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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

**VI International Balkan Congress for Education and Science:
THE MODERN SOCIETY AND EDUCATION**

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Marija LEONTIK¹ (Macedonia)

THE UPBRINGING DIMENSION OF THE EDUCATIONAL INSTITUTIONS

Abstract: Modern society needs the active engagement of teachers in every level of modern education because some families do not have the opportunity and capacity to perform at the desired level and sometimes are likely to transmit prejudices to their children. Modern education should offer new aspects and possibilities, so that children will have the opportunity to overcome their prejudices and prevent them from becoming a barrier in their life. Especially modern education requires the teachers' mobility in multiculturalism since multiculturalism grows into a style and way of life. This humane way will better our life. All of this will be supported in my paper with one cultural event which happened in May 2011, in "Tefeyuz" and "Kole Nedelkovski" Primary Schools involving the students. This cultural event was a part of a project named as "Interethnic tolerance, interethnic cooperation and coexistence."

Key words: *modern society, modern education, modern teachers, multiculturalism, modern life*

1. Preface

The contemporary society demands active involvement of the educational institutions in the current educational tendencies influencing the work and study` quality. The primary subject matter in the contemporary education should be the multiculturalism providing that Macedonia is a multicultural country, and it should become a lifestyle and a way of life, thus improving the quality of life. Though, we must admit, a large percent of the population in our country has prejudice on this subject matter. The children should be offered new aspects and situations as an opportunity to overcome the prejudices so they do not become an obstacle in their life, through the upbringing dimension of the educational institutions and contemporary teaching stuff.

2. Overcoming the prejudices through the upbringing dimension of the educational institutions

The main organ of the upbringing dimension of the educational institutions is the teacher, accordingly being the instigator in the mission for incorporating the multiculturalism in both-teaching and life. In order to be able to instigate such mission, the teacher himself should overcome the prejudices primarily. If the teacher is not indulged in self-improvement, he will have difficulties in accepting the dissimilar, and will become more amenable to social and environmental

¹ Marija Leontik is a docent in turkish language in the Department of turkish language and literature at the Faculty of Philology –University "Goce Delcev" Shtip.

prejudices. Unconsciously, he would convey the prejudices to the children, or reinforce the existing ones. The prejudices that are encountered during the lectures and the everyday life in our country can be divided into several groups, and in order to overcome these prejudices, every teacher should find a way, through certain forms and activities, to state that²: 1. every nation is precious; 2. the history belongs to the past, we can't change the past, but being mutually related, we can change our attitude towards it to less upsetting, and we can build a bright future by drawing a moral of the past; 3. Every culture is precious making the society and the world diverse; 4. every language has beauty enriching the society and the world; 5. every religion is precious enriching the society and the world and providing them spiritual power; 6. we should tolerate matrimonies and relationships between different races, nations and religions; 7. the children born in mixed marriages are society's wealth; 8. pressure shouldn't be put on the parents and the children and any interference should be avoided in the decision about the language in which the education will be acquired; 9. pressure shouldn't be put on the parents and the children and any interference should be avoided in the decision about the school; 10. If it is possible, all different holidays should be celebrated together.

It's a fact that multiculturalism can be realized through the upbringing dimension of the educational institutions. I was fortunate to be a guest and a witness to an activity from the project "Fostering the ethnical tolerance, understanding and coexistence between Turkish and Macedonian nation" led by the elementary school teacher Pepica Pavlova from ES "Kole Nedelkovski" in cooperation with the history teacher Dzejlan Rushid.

3. A model project in multiculturalism dealing with the upbringing dimension of the educational institutions

Usually project managers in multiculturalism are scientific workers and specialists which create and plan excellent theoretical projects, but being remote from the direct participants, their realizations are frequently unsuitable and the effects weak. Therefore I would emphasize the project "Fostering the ethnical tolerance, understanding and coexistence between Turkish and Macedonian nation" written by the elementary school teacher Pepica Pavlova. In the very beginning of the project she states that it is to be realized through "1. Revealing the historical tight bond between Turkish and Macedonian people; 2. The mix of cultures, customs, language; 3. Revealing the emotional fluid between these nations which initiates building a proper civil society... Concerning the goal of these activity she says: In order to commence a rapprochement of our nations, I intend cooperation and friendship between my students and the students of ES "Tefejuz" - Skopje who study in their mother tongue - Turkish language, providing that my students will make friends with foreign language speakers without leaving their homeland, mutually exchange information about our connection, tolerance, religion and coexistence, yet acknowledging the differences. She stresses: I followed the most

² These points were presented by the author of this paper in the commentary titled "Makedonya'daki Türkçenin Ana Dili ve Yabancı Dil Olarak Eğitiminde Kültürün Etkisi" exposed on the 9th of May, 2011, at the 16th International Symposium on Turkish culture held in Skopje.

humanistic principle in social behaviour: to become enriched by accepting differences, yet to become attached by searching for the similarities³.

What is fascinating is the diligent and thorough preparation of every aspect before the meeting between the both classes from the schools.

4. A successful realization of the project “Fostering the ethnical tolerance, understanding and coexistence between Turkish and Macedonian nation”

The first meeting between the students from these schools was held in ES “Kole Nedelkovski”. The guests from ES “Tefejuz” were greeted in a traditional way, with an unleavened cake and salt served by children wearing traditional garments, with a Christmas ambience and a Macedonian traditional food made by the students’ grannies. At this meeting, students’ personal works were read, sung, danced and eaten. Valentina Bozinovska, the president of the government commission for confessionary relations, hosted the meeting and talked to the children about the similarities and differences between confessions (Christianity and Islam).

