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EDUCATIONAL INSTITUTIONS, COMMUNICATION WITH PUBLIC AND QUALITY OF THE LIFE

Abstract

This paper considers the question of the connection of educational institutions and their public communication and the impact on the quality of life. Relations with the public for a school are a presentation of its overall operation and functioning. Communication with the external environment allow the educational institution sending an information and receiving feedback, or establishing two-way process of informing. The power of public relations that establishes the schools in the skill at the right time and in an adequate way to activate interest and public attention to the goals, tasks, priorities, traditions and identity which has the same. The maintenance of public relations drive the school to brings changes in its functioning so to become a dynamic school and to create the image of quality educational institution in which the public will have confidence. In achieving the objectives, curriculum and other educational activities, besides the participants directly involved in the educational process, influence also points public policy which should be based on common goals and interests with educational institutions and participants in the educational process. Educational policy and implementation of programs related to educational institutions can contribute to easier and more quality functioning of the working activity of the school.

Key words: *educational institution, communication, public relations, quality of life.*

Instead of introduction

In organization, planning, realization, following, advancement, analysis and evaluation of upbringing and educational activities institutions, exchanging ideas and opinions, sending and receiving information and messages and making stable and efficient connection with its environment is inevitable. That confirmed the term “Every cultural model and every act of a social behavior includes communication or explicit either implicit form”.

Process of communication with public has a special meaning in every upbringing and educational institution with a goal to hear “the voice of public” about defined identity and made authority. Through “the voice of public” every upbringing and educational institution has a possibility to make a correct choice of coordinates that lead to a path of success. This way, work can always be improved

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meaning that real public notes shouldn't be ignored. They suggest to answers how others see us, what kind and how big is rating of an institution, which are its staff qualities. Public relations are actually "identity card" of institution and institution that represent it in public.

From there opened, two-way and non-directive communication of institution with public has one basic goal that is related to incitement of interests and getting feedback information about it directing to opinions, motions, suggestions that will be in function of development and advancement of an entire institution. Communication process is more needed because the possibility of making interactions with other community subjects and emphatic coloring of interaction ensures conditions for bigger quality of living for community members.

Power of institution in making relations with public and making communication and interaction is especially expressed in ability to start interest and attention of environment using goals, tasks, priorities, needs, tradition, structure, identity and development directions of one upbringing and educational institution in at the right time and in the right way. On the other hand, communicational act of and institution with public represents permanent and organized attention of attitudes and public opinions. Communication with public has an informative role at the same time. This way, institution functions as a component of a community. Namely that informs about planning, realization and evaluation in and activity not only occupying public and directing it to a process of active listening than also making conditions for increasing quality and functionality of its activity at the stage of planning developing and strategic plans, or in mission and vision of its own prosperity. This kind of symbiosis of action and influence of upbringing and educational institutions has a big attention on making an open system in a society, community and sense of affiliation and responsibility, individual and collective. All of that remarkably influences of improving quality of life, not only for an individual as a part of a closed system than of an entire community.

About meaning and essence of communicational relations among upbringing and educational institution and public and reflection about life quality

Question about meaning of communicational relations among institutions and public is actualized especially in period of domination of a market economy, changes in educational sphere directing to opening private institutions whose basic action is education or a big and strong communication at the market of educational service and society needs according to technical and technological evolution. Last few years, upbringing and educational institutions, following the trend of big and strong production companies, have been developing and using knowledge of a marketing not only by making presentations of their own institution than also by promotion with a goal to attract bigger number of users of their service and associates.

In an attempt to give a complete answer to a question of communication among and upbringing and educational institution with public theoretical and empiric knowledge move to more directions. Namely, communication of an upbringing and educational institution with public is a great possibility for making interaction that leads to collaboration and partnership that makes that an institution not only confirm its own identity and reputation than also opens possibilities for

collaboration with other related institutions that are system part of a community. Collaboration deepens and expands to other institutions of public and social character that are close to action or can give contributions in upgrading of function and work in one upbringing and educational institution.

On the other hand, communication with public can also have a big meaning for an up-bringing and educational institution because it creates conditions for two-way flow of information and making profile for an open system that should function as an integral part of wider community with other institutions. This way, the declarative and theory of "opening doors of up-bringing and educational institution for public" will be reality with an intention to become practice and a lifestyle.

