Incorporate technology
6. Create a multimedia environment
7. Offer chances to multi-task
8. Give them group projects to complete
9. Connect to learners through social media

And at last, the 21st century educator capable of transforming learning environments is a person who is a master of three core concepts ((1) technological flattening of the landscape of opportunity, (2) the rise of the inseparable role of technology in creating knowledge and culture, and (3) the development of complex systems science).D Gibson (2012).

Research, methodology and results

Using Random selection, the questionnairewas sent to more than 530people, and 203 of them responded fully. The demographic structure of the respondents is 98,52% (no.200) Females and 1,48% (no.3) Males, and 2 (less than 1 %) did not answer the question;In this research Millennials

are considered at age between 19 till 35, meaning in total 35,78%, and X generation is considered at age between 36 till 45 years meaning in total 41,67%; Moreover more 82,76% are earning by their own (specifically in a role of employed, employer, self-employed or trough deed contracts).

Furthermore, results shows that More than 90% (specifically 92,19%) are interested in visiting an event with subject focus of Contemporary – modern woman, (with or without fee), where only 21,95% are willing to participate such event if its without fee, and 1,46% if they get some present or reward; Furthermore concerning the duration of the event, only 10,84% from total generations are willing to participate all day, the other respondents prevailing with max 2 hours (43%) and around 1 hour (32,92%).

In the question what specific focus subject is most interesting to the respondents is the prevailing of Women heath (with 51,47%), than Psychology of personal development, (with 49,02%) and the third place is for Work and career (44,12%), and the last is religion and spirituality with 5,88%.

Offered subject (topic for the event)Results (Total Respondents: 204)	
Women heath	51.47% (105)
Psychology of personal development	49.02% (100)
Work and career	44.12% (90)
Food and eating habits	31.86% (65)
Care and cosmetics	31.37% (64)
Parenting	30.88% (63)
Marriage and family	28.92% (59)
Finance and investments	26.47% (54)
Art and literature	23.04% (47)
Sport and recreation	19.61% (40)
Relationships and intima	17.65% (36)
Religion and spirituality	5.88% (12)
Other subject	2.94% (6)

Table 1 – Subject/topic research

On the question on what kind of event the respondent are interested in participating, the answers areas follows under, where prevailing are Workshops for gaining new skills with 54,63% and least interesting is the event where there will Exhibition of product / works with only 9.27%.

Offered subject (topic for the event)	Results (Total Respondents: 205)
Workshops for gaining new skills	54.63% (112)
Lectures on interesting subject	37.56% (77)
Networking and sharing experienced for a certain subject	35.12% (72)
Testing and trial of new product	22.44% (46)
Presentation of new product / service	14.63% (30)
Exhibition of product / works	9.27% (19)
Other activities	0.49% (1)

Table 2 – Event type research

Conclusion and implications

In conclusion, the Generation X and Millennials are interested in participating to an event relatedto topics for the contemporary, modern woman, since from total of four generations, 92,19% are interested in participating in such an event. Furthermore, Millennials and X-generation are interested in participating at most to half day event with a subject focus on contemporary – modern woman, since only 10,84% from total generations are willing to participate all day.

Millennials and X-generation are not interested in participating to an event for: sport and recreation (19.61%), relationships and intimacy (17.65%), and with the least interest,religion and spirituality (5.88%). Overall, less than 20% of all generations interested in such topic.

Finally, Millennials and X-generation are not interested in participating to presentation events, with no personal involvement,events where only presentations of new products/services or exhibition of products/works is offered, since less than 20% of the respondents from all generations are interested in such type of events (specifically presentation of new product/service participating with 14.63% from all respondents and exhibition of product /works with only 9.27% form all respondents).

Implications

Concerning the literature review and the findings of the conducted research, the following 2 items should be considered as an offer to Millennials,not considering the variables of study, work, or training and development.

1. Informal learning
2. Challenging work

Concerning the presented research and taking into consideration that the conducted research is giving info only about the women interests for both X-generation and Millennials, since 200 out of 205 are women, and total Millennials are 35,78%, whereas X generation in total is 41,67%. This is important, since both categories are most active in the society.

The final implication and practical recommendation for a training company, educational institution or an employer planning a corporate social responsibility event targeted for female employees is toorganize an Event for women in duration of maximum3 hours, where participants can get actively involved in workshops to acquirenew skills,to actively participate in lectures on burning subjectsor gaining new knowledge, and to have a chance to network and share experienceson subjects related to a women health, personal development psychology,or work and career.

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STRATEGIC REVIEW ON THE BENEFITS OF PRACTICAL TRAINING

Abstract

Our country's aspirations to join the European family require changes in many areas of social life, among which is the educational process. The knowledge that Europe is seeking today is regarded as a recognizable factor in social and human development and an important link for the strengthening and enrichment of the European citizen, prepared for the challenges of the new century (an excerpt from the joint declaration of ministers of education in Bologna, 1999).

The development of society on solid foundations, based on knowledge, rests on several basic parameters, such as: the quality and the incessant development and improvement of the educational process, which was recognized by the most developed countries as a fundamental determination and both education and knowledge were declared as the basis of their development. It is in this direction that educational systems need to be under constant creative tension and pressure, since they are expected to offer an appropriate response to the needs of the private and public sector, the overall social development and acceptance of the challenges of new technologies (adapted according to Delors, 1998).

One of those conceptual changes also refers to the manner and scope of practical training, both in secondary schools and higher education institutions. It is precisely in this direction the main goal of this paper is placed, i.e. to reflect on the importance and the need of practical training as a strategic dimension, not only for the development of our society, but also as a mechanism for retaining the workforce who will acquire their competences in their own state and will apply and transfer them to the next generations.

Key words: practical training, education, strategy.

Introduction

Current changes in the social economic system and the rapid development of technology require strategic reforms in the educational system. Part of those reforms also relate to increased prevalence of practical training, both in secondary schools and higher education institutions. This commitment is of great importance and means a major step forward, in the context of the workforce who plan to work immediately in practice, but also provide an educational foundation for those who plan to improve themselves.

Current conditions of rapid change require the responsibility of educational institutions to be much greater in the area of providing professional practical knowledge, unlike theoretical. In this case, apart from the fact that the theoretical subjects and the practical training related to them have a large share, the new educational "appetites" require a new role from the teacher. He/She is no longer a central figure in the educational process, but his/her role becomes increasingly mentoring, moving the focus towards the learner himself/herself.

If one starts from one of the basic determinations of the existence of educational institutions, which is the fundamental realization of educational programs, then it is quite logical that, in order to achieve this goal, adequate technical equipment is necessary, which contains quality equipment and appropriate laboratories and workshops where practical training would be delivered. Only in this way a quality workforce would be created, which will be competitive on the market and ready to be immediately involved in the work process. Certainly, educational institutions in this context are also facing many challenges of monitoring and harmonizing practical training in accordance with the modern level of science and technology, technology and culture, as well as in accordance

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with the needs of the labor market. On the other hand, they are responsible for creating conditions for acquiring competences and upgrading with professional qualifications in the future workforce, as well as skills that will enable self-employment and capacity building of SMEs, which, on the other hand, are the basic "engine" in the process of functioning of the economy.

Practical training, especially if done in real conditions, offers great opportunities for development of the students,not only in a professional sense, but also in building certain character traits and acquiring certain social competences. The term "practical training" refers to tasks that students observe or witnessthe demonstration of the teachers/mentors (as a lower level of practical instruction) or handle real objects or materials under supervision or independently (as a higher level of practical instruction) (adapted according to http://www.nuffieldfoundation.org/practical-work-learning/teaching-and-learning-using-practical-work).

Theoretical and practical researches point to numerous benefits of practical training, in scope and quality that,if implemented, will bring significant results not only in the present, but much more this is a strategic goal, the results of which can be noticed after several years. (adapted according to Hodson, 1990)

In this context, it is necessary to fit the figure of the teacher and the mentor in practical training who, by setting specific goals and using modern and diverse pedagogical approaches, will direct the training towards achieving various learning outcomes. In this sense, the process and adjustment of theory and practice is considered to be particularly important. Namely, it is necessary to start by observation as the lowest degree of training, whereby in the theoretical elaborations of a particular problem students are asked to remind themselves of what they observed during practical training. Furthermore, more complex tasks relate to linking the observed with the learned theory. These activities include thinking and approaching the methods of scientific conclusion, starting from analysis and moving towards synthesis. It is precisely because of such complex thinking processes that the design of a curriculum and practical training tasksis of particular importance, taking into account the ascending of the students' efforts to achieve the complex connections of making conclusions (adapted according to http://www.nuffieldfoundation.org/practical-work-learning/teaching-and-learning-using-practical-work).

The impact of education on the outflow of young workforce from Macedonia

Today, we reluctantly face the fact that a growing number of young people leave our country. Although all this was initially motivated by temporary work and gaining work experience and increased finances, today it progressively becomes a commitment to the permanent abandonment of the country. It is also a fact that more students go abroad, primarily due to the undefined market structure in our country, underestimation of work and qualifications, as well as the insufficient practice that students have during their studies.

The research conducted in the Pelagonia region confirms the fact of the growing outflow of young workforce from this region. The reasons for the outflow, which has been particularly noticeable in the last few years, led the researchers, in addition to the interview, to conduct surveys on some of the most affected population leaving the birthplace. The survey was conducted in April 2014. The total number of interviewed respondents was 124 (municipality of Bitola 28%, municipality Demir Hisar 25%, municipality Mogila 24% and municipality Novaci 23%). According to the structure, 56% of the male population and 44% of the female population were covered. Age ranged from 18 to 30 years of which 52.4%with completed primary and secondary education (3.4% primary and 49% secondary), with university degree and postgraduate students 47.6% (higher education 36.3% and 11.3% with completed postgraduate studies). 22.6% of the total number of respondents areemployed. During the research, a total of four subsamples were determined. Two subsamples of respondents by employment (employed and unemployed) and two subsamples according to education (primary/secondary and higher/post graduates). The indicators of question five (*How do you imagine your future in 2020, VAR05*) indicate that of the total number ofrespondents (124), 69.4% have a vision ofthe future by 2020, 19.4% are without

any vision and 11.3% are with negative vision of the future (Mitrevski, Stefanovska, 2015). Most often, their vision is not related to staying in our country.

This phenomenon is confirmed by other carried outresearches as well. Namely, the state and the business sector are most attractive for employment for secondary school students –as much as three out of four secondary school students choose these sectors. 6.7% would not work if they had conditions for it. Of those who choose not to work, twice as oftenare secondary school students from rural areas (11.1% to 5.2%). Finally, almost half (45.5%) of the secondary school students do not see themselves in Macedonia in 10 years. An additional 15.9% see themselves somewhere in the state, but not in the place where they live. 38.3% of the secondary school students in ten years see themselves in the city in which they live, everyone else predicts (or wants) internal or external migration (Serbijanko et al., 2011).

Poor economy and job shortages are the biggest problem for young people, as every fifth secondary school student said(19.8%). They are followed by alcoholism and drug addiction with 17.9% and violence and crime with 16.7%. Some minor problems for the students are the cleanliness and the environment (12.9%) and the infrastructure of the cities they live in (8.6%) (Serbijanko et al., 2011).

In this context, educational institutions, through their curricula, should offer contemporary programs and content which will not be based solely on knowledgeof facts, but will offer more adaptive programs that will further develop students' other skills and will have a positive effect on their further development. The programs should provide practical knowledge, communication skills, applicability of the methods of scientific conclusions, as well as encourage organizational culture, ethics and social responsibility. Furthermore, thefamiliarization with the ways and mechanisms for cooperation and communication with the local communityshould be indirectly added to, as well as the skills that are necessary for the process of self-employment.

Research part

In general terms, teachers and students have a positive attitudetowards practical training. For example, in a recent NESTA survey (NESTA 2005) conducted on a representative sample of 510 teachers from the UK (N = 510), 99% of the sample believe that practical training has a positive impact (83% - "a lot", 16%- "a little") on the performance of students and their achievements. Although the quality of practical training varies considerably, there is strong evidence that when it is well planned and implemented, it ensures both mental and physical engagement of students, which cannot be achieved by another type of learning (adapted according to Lunetta et al., 2007).

Regarding how the examined teachers think the practical training should look like, the teachers respond in the following way:

Table 1

How do you think that practical training should look like?	(N = 30) %
Laboratory procedures and techniques	86
Investigating	50
Analyzing results	43
Fieldwork	33
Designing and planning	26
Teacher demonstration	23
Data analysis with IT	20
IT simulations	20
Presentations	13
Models and modelling	7
Visits	3
Survey	3

Regarding the question of the importance of practical training in the education process and the benefits that are gained by practicing it, it can be noted that the table lists a variety of different positive features that students acquire. Among these are the following:

Table 2

How important is the practical training in the education process and what are the benefits that are gained by practicing it?	(N = 30) %
Learn skills	70
Motivate students	60
Understand investigation processes	47
Encourage enquiry	37
Learn concepts	37
Provide student enjoyment	33
Show how science works	23
Link practice to theory	23
Provide science contexts	20
Encourage creativity	13
Encourage group work	7

Based on the research it has been confirmed that the importance of practical work in education is widely accepted, which highly promotes increased interest and engagement among students, as well as development of a great number of skills, knowledge and conceptual understanding.

Conclusion

From the researches that have been carried out on this topic so far, it can be seen that there is a strong commitment in practical training by all stakeholders, with indications that the situation can be improved by expanding good practices and focusing on quality rather than quantity, i.e. quantity of instruction. The effective pedagogy which should be practiced and is at the heart of improving the quality of practical work,should be added toall this.

Studies confirm that when practical training is well planned and implemented, it can stimulate the engagement of students and pose a particular challenge for them. The acquisition of experiences, both mentally and physically, is possible only by practical training.

On the other hand, companies get the opportunity to have direct contact with students and to have waysof quickly getting to the skilled workforce they need in the work process, before the workforce appears on the labor market. Another benefit is that higher education institutions receive feedback on the necessary knowledge and qualifications that employers expect from the future workforce.

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SPECIFIC ASPECTS OF LEARNING, STUDYING AND TEACHING

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TEACHING PHYSICS, DENMARK VS. MACEDONIA

Abstract

Danish education is often attributed as one of the best in the world. At the same time, international courses, likeIGCSE and IB program are highly respected and sought by Danish students, not just in international schools, but also in local gymnasiums throughout the country. Macedonian education is going through a change that is taking toll on its performance, ranking close to the bottom of the final PISA rankings.Causes of the poor performance of Macedonian education are yet to be learned, though general opinion points towards poor curriculum choice, quality of textbooks, teachers' practice and students' motivation. Lack of methodological approach and structured debate in search for answers cast serious suspicion in relevance of mentioned causes or their overall impact on the field.The purpose of this paper is to disseminate authors' experience in teaching Physics in various levels of education in an international environment in Denmark, with overview on curriculum, textbooks, teacher's practice, students' motivation and perceived goals of education, as some of mentioned experiences might bring inspiration for original solutions to be applied in Physics Education in Macedonia.
Key words:Dissemination, Goals of Physics Education, Curriculum, Teaching Practice

Introduction

Public educational system in Macedonia seems to undergo through a process of constant reforms. New programs that were introducedhave not positively contributed to its performance, with students' achievements hitting near bottom on the PISA[3] rankings. Certain faculties in the country have lunched pre-admission courses to help prepare future students for introductory level courses in Mathematics and Science. On the other hand, students' achievements in Mathematics and Physics on the state Matura examin the period from 2014 to 2017 averages 3,33 in Mathematics and 3,69 in Physics, with 3 being used in Macedonian grading system to represent good performance displaying good command of relevant material, with some weaknesses.

The failure to perform well on international examinations puts strain on teachersand their practice, as very often they are accused of poor performance. Reasons for significantly worse performance in internationally ranked exams are yet to be learned, though part of the answer could be that the types of knowledge generated and test-assessed by Macedonian educational system and authorities are not in line with the ones expected and assessed by international assessment programs".

Conclusions used to support this thesis will be taken from authors experience in teaching Physics in both Denmark and Macedonia.

Analysis

1. Syllabus

Cambridge International Examinations (CIE) is part of Assessments department at the University of Cambridge. CIE's programs are aimed at educating students from primary, up to pre-university level, and covers wide variety of subjects. Since 2015, adapted versions of CIE's Secondary 1 Science Curriculum Framework [1], designed for KS3[4], are implemented in public schools in Macedoniaandhave replaced the previous Macedonian National Physics Program, developed by BRO[5].

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[3] Programme for International Student Assessment
[4] Key Stage 3 – Year 7, 8 and 9 of lower secondary schoolin England, Wales and Northern Ireland(for students aged 11 to 14 years old)
[5] National Bureau for Development of Education in Macedonia

CIE's Secondary 1Science Curriculum Framework is consisted of general objectives covering four content areas: Scientific enquiry, Biology, Chemistry and Physics - distributed in three stages, Stage 7, Stage 8 and Stage 9, each dedicated to students taking Science in respective school year.Although formal structure is placed, further breakdown of objectives is left for teachers to arrange according their preferences.

Before introduction of CIE's Science Curriculum in Macedonia, students in 8th and 9th grade in public schools have followed national Physics Syllabideveloped by BRO [2][3]. The syllabi covered wide range of topics surpassing those of CIE's Science Curriculum, giving Macedonian studentspotential advance in theoretical knowledge, compared to that of their peers that have followed CIE's program in Denmark.

CIE'sIGCSE Physics[6] is one of world's most popular qualification for students aged 14 to 16 years old. It is a two-year non-mandatory course, though it can be imposed by the school.After taking the course, IGCSE Physics students are subjected to external examination conducted by CIE.By student's age, IGCSE Physics is equivalent to Macedonian Gymnasium's Physics program developed by BRO [4][5],and taken by students in the 1st and 2nd year in Gymnasium.For more meaningful comparison, BRO's Physics syllabi are considered as unity, and further in the text will be referred to as BRO Physics.The topics covered by both IGCSEPhysics and BRO Physics are presented in Table 1.

IGCSE Physics	BRO Physics
General Physics	Mechanics and Fluids
Thermal Physics	Molecular Physics and Thermodynamics
Electricity and Magnetism	Electrical Fields and Current
	Magnetic Fields
	Electromagnetic Induction
	Alternating Current
Properties of Waves	Oscillations
Atomic Physics	

Table 1. Preview of topics covered by IGCSE Physics and BRO Physics

Objectives in IGCSE Physics are separated in two groups: *Core* and *Extended*. Grade wise, the highest grade that students taking the *Core* component can get is C, while B, A and A* are reserved for the best achievers of the *Extended* component, meaning that by design, studentscan decide upon their level of involvement.

2. Textbooks and Resources

Textbooks in Macedoniaare considered to be primary resource. Current Physics textbooks forLower Secondary Schools in Macedoniaare adaptations of respective Cambridge endorsed textbooks [6][7][8].The textbooks contain descriptions of various relevant experiments that may be a good guideline for the practical part of students' education. Both teachers and students do not have additional resources, except for workbooks and books of problems developed by third parties.

Compared to their Macedonian version, the original textbooks are accompanied by corresponding workbooks and teachers' resource DVD-s containing printable worksheets, lesson plans, suggested scheme of work and sample tasks from past exam papers. Well-developed websites that contain vast database of lesson related materials, videos and short quizzes related tosyllabus objectives are also available.

Macedonian Physics textbooks dedicated to gymnasiums are also considered as primary resource.There are no workbooks developed and dedicated to students at this stage, though there are a lot of third party books of problems available to choose from.

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[6] IGCSE – International General Certificate of Secondary Education

In Denmark, textbooks have lost their status as primary resource, with digital content and practical work taking their place.Science laboratories and ICT infrastructure in schools are well maintained and regularly updated, while majority of schools in Macedonia are not equipped withusable ICT apparatus, reliable internet connectionor well-equipped science laboratories. Publishers of textbooks offer revision guides dedicated to students, providing them with effective preparation for assessment [9].

3. Teachers Practice

With lesson plan as a central document, both teachers in Macedonia and Denmark seem to have equal starting position, but long list of resources available for teachers in Denmark makes their practice very different from thatof Macedonia's teachers.Lesson preparation in Denmark activates creativity of the teacher, as provided variety of resources offers alternatives to tackle given objectives. Most often, planning involves preparation of laboratory for students to perform an experiment, and tocreate or tweak worksheets and power-point presentations. Discussions are key point of the lessonandare related to generating final conclusions, explain possible anomalies,shads light to unperceived misconceptions and gives opportunity for feedback that can be used to further improve the teachers' practice.

Organizing annual Science Fairs is also part of the teaching practice in Denmark, as certain amount of lessons is used for the students to work on their projects. This event is an opportunity toexpose students to concepts outside the syllabi, andhelps train students to usevarious approaches to tackle forthcomingproblems. With this, studentslearn to feel comfortable when faced with unknown and innovate solutions to resolve problems, skills that are useful in tackling PISA testing challenges.

Presented approach of teaching puts students in the center of the teaching process, as they are the one conducting experiments to gain certain knowledge, while teacher acts as a moderator steering the activities and discussions towards achieving desired goals.

Teachers in Macedonia have very limited resources on their disposal, and are forced to use their creativity to find verbal approach to keep students' interest.Although the practice is considered as old-fashioned and ineffective, it has potential to activate students in a way that they must analyze given text, extract data and devise an appropriate strategy to solve written problems. However, tradition in Macedonian education is for the classroom to be a quiet area, therefore cooperation among peers is not open and encouraged. It is authors' experience that if students are left to solve problems by open communication and collaboration with peers,instead of on their own, they find the subject much more enjoyable and it limits or completely cancels the frustration if they were not able to solve the task appropriately.

4. Students' motivation

Authors' experience is that in Denmark, it is highly unlikely to have students achieving highest grades in all subjects. This is not a result of student's limited abilities, but closely related to their interest. While students will achieve mediocre in subjects they are not interested in, they often excel in those of their interest, and will ask for extracurricular content or self-studying possibilities. Those students that are interested in Physics can apply and be submitted in school's science talent club, where under mentorship of teachers they develop a year-long projects to qualify for the finals of the main annual science event called "UngeForskere"[7] . The event itself is supported and sponsored by more than 100 companies and institutions, including some of most renounced Danish companies. Students with best projects get attractive financial reward, with others getting internships offered by companies that find students' ideas interesting.With this, practical application of science is normal part of Danish education and provides students with possibility to have insight in their future careers, it they decide to pursue degree in Physics.

Although considered important, students in Denmark are not-grade driven, rather through education explore their interests and gather both academic and soft-skills.In general, Physics is

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[7] UngeForskere – Young Scientists (https://ungeforskere.dk/)

considered as a demanding subject, but also as an interesting one, as it is closely related to engineering, one of the most attractive careers in Denmark.

Compared to their Danish peers, students in Macedonia are grade oriented and focus on acquiring skills to obtain highest grade. This usually involves gaining theoretical knowledge that very often is on level of reproduction of facts, with little possibilities for its practical application, except for solving written problems. Students that find Physics concepts attractive do show interest in topics that are outside syllabi, though often are left with short discussion in the classroom. Physics clubs in the schools are either nonexistent or nonfunctional, and even if they operate, then little or no activities are related to practical work or topics outside syllabi. As far as Physics is concerned, educational practice is separated from industry, meaning there are limited or no interactions between schools and companies where any level of Physics is applied. Also, no meaningful discussions are made about career possibilities for students if they decide to pursue degree in Physics, except for possible career as Physics Teacher, one that has no high reputation among the population of the country.

In general, Macedonian students consider Physics as highly demanding subject. Everyday experience in following Physics course is not very different from any other subject, as most often chalk-and-talk is the applied teaching method.Benefits of pursuing career in Physics is rarely discussed in classes.

Conclusion

There is a sense that Danish education, and implemented international programs as a subset of it,strives to respond to the unknown challenges of the future, while Macedonian education follows outdated strategy of serving as production line of workforce for the known preset of one country'sindustry. This fundamental difference is translated in every area of education, making the final product of both educational systems a person with specific set of skills,but with very different properties. While Danish students are comfortable and experienced in tackling situations that were not specifically part of their education, a situation that resonates to PISA-styled questions, Macedonian students feel as threatened by it, takes them out of their comfort zone and brakes their matrix of reasoning.

Even so, it is wrong to assume that Macedonian students are not able to perform as their Danish peers, but the overall system of their training completely fails to bring them to a point where they can face the unknown. The guidance of the students on how to overcome the presented obstacles is a noble task of the teachers, but their own training fails to bring them up to their own task. This vicious circle naturally involves universities, their programs, practices and policies aimed at educating and training future teachers.

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FOREIGN LANGUAGE PRESCHOOL TEACHERS EDUCATION

Abstract

EU policy documents have repeatedly emphasized the importance of foreign language competence as one the key competences, i.e. knowledge, skills, and attitudes that will help learners become whole-rounded EU citizens. In order to gain mastery in a foreign language, early start is necessary. *Early Language Learning (ELL) at pre-primary level'* means systematic awareness raising or exposure to more than one language taking place in an early childhood education and care setting in a pre-primary school context. The paper considers a possibility for preschool teachers, fluent English or other foreign language speakers who are familiar with the teaching methodology appropriate for young learners, to teach children a foreign language at preschool age. The authors advocate for teaching a foreign language in kindergarten through "partial" or semi-immersion. Having in mind the characteristics of young children learning and the fact that exposure to foreign language seems to be a crucial factor in the success of language acquisition, it seems that preschool teachers are perfect candidates for teaching children a foreign language. On the one hand, they know about preschool children, i.e. their developmental features in general, on the other hand, they know the children, i.e. particular children in the group, with their individual abilities, needs and interests, as well as learning styles. More importantly, they spend all day with children, so that they can allocate short periods of time to activities aiming at learning a foreign language several times a day. Finally, a model of a curriculum for pre-service training and education of preschool teachers with emphasized competencies for work with children in foreign language is proposed in the paper.

Key words: teaching foreign language at early age, preschool teachers, competence, teaching methodology.

Introduction

In its constant rethinking of education as crucial for forming its whole-rounded citizens, EU policy has repeatedly stressed the strivings to strengthen 'key competences' – knowledge, skills, and attitudes that will help learners find personal fulfilment and, later in life, find work and take part in society. These key competences include 'traditional' skills such as communication in one's mother tongue, foreign languages, digital skills, literacy, and basic skills in maths and science, as well as horizontal skills such as learning to learn, social and civic responsibility, initiative and entrepreneurship, cultural awareness, and creativity (European Commission 2017). Thus, as one of the key competences, communication in foreign language(s) has become a necessity for a modern individual. It has also been recognized in EU policy documents that, in order to gain mastery in a foreign language, it is necessary to start learning as soon as possible. As a consequence, educational systems are to evolve, change and develop in such a way as to offer possibility of institutional, i.e. formal early language learning at preschool age. *Early Language Learning (ELL) at pre-primary level'* means systematic awareness raising or exposure to more than one language taking place in an early childhood education and care setting in a pre-primary school context (European Commission 2011). The crucial question arising out of these strivings is who is to teach a foreign language in a pre-primary school context. Rather than dealing with in-service training and professional development of preschool teachers, the main idea advocated for in the paper is that the initial education and training of preschool teachers should be modernized in such a way to offer those students who are fluent foreign language speakers to acquire competencies for teaching children a foreign language in kindergarten.

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Preschool Teachers as Foreign Language Teachers in Pre Primary School Context

According to the cited handbook (European Commission 2011), in order to benefit from ELL, children need to have a genuine, natural contact with the language(s) that matches their degree of psychological and cognitive development. They also need to use the language(s) in both an active and passive/receptive way. The stated assumption could also be used for describing a context for second language learning, but it is important to differentiate between a second language and a foreign language learning. A second language learning usually takes place in a second-language setting through complete immersion of a child in the classroom where exclusively second language is spoken by native speakers of the second language (a teacher and (part of) other children). After around 6 months, the child begins to function successfully in the new setting, which leads to a conclusion that the immersion in a second language environment leads to children's seemingly effortless second-language acquisition. On the other hand, foreign language learning takes place in the mother tongue setting, where a foreign language teacher, usually from a private school paid by parents, comes twice or three times a week to teach (some) children English language. Such generally spread way of learning English as a foreign language at preschool age in Serbia usually leads to children's ability to sing a number of songs or chant certain rhymes in a foreign language after a year or two years of instruction. Having outlined the difference between second language teaching and learning and foreign language teaching and learning, it seems that a preferable solution would be to meet somewhere in the middle, and provide the setting similar, but not completely the same as the one of second language learning and to open up a possibility for teaching English in kindergarten through "partial" or semi-immersion. Having in mind the characteristics of young children learning (highly, intrinsically motivated learners with short attention spans, inclined to highly-structured activities with repetition, great imitators) and the fact that exposure to foreign language seems to be a crucial factor in the success of language acquisition, it seems that preschool teachers are perfect candidates for teaching children foreign language in the context of semi-immersion. On the one hand, they know about preschool children, i.e. their developmental features in general, on the other hand, they know the children, i.e. particular children in the group, with their individual abilities, needs and interests, as well as learning styles. Furthermore, they are familiar with the appropriate teaching methodology at this age (learning through play, permeated by interesting, learner-centred and fun activities). More importantly, they spend all day with children, so that they can allocate short periods of time to activities aiming at learning English several times a day, with the possibility to always adapt to group dynamics.

Semi-Immersion and Teaching Methods within ELL

Young children, of course, have their own specific general features as learners. Preschool children are highly, intrinsically motivated learners with short attention spans, inclined to highly-structured activities with repetition and they are also great imitators. Furthermore, among other characteristics differing them from adult learners, they have a holistic approach to learning language, meaning that they understand messages but cannot yet analyse language; they enjoy fantasy, imagination and movement (Pinter 2017: 3). The idea on partial or semi-immersion rests on the assumption that short periods of time will be allocated in a kindergarten group by a kindergarten teacher aiming at learning foreign language several times a day, providing children with numerous opportunities for a genuine, natural contact with the language(s) that matches their degree of psychological and cognitive development, using the language(s) in both an active and passive/receptive way. Dealing with various effects of early start or *age of arrival*, Annamaria Pinter refers to some previous research, according to which it was found that the length of instruction and starting age were not important factors. Instead, the key factors were varied and frequent contact with native speakers (good quality input) and opportunities for immersion, i.e. for intensive exposure (Pinter 2017: 37). Having in mind that language could be best taught by using it actively in the classroom, it is a necessary precondition for foreign language pre-school teachers to have native-like fluency in a foreign language, in order to provide children with high quality input. Apart from this, they should master foreign language teaching methodology.

Through their initial education in preschool teacher training colleges, future preschool teachers get familiar with Piaget and Vygotsky, the two best known 20th century theorists of learning, as well as other influential theories relevant for early knowledge acquisition and possible ways of their implementation in practice. They should be encouraged to build upon them, to engage with learning theories more broadly and to explore the personal and practical significance of these theories in their classrooms (Pinter 2017: 5). Even though there is no single method which could guarantee successful results, teacher training should include preparing teachers to understand and use the best available language teaching methods and to respect the consistency, i.e. harmony between an approach, a method and a technique. Any approach is permeated by assumptions and beliefs about language (e.g. behaviourist perspective, innatist perspective, interactionalist/ developmental perspective, cognitivist perspective…), while method refers to theory put into practice, identifying suitable skills, contents, order. Finally, at implementational level, technique is an elaborated description of classroom procedures. Since there is no ideal method, a teacher should be familiar with a whole range of methods and techniques to pick those most appropriate for teaching a particular content to a particular group of learners. One of the simplest way is to use everyday English words and phrases (*hi, hello, good morning, good afternoon, here you are, thank you, thanks, thanks a lot, goodbye, have a nice day, you can go now, come in, sit down, be quiet,, listen carefully, let's begin, look here, are you ready…*) throughout the day or use English language chunks in concrete contexts (*let's go out now, get ready, put your shoes on, tidy up your toys, it's time to wash your hands, sleep tight, time to get up, rise and shine, be nice to your friend, good job, hurry up, it's time for our snack, who's hungry, let's have a look at this, bring me…*). Children need a lot of recycling of the language learned. They also need very concrete vocabulary that is associated with objects they can handle or see. As a consequence, the same language should be used again and again in various contexts. On the other hand, children rely on the context to infer meaning. Familiarity of context is crucial. They do not need to understand every single word, but they use intonation, gestures, facial expressions, tone of voice and context to figure out the meaning of an utterance. One condition that appears to be common to learners of all ages is exposure to modified or adapted input. This adjusted speech style, called child-directed speech in first language acquisition has sometimes been called foreigner talk or teacher talk in certain contexts of second language acquisition. Some people who interact regularly with language learners seem to have an intuitive sense of what adjustments they need to make to help learners understand (Lightbown & Spada 2006: 32). In order to create comprehensible input for young leaners means to use strategies for making the message understood, e.g. a bit slower rate of speech, more distinct pronunciation, shorter, less complex sentences, more rephrasing and repetition, more frequent understanding of meaning checks, greater use of concrete referents, scaffolding…

"Many children will want to start saying simple phrases, join in with rhymes and songs, answer simple questions, introduce themselves, and memorize short dialogues. The first building blocks that allow children to move from listening to speaking and to begin to participate in interactions with others are so-called unanalysed **chunks**. This means that children can remember phrases from previously heard input and use them without conscious analysis. Chunks will often be learned from the teacher's input or from other texts such as songs, rhymes, chants, stories and dialogues. For example, if the teacher says 'See you tomorrow' at the end of the lesson, some learners will pick this up and learn it as an unanalysed chunk. They may understand that it is like saying goodbye because the teacher always says it at the end of the lesson, but they will not be able to articulate, for example, that the phrase consists of three words, or what each word means in isolation." (Pinter 2017: 68).

Apart from using authentic everyday speech throughout the day and learning in concrete contexts, English language could also be taught in a more-structured way, through a whole range of methods: communicative method, total-physical response, open task-based teaching, content-based instruction, content and language integrated learning, i.e. the integration of language instruction with the mainstream curriculum cooperative language learning… Even though most

child learners are willing to try to use the language, such learning conditions should be created for young learners to be allowed to be silent until they are ready to speak. What is crucial is for the activities to be oral (focusing on listening and speaking) and playful, while a teacher is conveying meaning directly through demonstration (concrete objects) and action (mimes, gestures, a puppet, visual reinforcements like flashcards, pictures, posters, videos…). Even though at early stages of learning a teacher replaces a textbook, a variety of authentic picture-based materials and audio-video materials should be used in the early language learning classroom. A foreign language speaking puppet, i.e. a mascot, might also be an excellent didactic means, since as soon as it appears, children will be aware that it is time for English and they will learn effortlessly through play and interaction with a toy. It could be a bunny puppet "class member" or a "target language only" teddy bear that goes home with the children on a rotating basis. Motivation at preschool age seems easy to gain, but teachers should introduce various methods to maintain children's motivation. Speaking of motivation, it should be born in mind that young children have a need for physical activity, finding it difficult, tedious and tiring to be still for longer periods of time. Therefore, foreign language learning activities at early age should have positive emotions associated with them, such as games, songs rhymes and lessons involving movement and physical activity. Having in mind very young learner specific features (Prtljaga, Nedimović, Gojkov 2014: 95), it might be suggested that play and playing games is the major activity that should take place in a preschool age group of children who learn a foreign language: from rhymes and songs, drawing and colouring, puppets, total response games, role-play, simulation and pretend games, to table games often implying cooperation and competition. Apart from loose play which is characterised by spontaneity, creativity and interactivity, there are highly structured rule governed language games, like for example: sorting, ordering, or arranging games; information gap games; guessing games, search games, matching games, labelling games, exchanging games and already mentioned and among children rather popular board games. Last, but not least, relying on integrative and holistic approach within multiple intelligence theory, played in a foreign language classroom, games can contribute to the development of all different types of intelligence, ranging from cognitive, linguistic, interpersonal and intrapersonal to kinaesthetic and special intelligence.

Most importantly, it should be born in mind that young children acquire knowledge around them as a whole, rather than divided into certain educational-upbringing fields, like science, art, mother tongue or foreign language. As a consequence, foreign language teaching should be organized as an integrative part of a curriculum at early age. One of the possible ways to do so is through the so-called content and language integrated language (CLIL), within which the non-language subject is not taught in a foreign language, but with and through a foreign language. CLIL is an umbrella term for context-bound activities like: immersion, bilingual education or integrated curriculum. Such an approach seems rather appropriate for the proposed context of semi-immersion. According to A. Pinter, some sort of integration between the rest of the curriculum and the foreign language seems sensible for a great many reasons. For example, if we believe that younger children learn holistically, then it would make sense to integrate English into other subjects. Revisiting various concepts and words in a foreign language can reinforce previously taught information (Pinter 2017: 48). The expectation of this approach is that students can get 'two for one', learning the subject matter content and the language at the same time (Lightbown & Spada 2006: 155). Having in mind that we are advocating for partial or semi-immersion in foreign language teaching and learning at preschool age, the choice of activities to be implemented according to the CLIL approach is left to a competent foreign language preschool teacher. Typical activities might include recounting instructions for a PE exercise, being able to describe a hands-on experiment in science, or naming the parts of a plant or animal (Pinter 2017: 49).

Another possible way would be to organize project approach to teaching and learning or thematic teaching, as an integral part of early language learning, providing an ideal setting for constructing meaning. In thematic instruction, the curriculum is organized around a thematic centre, chosen by the preschool teacher, children or preschool. Language concepts and concepts

from the regular curriculum and the target culture are interrelated and presented as a whole, within a thematic framework.

A Model of Curriculum for Education and Training of Foreign Language Preschool Teachers

Finally, a model of a curriculum for pre-service training and education of preschool teachers with emphasized competencies for work with children in English language can be proposed. It seems that a curriculum for education and training of foreign language preschool teachers is to design it in accordance with common features of effective English young learner programs. Nikolov and Curtain (2000) identified the following characteristics of effective YL programs from 20 countries (as cited by & Crandall 2014: 13):

- Focused on meaning
- Integrated language instruction with mainstream curriculum
- Used task-based and content-based approaches
- Provided fun in the classroom
- Set up children for success
- Fostered learner autonomy
- Set realistic expectations and assessment
- Provided continuity between primary and secondary school language programs.

Having in mind all the above stated, the suggested curriculum (apart from general preschool teacher training courses) should comprise the following:

- general advanced English language courses (with special attention paid to phonetics and pronunciation),
- methodology on teaching English at early age,
- a course on integrative approach to various teaching contents in a foreign language and
- a course on short forms of English literature for children to be used for teaching English at early age.

