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## THE PLACE OF TEACHERS IN TRANSITION

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**Abstract:** If you do not know where you are going, you certainly are on a wrong way. This old saying is still current. The economic transition in the Eastern countries was soon proved to be not just a change of the property holder, but that it entangles the very root of society. Values that were built for fifty years, in Russia even more are now abandoned but the new ones are yet to be built. The East found itself in a spiritual vacuum. The return to the old values is pointless. The tradition has remained only a part of folklore. Socialism of the eastern type proved unsustainable. Copying Western culture is eclectic without vitality. Finally, the West has already entered the stage of post liberalism – the state of high technology, spreading of transnational companies, global control of natural resources, environmental and information solutions ... Even the recurrence of the Western way to the current rise cannot guarantee success, because the global ecosystem is already warning us that the linear-technical development violates the circular movement of natural processes. So it turned out that we do not know what to do with the transition. If Valernstein from the American perspective says that we have reached the introduction to "the black period that is before us", according to him for at least 25-50 years now, then global politics reminds us of the Domanović's "Leader" about whom only at the end, after wandering the mighty cliffs, his remaining followers discovered that he was blind. The satire finishes with the question "where will we go now " and the response "we do not know."

**Keywords:** teachers, transition, natural processes, globalization.

## МЕСТОТО НА НАСТАВНИЦИТЕ ВО ТРАНЗИЦИЈА

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**Резиме:** Ако не знаете каде сте тргнале тогаш сигурно сте промашиле. Оваа стара изрека е актуелна и денес. Економската транзиција во земјите на Истокот многу брзо покажала дека не се работи само за промена на сопствените титулари туку дека го зафаќа целото општество од корен. Вредностите кои се граделе педесетина години, а во Русија и подолго се напуштени за да бидат изградени нови. Истокот духовно се нашол во празен простор. Враќањето на старите вредности е беспредметно. Традицијата останала само како дел од фолклорот. Социјализмот по „источниот тип“ се покажал неодржлив. Копирањето на западната култура е еклектика без животна сила. Конечно, Западот веќе е влезен во фазата на постлиберализмот-сосотојбата на висока технологија, отворените транснационални компании, глобалната контрола на природните ресурси, информациските и еколошките решенија... ни повторувањето на Западот не е гаранција за успех, бидејќи глобалниот екосистем веќе посочува да се внимава на линеарно-техничкиот развој кој го нарушува кружното движење на природните процеси. Така се испоставува дека не знаеме што да правиме со транзицијата. Ако Валерштајн од американска перспектива оценува каде сме стигнале во „воведот во црниот период кој е пред нас“ Испоред него барем 25-50 години, тогаш глобалната политика асоцира на „Водачот“ на Домановиќ за кој дури на крајот, по бројните талкања, преостанатите следбенци откриле дека е слеп. Сатирата се завршува со прашањето „каде ќе одиме сега“ и со одговорот „не знаеме.“<sup>81</sup>

**Клучни зборови:** наставници, транзиција, природни процеси, глобализација.

### 1. FORMULATION OF THE PROBLEM

This paper discusses the journey of transition from practice to education by reflecting on the opportunities and challenges of this process. It utilises reflective principles to identify strategies for universities and the higher education sector to consider when supporting new teachers. Higher education presents a significant challenge for new academic staff in becoming competent and overcoming the barriers that may impact on students' learning. Nurse education requires a teacher to be dynamic, supportive, caring, empathetic, challenging and knowledgeable.

<sup>81</sup> **Имануел Валерштајн:** "После либерализмот", стр. 223, Службени гласник, Белград, 2005.  
**Радоје Домановић:** "Вођа", Leo Commerce, Белград, 1998.

Maintaining the balance of the role in supporting students and sustaining identity for new teachers is the beginning of the journey to becoming an effective teacher in higher education.

Anderson (2009, p.203) defined the work role transition as: 'The human experience associated with entering a new community of practice. It is a dynamic, developmental process with associated emotional work, critical tasks, and a diffusion through role boundaries to assume the new identity with values and knowledge base for the new role.' Perhaps a key area for further exploration is to recognize the need to adequately prepare new teachers for the transition process prior to the commencement of the role. In order to try to give an answer to the question about the place and role of educational workers in the period of transition and post transition we will attempt to formulate the problems and then look for possible answers. The problems are reflected in the following:

1. *School* with formal institutionalism and the system class – lesson collided with the modern requirements of the society. School cannot function as an institution in a non-existent system (that is yet to be found).

