

**ЮГОЗАПАДЕН УНИВЕРСИТЕТ
“НЕОФИТ РИЛСКИ”
МЕЖДУНАРОДЕН МЛАДЕЖКИ ФЕСТИВАЛ
“ЕВРОАРТ 2008”**

**НАУЧНА КОНФЕРЕНЦИЯ
“ИНТЕРКУЛТУРЕН ДИАЛОГ
И ИНТЕГРАЦИЯ”**

12 - 13 май 2008

SOUTH-WEST UNIVERSITY “NEOFIT RILSKY”

**INTERNATIONAL FESTIVAL OF YOUTH
“EUROART 2008”**

SCIENTIFIC CONFERENCE

**“INTERCULTURAL DIALOGUE
AND INTEGRATION”**

May 12 - 13, 2008



**ПРОГРАМА
PROGRAMME**

МЕЖДУНАРОДЕН МЛАДЕЖКИ ФЕСТИВАЛ "ЕВРОАРТ" 2008"

МЕЖДУНАРОДНА НАУЧНА КОНФЕРЕНЦИЯ "ИНТЕРКУЛТУРЕН ДИАЛОГ И ИНТЕГРАЦИЯ"

12 - 13 май 2008, Благоевград

ПРОГРАМА

12 май 2008, конферентна зала х-л "Ален Мак"

9.00 - 9.45 Регистрация на участниците

9.45 - 10.15 Откриване на конференцията - г-н **Тоон Стрепъл**, ръководител на Информационния офис на Европейския парламент в България
Водещ: доц. д-р **Татяна Стоичкова**

10.15 - 10.50 Пленарни доклади:

- доц. **Светлана Христова**, ЮЗУ "Н. Рилски", Благоевград - Интеркултурен диалог и интеграция: алтернативни модели, единствено възможно решение
- проф. д-р **Нели Ван Дер Геест**, Университет Ултрихт, Холандия, Директор на Центъра за международно обучение - Пет начина да се мисли за мултикултурализма

10.50 - 11.15 Дискусия

11.15 - 13.30 Заседания по секции (№ 1), Конферентна зала х-л "Ален мак"

13.30 - 14.30 Обедна почивка

14.30 - 16.00 Заседания по секции (№ 2), Конферентна зала х-л "Ален мак"

14.30 - 17.30 Заседания по секции (№ 8), ЮЗУ "Н. Рилски", УК I, зала 572

16.30 - 17.30 Заседания по секции (№ 3), Конферентна зала х-л "Ален мак"

18.30 - 20.30 Откриване на Петият Международен младежки фестивал "ЕВРОАРТ" зала "П. Яворов"

20.30 Коктейл х-л "Ален мак"

13 май 2008

9.00 - 13.00 Заседания по секции (№ 4), ЮЗУ „Н. Рилски”, УК 1, зала 572

9.00 - 10.30 Заседания по секции (№ 5), Конферентна зала х-л „Ален мак”

10.30 - 13.15 заседания по секции (№ 6), Конферентна зала х-л „Ален мак”

13.30 - 14.30 Обедна почивка

14.30 - 15.45 заседания по секции (№ 7), Конферентна зала х-л „Ален мак”

СЕКЦИИ:

№ 1. *“Интеркултурен обмен чрез изкуството и науката и конструиране на идентичността”*

Конферентна зала, х-л „Ален Мак”

Водещ: **доц. д-р Татяна Стоичкова**

№ 2. *Виртуална Европа – Посредници или бариери са медиите и Интернет за Европейския интеркултурен диалог?*

Конферентна зала, х-л „Ален Мак”

Водещ: **доц. Светлана Христова**

№ 3. *Болонският процес и европейската интеграция на Балканите*

Конферентна зала, х-л „Ален Мак”

Водещ: **проф. д-р Нели Ван дер Гест**

№ 4. *Образование и европейска интеграция*

ЮЗУ „Н. Рилски”, УК 1, зала 572

Водещи: **доц. Румяна Модева, гл. ас. д-р Даниела Тасевска**

№ 5. *Международната регулация на комуникационните процеси*

Конферентна зала, х-л „Ален Мак”

Водещ: **доц. д-р Татяна Шопова**

№ 6. *Европа като културен проект: институционализация на интеркултурния диалог (фестивали, неправителствени организации, интеркултурен обмен)*

Конферентна зала, х-л „Ален Мак”

Водещ: **доц. д-р Мариана Генчева**

№ 7. *Диалогът като основа за взаимното опознаване на културите*

Конферентна зала, х-л „Ален Мак”

Водещ: **доц. д-р Кристина Танева**

№ 8. *Обучението по изкуствата и изкуството на обучението – национални и европейски дилеми*

ЮЗУ „Н. Рилски”, УК 1 зала 572

Водещ: **доц. Георги Митев, проф. д-р Цанка Андреева**

СЕКЦИЯ 4

**Образование и европейска интеграция
ЮЗУ „Н. Рилски“, УК I, зала 572**

Водещ: доц. Румяна Модева, гл. ас. д-р Даниела Тасевска

SESSION 4

**Education and European Integration
SWU “N. Rilski”, Hall 572**

Chairs: Prof. Assoc. Rumyana Modeva; chief assistant PhD Daniela Tasevska

9.00

PhD Vlado Petrovski, PhD Snežana Mirasnieva, Daniela Jakimova, faculty, University “Gotse Delchev” Shtip, The Republic of Macedonia, The multiethnic and the reflections on the education in the Republic of Macedonia