Apart from general language acquisition and improvement, as well as communicative competence development, general advanced English language courses should also be focused on phonetics and pronunciation, since foreign language teachers should have native-like fluency in a foreign language, in order to provide children with high quality input. Through their initial education and training, students should adopt a rich repertoire of methods and techniques to be used in their classrooms. Having in mind all the factors that have to be born in mind when choosing an approach, method and technique in foreign language teaching and learning, it seems that only a reflexive practitioner, who is aware of all of them and ready to adjust his work to the needs of a particular group in a particular context, is in a position to combine a variety of techniques adjusted to the age of the learners in order to reach a desirable aim (Prtljaga, Nedimović 2014: 24). Furthermore, they should be especially equipped for implementing foreign language teaching activities according to integrative approach to various teaching contents. Content-centred, content-related, content-enriched or content-based instruction (CBI), is a way to contextualize language instruction by integrating it with other learning, especially what is being taught and learned in other educational-upbringing fields (mother tongue, art, music, science, math, physical education). These courses should be permeated with the idea on the importance of learning through play at early age, as well as a necessary link between foreign language learning, movement and music. The contents of these courses should undisputedly comprise the assessment of young learners of a foreign language, since this aspect of teaching is also rather important and difficult to tackle with at early age. Having in mind that its contents are permeated with culture, a course on short forms of English literature for children to be used for teaching English at early age is important not only as a means for teaching a foreign language, but also as intercultural awareness promoting context. Short forms of English literature do not refer solely to traditional poems, stories, chants, riddles, songs, lullabies, tongue twisters… but also to pop songs, popular game shows, comedy shows, cartoons, movies…

Conclusion

According to EU policy documents emphasizing the importance of foreign language competence as one the key competences of modern EU citizens, it is necessary to introduce early foreign language teaching and learning in the formal system of education at pre-primary school level. This means creating conditions for such intervention in institutions of education. Teachers seem to be the most important link in this chain. As a consequence, models of their initial education and training, as well as professional development should be created and introduced. In the current situation, when there is a great interest also shown by parents for their children to learn English language from the earliest years, it seems proper to equip kindergarten teachers, fluent English language speakers, with the skills and competencies to teach children English, rather than to leave the gap existing in the system, usually filled in by freelancing individuals (who are usually not foreign language teachers) or private language schools (whose teachers come to kindergarten once or twice a week).

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MATHEMATICS TEACHERS' ROLE IN PROBLEM TASK-SOLVING TEACHING

Abstract

Teaching Mathematics in primary education requires successful, creative and rational work with students. The fact that learning through problem task-solving has a positive influence on the development of self-study, where the interest and creative thinking of the students should be activated. This paper examines the role of mathematics teachers in the problem task-solving teaching in the case primary school pupils, i.e. starting from the first grade. With the problem task-solving learning of mathematical contents, teachers introduce their pupils to independent research work in which their skills in problem solving are developed.

Key words: problem, problem task-solving teaching, problem tasks

1. Introduction

The modern-day methodology of teaching mathematics points out different possibilities how to solve one of the most important issues, i.e. the issue of developing the creative thinking and creative abilities of the students. One of the innovations which should enable the development of creative personalities within the education process is the problem teaching. All principles are tightly interwoven, and all forms and methods of teaching are entitled to their proper place in the instruction. However, the problem teaching holds an especially important mission in the instruction of mathematics.The problem teaching of mathematics is targeting the self-standing cognition, the long lasting motivation and the development of the intellectual abilities of the student while working on issues determined by the problem situation system. Such teaching challenges students to "learn how to learn" and how to seek solutions to the problems of the real world. Thus, such problems are employed to arouse the curiosity and to inspire the study of mathematical matter.

A limitation to the problem teaching is its economic inefficiency, albeit compared to all its qualities and advantages, this problem is negligible.

Many authors have defined the problem teaching by taking as a starting point what day consider as most important for it. According to M. Vilotijević: „The problem teaching stands for teaching characterized by self-standing studying activity whereby the students while mastering the problem difficulties find out new solutions and thus adopt the scientific truths" (Vilotijević, :2), while on the other hand V.Poljak claims as follows: „The basic aim of the problem teaching lies in the building up of a specific didactic teaching system within which the young generation as early as in the course of the elementary education will bi capacitated to solve numerous life and work problems" (Poljak,1982:152).

2. Problem teaching in modern-day mathematic instruction

Mathematics uses its special mathematic language composed of numbers and symbols which are not subject to language barriers. It is learned like any other language. However, the understanding of mathematics requires a strict logical thinking without much margin for errors. Hence, even as early as elementary school the students are supposed to acquire skills for modern forms of rational learning and for evermore self-standing research. That is the reason why the modern-day teaching of mathematics focuses on developing the student's ability to master the methods and the techniques of self-standing study of mathematics, on creating preconditions for successful application of the acquired mathematical knowledge and skills, and on developing the creativity of the students in finding out solutions for the tasks. The modern-day teaching of mathematics requires successful and rational work. The learning by solving of problems is exactly

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the way which influences favorably the development of self-standing study in doing which the interest and the creative thinking of the students ought to be activated.   In teaching mathematics the problems should be solved as a form of creative activity within the instruction. In order to make the students capable of solving problem tasks, a gradual, systematic and meaningful work, and solving of tasks following the principle of progressing from simpler toward more complex problem tasks, are indispensable.

The standards of school mathematics (NTCM, 2000) also recommend that the solving of problems be in the focus of elementary teaching of mathematics. No matter how well the students are mathematically prepared (have acquired a lot of knowledge and skills), it is not a sufficient ground for solving of mathematical problems. The solving of mathematical problems is closely linked to the cognitive development, and that is why it is so much insisted upon in the last twenty-five years.

3. Learning by solving problems

Learning by solving problems is a way of learning in the teaching of mathematics characterized by a difficulty or unknown situation which puts the student into a position where he has to employ all his former experiences in order to solve the problem.,,Learning by solving problems is a kind of learning which requires from the student to formulate the problem task or the given problem so that he could begin to solve it by self-standing thinking activity, to find out what is missing for solving the problem, to seek information and to reveal the solution"(Brković, 2011:234). Such kind of learning simmers down to adjusting the existing experience to the identification of the problem situation, and by solving the problem new knowledge is acquired. Main feature of this access is the responsibility of the student for his own work and the focusing upon the process of acquiring new knowledge. The problem learning of mathematical matters introduces the students to the self-standing research work, and thus develops their skills for solving problems.

All forms of problem learning are characterized by the reproductive, productive and creative activity of the students, by their research and by the solving of problems.

Quoting various theoretical knowledge and practical experiences, Branković D. claims that there are five basic levels of problem learning such as: formulating of the problem by the teacher, dialogue about the problem between the teacher and the student, self-standing solving of the posed problem, self-standing formulation and solving of the problem, self-standing construing of the problem, its formulation and its solution (Branković, 1999:120).

When choosing the level of problem teaching, the teacher should take into account the formative-educational tasks, the nature of the studied matter, the knowledge level of the students regarding the procedures required to solve the problem, as well as the difficulty of the problem situation.

4. The problem teaching and the teacher

The teacher is a very important part in the teaching process instrumental in the development of penchant for learning. Teaching mathematics consists of finding ways to include the students in the process of thinking about mathematical notions. The teacher who is interested in supporting the development of mathematical thinking of the students must create an environment which will actively involve the students to think about mathematics. He must figure out what the children really think and how they conceive thinks instead of caring only about how to fulfill the undertaken obligation.

Each teacher should be guided by the ancient wisdom that "The student is not a pot to be filled but a torch to be kindled". In view of the new meaning which the role of the teacher acquires in the problem teaching of mathematics, it now consists of advising and helping students to choose the source of information, pointing out the needed theoretical facts and finally discussing the results of the self-standing work of the students. Another important assumption for the application of the problem teaching is the suitable preparation of the mathematics teacher. Instead of the prevailing teaching role, the teacher is supposed to organize and guide. It means

that he is no longer "the all knowing wise man". On the contrary, the teacher acts as the "signpost" opening possibilities for the students to check up the adequacy of their current knowledge.

With the problem teaching in mathematics classes, the teacher enables students to build a system of logically related knowledge and skills that they can apply in different school and life situations. It is very important for them to learn how to learn mathematics, how the teaching content is related, how to find the information needed in tasks that are not given in advance, how to interpret the schedules and tables, how to follow their own learning and many other intellectual skills.The teacher should devise and realize classes in mathematics instruction which will be intellectually challenging for pupils, interesting, applicable in everyday life, and in which each student will find their places. The care and the work that the teacher will put into preparation can positively influence the students because after that it can be concluded that the teachers are important for the students to learn something.

In order for math teaching to be more qualitative, the teacher should realize a series of actions aimed at activating the students' creative abilities. One of the important procedures is problem solving in many ways, which increases students' spectrum of ideas and expands mathematical perceptions. The same problem in mathematics usually requires more ideas and can be resolved in different ways, with which the teacher encourages and develops the research spirit of the students.One of the challenges faced by teachers who teach problem-solving is that different students often think differently about possible ways of solving the same task. Resolving any problem has something revealing and creative. Therefore, it is necessary for the teacher to develop curiosity, a habit of independent intellectual work, and to point the road to new discoveries.

We will give examples for possible ways of thinking of the students for solving one same task

Example 1. Fill in numbers 1,2,3,4 and 5 in the squares, in each square fill in one different number, so that the calculations are correct. Which number do you see in the square where the question mark is?

(A) 1

(B) 2 (C) 3
(D) 4 (E) 5
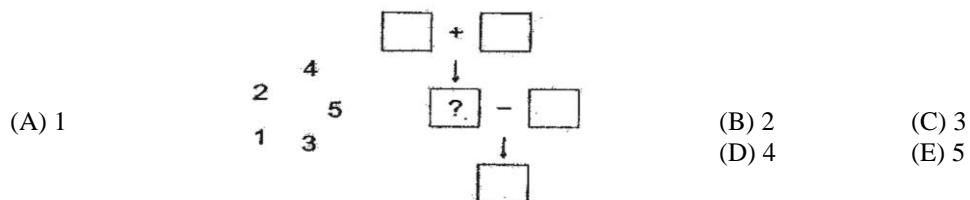
Answer: In the box should be number 5.
Possible ways of thinking students:

I way: II way: III way: IV way:
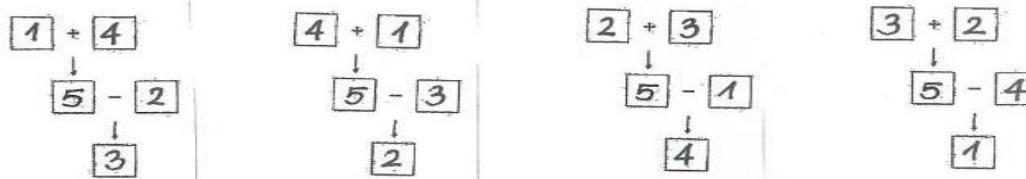
Example 2. The box with candies Mare shared with her brother in the following way: she gave her 1 candy for her brother and left 2 for her, then continued for you 3 for me 4, for you 5 for me 6. The last time Mare for her brother, she set aside 11 and for himself 12 candies. There was no distribution of candies, and the happy brother thought that candy was divided into equal parts. Is the division equal, if not then who has received more candy and for how much?

I it is possible to:

To calculate how many candies a brother received, we form the following expression:

$1 + 3 + 5 + 7 + 9 + 11 = (1 + 11) + (3 + 9) + (5 + 7) = 12 \cdot 3 = 36$ candies

Mare received:

$2 + 4 + 6 + 8 + 10 + 12 = (2 + 12) + (4 + 10) + (6 + 8) = 14 \cdot 3 = 42$ candy

$42 - 36 = 6$ candy

II it is possible to:

If we know that there were 6 divisions and that at each division Mare took one more candy, we can write the following expression:

$6 \cdot 1 = 6$ candy

We can conclude that the division was unjust. Mare took 6 candles for herself.

5. Conclusion

The modern-day teaching of mathematics requires successful and rational work. The learning by solving problems is exactly the way which favorably influences the development of self-relying learning through which the interest and the creative thinking of the students are supposed to be activated. The right choice and application of the mathematical problem tasks are precondition for quality teaching in mathematics and for good results of the students.

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MODERN APPROACHES FOR THE DEVELOPMENT OF THE MOTOR ACTIVITY AND THE HEALTH IN PRESCHOOL EDUCATION

Abstract

Today the matter concerning the treatment and the role of the motor activity and the health of the children in the preschool education takes an important place because at this age, through the development of the motor abilities, the children stimulate the development of other aspects, i.e. domains of development.

The game, the physical movements and activities, as well as the need of the children to be engaged in motor activities, be curious and active, all contribute for the development of the cognitive, physical, health, emotional, social and other abilities, skills and knowledge, as well as for the development of a positive attitude towards themselves, other people, as well as facing and overcoming specific difficulties and situations in life.

All scientific, pedagogical and kinesiological findings confirm that the development of the motor activity and the health of the preschool children demands use of modern approaches in the didactic-methodological realization through integration in the realization of all other developmental aspects, i.e. domains. In these frames, the educators, as carriers of the activity, need to initiate and support new creative ways of realization of the educational work, thus becoming promoters of the innovative practices.

A quality research with the use of the descriptive and the descriptive-interpretative method is carried out, along with analysis of the content as a technique and the Syllabus for Preschool Education (2014) as a subject of research. Relevant literature for the modern approaches towards the development of the motor activity and the health in preschool education is analyzed, as well.

Key words: modern approaches, development of the motor activity and the health, didactic-methodological realization, educators in the preschool education.

Introduction to the development of the motor activity and the health of the preschool children

The preschool children are characterized by an enormous physical development that is most commonly visually recognized in the differences in height, weight, as well as in the abilities and skills for movement and independent coping in space and dealing with the objects around them. Nonetheless, the development of the motor activity and the health of the preschool children must not be seen as something that comes by itself, or something that is expected and that the ability for game and freedom in the movement also indicate quality and correct development of the motor activity and the health of each child.

According to many authors, the development of this aspect, i.e. the domain of the motor activity and health contributes for the development of other aspects and domains that are part of the overall development of the preschool children. In fact, the preschool children "should spend at least a quarter of their day (in the kindergarten) engaged in physical activities. This is such an age when most of learning comes through the big muscles, when learning moves from the hand towards the head, not in another indirect way" (Wood, 2002, p.49). In the preschool period, the connection between the physical and motor development and the development of the health as an important segment in the future life of each individual, i.e. each child is very important. This is especially true today, when we witness the increase in wrong choices in nutrition and the life-style in general, which in the preschool children can be recognized through the obesity and other health issues, such as high blood pressure, increased blood fat, etc. (Kuczmarski et al, 2002; Land 2008, etc.). According to many researches of this issue, it has been proven that the involvement and the

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opportunity to practice diverse physical activities regularly contributes not only for the development of the bones, muscles, the control of the weight, but also for the decrease of the feeling of depressiveness, anxiety, and that it also helps for the increase of the learning capacity in the preschool period (Sanders, 2002).

The importance of the development of the gross and fine motor activity in the preschool period

The development of the gross and fine motor activity of the children at preschool age takes place according to the developmental characteristics of the age itself, but also according to the degree of physical maturity, the experience and the opportunities for practicing the discovered and acquired skills by the preschool children. The way of instructing, the help in the learning and the encouragement by the educators, as well as the planning and use of creative, innovative and completely oriented activities influence the motivation, curiosity and perseverance of the preschool children in the involvement and practicing of activities that contribute for the development of their overall motor activity, motor abilities and motor skills.

The gross motor activity of the preschool children is characterized by the ability to use the extremities in activities such as running, jumping, climbing and similar activities. In the period between the age of 3 and 4 years, the preschool children try to increase their abilities and skills for keeping balance, jumping, moving through rims, squeezing through and similar activities. At a later age, because their physical maturity is greater, the preschool children face new challenges concerning the gross motor activity such as increasing the control of the locomotive movements, trying combinations of physical movements by using various means intended for physical activities, coordination of movements in order to reach a specific goal, etc.

The development of the fine motor activity in the preschool children occurs at a slower rate, depending on their physical maturity and the support of the educators and adults. Many times, the use of the fine motor activity by the preschool children is related to the efforts to imitate what the adults do, which by itself is not enough because the overall development of the fine motor activity implies connection of the activity of the arms and the brain and sensory judgment that demands greater maturity, as well as perseverance and patience. According to many authors and researches, it is considered that the maturity in the development of the fine motor activity is accomplished around the age of six. Younger children are not able to write and cut with great precision (Berk, 2008). They can write specific letters or short words (their name for instance, etc.) in a clumsy manner. This does not mean that we should not care about the development of the fine motor activity. On the contrary, we need to plan and engage the children in activities such as drawing, modeling, coloring, planting, tailoring, constructive games, etc. through which the preschool children will be trained and acquire skills for using their hands and fingers in the realization of their goals, ideas and needs.

The sensorimotor development, in fact, refers to the acquisition of abilities and skills for learning and interacting with the environment by using the motor activities and the senses of sight, hearing, touch and smell. In other words the sensorimotor development is an important sub-domain of the physical and health education due to the use of the senses as a source for learning, training and researching, and together with the motor aspect, for establishing and accomplishing coordination and overall development of the physical and other aspects of the preschool children.

Research of the program potential for the development of the motor activities and the health of the preschool children

A quality research, with the use of the descriptive and the descriptive-interpretative method and analysis of the content as a research technique and the subject of the research – The Syllabus for Early Learning and Development, based on the standards for early learning and development (2014), has been conducted with the goal to treat into detail the matter concerning the importance of the development of the motor activity and the health of the preschool children through the prism of the program positioning and the potential for development of the motor activity and the health of the preschool children and the role of the educators.

Analysis and interpretation of the content of the Syllabus for Early Learning and Development based on the standards for early learning and development (2014)

The concept of the Syllabus for Early Learning and Development which is based on the standards for early learning and development of children aged 0-6 (2009) covers: 1) theoretical basis and principles for early learning and development based on the mentioned standards for early learning and development; 2) areas of development; 3) general and specific goals for each developmental period and the aspect of an area; 4) example activities; 5) expected outcomes; 6) didactic recommendations for each area and developmental period; 7) monitoring of the accomplishments and the progress of the children; 8) the role of the educators; 9) collaboration with the parents; 10) time management; and 11) premises for realization of the syllabus.

In the Syllabus for Early Learning and Development "The developmental process of the children in the part "Health and motor activity development" is scrutinized through the following areas: *Gross motor activity development, Fine motor activity development, Healthy and safe behavior, and sensorimotor development* (Official Gazette No.46 from 06.03.2015, p.14). Regarding the General goals of the developmental period to the age of six, regarding the Health and motor activity development, it covers the needed aspects of the previously mentioned area, including the educational aspects which are adapted to the age of the preschool children. The specific goals, example activities and expected outcomes are planned for each developmental period and aspect of the area, and are in fact based on the standards for early learning and development, for each period separately, but at the same time they offer opportunities for setting a higher level of expectations in the form of respect of the individual potentials, the needs and the rate of development of the preschool children, thus giving the opportunity for going above the set assumptions in the standards that refer to the mentioned area for Health and Motor Activity Development of the Preschool Children.

An advantage of the example activities listed in the Syllabus for Early Learning and Development is that they also serve as starting and encouraging activities for the planning of other, creative and innovative activities by the educators according to the individual and age potentials, needs, interests and demands of each child, which leads to integral approach in their realization.

As far as the didactic recommendations are concerned, the role of the educators and the monitoring of the accomplishments and progress of the children for a given area from the Syllabus for Early Learning and Development are based on the developmental, i.e. age characteristics of the preschool children. We need to note that the educators need to plan the activities on their own by taking into consideration the individual potentials, needs and demands of each child, thus using different didactic means and games. In the previously mentioned part of didactic recommendations, we can notice the stress on the recommendations referring to the health and motor ability development of a specific age, i.e. a developmental period according to the standards for early learning and development of the children aged 0 – 6. An aspect that is missing is the emphasis on the integral approach of the domain Health and Motor Ability Development with other domains in order to devise a holistic approach in the preschool education.

In the context of monitoring of the accomplishments and the progress of the children, we believe that the mentioned Syllabus mainly highlights one way of monitoring which leads to one way of making records, i.e. the marks in the instruments that are part of the record of each child. In our opinion, this is not the only way as far as the Health and Motor Activity Development is concerned, because the physical maturity, the biological and environmental factors, the opportunities for practicing the newly discovered skills by the children, their experience, motivation, support by the educators and other adults can be sufficient reasons for incorporating other approaches, forms, strategies and instruments of monitoring the accomplishments and progress of the preschool children.

For this reason the role of the educators should be viewed through: 1) the understanding of the holistic approach in the preschool education; 2) an integrated approach of activities in all areas

and domains of development; 3) support and use of creative and innovative practices; 4) modern didactic-methodological realization of their role and assignment; 5) use of different activities, forms and instruments of monitoring the accomplishments and progress of the children; 6) improving the collaboration with the family and the community; 7) continuous planned and quality training for each domain, aspect, area, developmental period, needs, demands, accomplishments, progress of the children, etc.

Summary

The development of the motor activity and the health in preschool education is crucial for the future life of each individual, especially bearing in mind that today we can see the dawn of the era of modern life, filled with new advantages, opportunities, as well as challenges that are new and unwitnessed in the way of man's life on the planet Earth to this very day. Because of this, the search for, the encouragement and the support and use of modern approaches for the development of the motor activity and the health in the preschool education should be among the main presumptions for a quality realization of the objectives and the purpose of a specific domain in terms of the needs, potentials, demands and the characteristics of the development of the children at preschool age. In this context, regardless whether we discuss this or future syllabi, strategies, recommendations, or other material intended for the realization of the preschool education and the promotion of motor ability and health, we should use the integrated and holistic approach and the modern approaches for the realization of the activities in the preschool education as basis for the concept.

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CREATIVITY IN VISUAL ART EDUCATION

Abstract

The paper present results of investigated teacher's opinions how they understand the concept of creativity in Visual Art Education, and opinions and views about their creativity as teachers and creativity of their students. The aim of this study is to find out which activities, strategies and methods teachers use in Visual Art Education to improve their work and to improve creativity of students in Visual Art Education. In the research are included 30 teachers from I to IX grade in primary schools.
Key words: creativity, teachers, visual art education, students

Concept of creativity

We use word creativity in our everyday life, using this word seems that we understanding the meaning of the word, we have some ideas that we know what it is creativity and how to recognize. We use terms creative teacher, creative students, creative art work etc. Recording to this seems that it is very easy to explain what creativity is. But when we should define and explain creativity it's not easy.

In the past history a lot of civilizations gives a high values on inspiration, originality, these are meaning which people find as a something that foster creativity. Empirical research on creativity starts at early twenties in 19 century. According to Craft, four major traditions took place in empirical research: "*the psychoanalytic tradition (including Freud's discussion of creativity as the sublimation of drives and Winnicott's work on development which makes creativity central and intrinsic to human nature), the cognitive tradition (stemming from Galton's work and including Mednick's exploration of the associative process and Guilford's exploration of divergent production of ideas and products), the behaviourist tradition (including Skinner's discussion of chance mutation in the repertoire of behaviours), the humanistic tradition (including Rogers, May and Maslow whose discussions focused on the self-realising person acting in harmony with their inner needs and potentialities)*". (Craft, 2001, p.5)

In literature we can find different definitions of what is creativity. Differences are coming depending of aspect of research of concept of creativity. Searching the reviews of concept of creativity gives better understanding to these differences in definitions and lightening which aspects was treated. The emphasis of early stage research of creativity starting from 1950 are turn eye on individual, these philosophical aspects are trying to find answer and explain interaction between individual and its giftedness, personality of individual and creativity, mind of individual and creativity, cognition and creativity, stimulation of creativity. After 1980 research of creativity are focused on social philosophical aspect of research where researchers are trying to find answer of influence of social systems on development of creativity. Significant part of research in creativity is focus on creativity in education. Between all this answers that are researched also very important is question about defining children creativity.

Many authors give distinctions for this phenomenon, creativity for them have different values depending person create something new in the society, or new when person create something that is unknown until then. For example children create some visual art work in new unknown way for the children until then, so it is not same when person create something new like new product, new solution, art work, which is unknown for society until then.

It is not intention of the author of these paper to give complete analytic review and analyze of the research and literature in definitions of creativity and creativity in education. Giving attention to the couple of serous researchers who are threatening this problems author of the paper gives to

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the reader's short explanation of the main concepts that is treated in this research paper. For this reason are given following definitions:

Creativity – "*the ability to produce original and unusual ideas, or to make something new or imaginative*" (Definition of "creativity" from the Cambridge Academic Content Dictionary © Cambridge University Press)

According to Loveles: "*A useful way of looking at creativity is to consider it as an interaction between characteristics of people and communities, creative processes, subject domains and wider social and cultural contexts. Creativity can be described as combining the following five characteristics: using the imagination; a fashioning process; pursuing purposes; seeking originality; and judging values*". (Wilson, et. all. 2009, p.33).

Creative teaching, teaching for creativity, creative learning

Today we challenging with lot of innovations and projects in education. Some of them has positive effects and some of them not. Also Visual Art Education nowadays is challenging with lot of problems needed to be solved. Importance of creativity development is one of the problems should be solved in process of education. Teachers and using appropriate teaching strategies, methods and activities in education and teaching and learning process are seen as a things that increase student's creativity in general and also Visual art creativity.

Couple of researchers are defining terms creative teaching, teaching for creativity, creative learning explaining their contrast, according to them: Creative teaching gives focus on teachers and their creativity (Jeffrey and Woods, 2003; Woods and Jeffrey, 1996). Teaching for creativity focuses on child and their creativity. (Jeffrey and Craft, 2004; Jeffrey and Woods, 2003). Teaching for creativity is learner inclusive. (Jeffrey and Craft, 2004)

"*A learner inclusive pedagogy involves giving the child many choices and a great deal of control over what is explored and how. Itis, essentially, learner-centred*" (Jeffrey and Craft, 2004).

According to Craft: "*Teaching for creativity is regarded as a key component of all good teaching, but it does not guarantee that the children are learning or developing their own creative potential. Teaching for creativity cannot be achieved without creative teaching, but it goes one step further by also developing the creative abilities of all children*" (Craft et. all, 2007, p.43). In the process of teaching and learning there always will be questions needed to be answered and problems needed to be solved. Development of creativity and how to become more creative as teachers, and how to increase student's creativity are some of this questions and problems.

"*Creative teaching is seen to involve teachers in making learning more interesting and effective and using imaginative approaches in the classroom. Teaching for creativity by contrast is seen to involve teachers in identifying children's creative strengths and fostering their creativity*".(Wilson et. all, 2009, p. 36)

Another term creative learning is involved to describe middle ground between creative teaching and teaching for creativity *(Jeffrey and Craft, 2006) "European work (Jeffrey and Craft, 2006) suggests that it involves learners in using their imagination and experience to develop learning, that it involves them strategically collaborating over tasks and contributing to the classroom pedagogy and to the curriculum, and it also involves them critically evaluating their own learning practices and teachers' performance. It offers them, in many ways, a form of apprenticeship.*"

Craft proposed possibility thinking, or 'what if' and 'as if' thinking driven by questioning and imagination, as the core of creative learning, that it can be understood from the tripartite perspective of people or agents, processes and domains and that it involves both problem finding and problem solving. Craft with team of another researchers focus on empirical research with big significant especially in pedagogy, because she is trying to give answer and to explain how creativity is and how could be understood of teachers. "*Possibility Thinking has been closely documented as enabling the transition from 'what is' to 'what might be'. It involves a range of features: questioning, play, immersion, making connections, imagination, innovation, risk-taking and self determination"(*CREET, Possibility thinking).

In educational process and process of development of student creativity, very important is understanding of importance of students influence on development on creative teaching and teaching for creativity. Craft also points that: "*Creative teachers should be prepared to learn from their pupils and not be afraid of looking foolish. They need to explore their own creative talents - both in teaching and other areas of interest - in order to promote creativity in their pupils.*" *(Craft et. all, 2007, p.43).* This should be understand as a circle, at the end of some activity always reflection should be involved to understand and to view mistakes, obstacles, what should be taken and done for more effective process of development of students creativity and etc.

Creativity in Visual Art Education

In the past when creativity and creativity in education was mentioned always was pointed relationship between art talent and creativity. This two phenomenon's were treated as synonyms. Artistic creativity was seen as synonym with general creativity. "*In the past, creativity and art talent often were viewed as being synonymous. Recent studies have demonstrated that traits associated with creativity are not necessarily those associated with art talent. More research is needed to determine if and how exceptionally creative art students differ from those who are considered talented in art and what implications this may have for art teaching and learning*". *(*Zimmerman,2009,p.394). Even nowadays when lot of authors are agreed that this two phenomenon's creativity and art talent are not synonymous, there is no doubt among authors who are threatening phenomenon of creativity and especially creativity in education, that Visual Art Education takes significant part in development of visual art creativity and creativity at all. Development of artistic creativity and development of visual art creativity as a parts of artistic creativity has positive influence on development of general creativity. Intention of the countries in Europe with big economic development is giving serious attention to the Visual Art Education and increasing number of teaching hours in school to this subject. This is also recommendation and from UNESCO and National Advisory Committee on Creative and Cultural Education – NACCCE is that Art Education should be based on developing creativity.

Methodology of research

This research investigate teacher's opinions how they understand the concept of creativity in visual art education, and opinions and views about their creativity as teachers and creativity of their students. The aim of this study is to find out which activities, strategies and methods teachers use in visual art education to improve their work and to improve creativity of students in visual education.

In the research were included 30 teachers from I to IX grade in primary schools.

The research is designed within qualitative research approach and case study method. Open-ended questions was used to collect data in semi-structured interviews. Answers from /interview are grouped under related titles and their frequencies are identified.

Analyses of research and results

Teachers opinions about what is creativity? In this item most of teacher give point on think differently, being different, solving problems in new way, to be original and innovative. We can see answer frequency in Table1.

Table 1. Teachers opinions about what is creativity?

Answer titles	Frequency
Think differently, being different	12
Solving problems in new way, to be original and innovative	9
Use imagination	6
Breaking rules and limits and freedom	3

Investigating theacher opinions about their creativity, answers show us that most of the teacher find them as a creative persons. Frequency of answers are given in Table 2.

Table 2. Teachers opinions about their creativity

Answer titles	Frequency
Yes I am creative	24
No I am not creative	3
I don't know	3

What are the characteristics of creative persons?

Interviewing teachers opinions about characteristics of creative persons they point these characteristic: inteligence, knowledge, different behaviour, originality, curiosity, imagination, fantasy, emotion, emphaty, humor, talent and giftednes, fluent thinking, good memory, visualization of things and thoughts, analitic, brave, unusual view of things, synthesizing.

Teachers opinions about creativity of their students

Interviewing teachers opinions about do they find their students creative? Most of them answer that they find their students as a creative. Frequency of answers are given in Table 3.

Table 3. Teachers opinions about creativity of their students

Answer titles	Frequency
Yes, most of them are creative	29
No, most of them are not creative	1
I don't know	0

Table 4. Teachers view about how do Visual art Education affect the creativity

Answer titles	Frequency
Visual Art Education has big influence on creative development of students in general	20
It can be said that it has some positive influence on students creativity	4
Depend of teacher	3
Depend of student	3

In Table 4. Are given answers frequency of Teachers view about how do Visual art Education affect the creativity. It is very interesting that none of the interviewed teachers gives negative answers, means that nobody gives us answer that Visual Art Education doesn't have positive influence on student's creative development. Most of teacher's says that Visual art Education has big influence on creative development of students in general

Teachers opinions about what is creativity in Visual Art

Interviewing teachers opinions about what is creativity in Visual Art? Teachers gives us following answers: creating original art work, having senses for visual express element, solving visual art problems in more ways, interesting visual expressing, understanding of art works, good perception of visual art elements, expressing the emotions with visual elements in unconditional way, intellectual expressing of others visual art work, to feel the art works, using different materials and media, interesting mix of media and materials, expressing joy and humor in working process.

Frequency of teachers answers about their views on the positive and negative factors which affect the Visual Art creativity of students are given in Table 5.

Table 5. Teachers views on the positive and negative factors which affect the Visual Art creativity of students

Answer titles	Frequency
Competence of teacher	7
Curriculum	6
Materials for work (books, educational software, visual art materials)	5
Family and friends	4
Society where we live and media	3

School and classroom environment	3
Character and students skills	2

On the question "*What are the positive factors fostering Visual Art creativity of students?*" Most of teachers says that teachers are one of the most important factors with positive influence on student's creativity.

On the question "*What are the negative factors affecting students' Visual Art creativity?*" Most of teachers says that curriculum and don't having appropriate materials for work are the factors that has negative influence on students Visual Art creativity. Society and media are also pointed as factors with most negative influence on student's creativity.

How do you evaluate the Visual Art curriculum generally? Do you think that curriculum gives opportunity for development of student's creativity?

Frequency of teachers answers are given in Table 6.

Table 6. Teachers views about Visual art curriculum

Answer titles	Frequency
Good curriculum with positive effects on creativity	12
Not good curriculum	8
I am not sure, Difficult for understanding	6
Depends of teacher	4

We can see that most of teachers answer that curriculum is good, but also the number of teachers who answered that they are not pleased about curriculum generally and they think that its not good curriculum for students creativity development.

Which activities, strategies and methods teachers use in Visual Art Education to improve their work and to improve creativity of students in Visual Art Education.

Teachers' views about using various teaching activities, strategies and methods to improve their work for creative teaching

When we asked the teachers "*Do you use the different activities, strategies and methods in your courses*?" all of them answered Yes.

When we ask the teachers "*What kind of the different activities, strategies, methods or techniques do you use?*" Teachers gives us following answers: using different environment for creation (such nature, excursion, museum, gallery), setting problems to be solved, discussion, using music on classes, making correlation with other subjects, brainstorming, using ICT technology, play, asking questions, project activities, group work activities, presentations, trainings, watching movies, Visual Art appreciation, reading.

Teachers opinions about "*What should be done for more creative and effective Visual Art lessons?* "

Teachers point following answers: curriculum development and changes, increasing number of classes for Visual Art Education, teacher trainings for their competence development, workshops, materials for work, using different techniques for work, creating positive school environment.

Conclusion

Investigating teacher's opinions about concept of creativity it can be seen that teachers understand the meaning of the concept. Teacher's opinion for them self is that they are creative persons, also this is opinion for their students, and teachers said that their students are creative persons. All of the interviewed teachers find that Visual Art Education has big influence on creative development of students, none of the interviewed teachers give us negative answer.

Most of teachers says that teachers are one of the most important factors with positive influence on student's creativity. Curriculum and don't having appropriate materials for work are the factors that has negative influence on students Visual Art creativity. Society and media are also pointed as factors with most negative influence on student's creativity. Teachers answered

that all of them are using various teaching activities, strategies and methods to improve their work for creative teaching. Using different environment for creation (such nature, excursion, museum, gallery), setting problems to be solved, discussion, using music on classes, making correlation with other subjects, brainstorming, using ICT technology, play, asking questions, project activities, group work activities, presentations, trainings, watching movies, Visual Art appreciation, reading, are pointed as a activities, strategies and methods which teachers use to improve their work and to develop creativity of students.

Curriculum development and changes, increasing number of classes for Visual Art Education, teacher trainings for their competence development, workshops, materials for work, using different techniques for work, creating positive school environment, are pointed as a things that should be done in future for more creative and effective Visual Art lessons.

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CONTEMPORARY CONCEPTS OF KNOWLEDGE IN THE ARTS, CULTURE AND SCIENCE IN THE CONTEXT OF TEACHING PROFESSION

Abstract

In the educational process of future teachers understanding of the notion and different aspects of knowledge represents a foundation of a whole system of strategies, methodical approaches and didactical means. Concept of knowledge is historically changeable and is in a direct correspondence with the survival needs of each individua in different societies and cultural ambience. Digitalization, communication with social networks which dominates and are actual global trends, enormous proliferation of information and visual images, shape the world where teachers have to provide necessary level and quality of education.

Despite the fact that various types of knowledge exists - like: explicit (Nonaka and Takeuchi, 1995), implicit (Nickols, 2000), declaratrive and procedural (Zack, 1999), substantive and entrepreneurial (Aguayo, 2004), human, social and structures. (DeLong, Fahey 2000), there are still no consensus about universal definition of knowledge (Qvortrup, 2006).

General trends defined in the findings of Conley (2015); П21 (2015); Vagner at all (2006) are focused on the quest of answer in defining contemporary concept of knowledge in the arts, culture and science. We conduct the research based on interpretative phenomenological analysis (IPA) with an idiographic focus. The aim is to search for the general significance with foundation in phenomenology and hermeneutics. We use descriptive and descriptive-analytical methods, content analyze of relevant documents and scientific findings.

The main idea of the research is to define epistemological credibility of the concept of knowledge in contemporary conditions.

Key words: concept of knowledge, phenomenological analysis, epistemological significance.

Introduction

Contemporary world we are living in is characterized with global digitalization, communication with social networks that dominates as actual global trends, enormous proliferation of information and visual images, fast transmition of ideas and actions. The character of the whole social, conceptual and physical environment is changing and shapes the world where teachers have to provide necessary level and quality of education.

In the "Education 2030", presented in "Incheon Declaration and Framework for Action" in the World Education Forum 2015 organized by UNESCO, UNICEF, the World Bank,UNFPA, UNDP, UN Women and UNHCR main point was given to the inclusive and equitable quality education and lifelong learning for all. This declaration for education 2030 is only one example of the consensus of word most influential organizations that we have to set out a new vision for education for the next years.

To provide an adequate and usable system of education, we have to provide reliable concept of knowledge which is deeply rooted in actual psychological, social and environmental needs. Concept of knowledge is historically changeable and is in a direct correspondence with the survival needs of each individua in different societies and cultural ambience. Yet, is is a base of each and every educational logic implemented in various historical periods. Contemporary changes and challenges faced us with the need to define the concept/s of knowledge in the arts, culture and science as a base for realization of the new vision of education that will provide modern educational system with the supreme quality. This is especially urgent task, concerning the fact that new generations of kids deserve to be educated with updated and confirmed teaching contents and teaching methods.

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Epistemological significance of the concepts of knowledge

By using the concept of knowledge we are not just marking the epistemic positions we occupy, we are also acknowledging epistemic authority and indicating the advisability of taking oneself or others as "ready" for the transmission of authority (Vega-Encabo, 2016) and knowledge.

Organizational learning, knowledge creation and knowledge management are crucial aspect of knowledge reach strategies that have to be used by teachers in the process of transmition of different knowledge in arts, culture and science. Knowledge is usually defined as a system of truths and confirmed notions. Tella (1996) states that in the conventional sense, knowledge refers to the transmission of adopted and tested findings (information transmission paradigm) based on biheivioristic theories of knowledge. Bagley & Hunter (1992) defined   knowledge in the relationship to the modern theories to the individual construction of own understanding of facts, processes and concepts.

Most wide accepted definitions of knowledge are:
- The fact or cognition of knowing something with familiarity gained trough experience or association
- Acquaintance with or understanding of science, art or technique
- The fact or condition of being aware of something
- The range of one`s information or understanding
- The sum of what is known: the body of truth, information and principles of humankind (Merriam Webster).:

The concepts of knowledge are historically changeable and correspond with the needs for survival on each individual in various social and political ambient. Traditional concept of knowledge is deeply linked with the knowledge in the renaissance, trough the period of Middle Ages till the industrial era in 20 century always seek for the sum and accumulation of information and their relationship.

