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Съвременното образование - условия, предизвикателства и перспективи

Под това название от 14 до 16 юни 2019 година се проведе Седмата международна конференция, плод на сътрудничество между Факултета по педагогика на ЮЗУ „Неофит Рилски“, Благоевград, Факултета по образовни науки на Университет „Гоце Делчев“, гр. Щип, Република Северна Македония и Сплитски университет, гр. Сплит, Република Хърватска и Института по педагогика и психология при Череповецки държавен университет, гр. Череповец, Русия.

В рамките на тридневната конференция в отделните научни секции бяха представени доклади по проблеми, свързани с дидактиката и психологията на висшето образование, иновациите в подготовката и квалификацията на учители и други педагогически специалисти, проблемите на предучилищното и училищното образование, иновативните училища в съвременното образование. В конференцията участваха заинтересовани от проблематиката на възпитанието и образованието представители на Югозападен университет „Неофит Рилски“, Софийски университет „Св. Климент Охридски“, Тракийски университет – Стара Загора, Университет „Гоце Делчев“, Щип, Република Северна Македония, Университет на Сплит, Република Хърватия, Череповецки държавен университет, гр. Череповец, Русия, Университет в Ниш, Република Сърбия, Дагестански държавен педагогически университет, гр. Махачкала, Република Дагестан, Руска федерация, както и докторанти от Израел и Гърция.

Резултат от конференцията са текстовете на сборника “Съвременното образование – условия, предизвикателства и перспективи“. Донякъде те сякаш подвеждат. Може би след тях ще останат повече питання, отколкото отговори: има ли нещо сигурно за образованието днес, може ли да се състави обобщаваща картина, не се ли разпадат вижданията за него, така както са разпилени представите за света днес? Всъщност, ако несигурността е отличителна характеристика за времето ни, въпросите са не по-малко значими от отговорите, които се дават на различни проблеми на образованието.

Представените на конференцията изследвания разкриват стремежа на авторите им да анализират различни аспекти от сложните процеси, които протичат в образованието в различни културни и национални особености в отделните страни. В тях говори различна индивидуална чувствителност и

PROFESSION TEACHER AS A PART OF MODERN SOCIETY

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Abstract: This paper analyzes the changes in the educational system in the primary and secondary schools, especially with the application of the new information technology, ie. application and use of the computer. However, primarily, we ask the question about the role of the teacher in the primary school, what kind of profile a teacher needs in the school and society, on one and what should be his engagement and the quest for gaining knowledge. The trouble is not in the knowledge but in his abuse. It is necessary to constantly gain knowledge in order to prepare children for life, for struggle, for securing elementary ethical and existential status of the child in the family and society. The world has become richer and more complex, so education takes more time. It has forced Europe to continue compulsory education for up to 18 years. That practice was introduced in our country. In accordance with the needs of the modern society, the school and the teaching proceeded to the immediate monitoring and implementation of modern technology. In the process of communication in primary and secondary school, the computer has become an accompanying object, condition sine qua non. It has been gradually transformed from classical to informatics. The computer is already an integral part, an inseparable baggage from our life at school, at home, on the go, at an airport, in nature.

Keywords: school, teacher, computer, knowledge, birth rate

The world has become richer and more complex, so education takes more time. It has forced Europe to continue compulsory education for up to 18 years. That practice was introduced in our country in the Republic of Macedonia.

In accordance with the needs of the modern society, the school and the teaching proceeded to the immediate monitoring and implementation of modern technology. In the process of communication in primary and secondary school, the computer has become an accompanying object, condition sine qua non. It has been gradually transformed from classical to informatics. The computer is already an integral part, an inseparable baggage from our life at school, at home, on the go, at an airport, in nature.

Regardless of all the changes experienced by humanity: technological, economic, environmental, social, cultural, educational, demographic, etc., it has always been imperative and will be - as more and better knowledge. Knowledge is an imperative that is placed before all teachers in all subjects. In this context, the teacher-student relationship and the echo or atmosphere in the class are being created. Knowledge is a need. It is useful always and at any time, even when it does not guarantee employment and success. Perhaps the work is given more value and the school is focused on the attitude towards it and the economic power. But man can not be reduced to homo faber (man worker) and this is not the only dimension of man.

A proposing the implementation of modern technology in the teaching process, Europe has offered the so-called new e-twinning project. The goal is to connect schools online, and the idea is for schools to promote the multilingual and multicultural model of European society.

E-twinning is defined as a partnership between at least two primary and two secondary schools from different European countries that can collaborate on several levels, for example, exchange of professors, librarians, departmental managers and directors. The vision is to open the schools for the future to the world. For professors, this is an opportunity to practice interactive teaching methods, compare pedagogical experiences, and familiarize school systems in other countries, their resources and ideas.

Some of the opportunities / benefits for professors are:

- Motivation of students to work more innovative and creative;
- to learn about other cultures;
- improving the knowledge of another foreign language, etc.

For this kind of connection, we can not yet speak with us, but with the E-diary the Internet communication between the school and the parents, between the teacher and the parent, and therefore between: the teacher - the parent - the student, that is, between the family and the school .

