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THE DEMOCRATIC RELATIONS IN THE TEACHING IN A DIRECTION TOWARDS CREATIVE AND SIMULATIVE LEARNING ENVIRONMENT

Abstract: Socio-economic changes and the expansive technical and technological development brought certain trends in education, which again in turn raised the need for appropriate changes in the overall structure of teaching. These intentional changes are aimed at ensuring continued effectiveness in teaching and adequate supply of the quality of education. One of the trends in the educational process is primarily aimed at changes in the environment for learning as the primary factor in providing quality knowledge. In this sense, the modern educational trends underline the importance of learning environment and above all to such an environment that will motivate and stimulate students and research activity in order to understand the complexity of the world that surrounds them. From here one of the priority issues that are posed is how to create a learning environment that encourages learning and development. The complexity of the issue raises more answers. One of the preconditions for establishing a creative learning environment is to establish democratic relations in teaching. Given the complexity in the form of the problem, our attention is directed toward democratic relations in teaching and their role and impact on creating an environment for learning and development. The paper in its conception treats several issues. First they treat the question of the essence and meaning of learning environment that teaches the subject. What is the basis of democratic relations in teaching and what are its key features is the second issue. In the third section we attempt to identify the impact of democratic relations in teaching on the creation of an environment that stimulates learning and encourages development.

Key words: democratic relations, teaching, learning environment, creativity, simulation

Introduction

The changes in society are a product primarily of the development of technique and technology. The consequences of that development are strongly reflected in the community and the relationships therein. The introduction of information and

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communication technology raises certain trends, which in turn imposes the need for appropriate changes in organizational structure of teaching. The main intention is directed towards continuity in the effectiveness of teaching and excellence in education. On the other side of the political and social landscape there have emerged new relationships that created a platform of society marked political pluralism, and equality among people. This dictates new relationships defined as democratic. In that sense, relations in society in its essence and characteristics have strong influence in all segments of society and define the relationships within them. This does not preclude teaching as a social phenomenon. For these reasons we speak for relevance to the issue of establishing democratic relations in teaching. This is not a new question, but still a current one. Totality of these changes with a strong reflexivity drive the educational process towards creating a learning environment that will motivate and stimulate student research activity in order to understand the complexity of the surrounding world. From here, one of the priority issues that are posed is how to create a learning environment that encourages learning and development. The complexity of the issue raises more answers. One of the preconditions for establishing a creative learning environment is to establish democratic relations in teaching. Given the complexity in the form of the problem, our attention is directed toward democratic relations in teaching and their role and impact on creating a learning environment that motivates and stimulates growth.

The learning environment - an important factor for the subject who learns

“I know I cannot teach everything, I just build a
Secure environment and learning opportunities because learning is
Something that students do, not the teachers”
Karl Rogers

In the literature we can find different goals for the term learning environment, but common to all these is that the environment is a learning place in which individuals were collected to teach-teachers and individuals to teach-students. It is a place where the teacher manages the learning process. One of the issues that are of concern in this paper is how to create a learning environment that stimulates learning. Moving the thought in that direction, we will try to determine the structural components of the environment for learning and point to several aspects of creating a learning environment that motivates and stimulates. The surroundings in which children learn can greatly influence their academic performance and well-being in school. The

architecture, layout, décor and facilities of their school all play a vital role in shaping the learning environment, yet the importance of this particular aspect of school life can often be overlooked. The learning environment plays a very important role in creating a happy learning atmosphere. A conducive environment can improve students' active participation and the effectiveness of teaching. That is why we need to review the learning environment. The learning environment in a classroom includes the physical conditions of the classroom (temperature, hygiene, air circulation, interior design, etc), the arrangement of the classroom, its management and use of learning resources. For this activity discussion we will focus on the use of learning resources, the arrangement of the students and displays of student work. For the education in school to be effective, the environment needs to be conducive to learning, allowing the pupils space and time to interact within the learning and teaching process. Creating and maintaining stimulating learning environments can be achieved through effective classroom organization, interactive and whole school displays and a climate of innovation. The question is Why the Learning Environment is important? Namely, The Learning Environment involves both the people and the space in which children develop and learn. An appropriate physical environment is one where children feel safe, cared for and relaxed because they are in the continuous care of one, or a small number of, adults who are responsible for them (this includes a childminder's home). An appropriate physical environment offers access to an outdoor as well as an indoor space and should provide a place where children have opportunities to explore, learn and develop with the support of sensitive, knowledgeable adults. Very important point is the sound of sentiment in the middle of learning. Thus knowledgeable adults who children trust and who observe and respond to their needs are an essential part of the Learning Environment. From here we can say that it is necessary to actually create a positive learning environment. What is a positive learning environment and how is it built? Can we simply say that Positive learning environment support the developmental needs of students not only academically but also socially and personally. These are places, such as classrooms, where children feel comfortable with themselves, safe amongst their peers and motivated to learn. Since students are unique individuals and come from a variety of backgrounds and experience, a positive environment may not occur naturally but require careful nurturing from the teacher or adult in charge. Rules and expectations that promote positive learning environment in the

classroom are a way to help create an environment of respect and learning. Rules and expectations stated with positive language are a first step to creating a positive environment for learning. These rules should be applied fairly to all and be achievable for the age group. An expectation that students will "raise a hand if in need of assistance" is positive when compared to informing students that they "do not call out answers." Using rules and expectations to promote a positive learning environment means making sure all students are aware of these rules. In some situations, students in the class might be involved in creating the rules, thus providing a sense of ownership in the classroom environment. Other situations might call for the rules to be stated clearly and then an activity or game used to make sure each child understands them. Determining exactly what students expect from us and what we expect from them is a key to creating a positive classroom environment. The benefits to a positive environment are powerful. It provides students a place where they can be safe, respected and grow academically and personally. This is nurtured and encouraged by the teacher or adults through rules and expectations placed both on the students and the teacher. For the purposes of learning environment can still speak. But that is not our intention. The aim of this paper is to actualize the question of the role of democratic relations in education in creating a stimulating learning environment. The text that follows will address it.