In the end of 20th and beginning of 21st century, advanced notion arise - the ideas and knowledge are the main sources of development in the society. The knowledge is not a process, but it is a state of mind."There is no process of knowing, though there is often a process of getting to know." (Robinson, 1971). Llee, H.C., Foo, S, Goh, D. (2006) stated that conceiving knowledge as a collection of information "robs the concept of its life" and fails to portray its vitality and its ability to make an enormous differences in the world. They also add that knowledge is the end of data – information – knowledge continuum. There are various types on knowledge like explicit (Nonaka and Takeuchi, 1995), implicit (Nickols, 2000), declarative and procedural (Zack, 1999), humanistic, social and structured (DeLong, Fahey 2000). But as ongoing debate, in the scientific circles there are no consensus for unified definition of knowledge, due to its complexity and individual aspect (Qvortrup, 2006).

Knowledge in the Context of Teaching Profession

The main idea of the research is to to define epistemological credibility of the concept of knowledge in contemporary , to find the significance of the notion and contemporary concepts of knowledge in the arts, culture and science in the context of teaching profession with the base in phenomenology and hermeneutics. In the education of future teachers understanding of the concept of knowledge is a base for building the whole system of methical procedures and strategies for realization of the teaching programs. Organization of the whole process of learning for the student teachers (for preschool and primary school education) requires knowledge management and successful knowledge implementation. New generations known as "digital natives" process the information differently that the generations in the past. Digitalization successfully shapes the whole world of today and is going to continue in the future.

Material and methods

We conduct the research based on interpretative phenomenological analysis (IPA) with an idiographic focus. The aim is to search for the general significance with foundation in

phenomenology and hermeneutics. We use descriptive and descriptive-analytical methods, content analyze of relevant documents and scientific findings. IPA cavers and investigate the meaning of individuals in the context of their competences and experience as is stated in Reid, Flowers & Larkin (2005). General trends are focused on search for the answer in defining the contemporary concepts of knowledge in the arts, culture and science (Conley, 2015; П21, 2015; Vagner at all, 2006)

Concepts of Knowledge in the Arts, Culture and Science

Science is explicit and precise in defining of the concept of knowledge – understanding of formulas and their use in problem solving. Knowledge in science „a priori "is independent form personal experiences, equipped with empirical evidences and focused on global understanding of the world. It is accumulated by systematic studies and is organized with discoveries of general principles. There are specific factors for classification of data, facts or information of scientific knowledge: 1. Independent and rigorous testing, 2.Independent expert evaluation and publication, 3. Measuring the potential and estimation of mistake.

Art as an expression of creative skills conducts vide funds of genres, medias and techniques (form visual arts as paintings, photography, visual installations to the sound and performing arts – music, theater, dance, and literature). Knowledge in the arts presents the attitude of the artistic work with understanding of the author attentions, it depends „a posteriori "only of the individual experience and personal commitment, justification based on spectator`s own understanding.

Collective sum of knowledge is produced by society or from distinct social segment form a social knowledge. It can be defined as a wholeness of various types of knowledge which is shared in the particular social environment. Result of social knowledge produces and enables reaching of knowledge with mechanisms of participation and collaboration. Web- search engines are aggregators created by posting and presenting multilevel information's.

Knowledge management

Knowledge management (KM) presents connections between individual and collective aims, values and learning strategies. Management with own knowledge refers on the adequate use of knowledge in the right time and place, presented on the adequate level. The activity is really complex and includes: a useful strategy, understanding of the different kinds and forms of knowledge, organization of the process where the existing levels of knowledge are organized in functional entities and stimulating creation of the new forms and methods for reaching knowledge

Creating the architecture of knowledge is a process based on methods use by teachers with the aim to transmit knowledge to the students to enable the processes of: understanding, investigation, research, determination how the implicit cultural assumptions, reference frames, perspectives and prejudices in certain discipline influences the ways of getting knowledge (Banks, 2002).

Augmentative knowledge

The knowledge reached with an individual initiative for adapting to the environment on the each student`s personal demand is called augmentative knowledge. It has the essential meaning of reinforcement and enrichment of knowledge. Augmentative knowledge learning techniques arises where the environment adapts to the learner. By providing remediation on-demand, learners can gain greater understanding of a topic while stimulating discovery and learning. Traditional methods of gaining knowledge is designed based on the student's predetermined needs, in order to repeat or use what has been previously learned.

Augmentative learning enables the acquisition of knowledge, obtaining the most relevant information and solving complex problems at the time of settling (Snyder, 2014). The most common type of augmentative learning is e-learning (highly individual, with deep personal need to find information and to form interconnections between them). It is usually uninstitutional.

Conclusion

Information and knowledge are developing much more urgently than ever before in the history of civilization.The sense of knowledge is not to be stored, reproduced, and then used, but to be found and used (Simon, 1996), because the scope of human knowledge is presented and available globally.

The goal of education is to create and develop intellectual tools and learning strategies that will enable independent knowledge acquisition (Bransford, 2000)

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EDITORIAL BOARD IT AND ENGLISH LANGUAGE COMPETENCES – A PREREQUISITE FOR SUCCESSFUL INCLUSION IN INDEX DATABASES

Abstract

The functioning, and most often the establishment of most scientific journals is founded on the editorial board which consists of selected, unpaid experts in the academic field covered by the journal. In journals with a long tradition, this is frequently just an honorary position, but today, in the expansion of publishing, especially electronic publishing, on the one hand and the lack of adequate funding on the other, editorial board members are becoming involved in its operational functioning. They perform the preliminary peer review of the received papers, but also the correspondence with authors and reviewers. It is expected from the editorial board members to influence the journal policy; accordingly they conduct the promotion and indexation of the journal.

As a consequence of the aforementioned, adequate IT and English language competencies are expected from the editorial board members, regardless of their scientific field. Demands of index databases, especially those which are considered significant in the fields of humanities and education, have served as a basis to explain how the English language, as an international language, has become the unavoidable language of content and communication in scientific publishing. The fact that editorial board members are expected to possess more than the basic IT literacy is demonstrated through the exploration of the preconditions for inclusion in index databases, where most of the work is *conducted* by computers and less and less by people. The influence of the Open Access on scientific journals and academic publishing will be explored in the conclusion of the paper.

Key words: academic journal, peer review, Open Access.

Introduction

The fact that around six million scholars in seventeen thousand universities produce more than a million and a half peer reviewed articles each year, shows just how much the academic publishing industry has grown and the overpowering role it has in the lives of academics (Bjork, Ross, & Lauri, 2009 as cited in Hyland, 2016). In this day and age where quantifiable improvement is demanded in every area of life, academic publishing is no exception. Academic productivity is measured through the number of published papers in renowned journals which are indexed in international index databases and through the citations to those papers. This has led to a significant increase in the scientific output of scholars around the globe and especially from the "emerging economies" (Brazil, Russia, India and China). As Hyland (2016) notes between 2005 and 2010 a fourfold increase in submissions has occurred to the 4200 journals using the *ScholarOne* manuscript processing system. Although an increase in the leading nations for scholarly output was evident – USA and Japan increased by 177% and 127%, drastic increases could be seen in nations such as India (443%), China (484%) and Malaysia (800%). However this increase in submissions is not reflected in a balanced increase in papers accepted and published, since China and Iran showed no significant increase in accepted papers while India, Taiwan, Korea and Brazil all had acceptances fall by at least 4%. An explanation for such discrepancies could be sought in a few observations noted in Hamel's (2007) paper on language equality in academic publishing. He notes that:

1. "*Very often native writers of English find it easier than non-natives to have their work published, even if their contribution adds little to the field, just because they are capable of formulating their papers in mainstream conventional discourse styles.*" (p. 68).

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2. "*…both Anglophones and non-Anglophones prefer to read texts written by Anglophone native speakers over those written by non-native language users who publish in English.*" (p.68).

3. "*Most biographical databases create a vicious circle of self-fulfilling prophecies based on a strong bias in favour of English and Anglophone countries*." (p. 61).

Significance of IT and English language competences for successful inclusion in index databases

At the beginning of the 20th century three languages (French, German and English) dominated scientific publishing, however after the Second World War the balance shifted in favour of English which had become the dominant language in science by the end of the 20th century (Hamel, 2007). Journals published in English form the majority in the Science Citation Index and Web of Science databases. This fact indicates that papers need to be published in English if they want to be acknowledged by the top scientific community of their discipline. For example, in 2005 a total of 5986 scientific and technical journals were being published in Brazil, mainly in Portuguese and from this number only 17 were indexed in the Science Citation Index (Café, 2005 as cited in Hamel, 2007). Serbia publishes about 400 scientific journals from which 23 journals are indexed in Science Citation Index, Social Science Citation Index and Arts and Humanities Citation Index (Ševkušić, Janković & Kužet, 2017).

The dominance of English in the scientific publishing world however is not limited only to the researchers but also effects journal publishers i.e. the Editorial Boards of scientific journals. For international journals' Editorial Board members knowledge of the English language has become a mandatory skill for their functioning. Not only do Editorial Board members perform the preliminary peer review of the received papers and the correspondence with authors and reviewers but they also influence the journal policy and conduct the promotion and indexation of the journal.

The lowered cost of electronic publication of monographs and journals has led to the exponential increase of article publications in all scientific fields. This growth was followed by the appearance of many new journals, as well as the switch of journals with a long tradition to e-publishing. The traditional methods of cataloguing and monitoring publishing and citations are simultaneously redirected to the electronic evaluation of bibliometric data. "WoS had been the sole tool for citations analysis until the creation of Scopus and Google Scholar in 2004" (Mongeon & Paul-Hus, 2016: 213), during the next decade, the number of indexation databases has increased, but their statistics and metadata are still not fully used as valid and concise for the assessment of research results. In order to be included in electronic databases the publishers must prepare, write and hand in the data on their products in a format which is computer readable and which computers and adequate programs will be able to automatically process.

International standard book number (ISBN) which is recognized as the sole identifier of books and publications (printed or electronic – CD\DVD disks…) and which has been used since 1966 in Great Britain, and from 1972 in the whole world has gotten an electronic successor under the name DOI. DOI is an acronym for Digital Object Identifier, and this system „provides for unique identification, persistence, resolution, metadata, and semantic interoperability of content entities" (Paskin, 2010: 1587). It was presented for the first time in 1997 and in 2000 the syntax of the DOI was standardised through NISO. The DOI system was approved as an ISO standard in 2010. Te DOI is actiually an URL i.e. web adress on which it is possible to find the content which it represents. "Information about an object can change over time, including where to find it, but its DOI name will not change" (Paskin, 2010: 1587).

The DOI can contain one or more URLs where the adequate object can be found, but it may also contain other information about the object to which the Difital Object Identifier had been assigned, for example:

- names
- identifiers

- descriptions
- types
- classifications
- locations
- times
- measurements
- relationships to other entities

In addition to the fact that the creation, preparation and maintenance of a journal's web presentation demands that the Editorial Board possess IT knowledge or the hiring of professionals for this purpose, there exist adequate web tools which can ease this process of preparing DOI data. For this purpose the Crossref service offers the service webDeposit (https://www.crossref.org/webDeposit/) which simplifies the preparation of data for the upload to the Crossref and DOI servers.

From our experience of working on the indexation of the scientific journal *Research in Pedagogy* five steps for the indexation of scientific journals have been identified.

1. Exploration – Researching which databases exist and which are suitable for the indexation of the specific scientific journal based on the field of study.

2. Predatory index database check – The open access concept has enabled researchers easier access to scientific papers and wider dissemination of their work. Scholarly articles may become available as open access either through journal publishers, which is known as the gold model, or by being uploaded and made freely available somewhere on the web, which is known as the green model of open access (Laakso & Bjork, 2012). The gold open access model, which presumes that the publication costs are covered through article processing charges, has become a highly profitable business (Vinny, Vishnu & Lal, 2016). Article processing charges may range from 20 to 3800 USD, with the average costs being 900 USD (Laakso & Bjork, 2012). This fact has led to the appearance of fraudulent publishers who produce predatory scientific journals whose sole purpose is to gain profit and which do not follow the protocol for securing scientific quality (Vinn et al., 2016). The rise in predatory journal numbers has led to the appearance of websites or indexing databases which provide false or questionable impact factors (Gutierrez, Beall & Forero, 2015). Therefore the second step is to check whether the indexation databases found in the first step are legitimate and adhere to high standards of operating. If a journal is indexed in a suspicious indexation database which provides false impact factors it can have a negative influence of the journal's reputation. The sites that provide questionable bibliometric measures, like predatory journals, use names very similar to the most reputed scholarly metrics or misuse the expression "Impact Factor" (Gutierrez et al., 2015). Therefore knowledge of the scientific publishing scene is needed along with English language competence for the completion of this task.

3. Research of inclusion criteria and database hierarchy – This represents a fundamental but also time consuming process. Although similar inclusion criteria vary from database to database. Here attention to detail is crucial for latter successful indexation.

4. Implementing changes – The fourth step represents the implementation of changes to the journal, journal website, journal documentation or publishing process to meet the demands of various indexation databases.

5. Application – In this step the application process is researched and conducted. The time of the evaluation process varies from indexation database to indexation database, but usually takes a few months.

For all of the abovementioned steps English language proficiency is necessary since all of the information is provided online in English.

Through the project *Revisiting Open Access Journal Policies and Practices in Serbia* scientific journal publishers in Serbia had the opportunity to be further introduced to the demands of various indexation databases. The project also helped journal publishers and the editorial teams

implement the needed changes which focused on: changes to the journal website, changes in the journal documentation and changes to the availability of information on journal publishing processes. The changes to the journal documentation mainly focused on writing a detailed Editorial Policy in which transparent information was given regarding: the duties of the Editorial Board, authors responsibilities (reporting standards, authorship, acknowledgement of sources, plagiarism, conflict of interests, fundamental errors in published work), reviewers' responsibilities, the peer review process, procedures for dealing with unethical behaviour (investigation, minor misconduct, major misconduct), retraction policy, open access policy. The changes to the availability of information were closely connected to the changes to the journal website since they included making information more visable on the website, giving more datailed information on the Edirtorial Board memners, reviewers and journal statistics, making a seperate url for each paper published in the journal, making the Creative Commons licence information available on every paper pdf individually and on the website landing page etc.

Conclusion

Apert from many advantages of bibliometric and scinometric methods which have been singificantly improved through the advancement in the field of information science, many researchers (Knorr-Cetina, 1991; Glanzel & Schoepflin, 1999; Lariviere et al., 2006; Hicks and Vang, 2011; Nederhof, 2006; and others) also register numerous constraints of indexation databases for the evaluation of research in social sciences and humanities (according to: Mongeon & Paul-Hus, 2016: 213). Mongeon & Paul-Hus put two facts in the foreground: in art and humanities, monographs and works of art are often more important and more valuable for the career of researchers than the publication of articles, the second remark refers to the caution that must be applied in the interpretation of bibliometric data in national research systems that are the result of linguistic prejudices of WoS. Although article publication is a dominant tool of result dissemination in natural sciences, engineering and biomedicine the same does not apply in social, humanistic sciences and art. The validity of the second fact, which Mongeon & Paul-Hus refer to, can be found in the experience that the Editorial Board of the journal *Research in Pedagogy* had in their communication with Thompson Reuters, when the journal was rejected from inclusion among other things for using letters such as *č, ć, š, đ, ž* in the refrences of their papers.

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Jasmina Mironski[1]

THE NEED FOR MEDIA LITERACY IN THE EDUCATIONAL SYSTEM
OF THE REPUBLIC OF MACEDONIA

Abstract

Having in mind the trend of the media in the life of modern society media literacy become a necessity and apparently is important to become a part of the educational system in the Republic of Macedonia. Thus especially because of the inflow of new media – social networks that play an extremely important role in the ways in which young people communicate.

The most common definition of media literacy is – a collection of skills, knowledge and information that are necessary for understanding and critically analyzing media contents, which helps the users to protect themselves against inadequate media content. Amid the inflow of various information that are often presented without any prior checks, unappropriated jargon that is not always understandable for the wider public, the presence of vulgar words and not paying attention to culture of expression, it seems that taking better care and introducing young people to media literacy and the benefits from it has become a necessity. The focus of this paper is that media literate's people can make decisions, they can understand the nature of content and they choose the wright opportunity offered by new communication and media technologies. The object of interest is media contents connected to violence, stereotypes, advertisements… and apart from defining media literacy, discussions and about some positive attempts in the Republic of Macedonia.

Key words: media, education, literate, young people

Introduction

The term was initially defined at the National Leadership Conference on Media Literacy in 1992 primarily as 'the ability to access, analyse, evaluate and send the message via media'. (Aufderheide) The necessity to commit to promoting media literacy was initiated by the surge of new types of media and their utilization by all, children and young people in particular. Since the 1980s, primarily owing to UNESCO's activities, media literacy has become an integral part of education, as a part of the development of educational plans and curricula, and in the last two decades it has been given increased importance in media policies and media regulations. Unlike the European interpretation of media literacy, UNESCO uses the term 'media and information literacy' while theEuropean Charter for Media Literacy also adds other aspects, such as audience behaviour with the purpose of avoiding offensive or harmful content, as well as using the media in order to exercise citizens' rights. In the Republic of Macedonia, although there have been some attempts at promoting media literacy for years, it seems that there is still insufficient knowledge about what its role is, why it is necessary and its introduction in the educational system. We live in a very dynamic time, with various forms of communications and with the emergence of different types of media introduced by new technologies. The dynamics and the diversity of this type of media environment bring about the need to know how to deal with the uncontrolled inflow of information and to know how to differentiate reliable information sources. This is important in order to be able to correctly select the information, which also requires new skills that will be useful for being more savvy in the virtual world and for recognizing who presented a piece of news and why and how they did it. In this manner, analytical approach and critical way of thinking are encouraged, which contributes to the development of civil and public awareness, hence the democratization of society. Media literacy in the context of its importance for education in a 21stcentury approach to education is estimated to provide a framework to access, analyse, evaluate, create and participate in all forms – from print to video to the Internet and builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens and a democracy. *"At present, we worry that democracy is*

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threatened by the ease at which disinformation about civic issues is allowed to spread and flourish. ... If the children are the future, the future might be very ill-informed." —Stanford History Education Group, 2016.[2] To become media literate is not to memorize facts or statistics about the media, but rather to *learn to raise the right questions* about what you are watching, reading or listening to. Len Masterman, the acclaimed author of *Teachingthe Media*, calls it "critical autonomy" or the ability to *think for oneself.*[3]

- Media Literacy is a 21st century approach to education
- It provides a framework to access, analyse, evaluate and create messages in a variety of forms – from print to video to the Internet.
- Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self -expression necessary for citizens of a democracy.

Media Literacy and why it is important

Media literacy is important as secure media literate's people can make decisions, they can understand the nature of content and they choose the wright opportunity offered by new communication and media technologies. This is even more important for kids and youngpeople having in mind that media contents nowadays are often connected to violence, stereotypes, different types of advertisements…The word "literacy" usually describes the ability to read and write. Reading literacy and media literacy have a lot in common. With more experience, readers and writers develop strong literacy skills. Media literacy is the ability to identify different types of media literacy we have to be aware about the function of the media itself.[4] Nonetheless, media literacy is an essential skill in the digital age. Kids take in a huge amount of information from a wide array of sources, far beyond the traditional media (TV, radio, newspapers, and magazines) of most parents' youth. There are text messages, memes, viral videos, social media, video games, advertising, and more. But all media shares one thing: Someone created it. And it was created for a reason, understanding that reason is the basis of media literacy.Media communication has become quite a force in society today, allowing for consumption of loads of information. And today's digital consumers are masters of media multitasking, which involves simultaneous contact with two or more other forms of media. As consumers of media, it is important to have the ability to understand, translate, and use the information we receive.There are five key questions to ask of any media:[5]

1. Who created the message that is being sent?
2. What techniques were used to attract my attention?
3. How might other people understand or interpret this message differently from me?
4. Are there any lifestyles, values or points of view that are not represented or are omitted from this message?
5. Why was this message sent?

Asking these questions you can analyse the media, reflect on it, and then react if needed. At the same time, the public should be aware there are indications telling us what is not considered as media literacy. The following is a list of ideas to help explore and understand how media literacy is different from other literacies.[6]

- Media 'bashing' is NOT media literacy, however media literacy sometimes involves *criticizing the media*.
- Merely producing media is NOT media literacy, although media literacy should include *media production*
- Just teaching with videos or CDRoms or other mediated content is NOT media literacy; one must also *teach about media*.

[2] https://www.eschoolnews.com/2017/01/09/media-literacy-democracy/
[3] http://www.medialit.org/reading-room/what-media-literacy-definitionand-more
[4] http://www.medialit.org/media-literacy-definition-and-more
[5] http://study.com/academy/lesson/what-is-media-literacy-definition-importance-examples.html
[6] Nada Zgrabljić Rotar (2005) *Medijska pismenost i civilno društvo*, Sarajevo:MediaCentar.

- Simply looking for political agendas, stereotypes or misrepresentations is NOT media literacy; there should also be an *exploration* of the systems making those representations appear "normal."
- Looking at a media message or a mediated experience from just one perspective is NOT media literacy because media should be examined from *multiple positions*.
- Media Literacy does NOT mean "don't watch;" it means "*watch carefully, think critically."*

Media literacy in Macedonia

Media literacy in the Republic of Macedonia is an almost unknown category and very little has been done so far, although the country has recently achieved significant progress in promoting the concept of media literacy in the educational system viewed in the regional context. On the other hand, almost ten years after the attempts to promote media literacy in the country, it is still at its starting point, despite all of the recommendations and resolutions coming primarily from the European Union and the Council of Europe. The first steps were made in the field of media, with the enactment of the Law on Audio and Audiovisual Services (December 2013), when 'institutionally' the term media literacy was noted for the first time, however without defining its meaning. Nevertheless, a few years before that (2009-2011) the nongovernmental sector has dealt with the issue (the Macedonian Institute for Media), by conducting a research; drafting a special guidebook for teachers for teaching media literacy (in primary and secondary schools); organizing trainings for teachers and creating a special website dedicated to exchanging experiences, information and knowledge from the field of media literacy.[7]

Macedonian School for journalism and Public relations had made a research titled *Media Literacy in Macedonia: the Missing Link for Active Citizenry,* which is a pioneer undertaking to map out the state of affairs or to fill the gap in academic and applied research about the topic. The research was done 2016-2017 in three segments:1. Media literacy within the Macedonian secondary education, 2. Media literacy and the civic sector in the country, and 3. Media literacy and the media. The report also provides analyses on the normative and legal regulation of media literacy in the country, first and foremost through the prism of the Directive for Audio and Audio-visual Services of the European Commission and on the domestic Law on Audio and Audiovisual Media Services.[8] The empirical information obtained from the research activities conducted in several spheres of society point to this. First and foremost, in Macedonian legislation**,** the only segment that contains a normative regulation of media literacy is the media sphere, however without providing a clear definition of it, although it clearly provides rules and directions for strengthening the educative role of the media. At the same time recommendations and conclusions were made for strengthening the awareness of the need of media literature that helps people to recognize media messages and it helps strengthen the democratic processes, through civil organizations that have to initiate positive changes in society; through activities that nourish the participative culture of the citizens by using the media; public events, debates, media contents created by and for citizens, organizing donations, petitions, social media, legislative initiatives, etc.; investing in education for strategic communicating, drafting clear guidelines and standards for efficient communication with the public; enabling education and creating resources for the citizens to access information that concern them, obtaining knowledge for critical perception of media contents, skills for using new or traditional media for self-expression and successful communicationwith the public; promoting the cooperation of the media with the civil organizations.

Different types of media

Media literate persons are able to make the right decisions, understand the nature of the content and the service of new media technologies. Having in mind the contents that are often

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[7] http://medium.edu.mk/attach/Mediumska_pismenost_komplet_FINAL.pdf
[8] http://medium.edu.mk/prezemi-gi-zakluchocite-i-preporakite-eng

offered on websites, as well as the many blogs that on behalf of freedom of expression and speech post all kinds of things, literacy for all types of media – visual (TV, video, film), audio (radio and recorded videos), as well as print media, for children and young people in this context, is becoming a must.The media play an outstanding role in creating public opinion and strengthening democratic processes in society and as a fourth pillar of democracy along with the judiciary, executive and legislatives government, it has the extraordinary role to defend any injustice, oppression or other negative appearance in society. However, to better understand the media, people have to be aware that there are different types of media. We live in an era of two-way direct communication, imposed by IT, which provides great opportunities of mass communication. On the other hand, this digital era gives various opportunities for diverse media and diverse types of communication.We don't always know who created something, why they made it, and whether it's credible or not.That is precisely why to master media literacy, it is imperative to know the way in which media work, how they function and how they are organized, however the most important thing is to differentiate them, i.e. recognize media capacities of the similarities and differences between them. The classic division identifies three types of journalistic expression: written, oral and visual, which is now complemented with the inflow of IT and the systems of all kinds of communication. First there was print, then electronic media, radio, then television, and today we are faced with new technologies and the vast communicational opportunities they provide globally, which present a turning point in the system of informing the public, the race for influence, power and dominance. News in print media, where the written word prevails and in electronic media where sound, i.e. image prevails, communicate the same content, however they are often differently perceived and seen, precisely due to the fact that each media outlet has its own specifics, its own characteristics, its own advantages and shortcomings.There are different kinds of *Print Media* (daily newspapers, weekly and monthly magazines, as well as national, regional and local publications and ones specializing in certain areas) and the advantage is the fact that it allows rereading throughout the day or whenever, the fact that it can be analysed, commented and debated later on and even more important - the written word remains as permanent documentation, a witness and proof of an event, occurrence or a problem, a part of history of a moment in a society.

Radio dominates with sound, speed and flexibility which is greater than in any other media outlet and it is very simple to go on air in a radio programme and share the news when necessary, or to give a statement, provide an explanation that is related to the work with a live phone-in. *Television* –with its appearance, made a huge turn-around in the system of public communications. It introduced an image, thus the strength of impression became dominant and powerful in its role in creating public opinion and its effect on the public. The combination of image, sound, movement and colour, creates a frame of the values of print media and the radio and it directly impacts the recipients of the message. Television today is undoubtedly the most powerful media outlet with the most impact on the creation of public opinion. It has the advantage of capturing all senses, it is magically appealing, and people most often believe what they see. On the other hand, however, it is precisely the power of the image that impacts its superficiality in the approach of announcing information, because the image is dominant, i.e. the impression of the event or the event is dominant, so less attention is paid on what is being said or on the relevance of the information. The news that *News Agencies* produce and present are mainly news about events in the country and abroad, as their basic journalistic product and this is why they are called – news factories and a part of the news items most often include reports, analyses, interviews, and features.

The agencies strive to be fast, brief and clear, because the most important thing is to be the first who announces the news and that is where the largest and most powerful agencies of the world fight a battle without compromise.And, the "king" of nowadays - *Internet*– so called interactive media, social media, have brought about new and significant technological and communications opportunities – accessibility at any time and any place, connecting on a global level and becoming closer to the world connecting through websites, blogs and multimedia, online, e-mails, CD-ROM. The advantage of new technology is in the unlimited reach, the

unlimited auditorium, the ever-increasing speed, low costs and the simplicity. What these media facilities are lacking are the high number of websites, the huge inflow of information, most of which are incorrect or incomplete, and in the fact that the messages come in such flow and with such speed that they quickly become outdated, boring and they lack interest. Here comes the necessity for media literacy among kids which would help them learn to think critically;become a smart consumer of products and information; recognize points of view;create media responsibly; identify the role of media in our culture. This way they would understand what the media want to present to them and, more importantly, what kind of message the media are going to provide and deliver.

Conclusions

The analysis about media literacy in the country and what it actually represents shows that in the Republic of Macedonia very little is known about it. The citizens have hardly heard of the term, and very few know the correct answer, also there are not many members of the expert public who are able to define media literacy, which is most often considered to be 'literacy' of the media or their learning to be literate, and not the ability of individuals to differentiate media contents, i.e. to be able to correctly read the messages. At the same time, there is no clear and precise answer in the country to the question why media literacy is so necessary and essential for democracy development and why it involves all layers of society (children, youth and adults). Developed democratic societies do not leave it to individuals to personally concern themselves with acquiring knowledge and skills concerning the newly emerged need for media literacy, rather they promote various social strategies for media literacy that are in accordance with international recommendations and examples.The influence from media is huge and that is not simply a consequence of their omnipresence in people's lives, it is also supported with the special ways of presenting, creating, announcing the information, which divided into special genres are packed in various types of media messages. Avoiding, i.e. ignoring the media does not provide protection against their influence. It is actually quite to the contrary, and that is why it is necessary to become aware of media literacy and what media literacy represents. People should learn more about it, so they become able to critically observe the media, and for that they must understand the rules by which the media function, as well as the potential manipulative phenomena of announcing various pieces of information. Some 'protection' against these occurrences can be provided only by developing analytical skills that would help one understand the media and the messages the media send. Media education should be different from educational media and technologies. It should also include teacher training in accordance with the curricula, and it should be parallel to learning language and literature. In recent years there has been increased activity in the civil sector through forming informal coalitions for media literacy.Having in mind that media literacy has long been recognizedas very significant for thedevelopment of democracy,it is essential for citizens,especially the vulnerable groups, such as childrenand young people, to define the modalities necessary for promoting and advancing media literacy. The best approach for being more familiar with media literacy might be developing of a longstanding and sustainable strategy as an inseparable part of the educational system in Republic of Macedonia.

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http://djelatnici.unizd.hr/~nrotar/Medpismed.pdf 1.09.2017
http://www.djecamedija.org/?p=666

Nina Tucovič

HOW MODERN WORLD AFFECTS READING

Abstract

As a primary school teacher I am facing with difficulties pupils have with reading. Difficulties extend with each generation. Main issue is poor vocabulary. Pupils are short at the collection of words so therefore they don't recognize the words or read them their way. As a result they are having troubles with understanding of the text they are reading which consequently results difficulties when learning.Should we be worried about that? Yes, very much! But firstly we should ask ourselves about the reasons for that state. In my opinion the main reason is hidden in the usage of ICT which has increased extremely over past years. It forces children to actually recognize the pictures not words so they don't put any effort in reading and therefore their vocabulary stays very limited. And what is it that would prevent that state and extend their vocabulary? I think spending some quality time talking to their friends, schoolmates, parents and grandparents would certainly do. And reading indeed. But is just reading enough? It is when we're talking about reading fluency. However if we want children to understand what they are reading, which is the highest standard, we should make them to do something with the text they are reading. According to that I've came up with so called "class library" which provides pupils reading training and as well expands their vocabulary by locating key words, answering questions, using words in sentences, finding meaning of the words and so on.
Key words: reading, ICT, primary school, reading difficulties, vocabulary

Reading in general

Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation.

Reading is making meaning from print. It requires that we:
- Identify the words in print
- Construct an understanding from them
- Coordinate identifying words and making meaning so that reading is automatic and accurate

Diane Henry Leipzig (January, 2001). What Is Reading?. Retrieved from
http://www.readingrockets.org/

Reading in practice

From ages eight to ten children are supposed to be average readers which means their reading should be quite fluent, there can be some fluency problems when reading complex words and they should understand the text they are reading.

However as a teacher I'm noticing that one third of students by that age aren't fluent in reading and don't comprehend the text they are reading. Therefore they have difficulties with learning in general and are not prosperous at school work.

Every year I'm facing and dealing with more and more reading difficulties of students. And I'm questioning what the reasons for that state are. In my opinion the main reason is lack of vocabulary which is caused by tremendously increasing usage of ICT over past years. In their free time children play games and hang on social media instead of spending some quality time talking and playing with their friends. Using smart phones and all the other smart technology doesn't require reading or talking in any way. All they need to know is to recognize the pictures and do the clicking. And nevertheless it's much more fun than spending free time reading which contrary takes effort.

On the other hand there's a prevailing belief among the parents that their children are good readers if they are fluent in reading. Well, that's not to be agreed with. A good reader is the one who understands the text read. And in order to do that a reader must comprehend the vocabulary.

Reading comprehension development

The development of reading comprehension is a lifelong and very complex process. We have to be aware that the ability is not developed quickly and easily. And what's the most important to have in mind is that the reader isn't able to develop that competence independently. Parents and teachers have the main roll here by using comprehension strategies.

There are some quite good and effective strategies parents can use at home, such as:

- children tell their parents what is the text they're reading about,
- draw what they were reading about,
- write in their own words what the text is about.

Among all it is also important that children read diverse texts (books, short stories, magazines, newspaper articles, etc.) and mostly the texts they are interesting in.

Materials and Methods - Class library

In order to influence the improvement in students reading I have created a class library. It's a simple didactical accessory which:

- improves reading fluency,
- extends vocabulary,
- makes students to read the text thoroughly,
- improves writing in a sense of content, grammar and graphomotor skills.

Different texts are at student's disposal, so they can decide independently which one they will choose. Each text is entitled with a set of exercises which induce students to be active while reading and do something with the text. In order to be successful at solving exercises they have to read the text very carefully and several times.

For better understanding I'm enclosing an example.
* The example is translated in English where possible.

Sadna solata

1. Read the text and find the words**tržnica, stojnice, neužiten**and**pečke.**Write the meaning of the words.

2. Find the words**cvetača, zelje, hruška, sliva in solata.**Rewrite them and write at least three words that rhyme to each.
Example: koloni – baloni, bonboni, žetoni

3. Find the words**policiji, stiskam, košaro, sadje** in **razstavo**. Rewrite the first three letters of each.For each write at least three words that begin with the same letters. The words must make sense.
Example: **ZEL**ENJAVA;   **ZEL**: **zel**eno, **zel**je, **zel**išča

4. Fill in the gaps according to descriptions given in brackets.
___ ___ ___ ___ ___ ___ Č K I (majhni kartoni)→ K A R T O N Č K I
___ ___ ___ ___ ___ N I K (naprava, ki meša)→ M E Š A L N I K
___ ___ ___ ___ A Č A (vrsta zelenjave, bele barve) → C V E T A Č A
___ ___ ___ ___ ___ ___ ___ I T I (postaviti na ogled) → R A Z S T A V I T I

5. Find the words**očka, tesno, sadje, vrta** in **žlic**. Write them out and change one word at each so you get new logical words.
Example: **črva – drva**

For a better understanding maybe I'm attaching an example of origin.
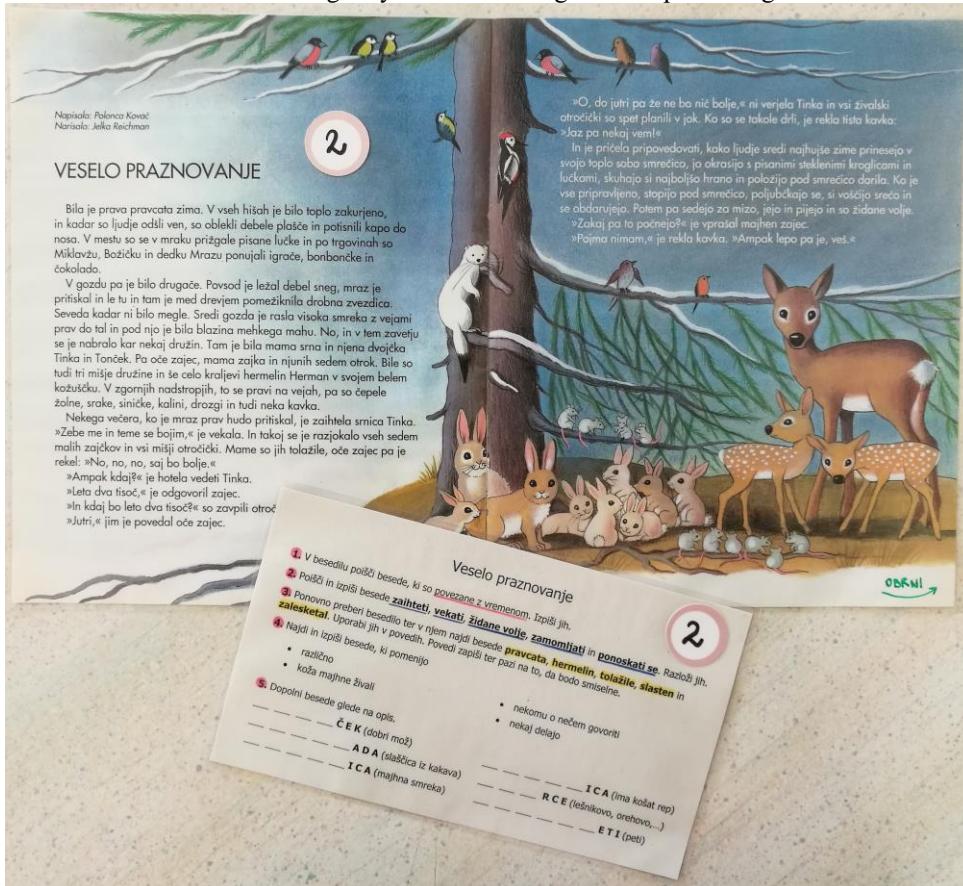
Conclusion

Because the world is becoming more and more modern and forcing us to use all the ICT possible we put the ability of reading on disadvantage.

The class library has showed the following results:

- students are willing to read when they are given choice of what to read,
- reading becomes interesting to them if they can do something with the text e.g. solving exercises,
- it is very important to them if they get a feedback of their progress,
- students become more fluent in reading,
- they are aware of importance of comprehending the text.

As adults we have to be very well aware of importance of reading for integral personal development of a child. Therefore we need to take all the responsibilities to give children quality opportunities for developing reading skills.

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TRADE BY INFLUENCING AS A MODEL OF CORRUPTION, THE CAUSE OF REFORMING STANDSTILL OF THE EDUCATIONAL SYSTEM OF DEVELOPING COUNTRIES

Abstract

Corruption today represents one of the greatest spoils of the modern age. Corruption is integrated and populated by social strata that have a certain influence and power, and they use the same for the purpose of obtaining personal benefits. All modern societies today detect corruption as a major problem and all capacities are directed at suppressing it. Thus, Bosnia and Herzegovina and Serbia have adopted legal acts and by-laws by which they seek to contribute to the suppression of corruption, particularly in the educational system. On the effects of these normative acts and the achievements best achieved, the best witness is newspapers that regularly report on the theatrical arrests of corrupt politicians, doctors, police officers, practitioners, professors and other persons caught in corruption affairs. There is a lot less legally finalized court proceedings. In many proceedings, there is a lack of evidence, which causes many of the defendants to release the guilty. Also, the joining of the most responsible state and social positions in the country and corruption is an aggravating circumstance in the proper disclosure of acts of corruption and convictions of corrupt persons.
Key words: Corruption, trade by influence, official, criminal offense.

Introduction

Most of the transition countries, which emerged from the period of socialism and communism, are facing more and more of the same problems in society today. This transitional act itself has contributed to the incorporation of certain negative social phenomena into the social order and to find their perceived significance because the painful transition from one system, which had been ruling for a number of years to a completely different system, required that rooted change in the way of thinking, conducting and work in the everyday life of social individuals who used to find the mechanisms that would escape qualitative changes and build a better and more efficient social system. Thus, various "shortcuts" and alleged reliefs are available, accessible to the privileged social layers and allowed various unlawful and perfidious opportunities, all under the mantle of creating a new social system based on capitalist principles in which money is the main means of achieving all goals. Money and wealth were placed on a certain kind of pedestal, and those who possessed the same were not put under the authority of the competent authorities, who were supposed to establish the origin of their money, but became prominent members of the community, so-called businessmen who invest their illegally earned money in the purchase of devastated state and social enterprises and thereby establish themselves as significant businessmen and thus become an integral part of society and a decision-maker in the new system that has come up from a transition process. Various negative phenomena, however, are slowly integrating into the important pores of transition societies, and the most significant place among them is certainly corruption, which is defined as the greatest spoil in the contemporary society.