Communicational relations among upbringing and educational institutions and public ensure conditions for a public mark of work of an institution directing to critics, proposals, suggestions, opinions and motions for a future progress. Effects of this kind of establishing relations are two-way and are related not only to affirmation of an institution than also to improvement of relations in a community and improvement life in it. This is just one way of improving life quality. And again, effects are double because community as a commune of individuals can only be developed as long as its members act together, are partners and in open and empathic dialog exchange information. In other words, collaborating and partner relations, two-way communication and an open access will develop an individual and collective interest and responsibility, feel of affiliation, feel of self-affirmation and it will be a sufficient motivator for further progress of an individual and a community in full. Simply said communicational relations with public have a very important meaning for an upbringing and educational institution in more aspects like: two-way communication relations, presence of a feedback information in a communicational act, making conditions for better development in future of an institution, overcoming inequality among possibilities and needs, keeping vigilance in public attention, building and developing a complete collaboration among an upbringing and educational institution and its environment. Through communicational relations with public weaknesses are being uncovered and good sides of an institution well-marked, and measures timely taken lead to over-passing negativities and failures. In preparation and using developing strategies, an upbringing and educational institution incorporates goals and needs and especially priorities that are results of certain relations with public. It is completely understandable that while progress and bigger success are prefers than it is a bigger need for collaboration and two-way communication also as coordination of influencing among an internal and outer public of an institution.

Content of public relations can be different and committed of a planned need. The intensity is also different and it depends of the priority of goals and needs of an institution and its internal public (staff, service consumers, partners, associates). Public relations will achieve their goals and their will be at the function of an institution as long as an institution has a ready plan and realization program. There exist a few ways of realization of public relations: printed electronic mediums, interviews, public reports, polls, commercials, promotions, presentations and manifestations. Every instrument and technique of communication with public causes an appropriate interest for active listening and makes a possibility for getting new

sponsors, partners, donors as long as it is used at the right time, at the adequate way, with necessary skills and respecting norms of behavior, rules and elements of communicational process. For these reasons, means and techniques of communication with public must be attentively and correctly chosen to complete its goals. Goal of every community is improving quality in life in full. Improving quality of life depends of all factors, effecting, attention, actions, coactions and relations that are integrated in a community. In that sense and communicational relations among upbringing and educational institutions and public have an important contribution to improving life quality. It has been discussed recently about its meaning. Here, we will just highlight that quality of life improves by improving culture of living that is formed with prosperity of every individual and community in full, with communication, with information and feedback information, through emphatic and interaction relations.

Instead of conclusion

Communication in upbringing and educational institutions with public is a problem that gets to both sides, on one side is an institution, on the other side is public and environment and both sides have one unique goal-to improve life quality. From those reasons we talk about efficient functioning of institutions through clearly definite goals, progressive vision and secure missions. The realization of the institution, affirmation and promotions organizational system are essence of public relations. Connections with public have to be permanently upgraded because they have meaning and attention in upgrading upbringing and educational activity of an institution. Taking care of public relations represents presentations of an entire work in an institution. At the same time communication with public can be reported in a role of propaganda program for planed task goals and their achieving by an institution staff. Creative realization with public relation always has positive attention of servicing and confirming identity and reputation of an institution and getting information about their service of effort competitiveness.

Keeping relations with public directs to upbringing and educational institutions to changes in functioning, bigger success and bigger efficacy and efficiency. That way, it contributes upgrading of life and improving its quality. That's why we talk about reflexivity of communicational relations among upbringing and educational institutions and public to a life quality.

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THE PROFESSION – TEACHER AND THE MODERN SOCIETY

Abstract

Since the world has become richer and more complex more time is needed for education. It has forced Europe, including Macedonia, to extend the period of compulsory education to eighteen years of age. But life is not a mere application of a program, but it is the ability to know excitement and feelings, as well as the skill to put these into a relationship with others. So, the race for knowledge continues. This is especially true in this 21st century, in times of dynamic change, computerization and the quest for existence - knowledge is imperative set before all teachers of all subjects. Knowledge is always useful, even when it does not guarantee employment or attainment of success. To a human being knowledge is a treasure that lies in a spiritual treasury that is more reliable than those found in large banks. But nowadays teachers not only need to teach and professionally develop, but they should never forget that they need to educate.