2. School contents that are necessarily conservative because they represent only a didactic modification of science cannot give satisfactory answers confronted with the accumulation of scientific facts. Science cannot be put in front of the children in an unprocessed condition, and didactics is increasingly lagging behind the contents modernization or eclectically introduces it into school curricula, Oswald Spengler.

3. *Educational workers' habits* to be a mere transmission between those being educated and state institutions (that determine programs, plans) have led them to the position unacceptable to the pupils. For the most part, our educators got out of or were never dedicated to education, but to teaching and evaluating knowledge. It is undisputable that they loved children, but they did it in an abstract way. This is a consequence of the workplace for an indefinite time, lack of adequate stimuli for advancement, lack of fear of inactivity. The Slovenian physicist Janez Standard notes that "underdeveloped societies often produce fear from the elite - elite by work, not by something else" though exactly such societies have genuine needs for a working elite.

*Parents' habits* to be satisfied with "paper pedagogy", i.e. they give everything over to the ministerial enrollment competition, schools and children, while they do little to encourage children's potential and opportunities for certainty of success. Professors and teachers work for a salary (they have a goal), parents give up much for their children (they also have a goal); only children do not know what to do with a school diploma because in the existing circumstances it has little value (so they do not have a goal, Pol Holbah, 1963).

*3.Habits of the wider social environment* to expect only the finished results of school, and then only criticize them or accept them but find faults. In contrast to the industrial democracy, the Soviet model of democracy which was constructed between the two wars in the socialist countries was predominant. And this model, as noted by Stanic, started from the statement that "a sermon is superfluous when people are full, that trade union freedom is unnecessary if everybody is employed, or that freedom of information is harmful if there is free health insurance..." For, as Rawls states: A well ordered society is neither a community nor an association. For a society we do not need a membership card, because we join it with birth and leave it when we die. Democratic and well-arranged society is based on the goals of its members, and since they are not final, social objectives are not final as well. Finally, neither is society a product of a political doctrine nor is its "public mind" limited only to the political objectives and values, Dzon Rols, 1998.

## **2. SUBJECT AND OBJECTIVE**

Since it is not a study, but an observation of a problem, then the subject of research can be taken from the title - the place of teachers in the transition process of social relations. In a narrower sense two problems should be observed:

- 1) Relationship between teachers and transition.
- 2) Possibility of taking active part in the post transitional processes.

The aim of this observation is to examine those teachers' potentials and potentials of institutions that have so far been stimulated in various ways, thus opening up room for abuse (which reflected especially in the passivity) of teachers, which, in the end, produced educational trash either on the part of pupils or educators themselves. When such an issue is brought to attention, then you probably have many ideas, but the problem is the same one noticed by Arsinov in the libertarian movement in Russia after the October Revolution - the lack of a practical program that would produce answers to the two mentioned problems, Pjotor Arsinov, 1973.

## **3. THE PLACE OF EDUCATORS IN TRANSITION**

The transition in the east was wild, intellectually questionable (though with a desire to be called revolutionary), utterly unjust and anti-humane. Teachers in these processes remained mostly passive, as most civil servants, which was just room for maneuver to calm down the intelligence by giving them safe jobs and modest salaries. It was felt especially by teachers and professors of social sciences that told students one story yesterday, another the next day