In this and such process, a new layer of social, political, financial and cultural elites emerged, which is abstracted by the financial power and the ability to get everything they want, to govern the social, political and economic processes and to make a crucial influence on theses processes. Such persons are often prepared to express their influence publicly, with the same tendency to possess and emphasize their social power and reputation, further strengthening their position and

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creating a sense of their supremacy and omnipotence in the wider public. Along with those who have this kind of influence, strong and very influential social and political ties come along in almost all social segments, especially those most influential, such as internal affairs bodies, judicial bodies, state and local self-government bodies, public companies, healthcare institutions, educational institutions and other institutions of general and public interest. The aforementioned persons are often, to a large extent, executors of some of the functions in the bodies mentioned above, and from these functions they call upon the mentioned social reputation, as they often refer to the reputation of the institution in which they are employed or appointed for some function and offer their services to institutions. These and such services are predominantly from the corpus of their activities, but they represent illegal transactions, which are mainly carried out with a certain material benefit, thus making corruptive actions. Such a form of corruption is carried out through trade by influencing, as a special form of corruption, in which the main actors are faced with a special social reputation and influence, which in this way materializes their reputation and influence through the pursuit of certain actions with financial compensation.

Definition of corruption

Corruption as occurrence in domestic legal literature and legal acts is defined as a relationship based on abuses of official or social status or influence in the public or private sector in order to gain personal benefit or benefit for the other[4] . In the opinion adopted in the case law of the EU and in the European Union[5] ,corruption is perceived as misuse of power for personal gain. Determination of corruption used in domestic literature comprehensively indicates both the act and the perpetrator and the ultimate consequence of the abuse of official or social status, in which the perpetrator is an official person, or a person with a certain social reputation and significance[6] . Also, it clearly indicates that the object of corruption is a lexigraphic character because it is based on personal acquisition or benefit for the other person. The existence of corruption in the society leads to the appearance of apparent inequalities between members of the society on the basis of their social status and material status in the fundamental rights that must be available to everyone. Individuals, on the basis of their position, create for themselves or persons close to themselves more favorable conditions, or they their influence to other persons, with a certain material remuneration, creating a corrupt relationship, and to certain persons it is made possible to afford the right that they cannot otherwise afford, or it is made possible that they do something that was their obligation. The Criminal Code of Bosnia and Herzegovina, as well as the Republic of Serbia [7] treats corruption as a criminal offense and defines three of its forms through trafficking in crime, receiving bribes and giving bribes to the thirty-third, devoted to a group of criminal offenses against official duty. Trade by influencing is a criminal offense primarily perpetrated by some public functionaries and persons on respectable social positions. In the first paragraph of this Article, the legislator provides a sanction of six months to five years in prison for a person who either claims or receives a prize or other benefit for themselves or another person, directly or through a third party, by using his or her official or social status, actual or superstitious influence, mediates that an official action is performed or not performed. In the second paragraph of the same Article, this form of criminal offense is envisaged in indirect enforceability, hence encompassing an intermediary who has been threatened with imprisonment for up to three years. The legislator prescribes a sanction of eight years for a person who affects the trade by influencing the act that should not be executed, that is, not to carry out an official action that would have to be executed. And only a promise or an offer that an influx of trade will be executed or not executed will be sanctioned by imprisonment for a term of six months to five years. Criminal offense of receiving a bribe also as a perpetrator is made by an official

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[4] Law on Anti-Corruption Agency ("Official Gazette of RS" Nos. 97/08, 53/10 and 66/11); Law on the Agency for the Prevention of Corruption and Coordination of the Fight against Corruption "Official Gazette of BiH", No. 58/13

[5] The United Nations Global Programme on Combating Corruption and the Communication from the European Union on Combating Corruption in 2011.

[6] Nowadays, it is predominantly politicians, people from private business, known as "controversial businessmen", people from the world of sports, leaders of the so-called "fans" groups, etc.

[7] Criminal Code of the Republic of Serbia (Official Gazette of RS No. 85/2005, 88/2005, 107/2005, 72/2009, 11/2009, 121/2012, 104/2013 and 108/2014), from 366 to 368 Article;
Criminal Code of Bosnia and Herzegovina ("Official Gazette of Bosnia and Herzegovina" No. 40/15).

person who directly or indirectly requests or receives a gift or any other benefit or who receives a promise of a gift or benefit for themselves or another person to perform an official act within their official authority that they should not perform, that is they do not execute the official action they would have to perform. For this criminal offense a sanction of imprisonment of two to twelve years has been imposed. The legislator also foresees the form of this criminal offense in a formal capacity through the mediator's request or receives a gift for execution or non-execution of certain official act. In this case, a prison sentence of two to eight years is also envisaged. In the criminal offense of bribery, the perpetrator of the offense is any person who offers or promises a gift or other benefit to an official person, in order that an official person, within the scope of their official authority, performs an official act that they should not do or not to execute an official act that otherwise would have to be executed. For this criminal offense, the perpetrator is punished by imprisonment for a term of six months to five years. The other form of this offense provides for the possibility of a person promising a gift or award to an official person for the purpose of executing an official act which they would otherwise have committed or failing to perform an official act which should not be executed as such. For this form of criminal offence a prison sentence up to three years is foreseen.

Trade by influencing by officials

An official is a person who performs a certain duty, more precisely, which is set to perform a particular duty within the scope of their primary professional activity within a particular state body or institution. Such a person has specific rights as well as obligations. In the case of an official body by which some of the executive, legislative or judicial authorities are exercised, then the influence of the official person is high, and their right and obligations are much more pronounced. An official person shall be deemed to be a person who performs official duties in a state body that has been elected, appointed or elected to a state body or to a local self-government body exercising on a permanent or occasional basis official duties or functions in those bodies, a person in the institution or a trusted undertaking public authority, to decide on the rights, obligations or interests of ordinary and legal persons and the public interest, a person who was actually entrusted with certain tasks or official duties and military personnel.[8]

In the context of influencing trade, official persons may, through the performance or failure of their official duties, also commit a criminal offense of trade by influencing. The relationship between the criminal offense of trafficking and the criminal offense of abuse of official position is very inherent and in the opinion of many legal theorists, these two offenses are sometimes difficult to separate. In criminal offenses of abuse of official position, the object of protection is the official duty of the state or other public authority, as well as the responsibility of the responsible person in the legal person. The purpose of these criminal offenses against official duty is to abuse one's right, or rather the purpose of the perpetrators of these criminal offenses is not to violate or endanger the official duty they perform but to damage the other person's property, property or non-human nature or to hurt the right of another person or legal entity[9] . Furthermore, in the same context, there are legal theorists who commit criminal offenses against the official duty of acts of rights and non-rights. The acts of rights can only be carried out by an official person or a responsible person within the scope of the official duties and powers that are related to them. Non-right criminal offenses, from the point of view of the criminal offense of trafficking, are far more interesting, they are criminal offenses that can be committed not only by official persons but also by persons who are not directly in service and do not have the character of the official. Therefore, within this group of unjust criminal offenses against official duty, corruption offenses can also be categorized.

Trade by influencing in the educational sector

In the last decades and more, in the territory of Bosnia and Herzegovina, the Republic of Serbia and other surrounding countries, a large number of higher education institutions have been opened.

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[8] Criminal Code RS, Article no. 112, paragraph 3.
[9] Novoselac, P, *„ Abuse of position and authority as an economic offence"* Croatian Chronicles of Criminal Law and Practice, Zagreb, number 9/2002, pages 1-17.

For the first time, they were opened without strict control and without criteria, which led to the fact that at one time there are a large number of such institutions that do not have a valid work permit and despite this they enroll new students, and that is even worse, graduates who graduate are awarded non-valid diplomas and diplomas have no value. This is a wide-open field for various illegal acts, as well as corruption and trade influences. In order to bring order in this area, the Commission for Accreditation and Quality Assurance (CAP)[10] ,was formed in 2006, as the independent body of the National Higher Education Council.

This commission conducts two types of evaluation in its work. As a primary function, it provides accreditation to higher education institutions and education programmes, and, secondly, it carries out an external quality assurance. When making a decision on accreditation, the Commission determines whether minimum quality standards have been met and assesses the development of internal quality control mechanisms within the educational institution itself and on the basis of self-evaluation reports. Since its establishment, the Commission has organized several accreditation rounds, from 2007 to 2012, one in the period from 2012 to 2016.

From the aspect of the problem of trade by influencing and corruption in this area, it is important to point out that these institutions are at a high risk of corruption. Corruption is represented both in the higher education institutions of private and state ownership, while the influence of trade has a very dominant influence on teaching and non-teaching staff in these institutions. However, in this sphere, corruption has many of its manifestations, which we will discuss here. One of the traditional forms of corruption, equally represented on both private and state faculties, is the so-called selling exams. Professor, as an influential person, offers his influence on the sale, thus, most often through an intermediary, sets his cost for the transversal rating that a student expects for his service. Although such cases of trade influencing and corruption are very open to almost every higher education institution, few such cases have been prosecuted and little has been obtained by a judicial epilogue.[11]

The form of corruption in education that is very much represented today is the purchase of a diploma. In this process, the dominant influence, besides the professors, is predominantly owned by the owners and deans of private higher education institutions. They, having a great deal of influence on professors who are in employment with them, take large amounts of money from students, pretend to have passed the exams and then issue diplomas on completed studies. In order to make things worse, in this way, not only diplomas from the undergraduate, but also master and doctoral studies are issued. Publicly, this was talked about in the context of the fact that some high-ranking state officials in this way acquired their faculty diplomas and titles of doctors. In doing so, degrees are issued in such a way by institutions of higher education that are not accredited for this, and those who have entered into a corrupt relationship receive diplomas that do not have any real value.[12]

Trade by influence by the judge

The judicial authority in the Western Balkans countries is or should be represented by an

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[10] The commission was formed on the basis of the then positive Law on Higher Education („Official Gazette RS No. 76/2005, 100/2007 – authentic interpretation, 97/2008, 44/2010, 93/2012, 89/2013, 99/2014, 45/2015 – authentic interpretation, 68/2015 and 87/2016); Framework Law on Higher Education in Bosnia and Herzegovina (Official Gazette BiH, No. 59/07).

[11] The Corruption Affair, which echoed in Serbia in 2007 and immediately referred to as the "Afera Index", when 88 persons were deprived of liberty, of which professors, assistants, students at the Faculty of Law of the University of Kragujevac, as well as their mediators. They are charged that they have taken the money from the students for exams, ranging from 500 to 1,500 euros per exam. The crucial witness was a police inspector, who falsely presented himself as a student and who provided the required money to professors who at that time had given criminal law to that faculty. The money-making process was recorded by the camera of the mobile phone. The judicial proceedings against the defendants in this affair began in December 2008, and until today they did not receive an epilogue. It is twice interrupted firstly because of judicial reform, and the second time because of the end of the jurors' mandate. The perpetrators continue to work at the faculty mentioned, and some have progressed, becoming deans.
Source: http://www.blic.rs/vesti/hronikaima-li-kraja-afera-indeks-bruka-srpskog-pravosuda/d1ly4b9

[12] However, predominantly those persons work with such diplomas, and the most drastic recent case of the Director of the Vocational High School of Vocational Education in Vranje, who performed this function with a PhD degree that had no accreditation for doctoral studies.Source: http://www.blic.rs/vesti/drustvo/smenjena-direktorka-visoke-skole-u-vranju-optuzili-je-za-torturu-i-samovlasce/jjcb351

independent branch of government, separate from legislative and executive. With the constitution of every country and even the countries of the Western Balkans, the independence of the judiciary is ensured by guaranteeing independence and independence in the work of the courts. Courts only have to comply with the Constitution, laws and general acts, generally accepted international law rules and confirmed international treaties. The constitution particularly guarantees the independence of the judiciary in relation to the legislative and executive, which are predominantly of political character, while the court belongs to the profession and must be absolutely isolated from political and other influences. Court decisions have binding character for everyone and all must respect it. Any form of out-of-court control of a judgment is forbidden. Also, practitioners of the judiciary are independent in their work and when making their decisions and only in their work must comply with the Constitution, laws, generally accepted rules of international law and international treaties. When deciding, a judge is absolutely free to take his stand and understanding and to determine relevant facts and the application of rights. Judges are deprived of the obligation to justify their position, opinion and judgment, even to the president of the court or to a higher judicial body. The judge's explanation of his position is given after the pronouncement of the verdict and it shows from which fact he expressed the trust and which facts he took as relevant when making his decision. On the other hand, judges are expected to perform their duties impartially, in accordance with their own assessment of the facts and the interpretation of the right, according to their conscience, with the obligation to provide conditions for fair trial and respect for the procedural rights of the parties. Judicial function is incompatible with those functions that would render it inappropriate for the exercise of judicial function, and this primarily concerns political functions and engagement in the work of some political organization. Also, a judge in his work must adhere to the Code of Ethics issued by the High Council of Justice. Judicial function is permanent, which means that after the first election, the judge remains on that function until the retirement conditions are met. The exception is only the first option, which implies re-election option after the expiration of the three-year term. The judge has the right to pursue his or her judicial function solely in the court in which he has been elected, without the possibility of being transferred to other courts, except with the consent of the judge. The judges enjoy their immunity in their work, and they are guaranteed that no one will be called to account for the verdict or the position they have taken.

However, although it is very high so-called a dark number of unspeakable crimes of corruption in the judiciary, in some sporadic cases indicate that she and her are represented in the judiciary. Trade by influencing in the judiciary is particularly present in the judiciary as well as the non-judicial staff, and there is a well-known presence of advocacy and judiciary as well as judicial staff, which for a certain remuneration tendentially hampers court proceedings and leads to the obsolescence of a large number of cases[13]. This creates a whole chain of corruption involving associate advocates and attorneys, judges, and ultimately the top of the judges' pyramid. Their corruption activity was based primarily on abuse of official position and corruption with elements of trade influence. For the illegal act of trade by influencing, the fact that the perpetrator acts in the judicial branches and that it has a direct or indirect influence on their work, in order to be able to do so or not by acting to assist a particular person in making a judgment, with adequate material reparation.

Due to the fact that it is about the holders of judicial authority, and that it is a matter of top lawyers and experts in the field, there is an objective problem in detecting and flaring up these criminal offenses.[14]

Trade by influencing in the healthcare system

Corrupt criminal offences, in all its manifestations, are certainly the most prominent in the

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[13] Antonović, R. „ *The Problem of Corruption in the Judiciary* " Law Faculty for Economics and Law, Novi Sad, pages 241-243.

[14] In February 2016, the public shook the news that the court judge of the Misdemeanor Court in Čačak, known as the "200 euros", was deprived of liberty. He was charged with the fact that in 33 misdemeanor cases he had committed an obsolescence, and in retrospect, he was bribed by the defendants. The action in which this judge was deprived of liberty and in the proceedings conducted before the Special Chamber for Criminal Offenses of Organized Crime of the High Court in Belgrade, was called "Skener". The judge was sentenced to two years' imprisonment with the security measure of the ban on performing his judicial duties for a period of five years.

Source: http://www.blic.rs/vesti/hronika/akcija-skener-sudiji-plazinicu-dve-godine-zatvora-zbog-primanja-mita/68x04ns

field of health care. Situations when people's lives are questioned and when the value of money is placed on one bowl, and on the other value of one's life, life is bound to prevail. However, whether the right to life and health have only the wealthiest ones who can "buy" their doctor and his service, even though the doctor is paid for their work or is entitled to the general right guaranteed by the Constitution of the Republic of Serbia and the International Covenant on Human Rights. Precisely because of the essence of this issue, the problem of corruption in this area is one of the highest in the fight against corruption in all modern world countries.

The trade by influencing in these forms of criminal offences is manifested by requiring a physician, as well as technical and non-medical personnel, for their medical assistance service to seek material reimbursement in the form of bribes. So, by abusing their official position, a medical worker from a patient is seeking compensation for his service within his professional duties. Also, there are rare forms of trade and abuse of official position on the side of the persons in managerial positions in the health and medical institutions, which are particularly pronounced in tenders and procurement of medical equipment and resources.[15]

Apart from these massive examples of corruption in the field of health, there are no less important individual cases of corruption.[16]

The relation between politics and trade by influencing

Even in antiquity, when corruption came about, it was established that politics is a generator of corruption and that politics and corruption are very inherent. Politicians, as people who have the greatest power in each country, automatically have the biggest influence on almost all segments of social life and have the ability to trade with them. The influence of politicians is great at almost all levels of government, but is more pronounced in local communities and units of local self-government where local officials dominate the life and the small environment and its functioning. Local self-government bodies, local utility companies, educational institutions, cadastral services, and even courts or judicial units may be the target of local politicians. A wide range of potential influence increases its corrupt potential, which gives the functionary huge profits and earning profits. Also, it is not negligible and the importance of a political organization behind every functionary and most of which gives legitimacy to the management of local communities. In prosecuting these political officials, there are real and objective difficulties because they have influence and power and on internal organs. When it comes to high politics, there is a reasonable suspicion that faces from these strata also trade in their influence, although the potential for influencing these officials is far greater than many governmental bodies and for making key decisions. The Council for the Fight against Corruption of the Government of the Republic of Serbia, in its report of March 22, 2016[17] , puts a special emphasis on the influence of the executive branch on the judiciary, where elements of the criminal offense of influenza trafficking

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[15] The accused have been charged with incriminating activity during the period 2007-2009. According to the investigation, the Director of the Institute of Oncology and Radiology has nominated tenders for certain pharmaceutical companies, and in return received money and gifts worth $ 11.2 million and € 11,800. According to the same allegations, this material benefit was first and foremost blamed in this proceeding in cash or through simulated copyright contracts as a fee for some expert lectures and advices. The police action, in which they are deprived of liberty, the main actors of this corrupt affair are called "Kraba". The epilogue of this process was not welcomed by the first-named, former director of the Institute, who lost his life in January 2012. Source: http://www.vreme.co.rs/cms/view.php?id=1030116

[16] Thus, in May 2016, a member of the Disability Pension Audit Committee was deprived of liberty, who, by abuse of his position, sought a bribe in the amount of one thousand euros from the beneficiary of a disability pension in order to give a positive opinion in his case. Source: http://www.blic.rs/vesti/hronika/uhapsen-lekar-vestak-u-pio-fondu-trazio-mito-1000-evra-za-invalidsku-penziju/vv110; In addition, in June June 2015, a physician from Kruševac, who asked a bribe in the amount of 150 euros from his mother's mother to be examined, was released from liberty. The patient's mother handed over the required amount, but reported the case to the competent internal organs who gave her the banknotes. The accused physician was deprived of liberty on the same day with the banknotes he wanted to spend in a nearby betting shop.Source: http://www.blic.rs/vesti/srbija/krusevac-suspendovan-lekar-koji-je-trazio-mito/13peyj6
Furthermore, as an example, in April 2014, an orthopedic physician was deprived of his freedom from KBC Bežanijska kosa because after the operation and installation of an artificial hip of a patient's son he asked for a bribe of two thousand euros, because he installed a hip to his patient's mother, although she didn't have a right to have a hip installed. The pediatric son reported the case to the competent authorities, who gave him the banknotes with which the physician was deprived of liberty in his cabinet; Source: http://www.telegraf.rs/vesti/1036643-doktor-u-kbc-bezanijska-kosa-trazio-od-pacijenta-mito-od-2-000-evra

[17] Report number 021-00-3296/2016.

can be said as a special form of corruption.

Also, politicians through their public appearances often violate the presumption of innocence, prejudicing the outcome of court proceedings, and individual individuals condemn the public without the grounds of their guilty and legally established truths. As a negative example, the Anti-Corruption Council's cited report cites the incriminating labels that some prominent politicians and executive holders bothered with particular faces in the media, with a strong suspicion that they wanted to have an open influence on the judiciary in their trial and work.

In addition to the aforementioned influence, there is also a public comment on the already issued verdicts, with inappropriate assessment of the work of individual courts or judges by political authorities[18] .

Finally, when it comes to trade influence in the sphere of politics, it is very important to finance the work of political subjects in Western Balakan countries. There is a suspicion that the work of many political parties and individuals has been funded from suspicious sources, by persons close to criminogenic structures, which through the financing of these politicians and political organizations want to control social and political life, to be established as the forefront of the economy and business, by purification own biographies in this way. In order to combat abuse in this segment[19] , the Law on Financing Political Activities has been adopted, which stipulates that the work of political subjects can be funded from public and private sources. Public sources are budgetary funds belonging to political parties, while private sources of membership fees, contributions, inheritances, bonds, assets and liabilities from banks. Membership is defined as the amount payable by a member of the party in the manner and under the terms of the party's acts. The attachment is a monetary amount that, independent of the membership fee, is given to a party by a physical or legal person as a gift. The maximum amount of contributions for a person is up to twenty, while for legal entities, twelve of the average monthly earnings.

Conclusion

Of all the above, it is clear that corruption, or trade, is influenced by one of the most represented forms of corruption, has been incorporated into almost all segments of society and social life. Almost all who have any kind of influence are involved in the trade of influences, whether it is political, professional, educational and other types of influence. In these criminal offences, there is a great deal of communion between a large number of perpetrators, starting with those at the top of the pyramid and having the aforementioned impacts, followed by those most often acting as mediators, linking the end user with corrupt services to those who will trade in their influence for the purpose of obtaining unlawful property gain, and on the very bottom of the pyramid is the one who gives his money to gain the benefit he most often did not have right.

Impact is being traded in order to achieve a variety of goals, such as the adoption of certain administrative acts of problematic content, the issuance of false diplomas or the passing of a transversal assessment without any knowledge and verification, in order to provide medical care and care for the purpose of making a judgment contrary to the facts established during the process, and as the roof over all these illegal acts, there are politicians and political officials, who are the tip of the iceberg and the main aggregate of corruption in the state.

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Sasho Kochankovski[1]
Liljana Kochankovska[2]

LEARNING STYLES ACCORDING TO THE PERSONAL TYPES

Abstract

Learning is an important part of human life and is happening throughout our life. The ways in which it does and the effectiveness of it are different and depend on a number of factors. One of the most important ones is the psychological-personal factors that will be shown in this paper.

The purpose of this research was to obtain empirical data and to check the prevalence of learning styles, personal types and dominant mental function among students in secondary schools in Bitola.

The *instrument* we used is MBTI (Myers-Briggs Type Indicator) form G. Sample. The *sample* included a total of 421 pupils from the secondary schools in Bitola.

The *most common learning styles*, which comprise 63,18% of the entire sample, are the following: ESTJ (29,69%), ISTJ (24,70%) and ISTP (8,79%).

The three least-represented learning styles are: INFJ (0.95%), INFP (0.48%) and ENFJ (0.48%).

Regarding to *personal types (preferences)*, the most common are: Sensitive (88.36%), Thinkig (78.86%) and Judgmental (71.97%). The least common personal types are: Intuitive (11.64%), Sensitive (21.14%) and Perceptive (28.03%).

Thinking and Sensitive are the most common *dominant mental functions* in our sample (81.95%)

Because of the unequal representation of 16 learning styles, as well as personal types among the student population, there are "privileged" and "discriminated" students. I hope that the knowledge gained from this research will have practical benefit for all teachers. These findings should also take into account the creators of educational policies.

I am convinced that the use of this knowledge will contribute to improving school success among all students.

Key words: learning styles, personal types, dominant mental function, psychological factors

Introduction

Learning is an important part of human life and is happening throughout our life. The ways in which it does and the effectiveness of it are different and depend on a number of factors. One of the most important ones is the psychological-personal factors that will be shown in this paper.

R.M.Felder (1999) in "Learning Styles" lists only some factors that play an important role in learning. There are physical, environmental, cognitive, affective (emotional) and socioeconomic factors. Many of them are personal, which depend on the characteristics of the personality. The ways of learning are highly dependent on the basic characteristics that a person brings to the learning situation. The ways in which they receive and process the information are also very important, just as important are social interactions and the learning environment.

Educational psychology speaks mostly about psychological factors, because they are the most important in every learning, and especially because all other conditions are turned into psychological at the moment when the student reacts to them. (Borislav Stevanovic - "Pedagogical Psychology", 1988, p. 70)

In this way, I want to emphasize the importance of psychological factors in learning. I am convinced that knowledge of the style of learning and the type of personality in the learning process is very important.

Gordon Lawrence (1996) in "Human Types and Tiger Strips" says: "In my work (eductive

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psychology) to understand the motivation of students and learning styles, I came to the conclusion that the type of personality is fundamental. Understanding the type is crucial in explaining why one particular approach is successful with some people, and quite unsuccessful with others. The fact that one person prefers sensitive perception over intuitive perception or prefer an active, extroverted approach to solving problems rather than a reflective, introverted, is not only an interesting thing. It is information that some professionals use to make significant improvements and increase efficiency in their work."

Learning Styles

The lerning style means "the characteristic on which the student uses the information" (Sodeman 1987, according to Kochankovski). Today, researchers show that students are characterized by distinctly different learning styles: information passes through a set or system of individual different filters or lenses, intend to direct the perceived information in different ways and to achieve understanding with different speeds and learning contexts (Felder, 1993 according to Kochankovski). Students whose styles coincide with the teaching style of teachers tend to remember the information longer, apply them more efficiently, and have much more positive attitudes towards the subject they learn than the one that is contrary to the style of learning / teaching. (Felder, 1993 according to Kochankovski).

Those supporting education, which is based on learning styles, see it as an important, significant for exiting the needs of students as individuals.

The learning style, according to Jung and MBTI, is deep and can not be easily changed. So it makes no sense to ask to change the style of learning. What makes sense is to understand your own type to decide which "tools" and learning techniques can be chosen to be the best for their own type and to deliver the best results.

Motivation and learning style are overlapping categories. When we focus on how people effectively approach the tasks they teach, then motivation is part of the learning style.

Psychological types and learning styles also overlap. The type of personality and style of learning are certainly not synonymous. Type preferences reveal much about learning preference, but some learning strategies are independent of one's type.

What we mean by the learning style

This term is different, imprecisely and arbitrarily used in educational literature. Gordon Lorenc (1996) attempted to determine precisely by definition. He uses the term "learning styles" generally to cover the four psychological aspects:

- Cognitive style in terms of the preferred or common patterns of mental functioning: information processing, the formation of ideas and understanding of things (decision making, thinking, locking, judgment).
- A set of attitudes and interests that affect the person whom it intends to bring into the potential learning environment.
- Disposition to find learning circumstances that are compatible with some cognitive style, attitudes and interests, and avoid circumstances that are not good, desirable.
- Disposition to use specific "learning tools" to use them successfully, and avoiding other "tools" they do not suit.

Thus, aspects of learning styles that reflect one's type, would be expected to persist through the situations (regardless of the situation). These expectations are confirmed by studies of learning styles made with MBTI. (Isabel Briggs Myers and Mary H. McCaulley, 1993).

To confirm whether the estimates of the theory with the theory of types is supported by empirical evidence, Gordon Lorens (1984 1997) made a research that included all published papers (about 130) who use the MBTI in studies related to learning, teaching and academic abilities (learning, writing ...). He came to the conclusion that almost all research carried out supports the theory of type, as presented by Isabella Myers.

G. Lorenc (1996), according to the theory of type and MBTI, speaks of sixteen different learning styles. In our research, we used his view.

The purpose of this research was to obtain empirical data and to check the prevalence of learning styles, types of personality and dominant mental function among students in secondary schools in Bitola. Previous research (quote ...) has shown that these factors are also important in achieving learning success.

The instrument we used in the research is MBTI (Myers-Briggs Type Indicator) form G. This instrument is based on Jung's theory of personality types. One of the fields where MBTI is used is education:

- To help develop a variety of teaching methods that will meet the different types of learning that have specific learning styles,

- To understand the differences in motivation for learning among different types,

- In reading, abilities and achievements, to understand the motivation for learning and helping teachers to "reach out" to a larger number of students,

- To analyze the curriculum, methods and materials and assets in terms of various types,

- To anticipate extracurricular activities that will meet all students,

- To help teachers as well as parents, to work together and much more constructively

Sample

The research included a total of 421 pupils from the secondary schools in Bitola. Of these, 149 were male (35.39%) and 272 men (64.61%)
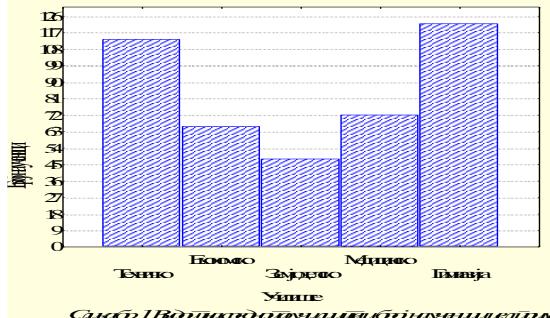
Fig. 1
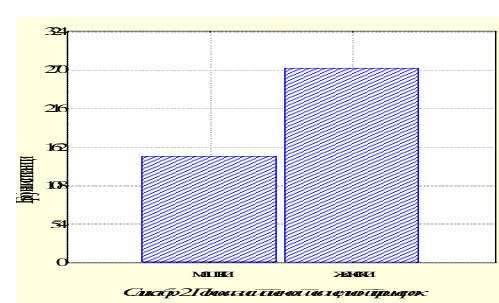
Fig. 2

Findings

Learning Styles

After processing the data, we found that the distribution of the learning styles in our sample is not uniform, with respect to the existing 16 learning styles. In Fig. 3 is shown the distribution of learning styles in our sample.
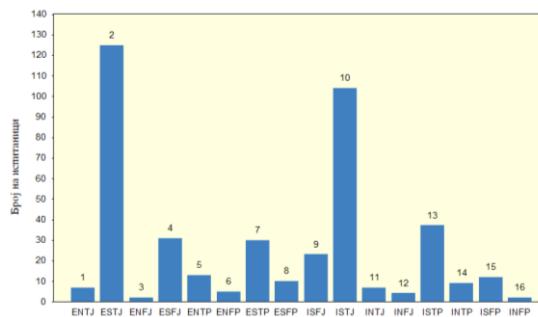
Fig. 3 Learning Styles (entire sample)

The most frequent learning styles, which comprise 63,18% of the entire sample, are the following: ESTJ (29,69%), ISTJ (24,70%) and ISTP (8,79%).

A common feature of these three learning styles are: these students want to use their senses in

the learning process, have the materials in their hands and be able to handle them; to go carefully-thoroughly through the new material, step by step; to take account of the way of detection, which is very effective for them, specifically to the general; they want to know what is expected of them, as well as the chance to use and apply the learned, as well as to use their memory, which is very characteristic of them.

Another group of common characteristics for them is that they need to find a cause-and-effect connection of things, teaching organized in logical systems, a problem for analyzing and kastava without emotional disturbances

As their opposite, are the common characteristics of students whose learning style is least represented in the sample. The three least-represented learning styles are: INFJ (0.95%), INFP (0.48%) and ENFJ (0.48%).

Their common characteristics are: allowing the intuition to lead and introduce them into the new material, starting from the general ("big picture") and going to the concrete; starting new things that inspire them to organize their own learning; acquire new skills and use of speech (verbal or written).

It is also common for them who want friendly and warm school invorenment; feel support and respect; want to help other students, naturally interested in harmonious relationships. The conclusions are based on their personal values, not on the basis of logical analysis.

Personal Types. In accordance with Jung's typology of personalities and for statistical processing in the research, we determined 4 categories - sets of preferences: Extrovert-Introvert; Sensing-Intuitive; Thinhing-Feeling and Judgemental-Perceptive

To answer the question, which are the most frequent personal type among high school students we will present the results in Fig. 4.
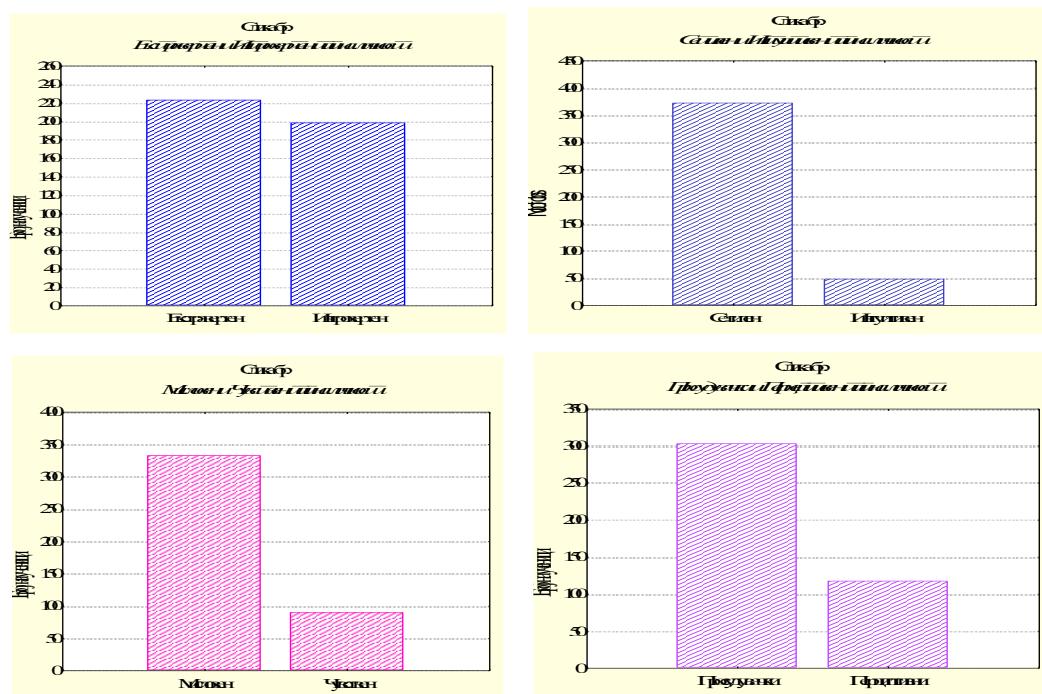
Fig.4 Frequences of personal types (sets of preferences) for whole sample

We found that the personality types are not equally represented in our sample (Figure 4).

We can say that in the whole sample the most frequent personality types (preferences) are: Sensing (88.36%), Thinking (78.86%) and Judgemental (71.97%)

The main characteristics of the Sensing types are: the convergence to existing facts and reality; easily come to an end with a great deal of details and are capable of recalling many facts

and characters; but are not inclined to take into account everything that is not in relationship with now and here. If something is not real, Sensing types consider it irrelevant. Therefore, they have little interest and low tolerance for hypothetical opportunities that are not related to reality.

For the Thinking types it is characteristic that they are inclined to reflecting functions and prefer their bases based on objective criteria. They want to deal with problems in a logical, rational and consistent way. In order to achieve the desired result, they systematically progress through every aspect of the problem and make certain conclusions depending on whether they are or are not in accordance with the criteria.

For Judgemental types, it is characteristic that they prefer completing things as soon as possible and solving things as fast as they can. When dealing with a problem, they want to penetrate into its essence as quickly as possible and then make a decision. They are angry, grumbling when their problems are put aside and when key decisions are overlooked.

On the other hand, the least common personal types are: Intuitive (11.64%), Feeling (21.14%) and Perceiving (28.03%).

It is characteristic of them:

For Intuitive types, because they prefer intuition, they direct their attention to the various possibilities. They want to think more about what their future can be, than to concentrate on existing reality. Because of this aspect of the "sixth sense", intuitive types often guide their actions with premonitions without relying on specific facts.

For Feeling types is a feature that prefers a more subjective approach to decision-making. They are trying to find out how the decision will affect people and matters that are important to them. When they resonate with Feeling, their decision-making is based on their priorities between their values, not on the basis of what the external observer may seem to be logical.

For Perceptive types it is characteristic that they rarely need to complete the work. They often postpone decision-making and thus get additional information. They want to be sure that they have not missed anything that could influence their decision-making. They are spontaneous and there is no rigidly set plan in advance, but they are guided by the concrete situation and from what will attract their attention.

For the Extrovert types (52.97%) and the Introvert types (47.03%), we can say that they are almost equally represented in our sample.

Dominant mental function

Figure 5 shows the distribution of the four dominant mental functions among students in secondary schools in Bitola.
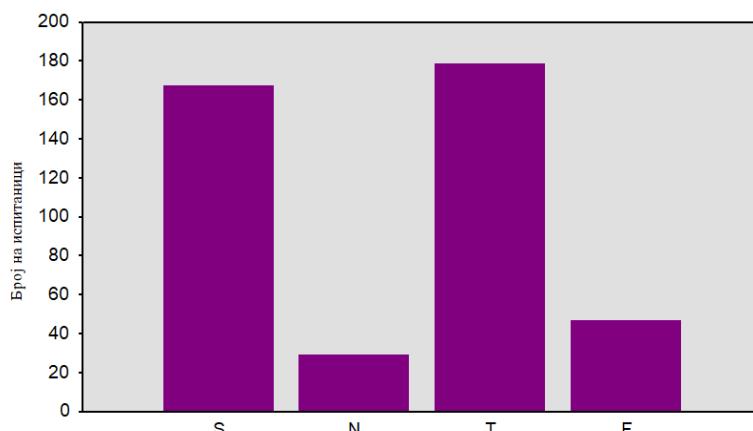

Fig.5 Dominant mental function – whole sample

We can notice that T i S are the most common dominant mental functions in our sample. They account for 81.95% of the respondents. Bearing in mind that the dominant mental process

points us to the underlying motivations, it is in some ways the key to motivation. The most essential link between the type and the style of learning is reflected in the nature of the dominant mental process. This means that in our sample, the key to motivation is usually in the existence of, first of all, the logical trace, the orderliness of life or in inner life, in thought or in external events. Things must be meaningful. Also, the key to motivation have the experiences, which are primarily physically realistic, practical and useful in now and here.

Conclusions

Because of the unequal representation of these 16 learning styles, as well as personality types in the student population, there are "privileged" and "discriminated" students. In fact, because existing curricula and programs, as well as the teacher's teaching styles, as well as the textbooks and devices available, certain groups of students do not reach their own maximum in learning and school success. I hope that the knowledge gained from this research will benefit practically not only teachers who work in secondary schools, but all teachers in general. Creators of education policies should also be taken into consideration.

We will consider the lessons we have learned as the basis for starting with the creation of programs and trainings for improving the understanding of personality types among students who possess certain specific learning styles. Also, knowing their own type of personality among teachers, will contribute to increasing their awareness. In this way, the quality of education would be improved, more appropriate and more varied models and methods of work could be used by teachers. I hope that the knowledge of one's own type of personality (and the dominant mental function) as well as the learning style and teaching (both with teachers and students) will contribute to raising awareness about their strengths and weaknesses. I am convinced that the use of this knowledge will contribute to making the success of school even better for all students. I also hope that the findings of this research will be an incentive for further even more in-depth research in this domain.