In this way, the parent has the opportunity to know:

- as the child was at school,
- which is assessed - what level of knowledge do you have from each subject,
- which he received today,
- have a home job, have they prepared the previous homework and which grade they received,
- by which objects the child progresses, etc.

We have said that this way of communication in our country is still in the initial phase. It raises the question - is the technique in Europe conditionally referred to step / ahead of the one in our environment in this region calls, attracts, lures economically the weaker or more precisely the one who is looking for greater knowledge and more secure, more secure existence? And how much demographic erosion, the decline in birthrates affects the quality of the education system, and thus the economic power of the state?

First of all, the percentage of enrolled first-graders in the school year 2013/14 in Macedonia is decreasing, compared to the previous school year 2012/13. 1500 first-graders have been enrolled less as a result of falling birth rates, migration to other European countries, America and Australia, from one and fictitious enrollment (not to pay a penalty), and unsubscribing Roma children.

Here's a comparison. In the municipality of Stip in five primary schools, first grade in the school year 2010/11. a total of 467 children were enrolled, in 2011/12 a total of 502 children were enrolled, in 2012/13 a total of 456 children were enrolled and in 2013/14 a total of 436 children are enrolled. In 2014/2015. in the first grade there are a total of 467 children. So the condition of the optimal number of enrolled first-year students gradually weakens or varies. It specifically refers to the number of enrolled students in secondary schools. For example. Of the total of four (5) secondary schools in 2010/11, 709 students were enrolled, in 2011 / 12-668 pupils, in 2012/13. a total of 649 were enrolled, and in 2013/14 a total of 645 students. In 2014/2015 in the first year total 767 students were enrolled. Thus, the percentage of enrollment of students in both primary and secondary education is gradually decreasing or varying. A different and similar example, we find in the Czech Republic. While the country is developing economically, the number of children who want to enroll in secondary vocational schools is decreasing. In the short term, there will be less interest in enrolling in secondary schools, especially because of the birth or demographic atrophy problem. On the contrary, the number of those who wish to finish a college is growing, and the high school / education is considered the first step to the faculty diploma. Because of the social and economic conditions, the number of those who want to finish the college is growing. And the irony to be bigger - not yet graduated already talks about enrolling in postgraduate studies. More and more is given the opportunity most to acquire a college degree that can provide better living conditions for the young person. It can be compared with our country where the number of interested ones to acquire a college degree is also growing. If this trend continues, companies will not be able to pay higher education staff, so they will have to do what they have not been educated, and thus will be less paid. Hence the need for further reorganization of the institutions for lifelong learning is required. As can be seen, the similarities are evident here and on a part of European spaces.

But let's go back to the question that we asked at the beginning - what kind of profile a teacher needs in our education, our society?

The Master, above all, is a communicator, and this requires an awareness of how to transmit something to someone. It is indisputable that the computer is a kind of complex pencil, which remains an important means of communication and conquest of knowledge, but only if that pencil is perceived as a means by which creativity is relieved. However, creativity is in the human mind, even in relationships, and never in the computer. Creation is in the imagination, in the fantasy. And science is not science without fantasy. There is a narrow relationship between imagination and language, between literature, the language of expression, and the new creative syntax.

From a general language, the language of poetry springs not with the power of writing, but as a sudden creative impulse translating the fantastic energy into a picture.

It requires a renaissance of the spirit. They can find and discover the children in the fairy tales / fairy tales and in the living word of the oral narrative. With the re-reading and interpretation of the artistic text, the imagination strengthens. By imaging, however, mental operations can be carried out which, as a goal, have

the unknown, the new relations between things, phenomena and people. That's why pedagogues - teachers playing is inventiveness, so the poetically is accepted as useful and necessary because it is rich in varied and polyvalent images that extend the language into children's poetry.

Scientist, if he does not have a fantasy, will be a microscopic observatory, but he will never be a great scientist. Hence, the pronounced use and use of the fourth box vanishes, it is hypnotized by the teacher, blinded by the mind. He is a statue, a bust, a hardened living being, a process of antihumanism - Pinocchio fried, stiff Pinocchio. So, the teaching act, the interpretation of the artistic text without fantasy is a dry, monotonous improvisation. With the artistic, artistic interpretation of the text, a message is sent to the recipient that we are opposed to the fourth box that wants or does not try to kill and paralyze the fantasy and inventiveness of the children. Reading poetry, the tale should be a joy of listening, not a descriptive and strictly analytical approach. To listen to the words in the measured singing of the poetic rhythm which requires deep attention primarily because the poet / author has selected and composed images that speak, and the voice and meaning that announce a particular aesthetic message can awaken a hidden aesthetic attitude independent of the full understanding of the meaning the message.

The singing of the verse, the quality of the sound reconstruction, the characteristic rhythm of the text invite to listening and meeting, that is, an auditive and emotional communication-hug.