and after that a third one. "The Great Son of the Revolution", "the father of the non-aligned movement" was excluded from the teaching material and his place was taken firstly by "rehabilitated sons of the people", many of which anonymous. Later they were accompanied by great saints, fasts (religious education) or "Swarcenegers" (civic education). Seminars for teachers were supposed to further confirm that the new state showed greater interest in education, which cannot be disputed, but even the letter "P" of the word politics in schools should have been severely punishable. Headmasters were members of political parties and in charge of "order, work and discipline", which liberated party members and tycoons from organized thinking of people who did not belong to political parties. When young adolescents used to ask a teacher a question, he/she would have to invent ways how not to discuss current issues. So the relation of educator-educated failed exactly in relation to those matters which adolescents wanted to discuss. Teachers pretended not to know that a child in puberty asks the questions: who am I, what am I, who are these people around me? The answers to these questions could be found in the street. The price of these responses was expressed in different "denominations" - narcotism, Nazism, hooliganism, and even murder. The truth is the educators did not teach them that, but they looked at those occurrences from rather high ground. Moreover, teachers themselves have occasionally been victims of adolescence violence. And rather than return to the vocation of pedagogy, devote themselves to children, especially those children whose parents did not have time for them (sometimes due to scarcity and sometimes due to abundance), teachers have entered new - technological relations with those being educated. Technology, says Stavreva-Veselinovska 2005/06, is trying to imitate life. It has always been a kind of mimicry, always inspired by nature, but it has not become nature. It inspired Descartes to attribute the perfection of nature to the Great Engineer, Lord. The first technological invention was the introduction of special orderly staff in plain clothes to watch the entrance to the school. So when one of my fellow villagers, not particularly strong or particularly specialized (but the man lost his job!), stood at the door of a rural primary school, then it was interpreted as providing protection for students and teachers. In cities, especially large, a school police officer has been introduced. It was the first teachers' capitulation visible to the naked eye. Information revolution has entered the school and dwelled at the start at the entrance door and in the hallways of schools. Cameras. I was terribly shook up by it because, before that, I had only seen video cameras in the meat factory "Mitros" and on pig and cattle farms. When they arrived at school, they were the proof of the defeat of pedagogy, of the passivity of teachers. They have not increased expertise, or general culture, but protecting security they increased fear. Teachers were no longer, what Claude Levi Strauss denoted as local masters, but mostly serial workers, Zak Derida, 1990. "Our action everywhere presupposes an understanding of other people; a large part of human happiness arises from identifying with the mental state of others; all philological and historical sciences is based on the assumption that such understanding of the singular can be raised to objectivity. The historical consciousness built on it allows the modern man to have in front of him presently the entire history of mankind ..." But it was not the case. The transitional machine outgrew the teachers' opportunity to act, be highly respected citizens of their environment and readily consulted. Transition was accompanied by a strong informational propaganda. The man felt miserable and embarrassed because the new values were so propagandized in the media and otherwise that the greatest absurdities became normal. So it was possible to read on the Internet: "The Governor of California Arnold Schwarzenegger has banned the use of the word "Mom" "Dad," "husband" and "wife" in California schools, World Net Daily reports ... New regulations in California dictate the discontinuation of state funding of any program that does not support sexual diversity, which includes humanitarian organizations in church. Day Cares, preschools, public kitchens, shelters, homes for the elderly and other institutions will have to adapt to the new code, or they will risk losing budget, Teodor Kuljic. A Teodor Kuljic observes ruthless inclusion of science in such splutter.

Where did teachers stall in transition? In school. There was no commitment to students. Lectures, classes and lessons belonged into middle Ages. Teachers cannot be a religious teacher but a heuristic teacher, a team leader, "a window" into the future. Last-minute testing mainly "face to face" or control exercise. In cooperation with parents. Torn were the ties between parents and teachers. They still somewhat functioned on the relation teacher-parent, only to be extinguished over time and disappear in a society. They were not actively concerned about social changes; they did not have a leading role in vocational training and in critical attitude to the innovations that were daily presented before students as challenges. In most secondary schools, there are no students' sections. So, what is there to be respected and highly valued by a young person? When a student becomes a thing, it reacts as a thing.

#### **4. THE POSSIBILITY OF TAKING OVER AN ACTIVE ROLE IN THE POST-TRANSITIONAL PROCESSES**

Education should not be approached as a phenomenon, event, fact, something separate and detached which is viewed from the side. Socialist school exaggerated in equalizing unequal knowledge and therefore had the authority only as long as schools' products move automatically to their workplaces. It approached educational work as an object which it incorporated into the system. Transitional schools kept the thin thread between the state (political

government) and schools, but was not able to systematically solve the mobility of theory and practice. Post - transitional school is more selective. It shows the interest of businesses mainly for highly skilled personnel. From this the general aim of education - *marathon work on creating highly qualified personnel is already discerning*. All the subjects of education will have to adapt to the new reality and take a more active role than they did until now. States should ensure conditions, teachers should actively participate in the process of education, parents should intensively engage in self-learning especially in their children's adolescence (what would they otherwise discussed with them); the economic entities should create prerequisites for jobs. Previous education (at least of most of our students) will be useless if it is not upgraded.