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VIRTUAL SESSION

Filduza Prušević Sadović[1]

LEARNING AND TEACHING THROUGH THE GAME

Abstract

Playing is a tool that children use to learn about the world and society. Throughout the game, their social and cognitive needs can be met and developed. The game is the way in which children interact with the environment in which they live and gain the experience necessary for understanding society and relationships among people. Learning through the game is not a new phenomenon. The game is essential for development as it contributes to the cognitive, physical, social and emotional well-being of children and young people. The game allows children to create and explore the world that surrounds them, confronting their own fears by playing the roles of adults, playing alone, with other children or with adults. There are certain criteria that a particular child's activity must satisfy to be considered a game. Teachers play an important role in the selection and creation of conditions for the realization of content through the game. The paper presents the advantages and disadvantages of learning and teaching through the game, as well as the ways in which the game can be used in teaching. Also, a game in teaching is presented through the theories of individual theoreticians (Bradshaw and Lovenstein, Ginsburg, Sarachho, Pelegrini).

Key words: learning, teaching, game, children

Learning through the game is not a new phenomenon. According to Bradshaw and Louenstein (Bradshaw and Lowenstein, 2007), the use of learning games is a rather ancient technique. For example, games were used as a tool by which war soldiers were trained. The game helps children solve problems individually during play. When a child is asked to solve a school problem or real life problem, it will use the skills that he / she practices during the game to solve a similar problem. The game contributes to the development of the personality of the child in its entirety. The game develops and strengthens the creativity of the child, physical and cognitive abilities. The use of the game as an early childhood learning tool contributes to a more complete access to teaching content and enables a comprehensive development of each child's personality. The game allows children to use their creativity while developing imagination, skill and physical, cognitive and emotional strength. The game is important for the healthy development of the intellect (Ginsburg, 2013).

Through the game, children can synthesize and easily understand the information they have learned. After reading the lesson, allowing children to play helps them to transmit the information they just learned in the imaginary "real" situations. If gaming can not be used in the processing of new content, then it is important to use the game after the content is processed so that children will be able to easily understand the content they have just learned. Vigotsky insisted on the importance of the game as an asset that influences children's development. According to his theory, the game plays a significant role in the development of children's speech and literacy. Vigotsky believes that the game plays a significant role in the development of ego-center speech in a child aged three to seven years, until the next stage of development. He also claims that children's cultural values are developed through the game, thanks to the different experiences that children play during the game. Vigotsky believed that language development was taking place in a cultural and social environment.

The values of the game for children's development are multiple and insufficiently explored. We will only list here some of them.

1. Helps children learn about the world and society
2. Problems solving skills are being developed
3. Promote creativity, imagination, cognitive, social and emotional development
4. It can be used to deepen the understanding of content in the classroom
5. Improves language and cultural development

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Playing is an important part of the teaching process because it helps in developing the personality of a child in a way that can not be achieved through other pedagogical procedures and strategies. Playing allows the development of a complete and not just a child's thoughts.

The game is an essential element in early childhood, as children give the opportunity to (1) express their ideas and feelings, (2) recognize and test their knowledge of reality, and (3) gain a good basis for pre-school and schooling (Saracho, 2012).

Playing can be an unclear term in the educational world, because its definition is quite confusing, especially in the context of classroom teaching. The game can be defined as something the child does in a society or independently, and sometimes it is defined as "rest" or "free time". There are confusing and unclear definitions, but there are two sure forms of play in the context of education: free play and a guided or structured game.

The most uncertainty about the definition of a game relates to the fact that in the literature on the development of children, the term game represents the largest part of the child's social and independent activities, whether it is really a game or not. (Pellegrini, 2009)

In order for an activity to be marked as a game, it must have the following components (Saracho, 2012):

        a) there are no strictly defined rules of activity
        b) real emotions are simulated
        c) there is an internal motivation
        d) there is a free choice

The existence of the above-mentioned components differs from the work, habits, rituals and activities associated with the game, such as research and imitation. (Saracho, 2012)

Free Game

A free game is an activity organized and led by students. They choose how to play and what. The activity in which the students play the game is called a free game. (Free Play and Structured Play, 2014)

The advantages of free games are: (Free Play and Structured Play, 2014)

        • problem solving skills are being developed
        • children develop negotiation skills
        • social and emotional development is facilitated
        • cooperation skills are being developed

A guided or structured game

A structured or guided game is an activity organized and run by a teacher. The teacher sets guidelines based on teaching content and with the aim of developing certain social skills. The teacher takes control over the game environment by organizing it in a way that facilitates students to acquire teaching content. This game has a defined format, a time period and predefined rules (Free Play and Structured Play, 2014). "The teacher suggests to the students a game in an effort to encourage their interests and increase motivation. It is best if the teachers' proposals and student wishes match." (Vilotijevic and Vilotijevic, 2016: 99).

Advantages of structured play (Free Play and Structured Play, 2014):

        • cooperative skills are developed in students
        • skills development strategies are being developed
        • students learn how to follow the instructions
        • The game is focused on the specific content of learning

In order to integrate the game in as quality as possible into the teaching process, it must find its place in curricula. There are many benefits that arise when we plan a game-based instruction. Firstly, it is a guarantee that the content of the game will be adapted to the students, their needs, previous experiences and knowledge. Then, through the planned game, the differentiation of contents according to pupil interests is carried out. They choose the roles that they will play in accordance with their affinities and abilities.

In the context of education, there are two types of games that can be used in the construction of the curriculum: games derived from the curriculum and the curriculum built from games. (Saracho, 2012)

Games generated from the curriculum allow students to learn, master the teaching content. For their realization, they have organized and prepared rooms in which students master contents from certain subjects, such as mathematics or language. Pre-prepared materials are available to students. Experiences gained through the game enable students to acquire teaching content and develop specific skills. The teacher is the one who chooses the contents that are suitable for processing this way, and that the teaching of the game gives the best results, the following must be taken into account: (Vilotijevic and Vilotijevic, 2016: 100)

• Children should not be forced into the game because otherwise, neither educational nor educational tasks will be achieved.

• The development of game dynamics should be respected, which means that no violence should be exercised over the game, but respecting its development line.

• It is necessary to link play activity and behavior of children, otherwise the basic meaning of the game should be included in children's life, in their experience.

• It is important to gradually move from simple to more complex game forms. This seems to be gradual introduction of more diverse

The curriculum built from games is based on children's interests and needs. Students choose the content of learning through the game they choose, and the choices they make indicate the students' interests on which the curriculum development and curricular activities are based.

Advantages of the teacher: (Avedon and Sutton-Smith, 2015)

1. Games in simulated environments cause more student interest than traditional classroom activities.

2. By participating in the games, students will learn more facts and principles than in a traditional way.

3. Students will remember information learned in games longer than the information presented by traditional methods.

4. Students will more easily acquire the skills of critical thinking and decision-making by participating in games with simulated environments.

5. Students' attitudes will be significantly altered by participation in games.

Conclusion

The play in the classroom is an increasingly neglected way of teaching and learning. Its advantages and possibilities in the process of acquiring new knowledge are ignored. The game is one of the first forms of children's behavior and it represents the natural and the easiest way of acquiring knowledge. Playing children's acquisition and developing skills and adopting unquestionable knowledge that they otherwise have toward learning in some other way. Modeling teaching content through the form of a game can be a new and demanding experience for the teacher, but it will greatly provide visible and quality learning results. Also, the limiting factor of introducing games in class and teaching are both inappropriate teaching space and lack of appropriate teaching tools. Nevertheless, the opportunities and advantages of the game in the classroom are great, positive, and certainly this form of teaching should be used more often in the teaching process.

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Irena Koprivnjak[1]

CREATIVITY, TALENT AND ABILITY IN EARLY EDUCATION

Abstract

In this paper I would like to present the difference between children' talent, ability and creativity as well as some determining factors of their development. Despite the fact that the terms are sometimes ambiguous and their definitions unclear, it was challenging to find, separate and define them. Through the first section, the definitions of creativity and talent and the means of determining them throughout history is explored, pursuing to better understand and separate the specific terms and look into the correlation between them. Also a number of tests would be presented and discussed along with the summary of results. Additionally, the question of the importance of the environment on a talented, creative or able individual is raised and answered along with explaining the development potential of a certain gifted individual and examining the importance of each factor in its upbringing. The definition of creativity is observed and the distinction is made clear. Creativity can be, although not necessarily the trait of a gifted individual. Furthermore, creativity does not fall into the spectrum of knowledge, but ability, meaning that it cannot be taught, only trained. Simultaneously, while adult creativity is judged by the result, the most important aspect of children's creativity is the process. Lastly, this paper aims to give guidance and advice in working with gifted children supporting their talents and interests, hoping to enhance and enrich creative climate in the classroom.

Key words: education, creativity, talent, ability, children

Giftedness and talent

A gifted child is one born with extraordinary talents or abilities to excel in a particular area (or areas), while talent denotes having a natural aptitude or skill for a certain field or subject. Talent can be manifested as physical or psychological and can be observed in various fields of academics, sports and arts, such as talent for drawing, singing and acting or talent for football or swimming. In contrast to learning, knowing and understanding a specific field or area an individual shows talent in, talent can rather be explained as an inherent natural ability for a certain field or area. Benjamin Bloom described talent as "an unusually high level of demonstrated ability, achievement or skill in some specific field of study or interest." (Bloom, 1985). Areas of talent may include academics, arts, sports and technology, although Bloom suggests four distinct areas of talent: sports or physiological, aesthetic or artistic, cognitive or intellectual and social or interpersonal. Talent is closely linked to giftedness and according to Robert M. Gagné, talent is developed from giftedness, but in order to develop it, giftedness must be met with the right environment, an element of chance or luck as well as emotional and motivational characteristics. Gagné states that in order to develop giftedness into talent, an individual must posses certain qualities including positive self-image, openness to new experiences, autonomy and resistance to stress. Openness to new experiences can also be characterised as curiosity and resistance to stress is a vital component in developing talent as Lewis Terman's longitudinal study on gifted children has shown that children who have not developed their giftedness in later years, have in childhood never acquired inner resilience to pressure and stress caused by being different from their peers. As many other human skills and abilities, giftedness is allocated by the Gaussian or normal curve of distribution, meaning that most have average abilities, while the number of individuals with higher or lower level of abilities is symmetrically decreased. Individuals showing an exceptionally high level of ability are considered gifted in a certain area or skill. These individuals display specific character traits according to Ellen Winner. In her book "Gifted Children", Winner presents three character traits gifted children have that are atypical in the rest of the worlds population: they are precocious, taking their first steps in the mastery of some domain at an early

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age; they march to their own drummer, in a way that they not only learn faster but in a qualitatively different way with less help and without extensive instruction, support and encouragement; they have intense intrinsic motivation. Other characteristics found in gifted individuals include work energy, goal devotion, interest and self-perception, independence and strong motivation. One which specifically stands out is intrinsic motivation which in contrast to extrinsic motivation is for its own purpose, meaning that a particular action or behavior is done for one's own pleasure. Consequently, gifted individuals do not have to be persuaded or prompted to practice a skill or ability, rather they find interest and enjoyment in it. The research of talent and giftedness started in 1921 by an American psychologist Lewis Terman who observed a sample of 1500 children during their lifetime reaching an estimate of 1% gifted individuals in a population. Having used The Stanford–Binet Intelligence Scales in his research, the average IQ of his subjects was 150. In 1972, Eric Ogilvie estimated that around 3% of children are gifted in multiple areas, while as high as 36% of children possess one specific talent. American educational psychologist Joseph S. Renzulli, presented a three ring conception of giftedness in 1978 which explains giftedness as an interaction between intrinsic motivation, above average intelligence and a high level of creativity. Renzulli differentiates between academic or schoolhouse giftedness and creative productive giftedness, equating the latter with creativity. Tannenbaum estimates the number of gifted in a population on around 10%, using the 'Sea star' model of giftedness in which giftedness depends on five internal and external variables; general ability, special aptitude, nonintellective requisites, environmental supports and chance.

There is a number of different methods of testing gifted children, some of which include mental image rotation to test spatial abilities, remembering a string of numbers to test long and short term memory and Goodenough–Harris Draw-a-Person test to test artistic abilities. Goodenough–Harris Draw-a-Person test depends on the developmental stage of a child and the result is better the more detail a picture has. Questioning if giftedness is genetic, Francis Galton and Lewis Terman came to an affirmative conclusion, nevertheless Winner stated that the evidence the two provided is not guaranteed considering that family members share not only genes, but also the enviroment. Even though it is well known that IQ is genetically passed on from parent to child, still little is known about the genetics of giftedness.

Enriched enviroment

The development of giftedness in an individual depends on the developmental potential of an individual combined with favourable or unfavourable environment. Enriched environmentis an interesting, varying and encouraging environment for a child to grow in. Such an environment challenges a child and raises the standard for his or her success. Equally, the role of a parent is extremely important in the development of a gifted child, whose task is to help the child in an intensive and quality development of various skills which serve to find and display child's gifts and talents. A gifted child seeks support and materials to show and develop their interests so it is up to the parents to provide them. Although the level of education and the financial status of parents are not a condition for an enriched environment, chance is that a more educated parent will place more importance on providing such an environment. More than that, an enriched environment has a beneficial role in the development of a child with normal abilities and consequently, a depleted enviroment can hinder it.

Another trait of gifted children is increased sensitivity for a certain type of stimulus and finer differentiation of variations within their field of interest. Further, it seems that such sensitivity can also be developed or taught if parents and teachers guide the child's attention towards various skills and interests in due time. Sensitivity to varied stimuli can be taught by pointing out different sensory information and discussing them with a child. By doing that, we can highlight certain phenomena, bringing it to child's attention, thus giving them more available categories which will in consequence make the child notice more phenomena which surrounds them, resulting in development of critical thinking.

creativity and Creativity

Creativity can, but doesn't have to be a trait of a gifted individual. In the sense of lowercase 'c', creativity implies discovering rules withing a certain field and coming up with unusual strategies in solving problems, while capital 'C' creativity implies a deeper understanding of a certain field and having an ability to master it and even transform it. Children creative int he sense of lowercase 'c' may become experts in their field when they grow up, but expertism is not creativity. Experts are highly proficient within their field, but creatives are able to transform and remodel it. It is considered that children do not have the ability to be creative in the sense of capital 'C' since such a creativity requires a high level of knowledge and experience. Psychologist Joy Paul Guilford is a pioneer in the research of creativity and he is well known for his psychometric study of human intelligence, including the distinction between convergent and divergent production. Convergent thinking denotes drawing logical conclusions and finding the correct solution, while divergent thinking implies finding and exploring many possible solutions to a problem.

According to Guilford, factors of divergent thinking include fluency, flexibility, originality and elaboration, however even though they do not fall under divergent, sensitivity to problems and redefinition are essential factors for creativity. Therefore, creativity is not knowledge, but ability, which means that creativity can not be taught, only trained. Certainly, more practice yields better results.Although adult creativity is judged by the final product, the most important aspect of children's creativity is the nature of the process. Creativity is not knowledge nor a fond of facts, it is rather the approach to a given problem through a creative process.

Conclusion

Only by knowing the nature of creativity can we help gifted children in developing their potential. By nurturing creative climate in the classroom and encouraging and rewarding creative approach we can highlight the student's originality and productive thinking. Developing creativity comes from the approach to a problem, trying to answer 'how?' and not only 'what?' and finding different solutions with the willingness to deny the already known solutions. The role of a teacher is to be flexible and able to adapt and accept student's ideas and explanations as well as encouraging students in finding many different solutions to the same problem. By taking the role of an 'interested adult', a teacher needs to hearten and inspire, but also interfere in the sense of providing alternatives to the student. Having such an approach helps us promote student's sensibility as well as better understanding of educational content.

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EXECUTION OF READING TRAINING USING THE BEHAVIORAL-COGNITIVE READING METHOD

Abstract

Reading is a complex skill which demands a lot of practice. Children who do not experience problems with listening and visual perception acquire the before mentioned skill quite fast. Problems appear when this is not the case and suitable help needs to be recognized and implemented. Children experiencing problems while reading are identified in the first three years of elementary school. This is followed by appropriate adaption and execution of teaching from the teacher's side. One type of help while learning to read or to identify a reading problem is to use behavioral-cognitive reading method. It consists of 5 levels. At the same time, there is constant recording of the quantity and types of mistakes the child makes during reading. On this basis, many exercises and equipment can be implemented to check the type of problem. It is important not to cause resistance to reading in a child. We want the child to feel comfortable while developing the motivation for reading. It is essential to find the cause of poor reading technique the right time and to correct it. In some cases, there is a problem of poorly automated letters, sometimes there is not enough reading training etc. We need to take action when specific reading problems occur. Behavioral-cognitive reading method has shown a good insight among general and specific reading problems. The purpose of implementation of the method is to improve the reading technique by pupils in third period (age 8), to recognize specific problems when reading and to provide suitable counselling and further help.

Key words: elementary school, behavioral – cognitive reading method, specific reading problems, identification of reading problems

Introduction

Tone Pavček, a famousSlovenian poet, oncesaidthatwewouldhavediedifwehad not read.Which means that reading is important from various points of view. We read at all times of our life that is why we need to learn this particular skill very well. Some children acquire the previous mentioned skill relatively fast, while others experience problems through all their lives. It is crucial to recognize children with reading disability as soon as possible and to offer them all the needed help (Žerdin, 2011). Learning and adopting a reading technic takes a certain pace with every child. The objectives and the knowledge standards in primary school are set in a way that pupils should acquire a fluent reading technic by the time they are eight years old (third grade of primary school). Some individuals are not successful at that due to various reasons. Behavioral– cognitive method can be useful to improve students' reading technic in a way to reduce mistakes while reading and to improve the reading pace. The purpose of the method is to influence students' self-esteem and their motivation for reading. In a case, when students experience difficulties with reading, their self-esteem and motivation can be highly influenced (Anić, 2002). A very important aspect of this method is recognizing reading and writing problems as well as offering additional counselling to students, teachers and parents.

Description of behavioral- cognitive method

The author is Ms. Nada Anić, mr.sc. In 2003, the methodwas presented to the public and is based on working with children for many successful years. Children, parents (or other relatives) as well as teachers (or special educational needs teacher) are included in the implementation of the method. The task of the professional worker is to train and give advice to parents how to carry out the reading task at home. There are regular meetings with all the involved where current condition is evaluated and further instructions are given.

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The method consists of five levels. Each level has its own goal and lasts for 8 days. One has to read for 10 minutes every day. A certain person in the family must be selected to read with the child through all the levels. It is important to stop carrying out all other exercises connected with reading, whichwere carried outby then. Suitable literature must be emphasized. Complexity of the text should be for children two years younger than their actual age. Each level can be extended for 8 days if needed. Tokensare used due to lower motivation of children when reading. The person who reads with the child and the child must agree on the shape of the token and when it is used. The use of the token varies according to the goal of a certain level. The child must enjoy himself while reading and must not be pushed into reading. Inner reading motivation is encouraged.

Levels of behavioral-cognitive method for improving reading

According to Kalan (2004) there are five levels regarding the method.

Level 1: The goal of this level is to connect reading with comfort.

The child stops with all other activities connected with reading that were carried out by then. He chooses a book, which he likes. Literature must be unknown. Parents read to their child every night for 10 minutes. The child must feel comfortable. Reading should be accompanied with caressing a child and gentleness.

Level 2: The goal of this level is to gradually include the student into reading for fun and not expecting any demands whatsoever for being successful in that.

The parents and the child read alternately. One must be careful when choosing a book. It has to include pictures, it has to be short and the letters must be quite large. The parent starts reading while the child only listens. The child gets included by reading a word or a line. The purpose of this level is not to correct the child's mistakes or to push the child. He reads according to his abilities. Parent's role is to encourage him to find mistakes by himself. If the child does not want to continue reading, one does not insist. The child needs to be praised and pleasure must be expressed. This level can be extended for 14 days if needed. The child gradually takes over the role of the reader. If the child does not show any resistance to reading, level 1 and level 2 can be left out. Level 3 might begin immediately.

Level 3: The goal of this level is for the child to get used to reading correctly and to self-regulate it.

The parent becomes the listener while the child becomes the active reader. The child chooses a suitable book, which he reads for 10 minutes a day. He must remember to read by himself and for that, he can award himself with a token. The parent records the number of mistakes the child makes when reading. He marks them with a dash if the child corrects them by himself and with a dot if he does not. The goal is to gain more dashes than dots which shows progress in reading. The child and his parent go through the records about the child's mistakes together. Progress must be praised when the child himself determines the mistakes and is able to correct them. At this stage, the number of uncorrected mistakes decreases and the number of corrected mistakes increases.

Level 4: The goal of this level is for the child to acquire correct reading and to adopt the reading habit with repetition.

The process is the same as in level 3. However, time measurement is integrated as well as having the text being read twice. The child must read the same text twice (2x5 minutes). The parent observes and records corrected and uncorrected mistakes. For there to be progress, there must be lesser number of mistakes when reading the text for the second time. Possible progress might also be recognized when reading the text for the second time takes less time than the first time. The child must be praised for his work. After level 4 is finished, work is evaluated and is based on four basic criteria: teacher's evaluation, parent's evaluation, comparison of current results with beginning results, self-initiative reading which is carried out by the child for fun.

Level 5: The goal of this level is to acquire the reading habit.

The child should visit the library. The self-initiative connected with reading (which is not tied to schoolwork) should be awarded. Parents can still be included in a way that they read with their child or they choose suitable books.

Execution of behavioral-cognitive reading method in the third grade of nine-year lasting primary school

Reading training according to the program of behavioral-cognitive method to improve reading was intended for third grade students of nine-year lasting primary school (age 8).

The first step was to present the method to the student's parents who were acquainted with the process and the content of the method. Parent got an application form, which clearly stated the date of the beginning, including a consent for them to sign. If needed the teacher gave advice to the parents, but the choice of the parents was made on a free basis. Seven children took part of the training.

Parents, children and the special educational needs teacher took part in the first meeting which was held in the afternoon, not during school time. The method and all the instructions were explained in detail. The emphasis was put on the purpose of the method and the course of tasks.

Parents and their children got general instructions how to work in their domestic environment. It was important to warn the parents and the child that it is essential to choose suitable text and for the reading tasks to be carried out in a way that the child takes it as a game not as a training. In this way, there would be progress in reading motivation. This could be achieved with various approaches of scoring, awarding and types of appraisal. It was necessary to keep the limit meant for reading and not going over it. However, the tasks had to be carried out daily. Parents had to be aware that this was a long lasting process and that all the progress could be nullified if the tasks were not executed regularly and consistently.

Parents had to support the reading with recording the results, mistakes and error correction. Success had to be praised and critiquingavoided. If there was no progress even though the taskswere executed consistently, there was a possibility of a reading-writing disability. In this case, appropriate action had to be taken.

After the introductory conversation, the parents and the children received different questionnaires to fill out. This was done individually with the special educational needs teacher. The questionnaire for parents included questions and claims covering the area of reading habits, reading motivation as well as questions connected to the development of their child's reading self-esteem.

The questionnaire for the child included the same questions. However, the child needed to complete it by himself. The special educational needs teacherpresented the results of the questionnaire. Most often, it turned out that the parents had a very different image of their child regarding the reading than their child. Despite their opinion, they found out that their child does want to read loudly in a group as well as that the child reads because of his parents want him to and not because of himself. Parents received a list of books that were easier to read as well as method and levels described in details.

The special educational needs teacher checked the child's reading technique. One-minute test was used for reading loudly.Using the test, the reading technic, understanding what was read, number of words read per minute and types of mistakes were identified. The special educational needs teacher recorded the results of the beginning stage and presented them to the parents.

The next agreement was about completing the levels. Parents and their children had tocomplete level1, 2 and 3 until the next meeting. All instructions were given. Parents had to read for the first 8 days, the child was in the role of a reader. Then parents and children read alternately (8-14 days). Before the next meeting, they had to complete level 3, which states that the child becomes the reader and the parent becomes the listener, who also records mistakes.

Chart 1:

Date	Title	Reading performance (real mistakes - dash)	Reading performance (corrected mistakes - dot)	Type of mistake	The child himself remembered to read (yes/no)	Number of tokens acquired

Chart 1 was used for parents to record the above-mentioned areas and the types of mistakes. Recording the number of dashes and dots was meantfor the child to show his progress. It was used

to increase the motivation and self-control when reading. For easier understanding and recognizing the mistakes the parent received another chart (chart 2), which was used to record various errors.

Chart 2:

Set of mistakes for identifying								
Types of mistakes:	Substitution of letters	Omission of letters/words	Additon of letters/phonemes	Transposition of letters/words	Taking punctuation into account	Reading with ease	Reading slowly with difficulties	Not understading what was read
Date:								

Data, which was acquired using chart 2, was useful for the person who carried out the method. If mistakes occurred when reading, just recording them was not enough. It was necessary to label and record the type of mistakes. This information was already recorded when doing level 3. However, the results of level 4 were also of high importance.

There was also an agreement about the way and shape of tokens and of receiving dashes and dots when completing level 3. The child himself chose the reward for a certain quantity of received dashes, which were given when the child corrected the mistakes himself.

At the end of the first meeting there was a record stating what were parents and their children acquainted with and which goals were set. The date for the next meeting (at the end of level 3) was set.

At the second meeting, the parents and the children presented the recording of mistakes and the types of them to the special educational needs teacher. The meeting was about establishing motivation, self-regulation when reading and experiencing pleasure while reading. According to the results, extending level 3 or continuing with level 4 was being decided on.

At the third meeting, the evaluation was carried out. Some children had completed level 4.Teachers gave new evaluation of their reading. The special educational needs teacher again checked their reading technics. Parents and children described the progress made. Due to better reading, the child started with level 5.

The reading pace had improved as well as motivation and reading technic. Such individual got an acknowledgement for his effort and success.He was also praised for his workin front of the class. The cooperation ended. Some participants showed deviation. There was no progress regarding the reading pace and the reading technic was still poor. The progress was only visible regarding self-regulation. The special educational needs teacher studied the types of mistakes from chart 2. On its basis, he gave the parents and the children further instructions and tasks for hearing and visual perception (differentiation, keeping up and attention). Level 4 was extended for 14 days. There was a suspicion that this child is experiencing reading – writing difficulties. If by the next meeting there was no visible improvement, the training according to behavioral-cognitive method would be concluded. All the results and other findings would begiven to the school counselling service where the child was last discussed. Most often, it turned out to be the case of dyslexia.

Conclusion

Execution of reading training when using the program connected to the behavioral-cognitive method to improve reading, turned out as successful. Parents and their children achieved the set goals after all the levels were completed. Level 1 and level 2 were most pleasurable. Parents and their children developed a better attitude towards reading. There were fewer frustrations present. Level 4 turned out to be the hardest. Some individuals felt pressure because of the time limit. Children, who needed regular and constant training, had progressed. They no longer experienced difficulties with reading nor motivation. This course of work had shown if the child needed further treatment.

It is rational to give parents advice how to read with their children. Parents feel less pressured when problems are clarified and the child gains a better reading technic or in some cases needs further help. He is not left alone in the mess consisting of letters and words.

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ANIMAL ASSISTED PSYCHOEDUCATIONAL INTERVENTION: STUDY OF ITS EFFECTS IN SPECIAL EDUCATION

Abstract

The paper presents a Doctoral Thesis project focuses on investigating the use of psychoeducational interventions assisted by dogs with children with special educational needs, as well as their effects, both in children and their families, teachers and psychologists involved. This research focuses on describing the interaction of children with dogs and their effects in different areas of learning, analyzing if the effects vary according to the characteristics of the students, studying the satisfaction of families and analyzing the perceptions of teachers and psychologists involved in animal-assisted psychoeducational interventions. A mixed and descriptive methodological approach has been selected, in which quantitative and qualitative procedures complement each other. The population will comprise children with special educational needs who participate in assisted psycho-educational interventions with animals in public schools in Greece, fathers and mothers of children described above and teachers and psychologists involved in the interventions. The study will have different types of instruments and analysis procedures. Thus, in the case of boys and girls, direct observation techniques will be chosen, while in the case of families, teachers and psychologists, questionnaires and semi-structured interviews will be conducted. The analysis of the data collected will be statistical with quantitative information and interpretative (content analysis) with qualitative data. Once the information is analyzed, the results will be interpreted according to triangulation criteria. It is expected that results will describe an improvement in students' learning in different areas and will produce high satisfaction in families and a good assessment by teachers and psychologists involved.
Key words: animal-assisted intervention, education, special needs, research, mixed method.

Introduction

The American Veterinary Medical Association's Committee defines the human-animalbond as "a mutually beneficial dynamic relationship between people and other animals that isinfluenced by behaviors that are essential to the health and well-being of both". Included in this definition is "emotional, psychological, and physical interactions of people, other animals, and the environment" (JAVMA, 1998, p.1675).It is often stated that the relationship with animals expresses some aspect of ourselves, as well as our perception of animals. The role that animals play in the lives of humans goes further than the survival needs. The relationship between humans and animals, known as the human-animal bond, brings benefits to the well-being of people at physical, physiological and psychological levels (Friedman and Son, 2009). The human-animal bond can be established in several directions, including companion animals, animal-assisted therapies and even educational interventions. Animals, in this link, can act as intermediaries when satisfying the emotional and expressive needs of children, as well as adults who experience physical or emotional difficulties. A stable relationship with an animal, as well as the emotional bonds that develop, can help people suffering from sadness, frustration or insecurity to regain confidence in themselves and in life. Especially in childhood, the use of animals in psychoeducational and psychotherapeutic interventions with children with psychosocial, physical or developmental difficulties can be very beneficial(Anderson and Olson, 2006; Gee, Harris and Johnson 2007).

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Animal-assisted interventions (AAI) are based on the recognition of the human-animal bond and the potential benefits to human health, develop and education. These interventions are divided into: animal-assisted activities (AAA) and animal-assisted therapy (AAT). In the specific field of special education, the habitual contact with an animal seems to bring feelings of relief and well-being in children who suffer from severe emotional disorders (Anderson and Olson, 2006). The animals also act as intermediaries between minors with autism and their environment (Arkow, 2010). According to research, significant improvements were identified on social functioning in children with autism spectrum disorder, including increases in social approach behaviors and social skills, and decreases in social withdrawal behaviors, from before to after the AAA program, but not during the waitlist period. Over half of parents also reported that participants demonstrated an increased interest in attending school during the program (O'Haire, McKenzie, McCune, Slaughter, 2014). Also, according to researches, animal-assisted interventions improve mobility (Gee, Harris and Johnson, 2007) and can contribute to overcome consequences of traumatic disorders in childhood, generating processes emotional benefits (Esnayra and Love, 2008).

Research such as the ones mentioned make up the framework in which this Doctoral Thesis is inserted, which starts from the premise that psychoeducational interventions assisted with animals, specifically dogs, are beneficial for children with special educational needs, as well as for their families and for schools in those that develop, contributing to them in a more inclusive and quality education (Booth and Ainscow, 2002). Therefore, it is expected that results will describe an improvement in students' learning in different areas and will produce high satisfaction in families and a good assessment by teachers and psychologists involved.

Previous Researches

According to the work of Friesen (2010), in the last 30 years it has been shown that dog-assisted therapy can offer physiological, emotional, social and physical support to boys and girls. The distinctive features of Animal Assisted Interventions (AAI) are characterized by the complementary inclusion of a trained dog that contributes to the achievement of objectives in therapeutic environments and in school contexts. The general assumptions underlying AAI with minors are that, although dogs are interactive, children seem to perceive them as non-critical participants that are outside of the complications and expectations of human relationships. This unique interaction can offer them a valuable means of social and emotional support in educational and therapeutic settings.

Likewise, Gee, Harris and Johnson (2007) show that the presence of dogs in the classrooms had significant effects. The children completed tasks more quickly when the dogs were present than when they were absent. This indicates that the presence of a dog had a motivating effect for the children, who had a faster performance and equal accuracy in all the tasks developed except one. The relationship between the presence of dogs and the type of task was also significant in the analyzed data, indicating that the presence of dogs increased performance in some types of tasks, while in others it decreased.Based on these results and the strong connection between language development and motor skills, the authors recommend the introduction of dog-assisted interventions in early childhood education, especially in programs for language development.

More recently, Fung (2017) suggests that the presence of a calm, unprejudiced and well-trained canine companion makes the process and practice of reading meaningful and enjoyable for boys and girls. Based on humanist theories of motivation and current studies exploring the IAA (Animal Assisted Interventions), Fung (2017) suggests that a canine-assisted reading program could be extended to benefit the population of children with special educational needs.

In the same line is the study of Anderson and Olson (2006), who indicate that the presence of a dog in a class of children with severe emotional disorders contributed to the emotional stability of the students, evidenced in the decrease of episodes of emotional crisis, the improvement of their attitudes toward school and their responsibility, respect and empathy.Particularly in Special Education, numerous studies have shown the benefits of animal-assisted interventions for school-age students, mainly boys and girls with Autism Spectrum Disorders (Daly and Suggs, 2010;Friesen and Delisle, 2012; Grandgeorge et al., 2012; O'Haire, et al., 2014).

Objectives

This Doctoral Thesis focuses on investigating the use of psychoeducational interventions assisted by dogs with children with special educational needs, as well as its effects, both on minors and their families, teachers and psychologists involved.

This general purpose is specified in the following specific objectives:

1. Describe the interaction of boys and girls with dogs and their effects in different learning areas (language, emotions, empathy, motivation, attention, participation, communication).
2. Analyze if the effects appreciated vary according to the characteristics of the students (type of educational need, age, school, cultural background, language, gender).
3. Study the satisfaction of families with psychoeducational interventions assisted by animals.
4. Analyze the perceptions of teachers and psychologists involved in psychoeducational interventions assisted by animals.

Method

For the development of this research a mixed and descriptive methodological approach has been selected, in which the quantitative and qualitative procedures complement each other, allowing us to approach the object of study with the depth and complexity required (Cook and Reichard, 2005).

Participants

The population studied will be composed:

- Children with special educational needs who participate in psycho-educational interventions assisted with animals in public schools in Greece.
- Parents of the children described above.
- Teaching staff and psychologists involved in the interventions.

Instruments and data analysis

The study will have different types of instruments and analysis procedures depending on the study group. Thus, in the case of boys and girls, direct observation techniques will be chosen, while in the case of families, teachers and psychologists, questionnaires will be administered, and semi-structured interviews will be conducted.

The analysis of the data collected will be statistical (descriptive, correlational and inferential) with quantitative information (Lodico, Spaulding and Voegtle, 2010) and interpretative (content analysis) with qualitative data (Flick, 2009). Once the information has been analyzed, the results will be interpreted according to triangulation criteria that allow comparing the different sources and adequately understanding the study phenomenon.

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THEATRE PEDAGOGY APPROACH IN PRIMARY SCHOOL

Abstract

Theatre pedagogy is a rapidly developing area of research in teaching. The concept originates from the parallels between a child's symbolic play and an actor's playing experience. However, dramatic activity and child play differ in intention, quality of spontaneity, practice and demonstration. Teacher's guidance is crucial in transforming quality of dramatic experience, awareness and meaning into creative classroom drama. Distance devices, which a qualified teacher uses, are essential for reaching the curriculum goals through the very important phase of every dramatic activity – reflection. With a teacher's guidance symbolic play can transform into creative drama and becomes a meaningful learning experience for students.

Key words: theatre pedagogy, symbolic play, creative drama, creativity, holistic teaching.

Introduction

Theatre Pedagogy is a very diverse field. Central concepts of "drama", "play", "acting" can carry many different meanings, which is especially apparent when two very different areas, such as education and theatre, collide. The key dilemma is emphasized when David Hornbrook (1989)claims there is no conceptual difference between a child acting in the classroom and an actor's professional performance, which leads into further research in child's spontaneous play forms and clearer distinction between »playing« and »acting«.

Symbolic Play

Many developmental psychologists have seen play as a central activity for a healthy child's development. Piaget (1962) distinguishes three categories of play: games, practice play and symbolic play. The latter is closest to theatre world, because it operates on conscious as well as subconscious, symbolic level, which is a very theatrical mechanism. As such symbolic play represents the first abstract activity (even if the abstraction happens subconsciously) and is closely connected with problem-solving. Vigotsky (1978) also establishes the importance of symbolic play for the development of abstract thinking, pointing out mainly its social context. When playing child is creating a symbolic social situation in order to relieve real life events on his own terms, to better understand his environment and his place in it. Slovenian developmental psychologists MarjanovičUmek and Lešnik Musek (1999) mention several different skills defining the developmental level of symbolic play, such as transformation, decentralization of thinking, flexibility of thinking, contextualization, language capabilities, interpersonal understandin etc.Spontaneous symbolic play undoubtedly influences the holistic child's development and can – if properly upgraded – become an important teaching tool, but at this level Theatre Pedagogy starts using the term "creative drama" or "drama in education".

Creative Drama

What separates creative drama from a mere symbolic play is a previously agreed skeletal structure, which is built around educational as well as theatrical goals, ergo we stop using the term play and start using the term drama. While the child is completely capable of playing on his own, a teacher is the one providing the structure, predicting the aims and constantly guiding the group of children during the dramatic process. Creative drama is still very much child dependent – children are not just "acting" teacher's orders, but are always in a position to make their own decisions about in which direction the drama is going. Bolton (1986) summarizes this state perfectly with the phrase: "I am making it happen." instead of "It is happening to me.", the latter still being the prevalent feeling primary school children have when in classroom. In creative

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drama decision-making power constantly shifts from teacher to students, but in a way that teacher always has full control over what is happening and at the same time students feel spontaneity can take over the creative process. This is not an easy task for a teacher who has to be trained into the subtle art of creating drama, similar to the playwright's or theatre director's training. Suspension of disbelief, creating dramatic tension, establishing the "power of now" represent some of many mechanisms that can be extremely valuable in theatre as well as in classroom situation (Wagner 1999).

Learning through drama

Creative drama is similar to symbolic play in a way that they both operate on a concrete level, while at the same time capture a symbolic meaning. In creative drama this meaning is previously established by a teacher (and curriculum), however students are leading the way (or different ways) how to reach it. Gavin Bolton (1986) speaks about the metaphorical expression of drama and divides all drama motives in two categories of meaning – personal and universal. He gives an example of a very popular drama motive among young children: pirates.

	Personal meaning	Universal meaning
Pirates who want their fair share of the loot.	The child may draw on his experience of sharing and not trusting.	The drama may become about people who distrust each other.
Pirates with a wooden leg.	The child may experiment with modification of physical control.	The drama may become about people who are physically restricted.

(Bolton, 1986)

Personal meanings help with the suspension of disbelief and are essential for children's participation in the initial stages of drama, because they represent participants' personal knowledge and experiences on the topic. However the level of the universal is where teacher wants to bring the drama, because this is the level when new knowledge is built and new perspectives established. As previously mentioned students need to believe they are creating their own drama, not following certain motions or techniques, so teacher needs to be very subtle with his/her intrusions in the process. Heathcote (in Wagner 1999) suggests the use of carefully honed questions. Of course there are also many other subtle tools, such as non-verbal signals, but questions perfectly establish the illusion of leaving everything to students. It is extremely important that teacher never denies any answer received from students, but includes it in the process of creative drama building.