Key words: *profession, teacher, imperative, education, computerization, upbringing, school.*

The world has become richer and more complex so it is needed more time for education. It has forced Europe to extend the compulsory education until the age of 18. That practice was introduced in the Republic of Macedonia as well.

According to the needs of the modern society, the modern technology is being immediately implemented and monitored. In the process of communication the computer became an associated object, condition sine qua non. There is a gradual turn from classical to informational didactics. The computer is now an integral part, inseparable baggage of our lives at school, at home, in movement, in nature. The question is how and in what extend to use the computer in teaching and whether the interaction teacher-student-computer creates a new and different profile of a teacher and an educator? It is indisputable that the computer is a more complex type of pencil which remains an important instrument of knowledge, but if that pencil is seen as a tool by which work gets stronger then we have truly understood the meaning of the new technology. However, work is in the human mind, even in the relations but never in the computer. Hence the question: what kind of teacher is needed to the modern information society? What kind of teacher is needed to the modern school?

The teacher, above all, is a communicator and that requires awareness of how something can be transmitted to somebody. A good teacher tries to start with good expression for better transfer of the thoughts and their authenticity. The class is a model of the society or rather society in a neighborhood. There shouldn't be a

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ruler in it; there should be a teacher, a conductor of an orchestra. The working teacher acts in climate where there is no desire for making the worlds a better place. The most of these teachers, unfortunately, require complete silence and seek to dominate their students as one could do that with sheep. Hence the school should teach us how to live; it is an organism which teaches us about the life. In addition, the most important relationship for the educational institution is the relationship between the school and the family. I think that school life should remain in the school building and parents should fulfill their family obligations but without common interference.

I don't have anything against the computer but I am afraid when one takes that machine as a model for knowledge. If man acts in front of something that is square, it is easy to deceive him and turn democracy into tyranny. That is how the tyrant gets the government democratically, working on the layout instead working on the historical response to the needs of the people and the justice. The school can't keep its' eyes closed in front of this instrument that masters at home, that has taken over the role as head of the family and has the ability to silence all the members of the family. The school should be planned in advance because you can't educate without rules. The lack of rules means unsuccessful education. That means that you have to be consistent and constant, that actually the ethical rules require. Teachers need to be recognized through the eyes of the students. According to the capabilities, one can talk about different types of teachers. Here we want to emphasize that the strength of the society and the school lies not in the perfect potentate but in those teachers who strive to always learn something new and improve. The affliction is not in the knowledge but to know how to learn often and constantly. A good teacher is full of suspicion and shows willingness to solve problems not through horoscope but by using the instruments of the mind and the sense. Today one should be able to see the small difference between performing the teacher's work and being teacher. The teacher's profession is the best way to reach the goals of the mental balance. The school should teach about the life, better living, should give ideas for forming an alliance between the colleagues for mutual assistance in learning how to live, communicate. The teacher can't be born. One can become a teacher through special preparation of the substance and by being attractive and taking care of the physical appearance of himself and the school. If you are a teacher you tend to wear clothes that differentiate you from the students. Clothes don't make the person but they are an expression of its style, an element of communication. Within the modern educational process the teacher should have the courage to change constantly. Starting from the pre-school period, the stable teacher should become an integral part of the kindergarten or rather the family environment. Furthermore within the framework of the kindergarten and the primary school one should investigate outside the family, learn and teach through entertainment options, individually and in group with others. In the later period the teacher should be gradually introduced to the life of the students. His task is to teach constantly through a strategy or a program. One of the primary tasks of the teacher in the modern society is to prepare the child-student for the life, the competition, the fight. Only so would the doors be open for the student for entrance into a higher level of education. The society needs people who win, so it has to choose them first and

satisfy their needs, and only then come the once that are next on the list. The social struggle is not easy and it isn't about being a winner but it is about staying in the race.

The story of power begins for the child/ the student or the young man, which I don't like but seems to be necessary in the logic of this society based on money, profit, success. However, one feeling should unify us all – to love the children, to help them grow up and become good and useful members of the family and the society.

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