The second meeting between the students from these schools was held on the 17th of May, 2011 in ES “Tejfuz”. In the appointed time the students from “Kole Nedelkovski” arrived, greeted in a traditional way by children wearing traditional folk turkish garmets. Initially, the hosts performed a programme presenting the Macedonian poet Kosta Racin, his life, work and poetry read both in Macedonian and Turkish. Afterwards, they listened to Turkish songs and melodies. The guests presented the poetry of the Turkish poet Ali Akbash, partly in Turkish, and partly in Macedonian translation. Later, I was invited to present the Turkish poet Ali Akbash and his book of poetry “Kuş Sofarası – Birds dining table” released bilingually (Turkish-Macedonian) by the publishing house “Toper”.

My presentation was about my acquaintance with the poet and his family, my translation of his poems and the topics developed in his poetry. During the presentation I read a letter sent from Ali Akbash to the children: Dear children of fraternal Macedonia, I was overjoyed to hear that you read my poems. If you like them, part of the credit goes to the teacher Marija Leontik due to the successful translation to Macedonian. The “Bird’s dining table” is so wide and abundant, that can gather all the children in the world. Since children generously share any kind of wealth. In this occasion, I wish you all health and success, I’m sending kisses to you and sincere greetings to your precious teachers and parents.

Ali Akbash

At the end, together with the students we recited a poem Ali Akbash parallelly in Turkish and Macedonian. I have to admit though, there isn’t a poem as enchanting as that coming out of children’ mouth.

Afterwards, everyone was invited to a cocktail. The table was filled with Turkish specialties. As the teacher Dzejlan Rushid told me, the biggest part of the specialities, including the turkish tatlja, were made by the students’ parents. After

³ This is an excerpt from the project “Fostering the ethnical tolerance , understanding and coexistence between turkish and macedonian nation” by Pepica Pavlova.

the children hurried to try the food, they continued to dance and hang out as if they were friends for ages. It's probably positive that children make friends in the most quickest and the most spontaneous manner.

Apparently, the goal and the mission of the project ,realized in cooperation with these schools and conducted by the teachers Pepica Pavlova and Dzejlan Rushid, is accomplished. The teachers' diligence deserves appreciation and respect, so this experience makes me morally obliged to write it down and present it, in order to serve as an example and inspiration for many competent individuals trying to pursue a similar project.

5. Reflections on the second meeting in the project “Fostering the ethnical tolerance, understanding and coexistence between Turkish and Macedonian nation” and the meeting between the students and the poet Ali Akbash

At the second meeting I have implied to students from both schools that the poet Ali Akbash will arrive after a month, but he, accompanied by his wife Ajten, arrived eight days after the first presentation, as a guest to the Turkish cultural centre “Junus Emre” in Skopje, managed by Tajfun Kalkan. Everyone was pleasantly surprised, determined to give him a warm welcome and to arrange an impressive programme and presentation while being in Skopje.

The first presentation with the poet was held on the 25th of May at 10 a.m. in the school “Tefejuz” attended by the students that participated in the second project meeting, as well as students from other schools. The second presentation with the poet was held the same day at 4 p.m in the hall of the “Osten” gallery. Wide macedonian readership along with the students from ES “Kole Nedelkovski” attended this presentation. Throughout the presentation the poet was engaged in reading his poems, talking to the students, and listening to them reciting his poems. The poet himself was astonished to hear that his poetry sounds so charming in another language, Macedonian in this case. At the end of both presentations, the Turkish cultural centre “Junus Emre” and the publishing house “Toper” donated numerous copies of “Bird’s dining table” to the schools’ libraries.

Thus, the cycle of three presentations of the poet Ali Akbash and his book “Bird’s dining table” was successfully completed. Many of them worshiped the poet before they get to know him personally, but as the teacher Pepica Pavlova asserted, meeting the poet signifies a valuable occasion for the students, so that they started to admire him even more.

6. Conclusion

The contemporary education demands the teacher’s mobility regarding the multiculturalism, as well as benefiting from various professionals and institution, in order to become a lifestyle and a way of life in Macedonia, consequently improving the quality of life. This was presented through the project “Fostering the ethnical tolerance, understanding and coexistence between Turkish and Macedonian nation” initially realized within the educational institutions, subsequently reflected at the meetings with the poet Ali Akbash, supported by their organizer, the turkish cultural centre “Junus Emre” and the publishing house “Toper”. It is a further proof

that good intentions connect people and institutions, leaving a positive effect and precious memories to all the guests and attendants.

The upbringing dimension of the educational institutions was contained in the three presentations, approaching the multiculturalism to the students so they can practically experience it. Moreover, through these presentations the students acquired new experiences regarding: 1. The differences and similarities between the students' mother tongues (Macedonian and Turkish) which didn't impede the communication, but quite the opposite, it incited curiosity; 2. The similarities and differences between confessions (Christianity and Islam) which didn't impede the cooperation and friendship, but quite the opposite, it incited interest; 3. The similarities and differences between traditions (Macedonian folk garments, Macedonian music and Macedonian specialities, Turkish folk garments, Turkish music and Turkish specialities) which was not met with resistance by the students, but on the contrary - it entertained them; 4. The culture of articulation in both: mother tongue and foreign language 5. The culture of participating on a book presentation; 6. The culture of buying a book.

Translated from Macedonian by:
Krste Iliev, M.A.