Teacher in role

One of the biggest differences between theatre and classroom drama is that the latter does not require an audience. Everyone is involved in a dramatic process, including the teacher, meaning that everyone takes on a role. Heathcote (in Wagner 1999) warns teachers against taking the highest position roles, such as captain, king, director, president etc., her favourite ones are middle-rank positions, such as: first-mate, queen's messenger, doctor's assistant etc. As a teacher she automatically holds the highest position in class and she can always switch back to that, so her drama role can be less autocratic. In the middle-rank she still has enough manoeuvre space to communicate freely to those of both higher and lower rank and consequently influence the turn of events.

Chris Cooper (2017), playwright, theatre director and drama teacher, developed specific concept of teacher in role, which he presented at the conference *The Artof Teaching*.[2] His concept was further on adapted for teaching in the classroom of students from first and second triennium of Slovenian primary schools. The classroom situation we are describing in the next paragraph took place at the beginning of the Slovene language lesson and represents many elements of creative drama:

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[2] The 6th internationalconference*Umetnost učenja/TheArtofTeaching*tookplace in Ljubljana, 9.–11. March 2017.

Children sit in a circle. Teacher stands in the middle and besides her there is a classroom chair. She asks the students: "What is that?" They answer: "A chair." Teacher continues: "What do we use this chair for?" Students answer: "For sitting, swinging …" Teacher asks some additional questions about the chair's characteristics: "Is it old/new?" "What is the colour of the seat?" etc. When all of the students are completely focused on the chair, teacher suddenly knocks it over, so it falls on the floor upside down. Then she asks: "What do you think happened with the chair?" Answer can be very literal: "You knocked it over." or more creative: "There was an earthquake/ robbery/etc." Teacher then continues: "Now I will tell you what has happened here …" It is important the teacher has full students' attention when she starts to tell a story. "This chair belongs to a queen, who lived hundreds of years ago. It stands in the middle of her room, where no one is allowed but her." In this moment teacher drops a slipper next to a chair. "This slipper belongs to the queen's only son, the future king." It is very important for a teacher to stop for a second after she gives new information so the students can create a fictional picture in their minds. The teacher continues: "What do you think has happened here?"

This is an example of creating a setting for creative drama. In the next step teacher would take on a role of a queen in distress and students would becomeher advisers[3] helping her in a tragic situation (whatever that may be – students can decide while they go along with the drama). The creative drama described above represents an introduction into the literary tale of a queen who has lost her son and helps setting an atmosphere for future literary reading.

Conclusion

Dorothy Heathcote (in O'Neill 2015), who still represents the leading figure in the field of Theatre Pedagogy defined creative drama as "anything which involves people in active role-taking situations in which attitudes, not characters, are the chief concern, lived at life-rate (not memory based) and obeying the natural laws of drama medium." Her words are mainly a response to too many projects of children memorizing play-texts and (unsuccessfully) mimic professional theatre instead of focusing on building a drama as a creative process in the classroom with the main goals of collaboration, critical thinking and cross-curriculum problem solving, which are today seen as essential skills for future citizens.

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[3] Role of a queen is definitely high-rank and as stated before less suitable for a teacher, but in this particular case the queen is in trouble, completely dependent on her advisors, so students still have a decision-making option.

Dalila Lino[1]

THE "PEDAGOGY OF INITIATIVE": FROM TEACHERS' CHOICE TO CHILD'S CHOICE

Abstract

The "Pedagogy of the initiative" is situated in a paradigm that recognizes the child as competent, capable, and creative, with rights and duties, capable of producing culture. The "Pedagogy of initiative" requires, among other factors, the competence of choosing, and the ability to make thoughtful, reflected and therefore conscious choices. Several studies highlight the importance of promoting children's capacity to make choices in early childhood education for its impact on the child's life in the short and long term. From a constructivist perspective, choice is an individual activity essential to cognitive development as well as to social development. Choice is an individual activity that helps the child to consider many possibilities related to a situation and allows the child and the adult to make their decisions on what they consider to be valid and fair, and not to be dependent on the other to make judgments and make decisions. Empowering children with opportunities to make choices fosters intellectual and moral autonomy and helps them to be able to make better and wiser decisions. Acknowledging the vital role of children's choice for learning and development, this article aims to analyze the role of preschool teachers in two pedagogical approaches, the High Scope and the Reggio Emilia, to empower children to become able to make decisions and take initiative in their lives.

Key words: Pedagogy, early childhood education, children's choice, teacher's choice

Introduction

The pedagogy of the initiative is situated in a paradigm that recognizes the child as competent, capable, creative, with rights and duties, capable of producing culture. The pedagogy of the initiative requires, among other factors, the competence of choice, the ability to make thoughtful, reflected and therefore conscious choices.

The choices we make throughout our life course define who we are, both from a personal and from a professional and social point of view. In fact, from the moment we are born we are faced with a myriad of options and, depending on the contexts in which we operate, the story of our lives can be told from our choices or the choices others have made for us.

Every day we are asked, though often not consciously, to make choices. Many of these are routine and simple choices that we do not value but can affect how we relate to others. Some examples of such choices include what we wear, what we eat, what we do in free time (go to the gym, meet friends at the cafe, stay at home reading a book, watch a movie at the cinema, etc.), what we do or not do at work. Depending on the nature of our profession we can have a variety of options to perform and fulfil the tasks that we are required to do, even when these tasks are imposed by others.

Choosing is thus an essential component of our life that requires talent and art.

Children's choice and development

Choice is an essential component of early childhood education and development.

Several studies highlight the importance of adopting a pedagogy that fosters children's choice and initiative in early childhood education for its impact on the child's life in the short and long term.

Research highlights that when children choose, plan, carry out and review their own learning activities, their behaviour is more purposeful and they perform better on language and other intellectual measures (Veen, Roeleved, & Leseman 2000).

Shweinhart and Weikart (1997), and later Shweinhart; Montie, Xiang, Barnett, Belfield, and Nores (2005) conducted a longitudinal study comparing 3 groups of subjects who attended, at 3

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years of age, different preschool programs. Subjects have been followed for more than 40 years. The data show that children who attended a program that adopts a pedagogical approach that promotes a balance between child control and adult control, which promotes children's choice on a daily basis, has been more successful in the short and long term. They also revealed fewer social problems in adolescence, pregnant girls, less drug addiction, and greater success in adulthood, more individuals who completed a college degree, who obtained better paid jobs, owned a home (sometimes a second home) and even less cases of divorce.

Another study developed by Montie, Xiang and Schweinhart, (2006), that analyses the impact of pedagogical approaches on the development of children's choice and initiative, concluded that when children have more opportunities of free choice at 4 years they achieve a better performance in language at 7 years of age.

Veen, Roeleved, & Leseman (2000) in a study they developed in the UK, that compares teacher-centered pedagogical approaches and child-centered pedagogical approaches, concluded that when children choose, plan and take their choices and action plans, their behaviour is more objective and have a better performance at the language level.

When children are involved in a process of plan, carry out and review their own learning activities they show high levels of involvement at play (Lino, 2014). The children's involvement is an indicator that learning and development occurs (Laevers, 1994).

Given the relevance of children's choice for their learning and development it is important to define choice in the context of childhood pedagogy.

From a constructive perspective, choice is an individual activity that is essential to cognitive, as well as, social development.

Choice fosters thinking about possibilities. This type of mental activity allows the construction of logical-mathematical relationships of similarity and difference (Branscombe, Castle, Dorsey, Surbeck & Taylor, 2003). These relations operate from others previously constructed and have the potentiality to transform the initial types of thought. Let's say that a child is given the choice of wearing two t-shirts to go to school, one yellow and one red. The child has to think about the alternatives and the criteria that will use to choose. The child knows that both are comfortable (both is a relation of similarity and being comfortable is a necessity), but yellow is her favourite colour, it is the colour that makes her feel happy (the relationship of difference, and happiness as a necessity). Then the child chooses to use yellow. This type of choice promotes the ability to choose from a set of possibilities, and select the one that meets the criteria. This type of activity carried out on an on-going basis favours the development of formal operational skills (Branscombe et al., 2003). Choice requires the child to think about alternatives, possibilities available to choose from and the necessity to limit those possibilities to those that are most essential or important (Lino, 2014).

Choice fosters wise decision making. Choice is an individual activity that helps the child to consider many possibilities related to a situation and allows the child and the adult to base their decisions on what they consider to be valid and fair, and not to be dependent on the other to make judgments and make decisions (Branscombe et al., 2003). Allowing children opportunities to make choices fosters both intellectual and moral autonomy and helps children become capable decision makers.

Choice fosters acceptance of responsibility. Choice helps children build a relationship between the choices they make and the consequences that follow as a result of making those choices (Branscombe et al., 2003). Choice helps children understand the consequences of their actions.

But not every choice has the same educational value. There are different types of choice: the authentic choice, the limited choice, and the choice for purposes (Branscombe et al., 2003).

The limited choice is a good way to begin with children who have had little choice-making experience. The younger is the child, the fewer the number of alternatives adults should be given.

The authentic choice the child understands that the alternatives are equal and nobody will judge the selection or the choice, even if it's not the right or the best one. According to Piaget, a choice is not a choice unless the child can think of another alternative.

Purposeful choice is a type of choice that appeals to the child's spontaneous interest in a topic, a real need to know, or a means to accomplish a goal.

Children's choice at the High Scope curriculum model

David Weikart devoted almost half a century of his life to develop a pedagogical proposal that emphasizes the child's initiative and promotes choice with purposes. The development of this pedagogical proposal, the High Scope curriculum model, is based on developmental and learning theories, and research on early childhood education (Hohamnn & Weikart, 2011).

The pedagogical proposal of the High Scope curriculum presents a daily routine organization that offers the child daily opportunities to engage in activities and experiences that he or she have previously planned.

The High Scope daily routine includes the plan-do-review cycle, offering children opportunities to choose and make plans, carry out their choices and plans, recall and reflect about what they have done.

Planning involves deciding on actions and anticipating interactions, recognizing problems and proposing solutions, and anticipating consequences and reactions (Epstein, 2007). Providing children with opportunities to plan is to encourage them to identify their goals and consider the options to achieve them (Epstein, 2003). Planning allows children to work, play with purposes, and seek to achieve the goals they have established.

During planning time teachers create opportunities for children to choose activities, materials and people whom to interact with (adults or peers). Children are encouraged by teachers to think and reflect about their plans, which foster their capacity to think in alternatives and make decisions about what they want to do.

The children attending the High Scope classrooms have daily the opportunity to choose the activities and play they intend to carry out during their working time at the different areas of the classroom. Teachers support children by encouraging them to make detailed and complex choices and plans (Epstein & Hohmann, 2013). The planning moments are therefore spaces and times of anticipation of the action, where the child, through a process of reflection, elaborates plans of the activities and experiences that they will carry out in the next moment of the daily routine - the time of work in the areas. This process actively involves the child in the planning and organization of the daily practice. The activities they carry out in the areas are carried out for a purpose previously defined, the plans they drew up and which constitute an organizer of the action (Dewey, 1971). The work in the areas of the classroom constitutes a space and a time of learning through action, where the child has the opportunity to interact with the physical and the social context of the educational community of his or her classroom, and thus to construct their own knowledge (Piaget, 1970).

But this planning and implementation cycle does not end with the implementation of the child's action. Opportunities are created to share and reflect on the experiments carried out and on the work completed. This is again a moment of active involvement of the child in the construction of his/her knowledge, because it favours the awareness of the learning and the processes involved in its realization. At review and communication moments, the child shares experiences and achievements, reflecting on the processes of constructing new knowledge. The cycle of choice/planning, action with purposes and goals, communication/reflection involves the child in an active process of construction of knowledge. This reflexive process of choosing, planning, doing and reviewing is carried out within the group - peers and the teacher - that supports the child's action.

Children's choice at the Reggio Emilia pedagogical approach

Choice requires the competence of listening. Loris Malaguzzi, one of the major pedagogues of the 20th century, developed in Italy, in Reggio Emilia, a pedagogical approach that emphasizes the competence of listening. At the pedagogical approach of Reggio Emilia listening means to be open to others, to others ideas, points of view, theories, and to interpret, to understand, and to accept their messages (Rinaldi, 2006). To listen is to value, to respect the differences, the cultures,

is to give a voice to others, to children. It's allowing children to express their choices, their opinions, their plans, and accept them (Lino, 2013).

Listening is a verb that implies activity and reciprocity - to listen and to be listened to - to listen, not only with the ears but with all the senses. Carla Rinaldi, who worked with Malaguzzi, says that listening means "listening to the hundred, thousand languages, symbols and codes that we use to express ourselves and communicate, through which life expresses itself and communicates with those who listen and are heard. Listening requires time, the listening time, a time that transcends the chronological time - a time full of silences, long pauses, suspension, as an element that causes listening in others and which in turn is caused by listening attentive to others "(2006, p.65).

To listen means to value and legitimize the messages of those who communicate and, thus, to put differences in dialogue. It takes courage to dialogue and negotiate differences. This requires an attitude of recognition for difference, acceptance of the other, without judgments or prejudices, and requires a deep openness to change (Lino, 2013). To change does not mean losing power, it means multiplying power, enriching the one who listens and is listened to (Rinaldi, 2006).

Children, very early in life, show a high competence in listening and want to be listened to, a right that must be respected by all who interact with them, especially their teachers. In general, society is not taught to listen to children. At the pedagogy of Reggio Emilia, the task of education and the task of the teachers is to listen carefully to the children and to provide opportunities for expressing themselves using the one hundred languages that Malaguzzi (2001) defends.

Through dialogue and communication, children acquire the awareness of their capacity to think, to have opinion and to build "theories", that is, to think and interpret the reality. The Reggio Emilia curriculum can be defined therefore as "contextual curriculum", that is determined by the dialogue among children, teachers and the surrounding around them (Rinaldi, 2006).

Final remarks

Plato once defined the slave as the person who performs the purposes of another.

Is this the person we want to teach? Is this the future we want for our children?

Or, on the contrary, we want to foster intellectual and moral autonomy, the ability to make intelligent decisions, to face challenges and problems and to solve them creatively, to participate actively and consciously in the history of your own life?

The Pedagogy of Initiative is situated in a paradigm that recognizes the agency and competence of the child. It refers to a image of the child that is active, competent, creative, critical, and able to co-construct knowledge through interacting with materials, experiences, peers, and adults (Rinaldi, 2016). A child that is competent and able to make choices, to choose what he/she wants to learn and how he/she wants to learn. But it also means to recognize the agency and competence of the adult, the teacher with whom he/she interacts and works every day. The Pedagogy of Initiative does not advocate a child-centered curriculum, but a curriculum that promotes a balanced adult and child initiative, that fosters children's choice and decision making.

The Pedagogy of Initiative requires a responsive teacher who, as Malaguzzi (2001) advocates listening to the children, observes and identifies their interests, their competencies and potentialities and incorporates them into the educational proposals of the curriculum development. Thus, the curriculum developed is an emerging curriculum that reflects the choices of the children and the teacher, who collaboratively make decisions about the content, objectives, goals, activities and strategies of the teaching and learning process.

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SOCIAL STUDIES TEACHERS OPINIONS ABOUT THE IMPORTANCE OF STUDENTS' PREVIOUS KNOWLEDGE

Abstract

In today's education, the relationship between all components of educational process are changing. The constructivist approach emphasizes a student's active role in the education process, as well as their capability to develop their own knowledge by themselves, based on experience and previous knowledge. In the subject social studies, students learn about real life. Teachers should, in accordance with the constructivist conception of learning, give rise to students' activity and encourage them to derive and upgrade their knowledge from their previous experiences and reconstruct it according to a new study material. In year 2016 empirical study was conducted among lower primary school teachers teaching social studies in 4th and 5th grade in Slovenia. In the research we were interested in teachers' attitudes toward students' previous knowledge. Results showed that teachers estimated that students' previous knowledge is important and needs to be considered in lessons planning.
Key words: Social Studies, Primary school, Constructivism, Students.

1 Introduction

In today's education, the relationship between teacher, student and other constitutive components of educational process are changing. The study was made in year 2000 about how do effective teachers nowadays teach like (McBer, 2000) and it was found out that effective teachers employ a range of teaching strategies and styles. The common denominator of modern teaching strategies is the open class, as we adapt the content and methods to the interests and competences of the students, to keep it directed towards the life of the local community (Blažič et al., 2003). School subject in which in Slovenia students among others learn about their life in community is called Social Studies. Social studies is a class that students in Slovenia encounter in grades 4 and 5 of primary school. The emphasis of the class is on learning about the relationship between an individual, society and the natural environment. It includes goals from the fields of geography, sociology, history, ethnology, psychology, economics, politics, ethics, aesthetics, and ecology(Budnar et al., 2011). In the subject social studies, students learn about real life and derive knowledge from their lives in community (Mishra, 2015). The national curriculum for the subject of social studies is based on and comes from the constructivist theory of learning and teaching. The constructivist approach emphasises students' active role in the education process, as well as their capability of developing their own knowledge by themselves based on experience and previous knowledge (Maxim, 2010). Teachers that practise constructivist teaching strategies empower the students to gain access to their experiences and beliefs that reshape their prior knowledge in the light of the applied class content (Gunduz&Hursen, 2015). Often the usefulness of constructivist theories of learning and teaching operates mainly on a theoretical level. A few rare studies did attempt to measure the usefulness of the constructivist approach (Mogonea, 2014). Authors also highlight the need for new and additional studies. In Slovenia a few studies on the constructivist approach to teaching students have been conducted (DolencObranić, 2014; Buh, 2015) to study the effects of constructivist teaching on different areas and level of education. Results can't be generalised, but they create guidelines for further research. After literature reviewing we decided to conduct a quantitative research, the results of which would shed some light on the situation in Slovenia.As said above in planning social studies lessons we have to derive efficient teaching based on students' previous knowledge and experiences. In this conference contribution we are presenting results of teachers' opinions about the importance of students' previous knowledge.

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2 Methodology

2.1 Purpose of the research

In this conference contribution we were interested in the following research questions:

- Do the teachers think the previous knowledge is important and therefore has to be checked?
- Does the previous knowledge, in the teachers' opinions, affect the further learning process?
- Do the teachers find it important for the background experiences to be taken into account in the learning process?
- Do the teachers expect the students would have no previous knowledge when they present a new topic?

2.2 Research method

The study was based on a descriptive and non-experimental method of empirical research and was carried out individually and anonymously.

2.3 Research sample

We included 181 primary school teachers teaching social studies in grades 4 and 5 in the academic year 2015/2016. Research sample consisted of 49.2% 4th grade teachers and 50.8% 5th grade teachers. According to their professional titles, the sample consisted of 7.7% of teachers without a title, 28.2% of mentors, 58.0% of advisors and 6.1% of counsellors. In terms of seniority, the sample comprised 6.1% of teachers who have been teaching for up to 5 years, 11.0% from 6 to 10 years, 11.6% from 11 to 15 years, 12.7 % from 16 to 20 years and above, and 58.6% of teachers who have taught for more than 20 years. In terms of the environment in which the primary school is located, 48.1% of teachers participating in the research teach at the elementary school which is located in a town, and 51.9% teach in rural areas.

2.4 Data analysis

We used a questionnaire with verified metric characteristics (validity, reliability, objectivity) for collecting data. The data obtained from the questionnaire were analysed using the SPSS statistics program. In this conference contribution we present the statements related to the students' previous knowledge and their analysis. For data processing, we used basic descriptive statistics, frequency distribution, a Mann–Whitney test to determine the differences between the two groups of teachers (those in the 4th grade and those in the 5th, as well as between the teachers working in a town and those working in a rural area) and a Kruskal-Wallis test to determine the differences between groups of teachers regarding their professional title and seniority.

3 Results

As previously mentioned we selected statements that helped us provide an overview of the teachers' opinions on the importance of students' previous knowledge. The statements relate to the students' previous knowledge and experiences and their importance in social studies classes. Three of the statements apply to the constructivist approach of learning (1, 2, 3) and one is contradictory to the principles of constructivism (4). We used 5-point Likert scale format to measure the teachers' opinions, where 1 was the lowest point on scale (strongly disagree) and 5 was the highest (totally agree). The table below shows the statements and their average ranks.

Table 1. Number (f), structural percentage (f%) and the average rank (R) of answers of agreeing to a particular statement

Statement	Answer						
	Strongly disagree f f %	Do not agree f f %	Partially agree f f %	Agree f f %	Totally agree f f %	Total f f %	R̄
1.Previous knowledge is important and has to be checked.	1 0,6 %	4 2,2 %	11 6,1 %	81 44,8 %	84 46,4 %	181 100 %	4,34

2.Previous knowledge affects further learning process.	1 0,6 %	5 2,8 %	22 12,2 %	78 43,1 %	75 41,1 %	181 100 %	4,22
3.Students' background experiences have to be taken into account.	1 0,6 %	2 1,1 %	20 11,0 %	87 48,1 %	71 39,2 %	181 100 %	4,24
4.When presenting a new topic, I expect students would have no previous knowledge.	50 27,6 %	70 38,7 %	40 22,1 %	14 7,7 %	7 3,9 %	181 100 %	2,22

The statement »Previous knowledge is important and has to be checked.« was the highest ranking statement among all teachers ($\overline{R}$ = 4.34). In constructivist theories, the previous knowledge is considered to be an important part in planning further learning process. Second highest ranking statement ($\overline{R}$ = 4.22) was »Previous knowledge affects further learning process.« Teachers agree on the importance of students' background experiences being taken into account when planning and performing the learning process ($\overline{R}$=4.24). The result of the statement »Students' background experiences have to be taken into account.«, where 39.2% of the teachers totally agreed with it, was expected in the view of the two previous statements. According to the results, we can conclude that the teachers strongly disagree with the statement »When presenting a new topic, I expect students would have no previous knowledge.« ($\overline{R}$ = 2.22), leading us to the conclusion that the teachers expect the students would have some previous knowledge about the topic discussed, what could be expected since in social studies the first topics discussed are usually those familiar to the students.We checked if there were any statistically relevant differences between participating teachers. The results showed there were no statistically relevant differences with regard to the grade they are teaching, their working age, professional title, the teaching environment and the teachers' attitudes towards teaching social studies.

4 Discussion with conclusion

In this conference contribution we were focused on the teachers' opinions about the students' previous knowledge in social studies, as the constructivist teaching emphasizes the importance of students' previous knowledge and background experiences. This conference contribution is originally a part of a large research study examining all areas of constructivist approach in social studies. Since the social studies lesson plan is based on the constructivist theory it is reasonable that it is carried out according to its principles. The results of the analysis have shown that in the teachers' opinions the previous knowledge is important and has to be checked. Also to be taken into account are the background experiences since they affect their further learning process. The majority of teachers therefore expect the students to have some previous knowledge about the topic discussed in the class which is an important part of planning the learning process.Classes based on constructivist postulations emphasize learners' active role in educational processes and their ability to, with a teacher's guidance build new knowledge based on experience and background knowledge (Martin, 2001; Maxim, 2010). It is advisable to take into account and integrate personal experience into learning, as this is a basic condition for students to be more internally motivated and creatively active to their best potential (Strmčnik, 2003). The results obtained provide an overview of of teachers' opinions on the importance of students' previous knowledge in the constructivist approach for lessons in social studies. These insights may help in the planning of education and training for teachers to upgrade their teaching.

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Nikola Tuntevski[1]

AVAILABILITY OF HIGHER EDUCATION FOR DISABLED PEOPLE IN THE REPUBLIC OF MACEDONIA AND OTHER BALKAN COUNTRIES – FROM LEGAL POSSIBILITIES TO REAL REQUIREMENTS

Abstract

The civilization "maturity" of a society is measured according to the equal approach in respecting human rights, regardless of the differences of their holders. In this regard, the right to education has a pivotal role for all and in all stages. But it's harder for people with disabilities. Measures to improve their status are more numerous in primary and secondary education, and much less in higher education. Its accessibility consists not only of access ramps or financial incentives for enrollment and study; but creating a truly dignified education. This is the main goal of this paper. By analyzing the legal solutions to determine whether and how much higher education in a few countries enables inclusion for people with disabilities under equal conditions. But also to initiate legal changes by which education can achieve its premise - equality in needs, equality of opportunity.

Key words: persons with disabilities, higher education, laws

1. Introduction – terms and dilemas

In most legal acts of the Balkan countries that refer to persons with disabilities, the most common term is "disability". This is in accordance with international documents, such as the Preamble of the United Nations Convention on the Rights of Persons with Disabilities and the acts of the Council of Europe.[2] Beside this term, the terms "persons with handicap" and "persons with special needs" can also be found. [3]

Regardless of the terminological "colorfulness", it is more important to clarify their essence. If the word "ability" means "ability" or "power"; then, on the contrary, the word "disability" would mean "incapacity" or "powerlessness", which points to an inadequate and almost offensive descriptive meaning. This is how to associate the need for persons with disabilities to "be able" to live in the community. Therefore, the education system had a "corrective" basis.

Today, this concept deviates from the place of social inclusion, with which, instead of persons with disabilities, society and its institutions are those who need to change and create opportunities in order to become more accessible.

Therefore, more attention should be paid to the concept of "accessibility" or availability, that is, an environment with disabilities, which through the new laws and policies will have to be overcome. The Organization for Economic Cooperation and Development believes that equitable higher education systems are those that make the individual's approach to all levels of education not based on personal circumstances, including disability, but becoming a "two-way" support system, creating a sense of belonging.[4]

2. Basic preconditions for availability of higher education for persons with disabilities

Higher education for people with disabilities should lead to the acquisition of knowledge and experience on how to become responsible and cooperative individuals who are able to engage in society. In that sense, today the concept of a reasonable adjustment of higher education is

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[2] UN Convention on the Rights of Persons with Disabilities, Preamble Paras (e), 2006, http://www.un.org/disabilities/convention/htmlCouncil of Europe Disability Strategy 2017-2023 p.14, para. 35, www.coe.int/disability

[3] Article 1666 - 1668 of the Civil Code of Greece, Presidential Decree 456/1984, Government Gazette A'164 / 1984, as amended Law 2447/1996, FEK 278/1996 on Guardianship, Art. 1666 (1)

[4] Six ways to ensure higher educationleaves no one behind, Policy Paper No.30, UNESCO, Global Education Monitoring Report, April 2017

adopted, which will ensure the normal monitoring of the curricula. In this way, they are enabled to come to the full expression of their potentials, without jeopardizing their feelings of dignity.[5]

Most developed countries and their universities have adopted this policy and have implemented it in their acts. In the United States, special attention is paid to the so-called. transition period from secondary to tertiary education.[6] According to the Disability Education Act (IDEA) in the *United States*, transitional services are defined as "a coordinated set of activities to promote the movement from school to higher education and to self-sustaining life and community participation."[7] Secondary schools prepare an education plan tailored to each student's abilities and aspirations to prepare them to master the tests they will receive for an entrance examination at the faculty (so – called K-12 preparation). According to the American Disability Act (ADA) andRehabiltation Act, Section 504, to improve the teaching of students caring Centers or Offices for Supporting Teaching and Learning.[8] In addition, in the United States and the United Kingdom, these individuals are also given tests to determine that they can adapt to teaching.[9] To this end, the National Network of Centers for assessing their Academic

Opportunities operates in the *United Kingdom*.According to the Equality Act and the Law on Prohibition of Discrimination, all universities have special examination centers, accommodated in adapted rooms, additional time for tuition and support assistants.[10] It is therefore important to develop joint meetings with other students in order to improve their attitudes towards disabilities.

In *France*, the access of people with disabilities to higher education is regulated by the law of 1975, by which education and training of these persons becomes a national obligation. The most universities holdmeetings with students with disabilities from the final years in secondary schools and they are informed about the conditions offered by each university.[11] This is supported by the Department for Information for Universities, where high school graduates can personally go and seek help and advice on further education.There are also special courses for these people to facilitate the transition from secondary to higher education.[12] In addition, the Institutes of Higher Education are obliged to register students with special needs and provide them with training depending on the specificity of the student.[13] Universities offer escorts or assistants for students, most of whom are employed at the university and have undergone a special training course or course. Special conditions for taking exams are similar to those in the United States and the United Kingdom, with French universities allowing the presence of an instructor or another student on the exam, which is from the field to be taken.[14] Each university also has a separate service responsible for working with these students.[15]

One of the measures used by the Karolinska Institute in *Sweden* to encourage students with disabilities to enroll in higher education are students with disabilities or so-called. "Ambassadors" who share personal experiences with potential future students.[16]

In contrast to the aforementioned experiences, most Balkan countries in their laws on higher education are more targeted at enrollment and study conditions.

In *Croatia,* candidates with over 60% disability are eligible for direct admission to all universities. This threshold has been reduced to 50% when exercising the right to accommodate in

[5] UN Convention on the Rights of Persons with Disabilities, art. 24 para. 1
[6] Higher Education Opportunities for Studentswith Disabilities, Thomas R. Wolanin and Patricia Steele,2004, p.26.
[7] Individuals with Disabilities Education Act (IDEA) Section 602(30)(A), 1990, Higher Education Opportunities for Studentswith Disabilities, T. Wolanin and P. Steele,The Institute for Higher Education Policy, 2004, p.26.
[8] Office for Civil Rights, Know Your Rights and Responsibilities, p. 3.
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[11] Disability un Higher Education, OECD Report 2003, p.73
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[14] Decree No. 2005-1617, The Right to Education for Persons with Disabilities, UNESCO, Paris 2015, p. 55 – 57.
[15] Disability in Higher Education, OECD 2003 Chapter 4, Students with Disabilities in France, p.64-78
[16] Fostering Equity in Higher Education OECD, Higher Education Programme, 2014 – Karolinska Institutet p.17-18

student dorms and obtaining a scholarship and, except for undergraduate, applies to students attending postgraduate studies.[17] Article 77 paragraph 2 of the Croatian Law on Scientific Activity and Higher Education states that the university determines the procedure for admission of candidates with disabilities in a manner that guarantees equality. Of particular importance is Article 80, according to which the university can organize and conduct studies of sign language. According to Article 90, students with disabilities have the right to take an exam in a manner adapted to their abilities, in accordance with the general act of the institution.[18]

In *Greece*, with the Law on Higher Education, persons with disabilities are admitted to higher education without an entrance examination. In 2000, a law was passed that established a 3% quota for each university for admission of students with a disability.[19]

According to Article 54 paragraph 3 of the Constitution of the *Republic of Macedonia*, the restriction of freedoms and rights cannot be discriminatory on any basis.[20] Regarding the persons with disabilities in the part for co-financing the studies in Article 87 of the Law on Higher Education, it is said that the higher education institution will not charge participation for persons of first and second degree of disability. Also, according to Article 108, when enrolling students in higher education institutions, selection based on disability must not be made. Of particular importance is paragraph 2 of Article 150, in which students at all degrees of higher education who are blind, deaf or disabled from the first and second groups are guaranteed the right to special benefits determined by the statute of the higher education institution.[21] In 2010, the Government adopted the National Strategy for Equalization of the Rights of Persons with Disabilities for the period 2010-2018, in which it recommends the development of policies in the sphere of education that will give equal opportunities for persons with disabilities and will encourage them to be independent and active in all areas.[22] In 2002 an Association of students and youth with disabilities was formed, which, according to the message "Nothing for us, nothing without us", promotes inclusive secondary and higher education for students with disabilities.

3. Conclusion–recommendations

For the purpose of achieving equality of persons with disabilities and for their better integration in higher education, we propose the following measures:

- Promotion of existing laws that prevent discrimination in the educational process;

- Given the perceived diversity in terms, to approach the definition of persons with disabilities according to the social model,

- The legislation on higher education should be based on the model of the so-called. reasonable adjustment;

- Efforts should be made to implement good practices from developed countries and adapt them to the specific conditions of the Balkan countries, especially in the transition period from secondary to tertiary education;

- Increasing accessibility in educational institutions and libraries in the sense of: adaptable sidewalks and ramps in elevators, rooms and facilities, as well as means of transport, signs of Braille letter for the visually impaired persons, software in libraries, delivery of library materials via electronic mail or home address, creating electronic versions of books (eBooks);

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[17] The Right to Education for Persons with Disabilities, Croatia p. 40, Monitoring of the Implementation of the Convention and Recommendation against Discrimination in Education, UNESCO, Paris 2015,

[18] Zakon o znanstvenoj djelatnosti i visokom obrazovanju, pročišćeni tekst,"Hrvatske Narodne novine" broj 123/03, 198/03, 105/04, 174/04, 2/07 - OUSRH, 46/07, 45/09, 63/11, 94/13, 139/13, 101/14 - O, RUSRH i 60/15 - OUSRH

[19] 'Introduction to the Greek Legal System', Christodoulou, D. http://jurist. law.pitt.edu/world/greececor2.htm

[20] Constitution of the Republic of Macedonia (Official Gazette of the Republic of Macedonia No. 52/91 and its amendments published in the Official Gazette no.01 / 92, 31/98, 91/01, 84/03, 107/05, 03/09, 13 / 09 and 49/11)www.pravo. org.mk

[21] Law on Higher Education of the Republic of Macedonia Official Gazette of the Republic of Macedonia "no. 35/2008; 103/2008; 26/2009; 83/2009; 99/2009; 115/2010; 17/2011; 51/2011; 123/2012; 15/2013; 24/2013; 41/2014; 116/2014; 130/2014; 10/2015; 20/2015; 98/2015; 145/2015; 154/2015 and 30/2016, Art. 87, 108 art. 4 and 150 art. 4 www.pravo.org.mk

[22] National Strategy for Equalization of the Rights of Persons with Disabilities (revised) 2010-2018, Ministry of Labor and Social Policy, 2009. Available at: http://www.mtsp.gov.mk

- Raise public awareness for the needs of persons with disabilities through workshops and campaigns;

- Trainings for the teaching staff and other faculty staff and inclusion of disability awareness as part of the curriculum at the universities themselves, in order for other students to more easily understand the problems faced by their colleagues with disabilities;

- Adaptation of materials, methods and techniques for teaching and exams in accordance with their needs, as well as greater application of the distance learning system;

- Service centers and persons - assistants who provide multifaceted assistance to students with disabilities;

- Universities should allocate some of the funds they receive from the state for students with disabilities, but at the same time to establish a system of incentives for universities by granting larger financial and other state subsidies for increased number of graduated students with disabilities;

- Provide adequate financial assistance, such as, for example, non-refundable grants, scholarships and soft loans;

- To provide a legal framework for the employment of persons with disabilities in the institution where they studied,

- Greater cooperation among the Balkan countries for promoting higher education for these people and

- Exchange of students with disabilities among universities from other countries through the Erasmus + program. This not only gives them a sense of non-discrimination, but also provides them with experience and implementation of good practices in the home country.

These measures are only a small part of what should be guaranteed to persons with disabilities so that they can feel the benefits they deserve. That way you can realize the thought of the most famous living scientist with a disability today,Stephen Hawking who says, "Whatever life seems difficult, there is always something we can do and succeed." That's the power of education.

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Nazyktere Hasani[1]

EVALUATIVE ATTITUDES OF STUDENTS, TEACHERS AND PARENTS TOWARDS THE CARE OF STUDENTS IN SCHOOLS

Abstract

Study contains evaluative attitudes of relevant factors of school life and work, the care made to students in school. It is known that self-evaluation is a very important process which helps greatly and directly affects the progress and achievement of quality and efficiency in schools. Therefore, in order to achieve quality and efficiency in schools, schools should provide helpful environment where all feel safe, communicative, supported and motivated. The feeling of being supported and safe in a sound circle helps greatly that pupils have a positive attitude towards school. The purpose of this study was to analyze and reflect the level of evaluative attitudes of students, teachers and parents and to get conclusion. Research question that this study sets is: How do students, teachers and parents evaluate the schools support role in terms of care towards students? From the analysis of the attitudes taken we note that schools are making maximum efforts towards the care of students and creating a sound and safe circle.
Key words: School, care towards the students, students, teachers and parents attitudes,

Introduction

Global society is moving towards development, transformation and changes in every aspect of life, especially in education. Global education requires radical changes in the work and life of the school in terms of flexibility and achievement of quality in schools, in understanding the quality as "Quality as a permanent development, as a progress that never stops" (Bezinovic, 2010: 22). One of the current demands of the global educational society is the achievement of quality in schools, which can be achieved by evaluating the schools work consistently through the self-evaluation process.

Self-evaluation of schools as an actual approach and as a demand of global society is considered one of the most important aspects of achieving efficiency and quality in schools. Its role contributes to the functional development and empowerment of schools where according to Bezhinović, "self-evaluation is an approach which brings great development opportunities to the schools. It brings a new atmosphere, requires a free re-examination of its own reality, search for new approaches, creative, flexible and better access to education "(Bezinovic, 2010: 139).

The demands of the global society for changes in education mean the desires for quality and flexible schools. Qualitative schools are considered those schools that have an action plan and work continuously to create a safe environment helping students overcome problems and to replenish the school's needs in terms of emotional support and care. "It is possible to work on helping with learning, counseling children, emotional support in difficult situations or above all on the care and to conduct the student's progress in regular schooling ". (Bezinovic, 2010: 85),

Children's safety and care in schools requires a commitment of relevant school factors. Schools should be aware of their responsibilities increating a safe climate and caring for students, providing assistance in solving emotional, health and social problems, respond quickly to situations related to security, comfort and protection as well as to meet their schooling needs. The purpose of this study was to analyze and reflect the level of assessment attitutedes of students, teachers and parents towards engagement of school in terms of caring for students and to draw conclusions.

The research question posed by this study is: How do students, teachers and parents evaluate the school's supportive role in solicitude for students?

Research Objectives:

1. Provide how students, teachers, and parents value school engagement in the direction of solicitude for students

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2. Analyze, compare and highlight assessment attitudes of teachers, students and parents.

A critical overview of literature

Solicitude toward the students is a very complicated process where from schools is required a hard work, self-organize and create such conditions that meet the demands of the students. Also, solicitude toward the students requires that the schools create a motivating environment where communication is more than necessary. "From the perspective of humanistic understanding of education, the school should be organized so as to help students in the process of updating all the positive individual potential, educational, social, emotional, physical, etc." Bezinović , P & Ristić-Dedić, Z, 2004: 1).

Communication is one of the key segments in creating a safe, protective and motivating environment. " Solicitude toward the students aims to create a clear, functional, ethical and optimal communication that makes school a warm environment, but it also motivates and encourages the children's interest and wishes to promote and develop" (Gjedia , 2011: 57). Teachers and parents are the relevant factors who have the responsibility to help the students respectively the children in fillingtheir basic needs; they have a primary duty to contribute to ensure security and protection.

"It is very important to communicate with family, respectively with parents ... School does not exist in the vacuum, it enters in the homes of students. What happens at school is important not only to students but also to their families. The school needs to closely cooperate with parents, understand and coordinate the educational work with the childrens "(Bezinovic, 2010: 29).

Confidence and communication between the relevant school factors are important elements for creating a positive thought of solicitude as well as a favorable and a safe atmosphere in schools. The care for student is the key factor of security and protection from any negative action that is threatening students in schools. Pupils need to be safe, protected, supported in every aspect and materially helped which makes students feel motivated and have a positive attitude towards school. "Adults (parents and all employees in the school) are obliged to attentively escort the reasons due to which stress and fear are reported to the students in order to work on their expulsion so that each pupil can optimally realize and validate the personal opportunities "(Matijević, 2013: 1).

