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Педагошки факултет „Св. Климент Охридски“ – Скопје  
Република Македонија

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Ss. Cyril and Methodius University  
Faculty of Pedagogy “St. Kliment Ohridski” – Skopje  
Republic of Macedonia

**VI меѓународен балкански конгрес за образование и наука:  
СОВРЕМЕНОТО ОПШТЕСТВО И ОБРАЗОВАНИЕТО**

(Охрид, 29. IX - 1. X 2011г.)  
*Зборник на трудови*

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THE MODERN SOCIETY AND EDUCATION**

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## MODERN DEVELOPMENTAL PROCESSES, EDUCATION AND EMPLOYMENT

### Abstract

The transfer of culture from one generation to another is one of the main objectives of education. Education gets an important place in the formation of a new type of a man who is building the information society. This is reflected in the search for new models of communication, democracy and humanism. Informatics is a science that studies the theoretical foundations of information and computing and their application in computer systems (whether abstract or not). The context of the progress of technology and communication includes the Internet which offers various and modern ways of communication and learning for pupils and teachers. Computerization is growing, and for education specifically it is an important element that can improve the quality and content of knowledge in general. An employment contract is a document which determines the relations, rights and obligations of both sides that sign the contract, i.e. between an employer and an employee.

**Key words:** *company, school, internet, agreement, employee.*

The educational policy of each country is to provide opportunities for acquiring the appropriate level of education for everyone and for all age groups, and to ensure that they possess the knowledge, skills and attitudes which are in accordance with the requirements of the society and the labor market. Education must be accessible to anyone who lives in his/her own country, regardless of his/her age, gender, religious affiliation, ethnicity, health status and social and financial position. With his/her professionalism a professional serves the society both to realize and solve tasks from a given area, and to perform their own set goals.

***Education can be defined as a whole sum of what is learned from books and educated individuals. In fact, education is something that the individual has acquired through learning.***

### Different approaches to education

- Historical-comparative approach  
This approach allows the determination of differences, but cannot answer the question which society that is good and which is bad.
- Ideal-typical approach  
This approach tends toward the fact that it is not enough to know something as something to achieve, but we need to know what and why something should be achieved.

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- Functionalistic approach  
According to this approach, the basic task of socialization is to instil into individuals the basic values that contribute to better functioning of the system.
- Structuralist approach  
This approach sees education as an object of disciplines. Basic directions of this approach are: education and leisure, education and labor, education and politics, etc.
- Analytical approach  
Analytical approach aims to analyze the core of education itself.
- Normative (humanistic) approach  
This approach is based on the supposition that education should represent a freedom of choice of every individual.

We sometimes wonder whether there is a difference between education and upbringing.

Upbringing is characterized by orientation, intention and ideology so we can say that upbringing and education are connected. Education without upbringing loses its pedagogical value. These procedures cannot be separated so we cannot understand that at one time an individual is being educated, at another brought up, and in some subsequent period trained.

***Education and upbringing are mutually intertwined through which fact they acquire experience, develop capabilities, evaluation, control of behavior, relationship to the surrounding.***

Due to the inability to differentiate between upbringing and education a common term "education" is used, which means both upbringing and education. This term is most present in the Anglo-Saxon area where human education means that an individual develops effective forms of behavior and managing in different situations, and he/she has acquired special skills for successful action, thinking and behavior.

When we mention the terms education, learning and training they seemingly look the same but are still different; they have their own specifics.

Training is systematic development which consists of a set of knowledge and skills which require individual responsibility in performing tasks. Training is often included in the field of education and they have a connection.

Learning means all the processes an individual passes from beginning to end of life. Therefore, learning causes changes of an individual in society.

Training covers only one of the skills for a particular function, i.e. an individual is improved and guided in a direction which penetrates deeper into the issue of what he/she had studied, and, in one word, he/she could be called a professional for a given area.

**The difference between training and education is that training is of temporary nature and education is of permanent character.**

Opportunities for advancement on the economic and social ladder are not associated with the accumulation of capital any more, but with knowledge and possession of a degree. The success achieved by passing exams and not by way of

increasing wealth is thought to mean success for entering social mobility, *i.e. individual success in education is the key to success in society.*

*The sociologist R. Turner believes that social mobility in the United States is the result of competition and is different from that in England, which is sponsored.*

- *Mobility based on competition* compares to race where all have equal conditions for a limited number of places.
- *Sponsored social mobility* is present in the English system where the established elite and its agents choose individuals whom they recruit and give the same status based on criteria and established values.

*There is a noticeable* excessive narrowing of society, selective opportunities as well as a possibility of losing talents. *The goal* of the English educational system is to develop and rely on the educational elite, while that privileged group had to be separated from others and with special academic education be prepared for higher positions in the social hierarchy.