Only thus, in such a process of communication with the student and the interpretation of the text, the teacher can be identified with the student and the class, and the class to be a recognizable model of society, that is, a society in a nutshell. There should be no despot in the school, but a teacher-conductor of a kind of orchestra: to write scores for a concert and to involve everyone in the performance of the sonata. Success should not be attributed only to one or the so-called first violin, but to all participants. Most teachers - despots, unfortunately, require complete silence and endeavor to dominate their students as they do with the sheep. The master in the service of power / who serves the government is no different from the regime, working in a climate in which there is never a desire to improve the world. But the strength of society and school is not in the perfect power, but in those teachers who always strive to learn something new and to perfect themselves. Adversity is not in knowledge, but it is known to learn often, constantly.

I would like the teacher to be a true educator. To be called a tutor, because his role - educated - is preserved - first of all, with a woman. Educated-feeding with knowledge. Knowledge possesses a very important trait. It is holiness, sacredness, secrecy. Knowledge was not transferred to every place and to anyone, but to selected people, to a chosen place and to a chosen time. In "The Doctrine of Don Juan," Castaneda argues that as an anthropology student he had the opportunity to get acquainted with the old Indian Don Juan, who was an unusual man and knew very well about a kind of plant - a petite that had hallucinogenic properties. They believed that there was some "secret knowledge" and they called it a woodcut (the Spanish word is Bruno, in English it means a doctor, a herbalist, a witch, a wizard). Knowledge has a sacral, secret, curative, and magical character. Knowledge is tremendous power; if that is so, then it must not fall into the hands of people with "evil spirit", because they can abuse his power. Knowledge should be kept until the true one appears, from a godly heir to whom he is to be conveyed.

But what if knowledge falls into the hands of a "evil" spirit? What if he becomes a teacher, a drunkard?

Has mankind sinned that all knowledge has made it accessible to all? Look at our schools - do they not look like incubators in which everyone is entitled to an equal dose of knowledge from everything, everyone has the equal chance of being equal lawyers, economists, biologists, anesthesiologists, phonologists? Did the sacred knowledge come into the hands of those who deserve it, but also in the hands of those to whom it was not allowed to fall into their hands? Where did such moral ruin, corruption, decisiveness, whereby so many new rich people without labor came yesterday from the darkest vilayets and in which there is neither electricity nor water nor knowledge? Where from if not from abuse of knowledge! Don Juan, the teacher of Castaneda, says in one place that "power rests on the type of knowledge you have.

Where did we sin with knowledge, like humanity? Could it be that we expelled from the schools spirituality, spirituality? And by doing so, we also expelled ethics, I want to do good, and I do not want to do evil. Exiled spirituality takes revenge. Knowledge has lost its holiness, its secret, became available even to those who do not deserve it. Knowledge must not go wrong with a bad soul, a pragmatic thought: // A man starts to know as he starts out in a war, with wide open eyes, with fear, with respect and with complete

certainty. Getting to knowing in any other way would be wrong ... "Don Juan told one place to his student-Castaneda.

The institutionalization of the school, the opening of knowledge for all, and who want to, and who do not want to have it, but because of social prestige and citizenship must have), causes incalculable consequences and material devastation in the state. Today we have skipped the institutions that are not there for us, and we also have a lot of "simple people who are skipping. Or as Marko Cepenkov says, "Today we have peasants in our country, but they know more about the priest they throw in the village." Tsepenskov also mentions a shepherd who, without knowing about the heliocentric plan of the planetary system, was "infinite," claimed something true and "scientific": "That old shepherd from Miriovo et, and the Moorish head wears. He ordered that the earth was spinning, not the sun to go, as the believers believed. From the many years he lived in planning and watching them through the sky and the stars, he thought that the earth was rotating. "

What is that power in that shepherd, a gluttonous head that wore, "blind, knows everything? What is that hunger - to come to know with your head, if you do not, what is lacking in many of our present-day cookbooks? Is not that the same Peichinovich's famine not to leave a generation without a poem, not to ruin the genus in stupidity and ignorance, is not that the light of the "Fonny the rocket" -Rajko Zinzifov who wrote, in the words of Cepenkov, one a story from an old woman, from which will later come out a small masterpiece of our literary 19th century - the epic "Bloody shirt"? Where is the sacred, poetic age of the schismatics which Miladinovci testify, where is the ratio of the sculptor and student, such as that which was between one majestic Aristotle and an exuberant, tireless, hungry in knowledge Alexander the Great? Is there a sense of schooling if the student does not exceed the teacher and how many of our presenters are winning their vanity (and the vanity is fed with ignorance), letting the students overcome them, because this is the only way forward.

One of the primary tasks of the teacher in modern society is to prepare a child - a pupil for life, for a contest, for a fight - in-the-world. Just so it will be easier for the student to open the doors for entering higher education levels. Society needs people who win, so they must first choose them and meet their needs, and only then those who follow the ranking list. The social struggle is not easy and it is not the job to come out as a winner, but to remain in the race.

Finally, all of us need one feeling to unite - to love children, to help them grow up and mature, to become good and useful members of the family and society.

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