Daily school practices show that students face different turmoils, so they should be encouraged to gain confidence in the school by providing support in every aspect of their school life. "Taking care of a student means creating diverse relationships that relate not only to the teaching and learning process, but also to the recognition, identification, support, relief, and security that should be offered to each pupil inside the school environment" (Gjedia, 2011: 56). The browsing literature shows that care for students is a very important segment that requires a great consecation of schools in creating a safe environment by cooperating and communicatingrelevant factors of wor and chool life among themselves and that self-evaluation of schools in all fields helps on the empowerment and achievement of quality in schools.

Methodology of study

The survey was conducted in four secondary schools in the city of Gjilan. The study consists of teachers, pupils and parents of four high schools in the city of Gjilan. The research was attended by 80 teachers, 120 pupils and 120 parents of pupils who took part in the research. The sample selection was made in accordance with the purpose of the research randomly based on the "principle of probability orof coincidence" (Murati, 2004: 143).

The used instruments

As aninstument for collecting data of this study,   three questionnaires were used: the questionnaire for teachers which contained 16 questions, the questionnaire for students, which contained 10 questions and the questionnaire for parents, which contained 12 questions, which were obtained from the "Self-Evaluation and Evaluation of school work Guide "of the Ministry of Education and Sports of the Republic of Serbia. According to Cresäell, 2003) the questionnaire is

considered a very effective way of collecting the desired data. Each statementis responded by estimating the accuracy of the statement on a scale of 1-4: 1-is not true, 2-to a very small extent, 3-indeed true and 4-true.

Analysis of the data obtained

From the analysis of the data obtained from the research it is noted that all three factors participating in the research have highly evualuated the engagement of the school for the care of the students. Teachers are the key factors in creating a positive environment and in the school life of the children. Engagement, behavior and the responsibility that they carry,preparednessfor respoing to problems, respecting privacy, and the credibility of informations by students, regular information of parents, are very important elements in creating positive opinions of studentstowards teachers and the school, which is a good indicator of the feeling of safe and comfortability in schools. In table 1, attitudes of teachers' assessment for the student care done by the school and their sideis presented, only for 9 statements due to allowable space

Table 1.Teachers' assessment attitudes towards student care

Statements	1		2		3		4	
	F	%	F	%	F	%	F	%
1. I feel responsible for the safety and comfort of students at school	/	/	4	5%	12	15%	64	80%
2.The safety and protection of students at school is regularly analyzed	4	5%	8	10%	16	20%	52	65%
3.The school quickly and efficiently responds to all / events / situations that occur with regard to the safety and protection of students at school	/	/	3	3.75%	25	31.25%	52	65%
4.The school according to the established procedure responds to the students / parents' reactions regarding to their protection / the protection of students at school	/	/	/	/	27	33.75%	53	66.25%
5.The school informs the students / parents about the proceedings taken in response to their reactions	1	1.25%	3	3.75%	21	26.25%	55	68.75%
6.There are well-thought-out procedures for responding to cases of violent behavior, drug misuse, alcohol ...	5	6.25%	9	11.25%	18	22.5%	48	60%
7. I respect the privacy and credibility of the students' information I try to observe and discreetly take into account the daily relationships with the students	/	/	/	/	17	21.25%	63	78.75%
8.I am always ready to listen to the student / parent	/	/	/	/	/	/	80	100%
9.I am always willing / discreetly to respond to trustworthy problems from the student side / parent, to guide the "right" person / service"	/	/	/	/	32	40%	48	60%

The data from the teachers survey show that most of the teachers 94.85% highly evaluate the school engagement towards caring for students,with grades 3 and 4 that teachers feel responsible for the safety of students at school, for readiness to respond to sudents' problems and needs as well as respect and trustworth student information and regular information of their parents. Only 12.60% of teachers evaluated lowlyth school effort for their care of students, with grade 1 and 2.

In general we can emphasize that teachers have given a high assessment for their work, they are aware of their responsibilities and that they are the key factors in creating a mutual trust in the impact they have on student care.

In the following are the student's assessment attitudes presented in 9 statements, which we considered to be really important to be presented and due to allowed space.

Table2. Student Assessment Attitudes for the student care

Statements	1		2		3		4	
	F	%	F	%	F	%	F	%
1. At scholl I feel safe and protected	3	2.5%	5	4.17%	27	22.5%	85	70.83%
2.The school responds quickly and efficiently to all occurrences / situations that threaten our security and protectionin school.	/	/	2	1.67%	19	15.83%	99	82.5%
3.I know what to do if my safetyin school is threatened	/	/	/	/	23	19.16%	97	80.84%
4. The school responds to parents and our reactions, which have to do with our safety.	/	/	/	/	36	30%	94	70%
5.The school informs us about the proceedings taken during our reactions.	3	2.5%	17	14.17%	22	18.33%	78	65%
6. I know where to go if I have emotional, health or social problems / needs	/	/	/	/	39	32.5%	81	67.5%
7.When I wend to a specific person / help service/ advice when I have problems / emotional, health and social needs, I am sure that my privacy will be respected and that the information will not be misused	6	5%	12	10%	17	14.2%	85	70.8
8.Teachers, especially classroom teachers are always willing to hear my problems that are not directly related to the school	/	/	/	/	24	20%	96	80%
9. Teachers, especially classroom teachersare ready for consultation with my parents.	/	/	/	/	32	26.67%	88	73.33%

In school they feel safe and comfortable (93.33% of students rated with 4 and 3 and 6.67% rated grades 1 and 2.)

A total of 98.33% of students rated with grades 4 and 3, and only 1.67% rated low with grade 1 and 2 the schools quick response to occurring situatons in schools, which threaten students safety. Concerning the statements that students know to whom they can address if their safety is threatened in school, the schools response to students and parents' contradicts when protecting students, for that , that students know who to address if they have emotional, health or social problems or needs, for the readiness of the teachers, especially of the classroom teacher to listen to the problems of the students which are not related to the school and the readiness of the class teacher for the consultations with parents, 100% of them have evaluated with high grades 4 and 3.

Viewed in general, students also highly appreciate the contribution of the school in treating their emotional, health and social problems and needs, and to create a safe and stimulating environment.

Parents are the key factors in the self-evaluation process of the school in all aspects, especially in terms of caring for students.

In order to have a safe environment and the feeling of being comfortable in the school it is also necessary to actively involve parents as a relevant factor of work and school life. It is obvious that the parent's supportive and engaging role is crucial in preventing negative phenomens in schools and especially the promotion of values and their contribution in creating security and support for students. The mutual communication is the key in creating a positive atmosphere and stimulating the continuous attention of students. Also, table 3 presents parents' assessment attitudes in only 9 statements. It is worth mentioning that out of 120 questionnaires distributed to parents only 92 of them is given back.

Table3. Parents evaluation attitudestowards studentscare.

Statements	1		2		3		4	
	F	%	F	%	F	%	F	%
1. I thinks that my child is safe in school	/	/	/	/	35	38%	57	62%
2.The school responds quickly and efficiently to new problems related to student safety in school.	/	/	/	/	27	29.35%	65	70.65%

3.The school informs us about the proceedings due to our feedbacks.	/	/	2	2.17%	13	14.13%	77	83.7%
4.I am willing to openly talk to competent persons about my child's health, emotional or social needs / problems	/	/	/	/	29	31.52%	63	68.48%
5.I have good co-operation with the class teacher and with the professional service in my child's development conduction.	/	/	/	/	11	11.96%	81	88.04%
6. In the school the privacy and the confidentiality of informations of my childs need and problems, is respected.	/	/	/	/	14	15.22%	78	84.78%
7.With my child I talk openly about the phenomena of theft, smoking, taking drugs, different kinds ofharassment and the concern in school.	/	/	/	/	32	34.78%	60	65.22%
8.As a parent I participate in the analysis of the implementation of the regulation on student safety	5	5.43%	23	25%	26	28.26%	38	41.30%
9. I participate in school activities to provide help to student / family of the student.	/	/	/	/	37	40.22%	55	59.78%

Satisfied with the engagement of the school towards the care for students in creating a safe and comfortable environment, 96.38% of the parents have highly evaluated the engagement of the school towards the care of students with grades 4 and 3, while 3.62% of the parents evaluated low.

It is worth pointing out that schools are in the right direction when dealing with the care toward students and that schools need to continue to communicate and collaborate with students, parents and take into account their suggestions, merely by joining the forces we can achieve the required goals that the global society needs.

Conclusion

The aim of the research was to get the evaluate attitudes of teachers, parents and students' towards the work of the school in terms of student care.

Generally, we can say that providing a safe and comfortable environment in schools is achieved by schools making the utmost and continuous effort to address the problems, needs and equests of the students in all lifeaspectsas vital, emotional, health and social aspects, which is also noticed in this research.From the perspective of teachers, students and parents, the schools are providing a security environment sufficient for students. Comparing the assessment attitudes of the three factors in the research we note that there are no differences in their evaluations and that they highly appreciated the school's efforts in providing support and taking into account their needs.Teachers are conscious about their contributing role and responsibilities they have in the security segment. They must constantly listen to students' problems and react actively to these problems, give the feeling of being close to them, empathy, be ready to constantly focus their attention on the needs of the students at any time and in continuity.Parents also need to understand their supportive role, be educated and aware of the role they have in schools. Students need to work harder and share their concerns with all school employees, so without their help there can not be created a safe and comfortable environment.

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LEARNING HOW TO USE AUDACITY FOR CREATING AND EDITING AUDIO CONTENTS IN THE UNIVERSITY DEGREE IN CHILDREN EDUCATION

Abstract:

Students in the 21st century, considered as digital natives, present a set of interests, needs and motivation substantially different from previous generations. Therefore, it is essential to provide necessary training to future teachers so they can accomplish innovative teaching and learning methodologies, where ICT and digital learning resources play a key role and enable student's knowledge and skills successful development. In addition, specifically in the Children Education stage, when colors, images, sounds, animations and games portray the learning basis of this type of students, ICT play a fundamental when creating didactic resources. This research is approached from a quantitative methodology, by using a questionnaire created ad hoc and composed by 7 items about learning and the Audacity tool assessment for creating digital didactic resources, in the context of the Children Education Degree from the University of Cordoba. The obtained outcomes show a positive assessment of the studied tool for audio editing and subsequent use of these resources in audiovisual productions. Also, positive score for the learning experience with the application where reported.

Key words: ICT, digital resources, children education, initial teaching training.

Introduction

Current educational models are defined by the transformation from a knowledge transmission focused education, in which the student takes an exclusively passive role, into a new methodological approach to active learning, centered on the student. Therefore, in these new models teachers play the role of counselor within the teaching-learning process, where the use of tools and technological resources take on special relevance, since it contributes to a greater student involvement and also the improvement of their results and autonomy (Dans and Muñoz, 2016, Roblizo and Cózar, 2015). Project based learning, individualized teaching or scientific research ar some examples of these models (EURYDICE, 2011). Consequently, the teacher must acquire the necessary skills and abilities for ICT integration in the teaching program and into the classroom: awareness of theavailable resources and where they can be found, and how to integrate them into their daily activities (Meter, 2004).

In brief, teachers of the 21st century have the need to learn the use of ICT in a practical way and continue expanding their knowledge along their training period (Marín and Romero, 2009). In this case, certain technological resources, such as personal learning environments (PLE), e-learning platforms or social networks, may be resources to be taken into account (Fernández and Barreira, 2017). Also, the wide range of tools and software available for creation of teaching resources can not be ignored, as they provide great potential for the teaching staff. These resources are significantly increasing their presence in educational contexts and specialized publications (Tucker, 2012). The following tools are representative examples of this type of software: Filmora, Audacity, Utellstory or Plotagón.

Description of the Experience

For this study, several groups of students of the Degree in Early Childhood Education from the University of Córdoba were selected. The research is focused on the field of initial teacher training, specifically on the students' experience in relation to the process of learning to edit and produce audiovisual didactic contents using Audacity software, and its later integration in a Digital Didactic Unit.

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Aims

1. Describe the opinion of the students of the Degree in Early Childhood Education regarding the learning of *Audacity* computer program andthe later integration of produced audiovisual resources in a Digital Didactic Unit.
2. Analyze the means differences of the *Questionnaire on learning of Audacity software in High Education* and study the independent variables: gender, age and availability of computer, tablet, smartphone and Internet connection.

Methodology

Sample and participants. The sample of this study was selected using the non-probabilistic or convenience sampling procedure (Cuenca and Lozano, 2016), and it was composed by 168 students from the 2nd course of the Degree in Early Childhood Education. **Data collection instrument.** The 7-item questionnaire used to carry out this research is called *Questionnaire on learning of Audacity software in High Education*. The validity and reliability of this instrument have been measured and checked by different statistical analysis. Regarding the construct validation, the exploratory factor analysis (with an Kaiser-Meyer-Olkin index -KMO- of 0.71, Barllett's sphericity test p = 0.000) showed 2 factors, with a total explained variance of 61.13%. The confirmatory factor analysis (CFA) resulted inappropriate adjustment indices (NFI = .934, NNFI = .972, CFI = .971, IFI = .972, RMSEA = .065). The internal consistency of the instrument was adequate with a Cronbach's alpha of .78 (Merino-Soto, 2016). Finally, the rotated components matrix states that there are 2 factors that attempt to provide an explanation for the studied construct: 1. Audacity software assessment (α = .70); 2. Difficulties in learning dynamics (α = .86). **Method.** The students were provided with the instrument at the end of a learning dynamics on the use of Audacity software for editing and producing audiovisual didactic contents, and they worked 5 minutes on filling it in. **Data analysis.** The analysis carried out in this study, oriented to reach the proposed aims, are the following:

- Descriptive analysis of the 7 variables in the questionnaire (mean and standard deviation).
- Descriptive analysis of the 2 dimensions of the questionnaire, calculating frequency distribution, central measurement statistics and dispersion.
- Variance analysis to check possible relationships between the dimensions of the questionnaire and the independent variables: gender, age, qualification, available devices and Internet connection.

Results

Firstly, we present the descriptive results for the 7 items that compose the questionnaire (see table 1).

Frequency distribution for the items in the questionnaire.

Dimensions	Item	M	DT
Dimension 1: Audacity software assessment	1. The application environment is intuitive	3,93	,834
	2. The application environment is easy to use	4,08	,836
	3. It eases audio recording and editing for later integration into the DDU	4,36	,540
	4. I have had enough time in the classroom to learn this tool	4,41	,703
Dimension 2: Difficulties experienced during learning dynamics	5. The process of learning the application was a great effort	3,31	1,00
	6. Learning the application was difficult	3,36	,982
	7.Learning the application took me a long time	3,25	1,03

Source: Own elaboration.

The obtained results, grouped according to the 2 dimensions of the questionnaire, are presented below.

Dimension 1. Audacity software assessment

In this dimension, we grouped 4 items related to the opinions of the students in terms of the application environment features, its use, its ease when editing and producing audiovisual content and the time they needed to control the application. In the results obtained for this dimension, we can observe that the students partially agreed regarding the Audacity software assessment (μ = 4.19; σ = .48).

The gender and age of the students did not establish significant differences in relation to their assessment of the Audacity software. Regarding the differences in the availability of devices and Internet connection, neither significant differences were found.

Dimension 2. Difficulties experienced during learning dymanics

This dimension is composed by 3 items in which we collect the opinions of the students related to the difficulties they have had during the experience, the effort they made in learning the program, as well as the time they spent.

The outcomes reveal that the students show *indifference* in their assessment of this dimension (μ = 3.31; σ = 0.89).

In addition, no significant differences were found regarding gender, age, availability of devices and Internet connection, related to the difficulties experienced in the learning dynamics.

Discussion and conclusions

The descriptive analysis of the students' perception of learning the Audacity application for editing and producing audiovisual contents, indicated that they perceive this computer program as intuitive and comfortable to use. At the same time, they reckon that it facilitates the creation of audiovisual resources and its later inclusion in Digital Didactic Units. Regarding the difficulties experienced during the learning dynamics, students showed an attitude of indifference in terms of effort, amount of difficulties emerged during the process, as well as the time spent to acquire the skills for using the application. In this way, these data align with previous studies (Dans and Muñoz, 2016), pointing out the importance of future teachers' perception and assessment of ICT resources and their value for the professional future practice of the teaching staff.

Next, we checked the possible differences in the questionnaire dimensions in relation to gender, age and the availability of devices, such as computers, tablets or smartphones, as well as Internet connection. In this case, the results have shown that none of the independent variables presented significant differences in both dimensions of the questionnaire. These data could not be contrasted with previous studies, since no research has been found on this specific topic. On the other hand, age and the used devices did not indicate differences in any of the studied dimensions.

In short, numerous studies (Blanco and Anta, 2016) show that the integration of ICT in education is still in process. Although educational centers are getting more and more technological resources, in some cases the use of this resources is not appropriate (Perrenoud, 2004). The effectiveness and efficiency in teaching-learning processes will depend on the training and capacities of the teaching staff, that will enable them to interact naturally with digital resources in learning dynamics (Maldonado, 2012). In this line, it is important that future teachers are aware of the value of this resources in the teaching and learning process, since they constitute a great pedagogical innovation that will lead to more meaningful learning in their students (Morales, Ortiz, Trujillo and Raso, 2015). A greater awareness, as well as initial and ongoing training on ICT of future teachers could induce a more positive assessment or perception of how audiovisual resources contribute to the learning process.

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THE DIFFICULTIES THAT ARE FACING THE PRE-SCHOOL TEACHERS IN THE KINDERGARTENS IN THE REPUBLIC OF MACEDONIA DURING THE IMPLEMENTATION OF AN EARLY LEARNING AND DEVELOPMENT PROGRAM

Abstract

The latest studies about brain development confirm that the quality of the experiences which the child get in its first years of his/her life are crucial because later it reflects (positive or negative) during his/her whole life. This labor, from the data received with focus groups and the survey made on the nursery school teachers in the Republic of Macedonia, has a tendency to uncover the difficulties which are facing the pre-school teachers while implementing the early learning and development program as well as their influence on the quality of the educational work implemented in the kindergartens.

Key words: difficulties, early learning and development program, pre-school teachers, kindergarten, educational work.

Introduction

The pre-school teachers are directly and every day involved in planning and realization of the educational work in the kindergarten. The possibilities of the program as well as the way of designing the educational work are ones of the central issues of the overall quality of the pre-school education and upbringing. The early learning and development program is based on the standards for early learning and development as a basic for realization of the pre-school education and upbringing and has a special meaning due to the way of planning, realization, following, estimation and implementation of future level of education on the children. In this way, the competences, as well as, the opinions and attitudes of the pre-school teachers, are significant for reconsideration of the aspects and fields of the early learning and development program where certain weaknesses appear in terms of difficulties for realization and implementation of the program itself. The personal views of the pre-school teachers about facing the difficulties during the implementation of the *early learning and development program based on the standards for early learning and development* are precious, because they are immediate from the everyday pedagogic work and practice. In this way, from the empiric research, the pre-school teachers, also, had the opportunity to explain about the need for trainings within the kindergartens about subjects which are identified as weaknesses during the realization of the educational work in the kindergarten or, as a necessity of implementation of innovations in order to improve the quality of the educational process in the kindergartens - the centers for early learning and development. Next are the reasons which complicate the realization of the early learning and development program as well as the indication of some parts of the program that should be changed. Also, a special meaning have the opinions and the attitudes of the pre-school teacher about the pedagogic records in the kindergarten, which is a significant segment for presiding future steps in order to improve the educational work and the pre-school education.

Empirical research

In order to reveal the difficulties which the pre-school teachers are facing during the Early learning and development program as well as their influence on the quality of the educational work implemented with the children in the kindergartens, we have done a research implementing quantity and quality methods in twelve kindergartens from eleven towns with a different degree of

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development in the Republic of Macedonia. In the research are included 200 pre-school teachers from a different ethnic group. As a research method was used descriptive method on the models of descriptive-interpretative and descriptive-analytic approach while as a research instruments are used questionnaires for pre-school teachers and focus groups.

The aim of this research is to see certain aspects as a cause which makes more difficult the early learning and development program.

Namely, the pre-school teachers were asked several questions about the training of the pre-school teachers for implementation of the Early learning and development program, the reasons which make more difficult the realization of the Early learning and development program and some parts of the Early learning and development program which need pedagogic evidence and documentation changes in the kindergartens of Macedonia.

Analysis and interpretation of the results procured from the empirical research

As a result of the questionnaire from the research we got some interesting data to analyze as well as an interpretation of the opinions and the attitudes of the pre-school teachers as practical's –people who implement the early learning and development program in the kindergartens. When speaking about the need for pre-school teachers training for implementation of the early learning and development program, the opinions and the attitudes of the pre-school teachers from a different ethnic group, are interesting and are showed in Table 1:

Table 1: Answers from the pre-school teachers about their training for implementation of the early learning and development program.

Answers							
Yes		Partly		No		Total	
f	%	f	%	f	%	f	%
118	57,00	77	33,20	12	5,80	207	100,00

In regards of the pre-school teachers training for implementation of the early learning and development program, the results are not very satisfying. Namely, more than the half of the trained teachers, or 57, 97% said that are trained to implement the early learning and development program, 33, 20% are partly trained, and 5, 80% said that are not trained to implement the early learning and development program. Very interesting is the data from the focus groups about the way of realization of trainings where over 75% said that have a need for trainings which will be realized from relevant people, professors and counsellors from the Bureau for Development of Education. They stated these themes for training: "Contemporary methods and forms when working with children in kindergarten", Inclusion and dialogue with special needs children", "Planning of the educational work", "Following the children improvement in the kindergarten "and some practical training for implementation of the Early learning and development program.

These answers show the need of a constant training of the pre-school teachers not only for implementation of the early learning and development program but also for all other aspects which, directly and indirectly, are connected to the successful and quality implementation of the program theories and demands for these pre-school activities. These data should be the base used for a more serious approach on the process for professional training about the issue for support and improvement of the professional competences of the pre-school teachers and the pre-school education.

About the issues which make the early learning and development program more difficult, we get the data showed as a rank based on the frequency (Table 2) and which are significant because they are from the pre-school teachers.

Table 2. Opinion of the pre-school teachers about the reasons which make the early learning and development program more difficult.

Category of the answers	f	Rank
a. insufficiently training for exact implementation of the standards for Early learning and development of the educational work with children from the kindergartens	39	6

b. The Standards for early learning and development in the educational work in the kindergartens are too general	65	3
c. The implementation of the numerous project activities controlled by the Law for children protection.	113	2
d. Insufficient specific aims in the Early learning and development program	54	5
e. Too much administrative work.	166	1
f. Inappropriate working conditions in the kindergartens	65	3
g. Insufficient knowledge during studies necessary for a successful implementation of the educational work	9	7
h. Insufficient training for the new pedagogic evidence and documentation	56	4
i. other	0	8

This ranking based on the opinion of the respondents show that there are more reasons which make the early learning and development program more difficult such as: the big administrative work, the request from the Ministry for Labor and social Policy to implement several project activities regulated by the Law for children protection as well as the standards for early learning and development program in the educational work with children from 0 – 6 years old. The bigger part of the pre-school teachers state some other reasons which make the Early learning and development program more difficult such as the inappropriate working conditions in the kindergartens, insufficient training to work with the new pedagogic evidence and documentation, insufficient specific aims in the early learning and development program as well as the insufficient training for implementation of the Standards for early learning and development.

For a smaller number of the pre-school teachers the difficulties in this program are: the insufficient knowledge during their studies, big number of children in the educational groups and the written and electronic diary. According to this, the pre-school teachers as difficulties consider the trained pre-school teachers from their kindergarten for a pedagogic evidence and documentation and planning of the educational activities who do not cooperate with the colleagues from the kindergarten, as well as the insufficient cooperation with the counselors from the Bureau for education. In regard of the questionnaire about the early learning and development program we get the quantity and quality data interesting for analysis and interpretation (table 3).

*Table 3. Answers of the pre-school teachers about the parts of the early learning
and development program which should be changed.*

Answers category													
Math		Science		Art		Music		Mother tongue		Society		Other	
f	%	f	%	f	%	f	%	f	%	f	%	f	%
137	66,18	61	29,46	31	14,97	36	17,39	66	31,88	35	16,90	0	0,00

The results show the need for changes in Math, Mother tongue, Science, Music and Society. Also, about the personal practice experience, the teachers consider that there should be more Art and Music activities, to be put bigger accent on Art and Music lessons according to the different educational groups and to be undertaken more aims than those from the last Program document from 2007. Also, to be offered more activities for talented students and better adjustments of the early learning and development program with the syllabus for first grade of elementary education. Unfortunately, this research showed up that smaller number of the pre-school teachers do not make a difference between the Standards for early learning and development over children from 0-6 years old, and the Early learning and development program.

About the issue for the need to revise the current pedagogic evidence and documentation in kindergartens, the pre-school teachers stated some opinions and attitudes in order to improve the way of managing the pedagogic evidence and documentation (table 4)

Table 4. Opinion of the pre-school teachers about the need to revise the current pedagogic evidence and documentation in the kindergartens

Category of the answers					
Yes		No		Total	
f	%	f	%	f	%
168	81,16	39	18,84	207	100,00

The biggest part of the teachers think that the current pedagogic evidence and documentation (81, 16%) should be revised, unlike (18, 84%) who think that there is no need to be revised. Very interesting are the answers from the focus groups where the biggest part think that the current pedagogic evidence and documentation is inappropriate for the contemporary requests for planning and implementation of the educational work and should be revised.

The suggestions of the pre-school teachers to improve the pedagogic evidence and documentation are: the electronic diary, the pedagogic evidence in the summer, to do some changes in the long-term, mid-term and daily planning, some changes in the children Files (the part for Health condition of the child because it's a pedagogic evidence and documentation not about its health).

As a conclusion of this research, we can say that the work of the pre-school education is in front of new challenges which are not only from educational aspect when working with children but, it embraces the professional development issues, changes and improvements in the Early learning and development program. After that is the connection between the early learning and development program and the Standards for early learning and development over the children from 0-6 years old emphasizing the need to revise the pedagogic evidence and documentations.

Summary

Based on the data from the research, as well as its analysis and interpretation, it can be concluded that the pre-school teachers in the kindergartens are the key factors to implement the program document as well as to provide the quality of the studying of the children. It means that, to overcome the difficulties which the teachers are facing while implementing the Early learning and development program, we should start to look from a different point of view on the educational practice. The practice has shown that only the continuous mutual research and cooperation can lead to improve the quality of the educational work with the children from the kindergartens. Also, it should be paid a special attention on the professional elaboration of the pre-school teachers accompanied with continuous trainings from relevant professionals.

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Damyana Ivanova

ISSUES OF ECONOMIC SOCIALIZATION IN SCHOOL

Abstract

An important aspect of personality's socialization is its participation as an economic subject in the market field. Under the contemporary conditions, the economic socialization of individuals becomes of great importance, as nowadays the market principles have entered into the various spheres of life in society. A number of factors contribute to the consumer economic socialization of children and adolescents - the culture, the family, the school, the peers and the media. Especially significant for personality's socialization is the role of school. Although economic behavior is only incidentally performed in school, there, it is possible to analyze the ongoing economic processes and to consider their consequences in social aspect. It is important that this knowledge be adapted to the cognitive abilities of children and adolescents and be consistent with their real economic behavior - above all, in the market field, as consumers.

Key words: Economic Socialization, School, Consumer Materialism

In developed societies, the contemporary way of life is fast-paced and characterized by dynamic changes. New technologies have an impact on both the market field and the social sphere of personality. There is a dynamic communication environment that helps information disseminating in ways that had been unthinkable just a decade ago. In these changed realities, it is particularly important how children assimilate certain knowledge, values and patterns of behavior and fit into the social system.

Economic socialization of the personality

In modern conditions, the market principles enter a number of areas of life by directly competing with social norms. Such changes attach great importance to the socialization of the personality as an economic subject on the market. Integrating the individual as a subject of economic relations into a particular market field is realized under the influence of a number of factors. Similar to the general socialization of the personality, economic socialization is a continuous process that is associated not only with the age of the individual. For example, in maturity, a determining role in forming and changing market-related attitudes and behaviors has been played by factors such as economic crises, financial reforms, input of new currencies (for example, virtual currencies). In the early stages of personality's life path - in childhood and in adolescence – the economic upbringing in family (e.g. pocket money), the economic education in school, as well as media influence, have a stronger effect. The participation of children as economic subjects in the market field is limited and passive compared to adults' activity. Children have a specific impact on the consumption in family by setting the necessity of meeting new needs related to their raising and upbringing.

The scientific literature lacks an united understanding of personality's economic socialization. In a number of cases, the use of related concepts is observed, as, besides the term of *consumer economic socialization*, the term of *consumer socialization* is also found. Both terms are used by researchers to designate similar processes, but their specificity should also be taken into account.

Beutler and Dickson define the consumer economic socialization as a "process of learning to function effectively in consumer roles" (Beutler & Dickson, 2008: 83). The two authors emphasize that consumer economic socialization should not be considered one-sidedly as closely related to the acquisition of knowledge in the sphere of consumption. They point out the importance of the values, attitudes and aspirations that adolescents learn in the course of their consumer economic socialization so that they can later, as adults, successfully perform consumer roles (ibid.).

The active participation of the person as a subject in the market field is related to the knowing of market mechanisms of demand and supply, the meaning of money, prices and persuasive

communication. The value orientation of the personality is crucial for the manifestation of particular patterns of behavior and regulates the economic behavior of the subjects in the market field. As a result, in the various cultures can be observed a focus on saving, investing or spending money. The economic behavior of children is determined by the economic upbringing received by parents, as well as by the educational environment in school. Economic socialization involves the formation of personality's economic consciousness and is realized by giving knowledge about economic processes and especially about the principles on which the market functions, as far as this knowledge is already a prerequisite for the actually performed consumer behavior. Of particular interest are the attitudes towards money, formed in children, as they predetermine to a great extent tomorrow's behavior of the economically active subjects and are a prerequisite for the economic development of a country.

Consumer socialization of the personality

Consumer socialization is a specific part of the economic socialization of the personality, focusing not on the broader field of the market but on the specifics of the consumers' sphere. Consumers' socialization as a research issue has become particularly popular in the 1970s, and the interdisciplinary approach to its study has gained ground over time. The consumer socialization is thoroughly studied among two main groups of scientists - psychologists and consumer researchers.

The cognitive development model focuses on "what" children know. Emphasis is placed on the acquisition of economic knowledge and the development of skills that children apply in their interaction with the world around them, and in particular in situations related to their consumption and behavior as economic subjects (Cram & Ng, 1999; de la Ville & Tartas, 2010). The study of genesis and the specifics of economic thinking in children is strongly influenced by Piaget's cognitive developmental model. The hierarchical sequence of stages in the acquisition of knowledge about the market is not explicitly linked to the age of the children but is based on the development of their thinking schemas. The learning of economic terms in the process of socialization of children takes place in three stages: "(1) no understanding, (2) understanding of some isolated concepts, and (3) linking of isolated concepts to achieve full understanding" (Furnham, 1996, pp. 13-14). A subject of increased research interest is children's understanding about economic concepts such as money, price and profit, demand and supply in the market, property ownership, social meaning of economic status, while, in the research/studies among adolescents, the research focus is shifting to the gaining autonomy and identity, as well as on the negative effects of consumer socialization at this age (Beutler & Dickson, 2008). Concentrating the research focus on the development and enrichment of children's cognitive structures offers a one-sided explanation of this process.

The sociopsychological approach to consumer socialization takes into account the impact of the social environment in which children learn consumer patterns existing in society. Consumer socialization of children is a process determined by the environmental conditions in which the child interacts with socialization agents (parents, peers, school and the media) and through the processes of socialization (modeling, reinforcement and social interaction) acquires knowledge and skills for implementing a specific social role related to his / her behavior as a consumer (Moschis & Churchill, 1978). The theory of social learning considers children as passive participants who, without making any effort, assimilate established patterns of behavior without actively involving in the construction of social reality (Cram & Ng, 1999).

An in-depth understanding of the consumer socialization process can be achieved by considering it in **a socio-cultural context**. Consumer socialization of children should be related to the understanding of them as "active agents within a cultural context" (Cram & Ng, 1999: 301). Cram and Ng suggest a "Scaffolding" approach to consumer socialization and examine the process of learning cognitive schemas by the child in the cultural context, which gives him / her ready-made knowledge related to consumption, while at the same time stimulating the child to actively build knowledge. The two authors pay attention to three key concepts: ownership, money (as a primary means of exchange) and price. The use of these three concepts occurs at

approximately the same age, as the pace of their learning depends on family and culture (Cram & Ng, 1999).

The development of children is a result of their inclusion in social activities in a particular cultural environment. Hence, consumer economic socialization is considered as a result of the active participation of children in consumption-related activities. The importance of institutions such as the school and the family is determining. This model is based on the theory of Russian psychologist L. Vygotsky for the development of children, according to which the influence and cultural specificity of the social environment are decisive for the cognitive development of the children. Vygotsky points out that the child identifies the cultural meanings of the objects as a result of the interaction and joint activity with the adults or the elder and more experienced children (Vygotsky, 1984 [reference in Cyrillic: Выготский, 1984]). Hence, the environment in which the child interacts with others is a constructive component and determinant of his / her development. Children interact with others and, together with them, they implement a number of consumer activities and gradually become "economic actors" (de la Ville & Tartas, 2010: 33).

The influence of school as a factor for consumer socialization is achieved through formal education, which prepares children for their role as consumers. Based on an in-depth review of earlier studies, John points out that there is a lack of strong evidence of active participation and pronounced contribution of the school in the acquisition of consumption-related patterns by the adolescents (John, 1999). In maintenance of this, Beutler and Dickson found that the study of the influence of school as an educational institution was predominantly oriented not on the consumer socialization of children and adolescents but on their deviant behavior (Beutler & Dickson, 2008). At school, children rarely have the opportunity to perform economic behavior in their interaction with others, but in the process of learning, regarding the market field, the child learns the language specific to the economic sphere. It is important that this knowledge be presented in an appropriate way so that to actively take part in the cognitive system of the child and prepare him / her for his / her active participation in the field of the market. Market mechanisms should find an understandable for children explanation in the course of their education at school.

The influence of the family on the socialization of children as consumers is undeniable. In the family, children observe and imitate different patterns of behavior, learn social expectations about the roles associated with consumption, acquire knowledge of the mechanisms of market functioning. There are a number of studies in the literature regarding the influence of the family on the socialization of children. One of the aspects, undergoing an in-depth analysis, is communication between parents and children. A subject of increased research interest become also the patterns of family communication (Moschis et al., 1986). Children who grew up in families with socio-oriented communication are encouraged by parents to evaluate their actions in view of the impression they form in others, and are more likely to develop materialistic orientation (Moschis & Moore, 1979). Other studies that examine the relationship between family and materialism of children and adolescents indicate that the materialism of the mother is able to form a materialistic orientation in children (Flouri, 1999). A number of scientific studies prove that the family is a factor in the next generation's consumer economic socialization and influences the materialism, anxiety and financial prudence of adolescents (Beutlet & Dickson, 2008). This provokes the questions: to what extent the knowledge and skills acquired in childhood and adolescence in the sphere of consumer behavior remain sustainable over time and to what extent adults' behavior is a result of their socialization as consumers at an earlier age.

In the family, besides the influencing of children from parents in the direction of learning consumer patterns, there is also a backward impact. A number of researchers have noted reciprocity in consumer socialization, which is manifested in a mutual transfer of consumption-related knowledge and skills (Ekström, 2011). The rapid pace of modern technology development leads to an ever-earlier consumer socializing of children compared to previous generations (Ekström, 2007). Quite often children have information about product alternatives that their parents do not know yet. Hence, there is a trend that has not been studied well enough - children are increasingly assuming the role of agents of socialization toward their parents and inform them about innovations and new product alternatives, especially in the field of information technologies. This way, they exert influence on their parents in the process of making decision about purchase.

Consumer society and materialistic orientation

The effects of consumer socialization are not only learning socially acceptable patterns of behavior in the market field. Parallel with the skills and knowledge, children also learn consumption-related values and motives. There are also "undesirable outcomes" from the process of socialization, expressed in "orientations toward conspicuous consumption, materialism, and nonrational impulse-oriented consumption" (John, 1999: 201). The negative effects of the socialization process are expressed in adherence to material values and the transformation of the need for consumption into a leading one. The materialistic orientation is a central theme for the researchers of consumer socialization. They focus their efforts on revealing the causes of the emerging of materialism in children. A number of studies have shown that children develop a sense of ownership and value possession of property from an early age. The attributed meaning of the objects is part of the subject-object relations, through which the child manages to distinguish himself / herself from the outside world and build his / her own self-feeling. What worries the researchers is the importance that is attributed, as early as the childhood and adolescence, to goods, brands and consumption as means of expressing one's self. Studies have shown that among the children, highly-engaged with consumption, are observed depression, anxiety, low self-esteem, and psychosomatic complaints (Schor, 2004). Such alarming data drives scientists to thoroughly explore the problems associated with undesirable outcomes of consumer socialization. A considerable contribution to these negative effects have the culture, the family, the media and the peers.

In the context of a consumer society, in front of all the participants in the educational process of children and adolescents, with particular significance stands out the dilemma of whether forming consumers who are materialistically oriented and buy, thus stimulating the production process and the economy evolving, or forming citizens, who are socially responsible as consumers.

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NEW SUBJECT IN THE DIDACTIC MODEL OF ORGANISING PEDAGOGICAL PRACTICE

Abstract

Students' perceptions point to professional shortcomings in mentors' teaching of fine arts. This is why we have designed a model of organising teaching practice in the first and the second cycles of basic school in Slovenia with the intention to ensure quality observation classes for students in individual subject areas that could be achieved with adequately trained mentors of classes observed by the students. The new model establishes a closer relation between the mentors in basic schools and the organisers of teaching practice and university teachers of subject didactics in faculties through cooperation and continuing professional education.
Key words: mentorship, teaching practice, primary education, fine arts

Introduction

The most frequent role of a mentor is that of working with a teacher trainee or a teacher student on teaching practice, a number of other possibilities and situation exist, however, we enter as mentors or mentorees. "A mentor is no longer just an experienced teacher who in the form of 'exemplary classes' (the term is still in use although not perfectly adequate any longer) presents good teaching and who assists teacher students in preparing and performing their own appearances with advice to acquire the basic 'survival' teaching skills" say Marentič-Požarnik (2006, p. 46 – 47) Harrison, Dymoke, and Pell (2006) point to the importance of strategies in planning, organising, and performing classes, which mentors introduce into their own teaching practice. With the awareness teaching is essentially a practical activity is crucial, because students cannot start developing their own professional career before entering the classroom. This is why it is important they create for themselves a quality image about work in the classroom and with students. In relation to this the role of teacher students' mentor is extremely important (cf. Cvetek, 2003; Bizjak, 2004). "At the same time this environment also triggers more subtle professionalization processes (adopting the culture of the profession, the values, attitudes, knowledge, skills, and interests) that are extremely important for the development of a teacher to be" (Duh, 2009, p. 176). Associating all the quoted findings referring to mentoring to the area of teaching art, we find in performing exemplary art classes in elementary school and in the execution of mentoring in the said area the situation is far from being satisfactory, let alone being example of good practice. The problem has been detected by visual art didactic profession. Analysis of mentors' exemplary art classes in Slovenian elementary schools to date (Herzog et al., 2009a) has shown from the professional and educational perspective the situation is not good. The core dilemma of organising and performing teaching practice at the primary level of elementary school in art classes shows mainly as insufficient competence of mentors that primarily becomes visible in exemplary classes. Also the next analysis (Herzog et al., 2009b) of the work of mentors in art classes in basic and in secondary school has uncovered a rather bad situation in this area. Also research results (Duh and Herzog, 2010) have pointed to mentors' rather insufficient professional and didactic knowledge and superficial attitude to art education work. The study has also revealed insufficient students' motivation, "inadequately presented artistic problem, extremely incomplete visualisation of art task and immediate contact with quality artistic works of art (reproductions), bad demonstration of artistic technique, and neglecting white-board picture, however, are undoubtedly the elements that decisively impact the quality of execution of a didactic unit" (Duh and Herzog, 2010, p. 181). In future the mentoring students on practical training will need to be monitored more intensively and it is absolutely necessary to find a way,

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how to improve it. We see potential for improvement in developing a model of organising and monitoring teaching practice. Below we will present part of a broader research study (Herzog, 2015) on the basis of which the hypothetical didactic model of organising teaching practice was developed.