*In the Soviet Union it* has always been emphasized that the most talented should have access to education, regardless of social status, gender, religion, and political affiliation. Education should be made available to the most gifted and able children and not to those who earn it on any other basis.

Yet *educational mobility*, no matter in what form it occurs (competition, sponsored or a combination of both forms), *is only one of the keys that open the door to social mobility.*

It was usually believed that education and school success were the ways through which the process of advancing on the steps of social hierarchy could be most easily achieved. But mobility through educational channels is not always the solution of economic and professional problems of most people, although it is a necessary requirement.

Although school is used as a channel of social mobility for the purposes of professional advancement, it should not be expected that anyone who is more educated will occupy a higher place in the world of labor and social hierarchy.

Until now *education can be said to have opened roads to the ambitious*, but in the future it is not certain that those who seek success can rely solely on it.

From generation to generation children from families that are already in high places *tend* to take over high places in society.

If the social status stands in functional connection with school preparation, then *you should expect* that the most talented and educated individuals in society will assume the highest and most responsible social positions and get the most social recognition, *which is not the case in practice.*

*This practically means* that only a very small portion of each generation can successfully get to the highest points of the social hierarchy and that a big group has to be satisfied with modest advance on the mobility scale.

*It is particularly important to emphasize that the system which is based on a high degree of division of labor and specialization of functions requires a high degree of mobility in order to complete the numerous functions in the social organization. The social system can not function without a variety of different specialists.*

This is a time of modern trends, with enormous progress of information technology, telecommunications, medicine, astronomy and other areas of today's life that offer numerous opportunities but also require adaptation and re-directing towards the new needs of the present.

The word profession originates from Latin (profession) and means occupation, job...

Professionalization is a lengthy process which, according to H. L. Vilenski, has the following phases:

- Increased number of individuals who deal with the necessary activity;
- Providing professional education;
- Formation of professional associations;
- Making efforts to protect their professional groups;
- Establishing a code of professional ethics

According to the development of professionalism professions are divided into:

a) Complete professions are also called classical or traditional occupations, which include attorneys, lawyers, architects, doctors, university professors, economists, engineers, and various specialists in natural sciences.

b) Semi-professions are those that are still in the stage of professional development. School teachers, nurses, social workers, librarians, etc. belong to this group.

A profession has 5 elements that are necessary but not enough for shaping and reproduction of professional activities, but interweaving of these five elements is still allowed; they are as follows:

1. a systematically rounded up theory,
2. existence of a professional authority,
3. institutional insurance, or protection of professional status,
4. ethical code and professional association,
5. specific subculture.

Education, whether it is formal or informal, is an activity aimed at developing knowledge, moral values and understanding required in all areas of life. The function of education should be understood not only as a transfer and acquisition of knowledge but as a process of spiritual, cultural and civilizational development of modern man. In this context, education allows each individual to find his/her place on the labor market.

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## **PROFESSIONAL RETRAINING AND SUPPLEMENTARY EDUCATION FOR INFORMATION SOCIETY**

### **Abstract**

The last decade of the XX century and the beginning of the XXI century have seen numerous innovations in the educational system and institutions caused by changes in the surrounding. On one hand deep changes in humanism and social establishments have occurred, and, on the other hand, the technical-technological is in expansion. In such conditions, when the speed of transferring information increasingly grows, the out-of-date manner of work results in producing personnel that is inappropriately prepared to respond to the needs of the labor market. A need emerges for acquiring new knowledge and skills, and this in turn imposes the need to use modern educational technology in order to establish qualitatively new relations between the participants of the educational process. For this aim, the teacher, being the carrier of the educational process, should always keep pace with the innovations being brought by the new information society, i. e. he/she should have additional training by taking part in various projects, training programmes, etc. In this way, apart from their classical knowledge, teachers will have to develop new skills and abilities. In order to keep up, they should learn to accept efficient strategies, such as regular reading technical publications, undergo permanent training, visit various Internet web pages, etc.

**Key words:** *traditional, modern, education, teachers' training, ICT.*

We can change school forms, lessons and curricula, we can build modern schools, form small classes and get equipment that is the latest trend in technique, we can organize counseling and introduce new teaching aids. But, if we do not turn to people, teachers, pupils, parents, in order for them to change, direct themselves towards permanent meaningful orientation, all these organized efforts are futile.

Contemporary life is characterized by great and rapid changes in all spheres of life and work.

*“The world of changes is a world where a change is a journey from an unknown station, where problems are our friends, and where asking for help is a sign of power.”(Fullan, 1995, S.2)*

The world of changes indicates that there is no absolute happiness in life or permanent harmony, but at the same time that in such a world there are people who

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succeed much more than others; of course, they are the people who know and can perceive the change, cope with it and initiate it. Our goal is to strive, if possible, not to see changes as a possible obstacle in our development, but as a road sign in life leading us to the source of happiness towards which we all aspire.