The essence of the democratic relations in teaching

The second key issue which is treated in the paper is the question for democratic relationship between teacher and student teaching. It is known that the educational process in its nature and essence is a specific and inter personal interactive relationship between teacher and student and among students. It features a contradiction and intense dynamics. More specifically, democratic relations in teaching, their meaning and function are the product of changes in relations in society. To understand the meaning and function of democratic relations in teaching it is more than necessary to study in the spirit of democracy in society. Here we will try to present a strategy of growth which takes place between the contemporary perspectives. It is a strategy of democracy. Why democracy is attractive? Part of the appeal of democracy lies in the "rediscovery" as a way and place for a mediation between competing individual and collective projects. (Heald, 333) The democratic relations in society emerged during the plurality of identities of the political scene and

the number cultural forms and interests. In these circumstances democracy is based on differences that inevitably arise in discussions, negotiations and the degree of tolerance. Democracy as a system offers a form of life that is fair and just way of providence and agreements and the negotiation of values and proper judgment disputes about value. In this sense, democracy determines Heald as the only system that is "narration and meta-narration that can legitimately and legally establish a framework and restrict the conflicting departments" narratives "or narratives and descriptions of the problems we face in the modern era in which we live. (Heald, 334) The question is why democracy and why now. The foundations of democratic conceptions of relations lie in the autonomy and independence. They imply the capacity of individual conscious thinking, and are self-effecting and self-determination. This involves the ability to accurate judgment and deliberation, the right choice and action to different purposes and in different stocks, notes Heald (337). The principle in autonomy is establishing a system of collective and reflective decision making. It involves active participation in every kind of activity that is simultaneously right and obligation. In addition there is the concept of freedom according to which individuals should be explicitly protected which means that one cannot impose on others. If the principle of democracy is applied than conditions that will apply are very important. The theory of democracy is possible when it is concerned with theoretical-practical problems and the organizational-institutional issues. Application without defining the possibilities for the application is declarative, thus losing the true meaning of the principle. If someone chooses democracy, then he must also choose the way of operation of a radical system of rights and obligations arising under the necessity of respecting the equality of rights of others and to gain some certainty that all have the opportunity to enjoy the general structure of the activity, says Heald (354). The social democratic relationships that strongly reflect on teaching, involve relationships of respect, cooperation, autonomy and equality between teacher and student.

With the democratic relations in teaching to a simulative and creative learning environment

The problem of creating a stimulating learning environment in terms of relationships in teaching is the focus of our attention. The problem is complicated and complex. But if we realize and understand the essence of democratic relations in teaching,

then be sure to create a platform that is based learning environment that stimulated and motivated environment that is creative and creative. So here we will mention some important features of democratic relations in teaching. For Damjanovski, democratic relations in teaching are characterized by: the real dialectics of interaction between teacher and student, and students themselves; the subject position of the student in teaching. The student is subject if he is seen as autonomous and independent personality. Democratic relations are relations of teaching acceptance, encouragement and respect the needs, interests, desires and initiatives that each individual freedom of each student. (Damjanovski, 1989.71). They create conditions of a symmetrical communication that develops practice of cooperation, unity in negotiating and decision-making. Such relations in the teaching learning environment modelled in terms of positive, relaxed atmosphere. These relationships create an environment that is a collaborator, free, environment in which every person who teaches has the ability to move freely and express, to think and create, to explore, propose and act. Environmental learning in which democratic govern relations between teacher and student is an environment that stimulates thinking and developing an environment that encourages activity, initiative and creativity, in a word environment that is stimulating and creative. In such an environment also run processes of socialization and individuation. It encourages fellowship; develop mutual respect and understanding, exchange ideas and proposals that are rich in the vocabulary of every student. You develop a sense of belonging and job satisfaction; develop human qualities such as consistency, persistence, persistence. Such a learning environment produces efficiency in learning and teaching quality and knowledge.

What can we conclude?

The progress of the community today cannot be imagined without the active participation of all its members. Conditions for active participation of all members of the community are possible only with democracy in the relations between them. Democracy as a platform of relations in society at the same time is a platform of relations in teaching. Democratic relations in teaching are modified expression of relations in society. From here their identification, development and transfer from macro to micro plan is closely related, and can even be said that significant development of the teaching practice of liberation and development, independence,

creativity, critical thinking in the operation of direct participants in teaching. These relations themselves speak of the learning environment that is free from the constraints of subordination and hierarchy. But here we feel the need to point out the fact that the environment for learning how to be governed by its form, positive and motivating spirit and content of its action lies in the relationships that govern it.

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