Methodology
Based on this we set the following hypothesis:
We assume the needed concordance between the evaluators of the hypothetical didactic model of organising teaching practice will be achieved and thus its implementation in practice made possible. The model of organising teaching practice is intended for the first and the second triennium of basic school in Slovenia and is designed also to be implemented in the 1st degree University study programme Primary School Teaching.

Research methods
We applied elements of the Delphi method for the preparation of the model of organising teaching practice. The Delphi method is a scientific method established in the framework of qualitative research with the aim of predicting the development of a phenomenon. Its basic characteristic is that experts answer to questions independently from each other in several, e.g. 3 to 5, rounds (interactional procedure) until optimal compliance has been achieved (Zelenika, 2000).

Procedures of gathering and processing data
Experts in different fields, competent to evaluate the model of organising teaching practice, were invited to participate. We carried out the procedure of assessing the hypothetical didactic model in two rounds. The analysis of responses won in the first round pointed to the need for a second round, in which we submitted all evaluators' suggestions to everyone's judgement.

Results and interpretation
Analysis of the results of the first round of performing the model with Delphi method
All the involved shared the opinion we need to modernise the organisation of teaching practice primarily from the perspective of cooperation between faculties and basic schools. The opinion of the higher education teacher in the field of general didactics, of the higher education teacher in the area of didactics of art, and of the school headteacher was in the hypothetical model individual tasks and assignments of individual subjects in the hypothetical model need to be set more concretely. The higher education teacher in the field of didactics called attention to the significance of highlighting and determining the potential of merging the roles of the mentor and the exemplary teaching mentor. She suggested the mentor could simultaneously also be exemplary teaching mentor.

Analysis of the results of the second round of performing the model with Delphi method
All the participating experts were unanimous in the opinion the model was well designed and that with its involvement in the course and the organisation of teaching practice improvement could be achieved primarily in performing exemplary classes for students as well as in integrative cooperation between faculties and the basic schools where teaching practice is implemented.

Exemplary teaching mentor in the model of organising teaching practice
The exemplary teaching mentor works in direct cooperation with the school head – not just because it is exactly the school head that chooses them to cover a certain subject area, but also in order for the exemplary teaching mentor to take care of their own professional development. In the scheme their relation is denoted as important. The exemplary teaching mentor also cooperates directly with the coordinator of teaching practice in the elementary school, as they coordinate organisational tasks linked to the course of teaching practice. In the scheme we have denoted their relationship as important as well. The exemplary teaching mentor cooperates with the mentor in

planning observed teaching sessions for each individual area and in organising teaching practice. Their relationship is direct – in the scheme we have denoted it as important. The exemplary teaching mentor works in cooperation with the involved from the part of the faculty more indirectly. They collaborate with the coordinator of teaching practice at the faculty in case coordination is necessary and in issues concerning organisation. They collaborate with the subject didactical in performing professional development courses for individual subject areas and in content parts of performing teaching practice. These relationships have been denoted in the scheme as desired.

To sum up: the exemplary teaching mentor performs observed session for the students on teaching practice in the subject for the teaching of which they have proved to be specially talented; they take care of their own professional development in the area in which they have earned the title of exemplary teaching mentor; simultaneously they can also perform the role of mentor.

In addition to organisational tasks the exemplary teaching mentor also has an important didactic task as an individual exemplary teaching mentor also takes care of the selected subject area from the perspective of adequate didactic treatment.

Presentation of the final form of the model of organising teaching practice
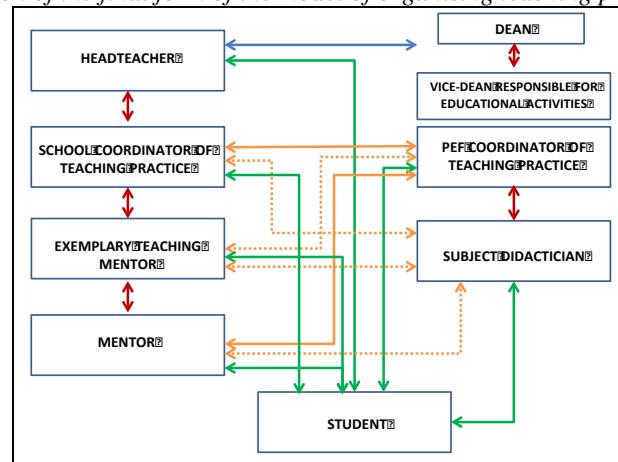
Scheme 1: Schematic representation of the hypothetical model of organising teaching practice in art education in the 1st and in the 2nd triennium of basic school in Slovenia

Scheme 1 represents the final form of the model with all the subjects involved. Clearly seen are the links and the importance of relationships and cooperation.

Conclusion

The findings linked to the perception of students and mentors represented the basis for designing the model of organising teaching practice in the 1st and in the 2nd triennium of elementary school in teaching visual art. Below we present summaries of the findings, being aware of the fact the causes of the differences in the perception of exemplary classes are not the consequences of just the difference in the size of teaching practice (Maribor, Ljubljana, Koper), but also of the differences in the sensitivity of students in observing the classes and identifying the teaching methods, in their theoretical knowledge of the characteristics of individual teaching methods, and in understanding the instruments. We conclude the empirical research by designing a model of organising teaching practice, in which we clearly define the tasks of all the subjects involved in the organisation of teaching practice (Dean, Vice-Dean, etc.). Based on the presented empirical findings we deduce the following *guidelines* for organising teaching practice:

- To offer the mentors opportunities for professional development both in the area of mentoring (leadership, organisation, interpersonal relationships, etc.), in the area of didactic-pedagogical knowledge, and in the area in which they perform the role of exemplary teaching mentor;
- To put the model of organising teaching practice in which the subjects are in interactional relationship in force;
- To examine (experimentally or non-experimentally) the efficacy in the framework of the developed model of organising teaching practice – dedicating special attention to the impact of including the exemplary teaching mentor.

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THE ROLE OF THE SCHOOL COUNSELLOR AND THEIR INFLUENCE IN THE DEVELOPMENT OF GIFTED STUDENTS

Abstract

Specialized counselling for gifted students should be an essential part of each curriculum, starting with the beginning of kindergarten, leading up to the end of high school.

Many gifted and talented student receive inadequate social, emotional, and career counselling. The reasons for such occurrences are numerous, including the lack of trained personnel able to work with gifted students, as well as the conviction that gifted students can overcome problems by themselves. Most school counsellors lack the training to work with gifted students because they are overtaxed with an enormous number of cases related to other students, administrative duties, and crisis counselling, so they often have to handle only the most demanding problems, which leaves them little time to deal with anything else.

A great number of people in the educational system serve as counsellors for gifted and talented students, including: teachers, administrative workers, and the pupil personnel staff members (professional services). Counselling can help gifted students achieve their goals, overcome their problems, as well as plan their future. It is the responsibility of all the employees within the school to provide, fulfill and accomplish such counselling services. The personnel should be trained to recognize and respond to the needs of their gifted students, leading to their proper development.

Key words: gifted, students, counselling, counsellors, training

1. Introduction

In the issue of counselling gifted students, it is necessary to first answer some questions, such as: Does the experience of gifted students differ from the experience of "regular" students? Does the socioemotional development of gifted students differ from the one of "regular" students? Do gifted children possess distinctive and unique social and emotional requirements?

It is vitally important to understand the differences among gifted children in respect to their need for special counselling. No two children are completely alike, particularly in regard to personality and emotional state. Many gifted students encounter no problems overcoming the difficulties that appear in the process of establishing social relationships, but others, especially the highly gifted, can face a number of difficulties. Some gifted students are sociable and socially adapted, while others prefer solitude and completing task on their own. Some gifted students are very self-confident and secure in their ability. Others lack self-esteem. Therefore, an adequate counselling approach must be based on the individual differences among the gifted.

It is greatly important to also consider the personality of the counsellor who is involved in the development of the counselling process for gifted students. It has been attempted to examine the perceptions of teachers and parents in regards to specialized counselling services by means of identifying the image of the counsellor and his/her role in the education of gifted students.

On the other hand, trained counsellors have only a small contribution in most educational facilities. When possible, they prefer to counsel students between the ages of 7 and 12 years. Their obligations to work with all students are limited and they are not able to provide their services to everyone.

Another reason for such occurrences is that many educators believe that counsellors are required only for "deviant" students. However, it is crucial to understand and realize that gifted students also require special counselling, not because they are "deviant", on the contrary, they possess unique abilities and needs that require greater attention.

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2. Gifted students as a separate category

In regard to gifted students, there are often problems related to their giftedness. Some are external, caused by the lack of acceptance and understanding of giftedness in society. Others are internal, related to advancements in development, or even a more highly developed central nervous system.

Some authors believe that a consensual agreement on the meaning of the term "gifted" is yet to be achieved, but still, efforts should be made to establish appropriate criteria, including components such as motivation, creativity, task dedication, and problem solving.

The most frequent issues that gifted and talented young people face are:

- Confusion about the meaning of giftedness
- Feeling different
- Heightened sensitivity
- Idealism
- Feeling of inadequacy
- Relentless self-criticism
- Increased level of self-conflict
- Deep concerns with morality and justice
- Lack of understanding from others
- Unrealistic expectations of others
- Hostility of others towards their abilities

Gifted children sometimes pay the price for society's misunderstanding and confusion about the nature of giftedness, and the definitions of giftedness are so variable that children start to believe their abilities are situational.

Labeling the gifted can have many negative aspects. Teachers usually expect a gifted child to be gifted in everything, and may constrain him/her with a label. For instance: "If you are so gifted, how come you can't spell?"

Parents can also have unrealistic expectations of the child. In some cases, parents become so threatened by the label "gifted", that they give the child too much responsibility and decision-making power, which can cause a role reversal in the family. These reactions from parents, teachers, and peers make it difficult for the child to gain a healthy perspective on the meaning of giftedness. In a world where individual differences are not valued, the child who feels different from the others suffers, and believes that something is wrong with him/her.

Some of these fears may be overcome through appropriate counselling at the time of identification. For the child who is never recognized as gifted, or who is recognized, but was never told that he or she is gifted, the feeling of being unaccepted by other people can persist and haunt him or her, sometimes for an entire lifetime.

Talented and gifted students should be identified and given tasks at a higher level than the regular curriculum. Gifted students should produce knowledge, not just be used as hosts of existing information. It is believed that specific programs, services for such students are the only solution that will allow them realize their full potential.

Services that should be provided for gifted students so that they can realize their full potential include counselling and support from all the participants in the educational process, who should take their roles very seriously (counselors, teachers, principal). If all the roles of the participants are positive, it will result in a creative outcome. If not, the outcome would contain little creativity and would have no effect on the development of giftedness and talent in students.

The social and emotional development of gifted children should be encouraged in the classroom and in school through establishing a positive and safe environment, integration, or improving the components of the regular curriculum, providing opportunities for social inclusion, and building career skills and proactive strategies to prevent problems and support students.

3. The role of the educational personnel in counselling the gifted

Those who spend more time with gifted children know the answer to the question: "Who can counsel gifted students?" The answer is clear – there are roles for many people in the counselling of gifted and talented children and youth.

The world of the gifted child is a constellation of factors, including people, concerns, beliefs, and activities. The dynamics of that constellation results in unique experiences of each individual. For some, the interactions are favorable and little counselling is required or necessary. However, for the less fortunate child, alignment may occur with confusion, uncertainty, or anxiety. In such cases, counselling intervention ranging from minimal to extensive may be needed, since the interactions are constantly changing, as well as individual needs. When dealing with the counselling needs of the gifted, it is imperative for the counsellors to be aware of the constant changing nature of the individuals, the dynamics of their lives, and their potential, so that they can function productively in the counselling process.

Within the context of the aforementioned, counselling roles can appear in three groups, related to educations: teachers, administrators, and members of professional service (pupil personnel staff members)

There are many counselling roles that teachers perform when counselling gifted students. In their daily encounters with these students, teachers fulfill numerous counselling functions as they attempt to guide the students through their educational careers, facing their problems. Teachers must be well informed about the psychosocial needs of the gifted and should use their knowledge in order to respond to these needs quickly and adequately.

School administrators (principals or the administrative staff), also have a key role in counselling gifted students. As primary decision makers, they can influence both personal and institutional changes needed to provide these students with the necessary educational and support services which are essential for their progress and development of giftedness in the school setting. In addition, the administrator's personal contact with students and their parents is of vital importance.

The pupil personnel staff (the members of the professional service) have a significant role in counselling gifted students. Their role is a combination of the roles for teachers and administrators, with functions that are uniquely their own.

In the process of counselling the gifted, each member of the educational personnel at all levels will find themselves in the role of listener, advisor, diagnostician, instructor, consultant, facilitator, and advocate (ombudsperson).

4. Research methodology

Apart from specialized schools, gifted and talented students spend most of their time in conventional schools. The school setting does not stimulate and meet the cognitive, physical, emotional, and social needs of gifted students. There are no curriculums that focus on students and the inclusion of gifted students in the curriculum through the decision making process, which would provide them with the opportunity to learn how to take responsibility for their own learning. It can be noted that the educational personnel at all levels (teachers, professional service, principal) does not use specialized training to obtain the required skills and abilities to respond to the needs of gifted students, and very little is done to identify the counseling needs of each student in order to support the emotional, social, and career development.

As a result of the designated problem, a research was conducted whose goal was to help identify the counselling needs of gifted students, which would help them conduct a positive social, emotional, and career development. The research was conducted among 170 respondents (teachers, professional associates, principals of elementary and middle schools). The technique used when conducting the research in order to gather empirical material was scaling based on a survey. The respondents could state their opinions in regard to the given statements on an opinion scale from 1 to 5.

4. Empirical research

In order to identify the counselling needs of gifted students on part of school counsellors and their role and influence in the development of the gifted, a statement was set in the questionnaire which points out *the existence of special counselling for gifted students as part of the school curriculum.* The received data indicate that 97% of respondents partially or hardly agree that school counselling is part of the school curriculum. Only 3% of respondents agree fully (principals surveyed).
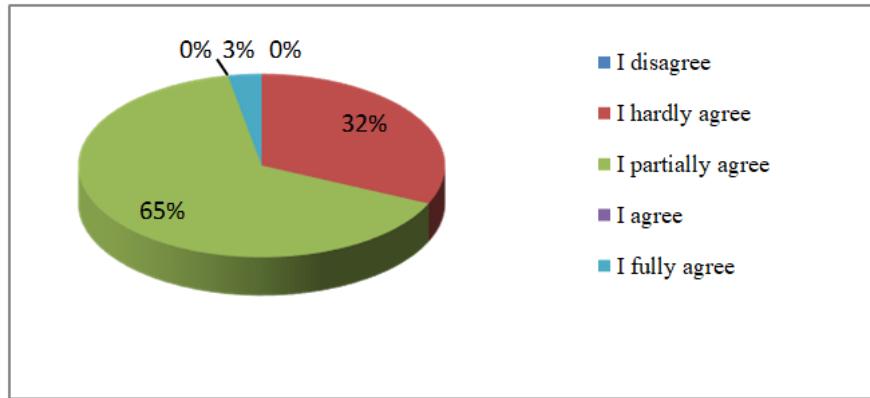
Chart 1: Special counselling for gifted students is a part of our school curriculum

In this context, a statement was set whose goal was to test the opinion of respondents in relation to the regularity of counselling for gifted students performed by the school's professional service members, when necessary.
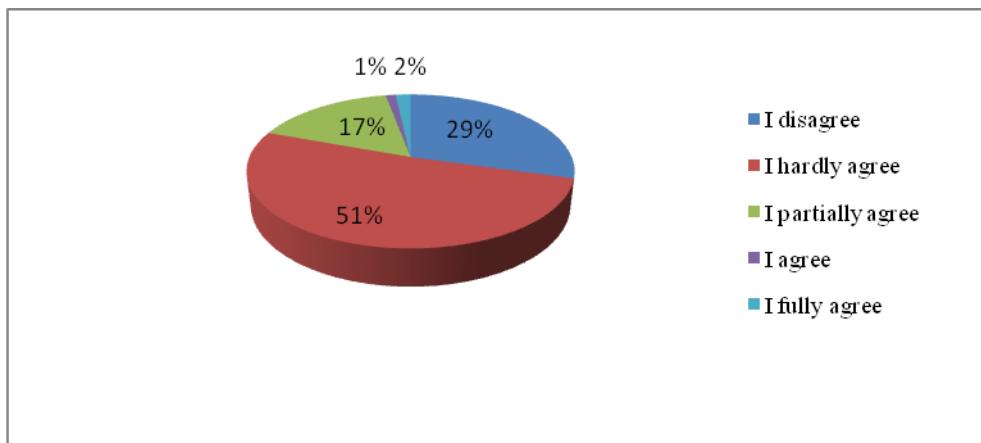
Chart 2: Employees of the school's professional service regularly counsel gifted students when they are in need of counselling

Based on the received data, it can be noted that, once more, most of the respondents, 82%, hardly agree or disagree that gifted students receive the needed counselling form the professional service members, 17% partially agree, while very few respondents, only 3%, find that the gifted are being regularly counseled according to their needs.

The principal of the school should have one of the most important counselling roles. As a result, a statement was given in the questionnaire, and based on the received data, it can be concluded that 82% of respondents think that the principal does not perform his/her counselling role. The other 18% partially or fully agree that he/she successfully performs the counselling role in respect to the gifted and their parents.
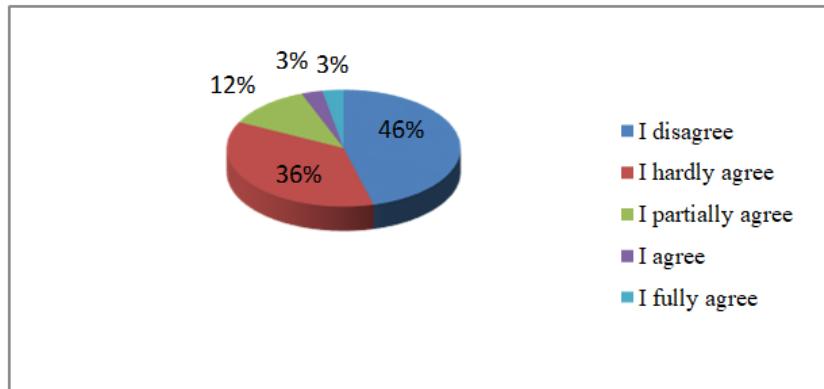
Chart 3: The principal of the school often has a counselling role when gifted students and their parents need counselling

Considering the indication that both the professional services and school principal fail, fully or partially, to perform their counselling role, a statement was set, and based on the received data 94% agree or fully agree that teachers are the ones who usually perform the role of counsellors. The other 6% partially agree.
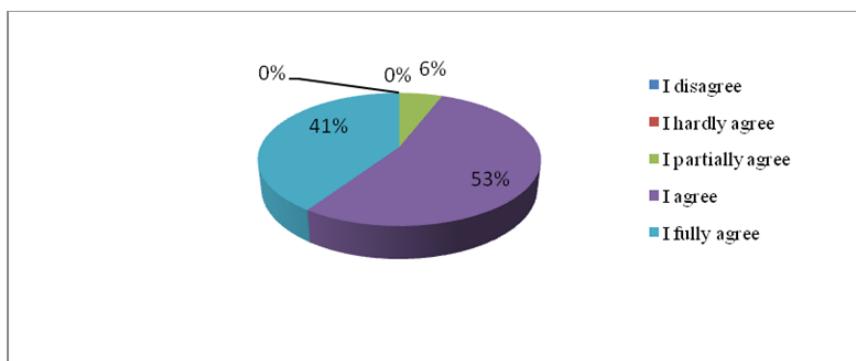

Chart 4: In our school, teachers are the ones who usually perform the role of counsellors for gifted students

One of the most important activities that should be undertaken in regards to competence for counselling of gifted students is training the educational personnel at all levels. The data indicate that 90% of respondents think that they need specialized training to obtain the skill and knowledge needed to counsel the gifted. Only 10% do not share the same opinion.
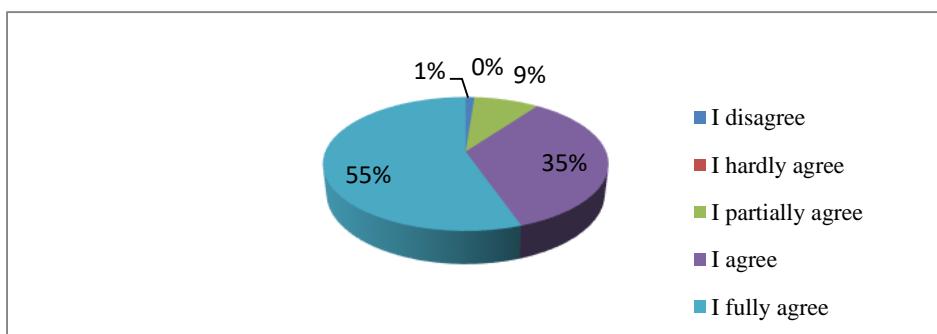
Chart 5: The employees of the school at all levels agree that they need specialized training to obtain the skills, knowledge, and abilities necessary to respond to the needs of gifted students

5. Final observations

The research helped reach vastly important and indicative conclusion. Through their attitudes and opinions, the respondents confirmed that school counsellors have an important role in the process of development and advancement in gifted students. However, they have also confirmed that in order to be successful as school counselors for the gifted, they need specialized training where they can obtain the skills and knowledge that would enable them to first identify the gifted, then counsel and guide them properly, in accordance with their individual needs, performing different roles.

School counsellors should urgently be trained in adequate skill in the field of education and psychology, so they would be able to provide guidance for the gifted and talented students, thus responding to their needs, which would strengthen school education. Counselling gifted students and their families is one of the most challenging functions of a school counsellor. Gifted students have a large variability, not only in cognitive capacity, but also in their affective development.

The process of identifying gifted, talented, and innovative individuals is important in the globalization era, since such gifted individuals will likely become the future leaders of society in various areas. Furthermore, it is a fact that those who deal with the issue of the gifted and talented (parents, teachers, and counsellors) are aware of the nature of gifted students and the difficulties they face. They need to make an effort to provide the gifted with appropriate assistance which is essential for their proper growth and development.

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Lazime Farizi[2]

THE TEACHER AS A LEADER IN THE CLASSROOM

Abstract

The classroom is where the most important educational process takes place, a place where teachers present their competencies and lead the class to success. In the literature for a long time it is said that in addition to a good pedagogue, a methodologist, the teacher must be a good manager, a leader, a guide to everything in the classroom itself and outside it.

This paper will also present the competences that one teacher leader should have, in which roles should be set if he wants to be an excellent leader, and finally will cover the different types of teachers leaders that show the individual approach to the problems.

Keywords: manager, leader, guide, competencies.

Defining the term leader

> "Leader is a person who knows the path, passes that path, and shows that way."
>
> (Dr. John C. Moxwell)

A number of authors deal with defining the notion of a teacher leader. Since there are a number of definitions, I have decided on several of them that I thought most clearly define the term teacher's leader. In the schools, the term **teacher leader** refers to "teachers who take on leadership roles and additional professional responsibilities. The concept of a teacher leader is closely related to the status and shared leadership (the distribution of leadership roles and decision-making responsibilities outside the administrative team in one area or school) "[3]

An article on the Internet says: "Despite extensive research in the general area of educational leadership, the definition of a teacher leader remains diverse as teachers engage in such a wide range of activities and roles that include leadership. "Further, referring to a number of authors, it is said: "Sherrill (1999: 57) argues that the teacher's leader is: a clinical faculty, a clinical educator, a teacher in residence, a master of teachers, a head teacher and a clinical supervisor. While a group of authors (Crowther, Kaagan, Ferguson, and Hann, 2002: 5) see the teacher leader as someone who has aspirations to introduce school reforms. "Another definition that defines teachers as leaders is: "teachers who lead inside and outside the classroom ... and influence others to improve educational practice.[4]

Through these definitions we can conclude that the leadership function of a teacher is very complex and requires the teacher to possess certain skills and abilities through which he will present himself the best. Therefore, one article says: "To participate effectively in a group, especially in a leadership role, one must be able to: **Communicate** - communication is the first step for cooperation with others. There are two basic Categories of skills - sending and receiving. Some basic skills are the ability:

- To communicate clearly and unequivocally with ideas and feelings
- Make the messages complete and specific
- Make verbal and non-verbal messages to be consistent with each other
- Ask for feedback about the way your messages are received
- Show openness and keep an eye-contact
- Listen without response whilst the other person does not transmit the entire message
- Paraphrase exactly the content of the sender's message

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[3] Extracted 20.09.2015, http://edglossary.org/teacher-leader/
[4] Extracted, 27.09.2015, *Teachers as Leaders* https://us.sagepub.com/sites/default/files/upm-binaries/11324_Merideth_Chapter_1.pdf

- Listen more than the words - it is to be aware of non-verbal messages and behavior
- Hear about requests and intentions in others' messages, especially in complaints.

These skills are from those well-known to teachers as important classroom skills. They are skills by each leader, in every situation.

- **Builds and maintains trust** - Acceptance and support are essential in building and maintaining trust. Acceptance is communicating with others for which you have a high opinion. Maintaining is communicating with others to whom we recognize strategies and we believe that they are capable of productively managing their situation.

The basis of all significant teachings is the element of trust. Stephen Brookfield (1990) suggests that those who play the role of a teacher in the learning of a group must pay attention to the balance between two important characteristics that make teachers more reliable in the eyes of students: credibility and reliability.

- **Conflict management** - when participating in the group will inevitably produce some conflicts, it is essential that learning group members have the skills to manage controversies, including the ability to:- -Understand the point of view of another person in the group.
- A controversial approach in terms of problem solving. First, to explore all the differences. Then, look for ways to integrate ideas. Recognizing the legitimacy of different ideas and opinions and searching for a solution that adapts to the needs of all members of the group
- Be critical of ideas, not people[5]

From the previous division we could see three key elements that point to us what a teacher should have if he wants to be a successful leader.

On the Internet in an article is presented: "One of the models that best represents the teacher as a leader is the REACH model, it contains the behaviors that together define the teacher leader. This model refers to:

Risk-taking - teachers who want challenges and create new processes
Effectiveness - teachers who practice the best practices and professional development
Autonomy - teachers who show initiative, independent thought, and responsibility
Collegiality - teachers who promote community and interactive communication skills
Honor - teachers who demonstrate integrity, honesty and professional ethics[6]

This model shows us that only the teacher who possesses all these abilities can be highlighted over the rest of the teachers and be a leader.

The teacher as a leader in the classroom

We all know that in one classroom the teacher is the main organizer of everything that happens and will happen in it. On one side is always the teacher, while on the other side of the "classroom is a group of students. In general, these groups have at least two basic objectives:

1. Complete the learning tasks
2. To maintain a positive and effective link between the members of the group.

Leadership consists of activities that help the group to complete its tasks successfully as well as to maintain effective working relationships among its members. For any group to be successful, the two task-leadership actions and the group to maintain leadership actions should be provided. " It goes on to say: "Teachers should know, generally, that groups work most when leadership tasks are divided between members of the group. However, most students are accustomed to being in a class in which the teacher plays all the leadership functions; if we want students to play one of these roles, they must be given permission to do so, and perhaps a direction to perform the best given role."[7]

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[5] Extracted 23.09.2015, Leadership in the Classroom
http://ddi.cs.uni-potsdam.de/Lehre/WissArbeitenHinweise/teachingassistant/hand/leader.html
[6] Extracted, 27.09.2015, *Teachers as Leaders*
https://us.sagepub.com/sites/default/files/upm-binaries/11324_Merideth_Chapter_1.pdf
[7] Extracted 23.09.2015, Leadership in the Classroom
http://ddi.cs.uni-potsdam.de/Lehre/WissArbeitenHinweise/teachingassistant/hand/leader.html

This defined leadership suggests that the teacher is the one who, as a leader, needs to know how to successfully direct groups of students, to know specifically the individual abilities of the students, and to help them if any of them has an attitude toward the leadership roles, the same with his help to develop.

Hence we can say that: "Leadership is a set of skills that everyone can achieve. Responsible leadership depends on:

1. Flexible behavior

2. The ability to diagnose what behaviors are needed at a particular time in order for the group to function most effectively, and

3. The ability to complete these abilities or to give them to another member of the group to complete them.[8]

"Teachers leaders serve in two fundamental types of roles: **formal and informal**. The formal teacher leader performs the roles as head of the department, teacher head or teacher trainer. These teachers mostly apply for these positions alone and are selected further by the selection process. Ideally, they receive training on their new responsibilities. The formal teacher leader plays a vital role in most schools. In many cases, these teacher leaders manage curriculum projects, provide workshops and other materials. They can also be evaluated by other teachers[9]. Informal teacher leaders, unlike the previous ones, appear spontaneously from the ranks of teachers. Instead of being elected, they take the initiative to solve the problem or to launch a new program. They have no positioned authority; their influence stems from the respect they have from their colleagues through their experience and practice.[10]

What should a teacher leader have to possess

Each teacher, if he wants to be a successful leader, should possess certain competences, skills and abilities that will separate him from other teachers. "Referring to Lieberman (1992) the conditions required for leadership are pointed out: the vision, structure, time and skills."[11]

According to an article on the Internet, the teacher leader should possess: "certain knowledge and skills, roles and opportunities, and affection." These three things one leader should have in the following way:

The teacher-teacher sets the learning of students as their primary goal and work within their classrooms to improve students' success. This is and should be one of the most important practices of the teaching leadership. In addition, the teacher-leader collaborates with other educators to expand their own learning, to promote successful efforts to improve schools through professional development and support, shared vision and values. The four roles of teacher-leaders are:

- Improving students' success,
- Expanding their own learning,
- Cooperation for improvement of schools,
- Support shared vision and values,[12]

These roles are developed by the knowledge, dedication, and experience of teacher leaders.

"As leaders, teachers have a great responsibility in directing students academically, morally, socially and emotionally throughout the world from childhood to adulthood. As a guide or leader of a class, the teacher should make functional decisions." It goes on to say: "The teacher is primarily a decision maker - every teaching action is based on an interactive decision." Referring to Ray (Rey, 1999), it says: "The teacher is doing the management and it involves an infinite

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[8] Extracted *23.09.2015, Leadership in the Classroom* http://ddi.cs.uni-potsdam.de/Lehre/WissArbeitenHinweise/teachingassistant/hand/leader.html

[9] Extracted 19.09.2015**,** Danielson, C., *The Many Faces of Leadership* http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/The-Many-Faces-of-Leadership.aspx

[10] Extracted 19.09.2015**,** Danielson, C., *The Many Faces of Leadership* http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/The-Many-Faces-of-Leadership.aspx

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https://us.sagepub.com/sites/default/files/upm-binaries/11324_Merideth_Chapter_1.pdf

number of micro-decisions which are necessary to take urgency and improvisation. Teachers, following the example of leaders, thus face unique situations. Although most of the work remains the same, but its components may vary in quantity, quality, availability ... "[13]

Types of teacher leaders

In the literature, there are many types of teacher leaders. These categories are made on the basis of certain individual characteristics that the teachers possess and based on their ways of conducting the classroom can belong to a certain kind.

Khalid Mahmood in his paper presents 8 types of teacher leaders by pointing out the features that separate these types of leaders:

1.The first type of teacher leader is in the **laissez-faire style**. The teacher with this style looks tired, carefree, disappointed and meets the minimum needs. The division of teaching, as well as the simplification of work tasks is thorough to the extreme, does not offer any incentive, and there is no challenge that needs to be overcome. This style generates monotonous and repetitive work. In order to avoid controversy, the evaluation of this style is limited to a minimum, avoids attracting attention with its lack of engagement. And this reflects on the incompetence and ability of the teacher.

Students who face this style usually face two main negative consequences: (a) lack of stimulation in the teaching process caused by indifference, and (b) lack of consideration. This may also cause students to reproduce teacher behavior, resulting in a decline in motivation, a lack of cognitive activity, and a lack of persistence.

2. The second type of teacher leader is in the style of **"Paternalist".** With this style, everything has been agreed in parts of the teaching to meet the needs of the students. The standards of knowledge are set at a relatively low level. So the teacher with this style often tries to make it successful through all the obstacles in the school (encourages positive reinforcement and tries to persuade them) by developing good relationships with students.

3. The third type of teacher leader is in the **Autocratic style**. In this leadership mode, the classroom is not significant. The most important thing is to complete the task and achieve the goals of these tasks with the help of manuals and exercise books. The program is just a "contract" between teachers and students. The course of teaching is collective, in the form of transferring and carefully controlled by a strict discipline. The teacher gives the instructions of the instruction step by step, divides it into sections and the minor knowledge.

This pedagogical twist can cause more "weakness", de-motivation, high levels of stress, and even too much schoolwork. Because students perform too many repetitive activities and exercises, they do not have time to grow their creative qualities. Above all, this pedagogy generates support only for the reproduction of a standard placement in an ideal type. Accordingly, punishment will play a key role in an attempt to gain flexibility.

4. The fourth type of teacher leader is in the style of **"Benevolent Autocratic"**. The teacher with this style expresses great concern for the students and their results, but can not give up control and allow students to make their own contribution. The basic internal principle of similar instruction can be described as follows: "I am the teacher responsible for your teaching, I will transfer my knowledge to you and I will help you, but in return I seek your obedience in a way that I will show you."

The source of motivation that is probably behind this style is to encourage admiration through the actions of students (with selected and sorted boundaries) benefiting from the experience of teachers. In this way, they get closer, the student becomes an assistant under the cover of the teacher (mentor).

5. The fifth type of teacher leader is in the **"Pure Form" style**. Here, the word "simple" is given for the exchange, an illusion of participation is created, in order to meet the requirements of the curriculum. In fact, in this style, the goals can be of three types: (a) minimal compliance with

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[13] Extracted, 04.10.2015, Khalid Mahmood, AKU-IED, *Least Common Multiple of Teacher-Leadership Styles:Implication for Classroom*, Pakistan,
http://ecommons.aku.edu/cgi/viewcontent.cgi?article=1104&context=book_chapters&sei-redir

the program, (b) the provision of obedience, and (c) success with examinations that have become a complete duel and knowledge acquisition. This step consists of a trap that is likely to block the learning process. For Rogers (1996) one of the essential qualities of the teacher is authenticity.

6. The sixth kind of teacher leader is in the style of **"Buddy".** This style was observed mainly in young teachers at the beginning of their career. This style is a combination of the students' interest and their participation. The necessary harmony is due to the fact that the teacher keeps abstract relationships with students, for example, through discussions about their interests.

7. The seventh type of teacher leader is in the style of **"Manipulator"**. Obviously, the teacher with this style is appealing to students, because the emphasis puts on the task, as well as the participation. However, the lack of interest in student learning is an indication of a hidden style, which is dangerous for this model. "

In this style, the teacher is the one who takes all the merits for the teaching process.

8. The eighth kind of teacher leader is in the style of **"Mediator".** The pedagogical orientation of this type of leadership (mediator) integrates three axes "learning-protection-motivation", supported by the classroom environment, where it works well and where students are satisfied with the work, but also are stimulated to do their own, to develop their critical spirit and their creativity.

In this way, the learning material is a tool for student development. These students become true creators of their teaching.[14]

In the literature we are also familiar with other classifications of the types of leaders.

According to the roles they perform in one organization the leaders are divided into:

1. Leader Commander - A Leadership Model when the Top Manager formulates a strategy and submits it to other executives for its execution by hierarchy. To apply this model, certain preconditions need to be fulfilled, such as: easy execution of the strategy; good information; objective planners; division of the organization of those who are thinking and those who work

2. Leader of Change- A Leadership Model when a top manager takes over the changes to carry out the strategy. Once the strategy is formulated, the leader allows it to be accomplished by undertaking certain steps (changes) in: the structure of the organization, the planning systems, the adaptation of their culture

3. Leader of Collaboration-Leadership Model when the top manager coordinates and involves other managers in the formulation and execution of the strategy. Unlike the first two models, the model of collaboration, due to its characteristics, gives better effects in a more complex and less stable environment

4. Leader of Culture - Leadership model when managers form a middle and lower management level in the formulation of the strategy. Limits:
   • The assumption that people are well informed and intelligent
   • Consistency of decisions at all levels
   • The need to establish this model for a longer time

5. Leader of development - Leadership model when the top manager provides participation, innovation and creativity in formulating the strategy.[15]

Of all the previously presented types and styles of leadership, the teacher should know how to choose the right style, that is, the style that will give the best results to students in his class. The choice of style depends largely on the knowledge and skills of one teacher leader.

Being a supreme leader means knowing how to choose the right way to guide, and knowing the exact goal that needs to be achieved.

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[14] Extracted 04.10.2015, Khalid Mahmood, AKU-IED, *Least Common Multiple of Teacher Leadership Styles: Implication for Classroom*, Pakistan,
http://ecommons.aku.edu/cgi/viewcontent.cgi?article=1104&context=book_chapters&sei-redir=1&referer
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Conclusion

From this paper we can conclude that the role of the teacher is not only to be a good methodologist, teacher, but he must also be an excellent leader in his classroom, and to fight for the interests of the pupils and what is best for them and in what way they will present the greatest learning success.

By defining the basic concepts, we have seen that the terms leadership, guidance, management are synonyms that complement each other, and the goal of all is to guide the education and the teaching process for the better.

To achieve success, each teacher should have certain skills, abilities that he will use to achieve the goal set. How many teachers will be successful in doing so depends largely on its competencies and the ability to choose the correct leadership style, which will be guided by the achievement of the set goals.

From the different types of teacher-leader we have presented, we can conclude that everyone has their own advantages, but also shortcomings, which, if they are not careful, can act demotivating and do not reach the goal that is set. Therefore, I consider that a combination of these types, according to the needs of the teacher and the situation in the classroom, can contribute to the attainment of the goal. But all this will depend on the knowledge, that is, ignorance of the teaching and their competences.

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