What does it mean for teachers? In short: books, foreign language, internet, computer programs, transparency, research and creation of student teams. If you want to succeed in this, i.e. if we do not want to leave our children on the periphery of world events, then the profiling educational workers must go in that direction. Teacher is a scientific worker whose "subject" of discovery is a child, adolescent, student, i.e. phenomena and processes that happen in their world and their intercourse with the world of reality and the world of the future. If we are caught in a "dance" with post liberalism, then we have to play according to its beats. Post liberalism does not promise philanthropy, but there will be as much humanity as we jointly work on the humanization of the machine. Before us the humanization of the technological post liberal society is set as was the issue of state set before the German classical philosophy.

In the near future, it is realistic to expect:

- A) Electrification process of education.
- B) Curriculum as teamwork and life.

*Electrification process of education* will most probably begin by introducing the electronic journal, which will allow greater mass of material for to be analyzed by expert, comparison and hypothesizing of further work. At the same time, it will provide transparency to interested parties. However, it is not only a simple replacement of the existing daily work journals but it is also about the opportunity to communicate with the interested parties. This process is still in its infancy, but the state does not insist on it. The second step is the use of computers in the learning process, especially for the translation of foreign material from the Internet. In some schools, teachers that are more ambitious already work on it. The third step is the use of IT for teaching and monitoring learning. It is true that many teachers already use computer programs for this purpose, but they are visible only in class, at school. Programs for teaching could be put on the schools' websites so that they are always available to the students. Further instructions for how to deepen knowledge would be put there. Monitoring of knowledge would have to be protected for keeping the integrity of the personality of students, or available only to parents. Of course, that does not mean that teachers' live words will be struck dumb. On the contrary, the material for which the teacher wasted time conveying during class, retelling lessons from the book, will be on the computer. Live word, conversations, commitment remain in the sphere of subjects. The fourth step is to create a special research program with clear instructions, answers and the results obtained. Again, live word. Analysis, conclusions, hypothesizing. In electrification, we should particularly take into account the real capabilities of students, i.e. programming and planning work. Computerization should help the learner and not represent an extra effort. The existing school is already difficult (but because of the other reasons already mentioned).

*Curriculum as teamwork and life* implies an important part of the process of upbringing and education outside the school building. Professional teams run by teachers can work in the immediate environment of the school, but also much further; perhaps in a company branch thousands of miles from school. This requires that the team spend several days together, find their way during fieldwork and come to conclusions after a research enterprise. Team lives of teachers and students put them in a position to cooperate and not to distrust each other. In addition, the best students would be able to participate in international teams, and leaders of the most successful teams (teachers) can get a certificate to be the organizers of such teams. In practice, there were attempts of organizing schools in nature for children, but they usually have a recreational character. In addition, a pale copy of team life is seen during excursions, which are often designed for entertainment and not for research and professional development. Research does not exclude the possibilities for recreational tourism, but even a change of place of residence means refreshment for pupils. Of course, determining the time of absence of pupils from their homes must be appropriate to their age. If you are wondering how to know the pupils' identities in the team, the answer is easy. The basic criteria of the manifestation of identity and performance of students will be how they do the tasks and how they developed them theoretically at school or at home. The curriculum should not be idealized. There will be a variety of phenomena and processes, even those that contradict education but which must be solved in the field. Teachers' councils will only confirm or confute the operational fieldwork.

Post liberalism could soon enter a "friendly chaos". On the one hand, it is the critique of liberal spontaneity, which tries to bring in order; on the other hand, it supports liberal dynamism, which would retain the relative shape and



collectivity. In that, education has a significant place, and therefore teachers as well. What I would recommend teachers is not to wait for a call but go and meet the changes.

### 3. CONCLUSION

The reason I have become a teacher in higher education is due to the passion and motivation I experienced from lecturers during my nurse education. I feel that now I am in this position, I can give back some of this passion in supporting the future nursing workforce. I have no regrets in making the transition but I recognise that I still have a long journey ahead, while I continue to adjust and adapt from the novice to the expert within my role. Developing boundaries with students and understanding what constitutes an appropriate level of support will continue to be a challenge in nursing education, due to the unique needs of our students and the demands of the course. I think it will take time to adjust and accept the balance of support due to my previous role as a nursing professional. Establishing the boundaries will be developmental and progressive through experience and perhaps is an area for all new teachers to discover on an individual basis. Advice and support from colleagues is vital in this process but it is up to me as the professional to seek the appropriate methods and mechanisms to effectively manage and support students. Further research needs to be considered to investigate the appropriate level of support needed for new academics and how best to nurture the attributes that new academics bring to the higher education sector.

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