

**ULUSLARARASI 5. BALKAN
EĞİTİM VE BİLİM KONGRESİ**
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EDUCATION AND SCIENCE CONGRESS**

Günümüzde Balkanlarda Eğitim
Education in Balkans Today

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Edirne-Türkiye



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WHERE IS THE MORAL EDUCATION TODAY?

Emilija PETROVA GJORGEVA¹, Tatjana ATANASOSKA²

The social movements led to the constitution of a pluralistic society in which different conceptually and ideologically set platforms appeared on the political scene. Their functioning in the newly created conditions confronted the educational system with new demands. The process of democratization transforms from declarative into more applicative. The freedom of thought and speech penetrates widely into real events. All this created a demand for forming a democratic personality.

The scientific thought experiences radical changes. In this sense, the new trend of wholeness gives a dimension of completeness to the approach to man, pointing out the complexity and wholeness of that phenomenon.

Media and computer technique an technology increasingly insist on a creative personality with initiative, and the conditions and possibilities it offers impose new relations among people. Progress on cultural level requires a developed humanistic and civilized personality.

Starting from these findings and real events, the pedagogical science tries to follow the contemporary trend of living. For this aim it sets new requirements and goals which will be in accordance with the contemporary social trends.

It also prefers modernization of the educational system as a whole, modernization of school and teaching and modification of its basic aspects.

The concept of contemporary is in fact equal to the concept of modern. It originates from Latin (moderns) meaning present, of today, in the spirit of the new time, contemporary that has a mark of something new. 1

The term "modernism" means taste and inclination to the modern, a trend inclined to the modern theory of knowledge, to the spirit of today, something that is based on science and technology. 2

On the other side, the school represents an institution whose basic function is to realize the aims and purposes of education.

If we analyze carefully the school of today, we will notice that it is being seriously damaged by the problems of its own internal organization, as well as the quality and quantity of mutual functional relations with the community. Maintaining the classical organization of work, the school has difficulty in accepting changes in contents and organization which were imposed by the scientific, technical and social development. It prevents the school from becoming dynamic and flexible and from replying to the dynamism of the society. It is objected that education in this school is extensive, lasts too long, the number of pupils is decreasing, the curriculums are over-dimensioned and insufficiently selective, the teaching methods and

techniques are old-fashioned, the relationship pupil-teacher is not satisfactory. The problem is that we do not have a completely built theory (vision) of contemporary school. 3

Today people still talk only about the need for changes in school, changes that lead to improvement or modernization of school.

We will try to explain the characteristics of what we call "Modern school" as an institution. Our aim, by analyzing its educational function and observing it through the prism of moral education, is to offer an ideal image of school that will be rightly called "modern", of course again from the aspect of the contents of moral education in it.

Trying to fit in the parts of the mosaic of what "Modern school" really is, we have agreed with the statement that modern school slowly turns into a learning community, the space of its action expands and its activity does not finish between the classroom walls. The roles of teachers and pupils in modern school are essentially changed. Modern school requires a new kind of a teacher with a polyvalent and leader's profile.

Character traits are very important for being a teacher. He/she has to be a moral person with highest character traits. He/she should look cheerful, optimistic, should have balanced attitudes, speak clearly and correctly. 4

The personal example of the teacher is the best educational tool. A harmony of thoughts, words and deeds must dominate in such a teacher. He/she is an example for his/her pupils in everything. That is why teachers must be honest, dedicated to their profession, righteous, diligent, neat, self-critical, punctual, must have principles, their appearance should be aesthetic and cultural, must be cooperative and emphatic, with serenity, calmness and optimism. Teachers in modern school should have high mental, emotional and moral characteristics which they should transmit to their pupils. They should also have positive general human traits: respect, optimism, honesty, high intellectual and moral characteristics, as well as love toward pupils and work. 5

The new kind of teacher should possess these traits too:

- high level of sensitivity to ethical values;
- greater directing to others than to oneself;
- feelings toward someone else's integrity;
- perceive others as successful, no matter what their current position is, as friendly personalities with high moral values

that are worth identifying with;

- be broad-minded and understanding of other people's acts, without "splitting hairs";
- not perceive oneself as a personality that is needed by other people but as a personality satisfied with oneself. 6

The teacher can and must be a moral example for his/her pupils. He/she should act as a cooperative value in forming the pupil's view of the world. The teacher is an example of universal character traits on one side, and specific characteristics of the educational process on the other side. It is not possible to speak about a modern teacher without mentioning his/her ability for classification, selection of media, cognition at the moment of connotation of messages that come out of the teaching aid or act. As for the image of the teacher, (as an image is an ethical category) responsibility is insisted on as being a criterion of this image. The statutes and codex of professional ethics apply to this. The teacher is considered to be to perfection responsible to the pupil, school, society, job, himself etc.

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Here is what Trstenjak says about which characteristics a modern teacher should possess (what he should be like): "With clear head, powerful mind, warm-hearted, lively imagination, sensitive moral consciousness, powerful ethical and aesthetical feelings, he should make other people happy and he should himself be happy. "7

The pupil is no longer a passive observer of what is happening around him. but an active participant in his education and a collaborator in the educational process, which creates the need for more humane relations, mutual respect and understanding and, with it, more powerful moral acting.

Beside the new roles of pupils and teachers in modern school and adaptation of curriculums to all changes in school, in order to get the characteristic of a "modern" school, it has to take care of a healthy school culture and atmosphere.

Schools with a good atmosphere are characterized by established, tidy and pleasant working environment, established system of order and discipline, open and frequent communication, established cooperation with parents etc.

The school culture is also important. That is the characteristic that makes a school recognizable and that gives a mark to teachers and pupils. It is created with time, it evolves and enriches itself. It comprises a system of procedures, standards, visible rules of behavior, rules of the game, manner of communication among the staff, established atmosphere of order and discipline.

Having established a healthy school atmosphere and school culture, the school acquires the characteristic of a modern school.

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