These changes have implications in the educational domain also. The range of knowledge gained by the humanity is increasing impressively, a range that in turn has influence on the existing concepts of education concerning the change of goals, tasks, contents, and methods. In such conditions of very rapid development of science, schools cannot cope appropriately. Instead of adapting to new times and requirements, they try to prevent the course of changes regretting “the good old time”, which initiates wide criticism of traditional teaching. A number of weaknesses are emphasized concerning the forms used, methods, means, position and role of teachers, position and role of pupils, manner of learning consisting of memorizing facts according to a structure prepared in advance, etc. Such old-fashioned method of work leads to producing staff that are inappropriately prepared to answer the demand of labor market. So a transformation and a change in all aspects are required in that direction, i.e. a change in teaching strategies which are considered to be reduced, isolated, directed exclusively towards the teacher with the aim to make teaching more interesting and more acceptable to pupils, as well as directed towards the recipient who is asked to critically interpret and actively participate in learning. Thus a need emerges for acquiring new knowledge and skills, not only on the part of the pupil but also on the part of the teacher, which in turn imposes a need for using modern educational technology and establishing qualitatively new relations among pupils in the educational process. As an imperative of the established philosophy of life-long learning, a need is imposed to institutionalize a system of continuous education and education of adults. For this aim it is unavoidable to get familiar with modern technology in all spheres of life as well as in education. However, using new technologies in the educational process is faced with many problems and controversies. The better-off segments of the society such as business, military industry, police, banking, are the first ones to use new technologies and profit from them as all other segments should. We are witnesses of the fact that new technologies are not easily accepted in education, and this trend is expected to continue in future. Integrating technological novelties into education has traditionally been a slow and laborious process. There are still schools and families that do not have access to new technologies. The more important these processes become in education, the greater is the retrogression in modern learning that is due to the lack of this access to new technologies. In order to prevent complete retrogression of education, modern teachers are those who should become involved on large scale in speeding up the introduction of new technologies in modern teaching. Although educational informers have already understood the importance of technology, they still have not established a strategic, unique vision of how to change the whole system of education in accordance with the new era. Even today, when the dissatisfaction with the traditional system of learning is increasing and when there is consensus about real need for changes, there is considerable discord about the role of technologies in the restructured system.

There are many fears and dilemmas in teaching staff concerning the questions whether certain teachers' functions will be replaced or their role will be changed; should we only improve the existing methods or change the very nature of education; will distance learning overpower the traditional concept; will they be able to learn successfully to use new technologies, etc. However, as it was said at the beginning of this paper, changes in the educational system should be understood as a challenge, not as a problem to be feared of. But we should also bear in mind that changes should be introduced gradually as sudden braking of this continuity can cause uneasiness even in good teachers. Innovations call for "new people" which provokes fear in teachers about their being replaced; but it does not mean only to introduce "fresh blood", as the absence of experienced staff can lead them to lose the feeling of direction in the educational process. Training, developing team work, attending seminars, workshops etc. can create "new people" from the existing and experienced personnel. All this is the subject of wider debates, analyses, workshops and projects. With the help of summed results of these, we can conclude the following: central principles of building of an effective system of education are the following:

- 1. Role of the teacher** – This role will continue to be of essential importance although it will be radically changed, i.e. technological resources will help teachers to transform from "the person who gives information" into "a reservoir of knowledge".
- 2. Multidisciplinary approach** – This approach will pervade, i.e. isolated knowledge and skills will become integrated activities including various skills.
- 3. Solving problems** – Using new educational technologies, databases, online information, multi-media systems etc. will enable solving more complex and real problems.
- 4. Assessment** – Assessment methods will be changed and they will enable confirmation of knowledge and creative abilities of pupils.
- 5. Introduction of new forms of education** – Distance learning is one of these and already widely accepted in the world. Using the latest technological discoveries enables us to realize teaching by means of Internet from one country to another although they are far.

It is obvious that the teachers of today as the ones who realize the teaching process will have a role and opportunities completely different from their predecessors. They will have to develop new skills and abilities to accompany their classical knowledge. In order to be able to keep up with the changes, they will have to learn to accept effective strategies such as reading technical publications, attend permanent training, visit various Internet websites and apply their new knowledge. Teachers must also have a vision of their working aims and they must recognize the infrastructure needed to make their vision real; they should try to build a technological support system for their job. These activities must become a part of future teachers' repertoire. New technologies will keep on reminding them they can and should never be satisfied with the methods, knowledge level and results.

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