9.15

ст.ас. Николай Цанков, ЮЗУ “Н. Рилски”, Факултет по педагогика, Ключовите компетентности – основа за интеграция на образованието в Европейския съюз
chief assistant Nikolay Tzankov, SWU “Neofit Rilski”, Key competences – a basis for the integration of education in the European union

9.30

ас. Тереза Стефанова, докторант, НБУ, Обучението на студентите в съответствие с европейската квалификационна рамка и готовността им за реализация
assistant Tereza Stefanova, doctoral researcher, New Bulgarian University, Students’ education in accordance with european qualifications framework and theirs readiness for realization

9.45

доц. д-р Кристина Танева, ПУ “П. Хилендарски”, За преподаването и изучаването на български език в полските университети
Assoc. Prof. PhD Kristina Taneva, Plovdiv University “Paisii Holendarski”, Plovdiv, On Teaching and Learning Bulgarian at Universities in Poland

10.00

Царимира Георгиева, докторант, ЮЗУ “Неофит Рилски”, Благоевград, Запознаването на децата в начална училищна възраст с българската икона – начин за приобщаването им към културните ни ценности и традиции
Tzarimira Georgieva, doctoral researcher, SWU “Neofit Rilski”, Blagoevgrad, Acquaintance of Children at Primary School Age with the Bulgarian Icon – a Way to Adhere them to Our Cultural Values and Traditions

10.15

Дискусия, *Discussion*

10.45

Дарина Неделчева, докторант, Университет “Ангел Кънчев”, Русе, Към въпроса за мястото на възпитателните методи и подходи на йезуитите в утвърждаването на образователната им система

Darina Nedelcheva, doctoral researcher, Russe University “ On the question of the place of instructive methods and aproaches of Jesuits in approving their educational system

11.00

гл. ас. Д-р Даниела Тасевска, ВТУ “Кв. Кв. К. И Методий”, Психологически параметри на европейската идентичност в юношеска възраст

chief assistant PhD Daniela Tasevska, Sts Cyril and Methodius University of Veliko Turnovo, *Psychological parametres of european identity in adolescents*

11.15

доц. д-р Красимира Йонкова, ВТУ “Кв. Кв. К. И Методий”, Есе за „Кризата на смисъла” в сърцето на един народ

Assoc. Prof. PhD Krasimira Yonkova, Sts Cyril and Methodius University of Veliko Turnovo, *An essay on 'crisis of the sense' in the heart of a Nation*

11.30

prof. Dr. Memeti Memeti, prof. Dr. Jonuz Abdullai, South East European University “Academic Alajdin Abazian”, Macedonia, **Managing Diversity; South East European University an Example of Multilingual and Multiethnic Education**

11.45

prof. PhD Merkuri Nexhip, Alketa Pema, University “Ismail Qemali”, Vlore, Albania, Possible movements of content and form of the linguistic sign in time and space

12.00

Elona Biba, Suela Mangeli, University “Fan. S. Noli”, Corce, Albania, Ethno-linguistics, historic, cultural and moral evidence

12.15

prof. PhD Alexandra Piluri, Msc. Donika Dardha, University “Fan. S. Noli”, Corce. Albania, Return of Youth to their Moral Values

12.30

Saraci Anyla, Xhara Arsinela - student, University “Fan. S. Noli”, Corce. Albania, The origin of some villages' name in Korca district

12.45

Дискусия , *Discussion*

ПОСТЕРИ:

POSTERS:

гл.ас. д-р Йорданка Пейчева, гл.ас. д-р Керанка Велчева, ШУ “Епископ Константин Преславски”, Традиционните български занаяти в технологичното обучение – предпоставка за формиране на национално самочувствие и обогатяване на културната европейска идентичност

chief assistant PhD Yordanka Psycheva, chief assistant PhD Keranka Velcheva, Konstantin Preslavsky University of Shumen, *The traditional Bulgarian grafts in the technological education – a precondition for forming national self-confidence and enriching the cultural European identity*

PhD Dhimitri Bello, Assoc. Prof. PhD Robert Damo, University “Fan. S. Noli”, Corce. Albania, Once again about the town of Devoll

THE MULTIETHNIC AND THE REFLECTIONS ON THE EDUCATION IN THE REPUBLIC OF MACEDONIA

PhD Vlado Petrovski,
PhD Snežana Mirasčieva,
Yunior ass. Daniela Jakimova
Pedagogical faculty
University “Godse Delchev” Shtip
The Republic of Macedonia

Abstract:

Current educational practices in the Republic of Macedonia speak that a lot of significant efforts have been made and are still being made by all social and state segments for complete integration of all members of ethnical communities at the educational system of the Republic of Macedonia. However, all analyses of public opinion in the country still show that particular ethnical communities are unsatisfied with their personal status in the education and the educational politics. The educational legislation in the Republic of Macedonia has created optimal conditions for education of ethnical communities in their own mother tongue and nourishment of their personal cultural identity.

According to our opinion building confidence between all ethnical communities should primarily start with a greater mutual communication in all segments of social living, but before all and above all, in educational institutions from the lowest to the highest level.

Key words: Education, Multiethnic, Communication, Language, Confidence.

Modern world is characterized by several basic tendencies. It is multicultural and the decrease of the impact of learning about diversity on international and intercultural plan has an enormous meaning. The world is in the process of globalization – peoples are becoming increasingly dependent concerning economy, science, culture and politics. The global measurements of culture are starting to dominate over the local ones. In contemporary education international tendencies are becoming advantageous compared to tendencies of separatism and cultural separation. The schools are becoming multicultural. According to a number of estimates by the year 2010 more than 70 % of classes in the USA and Europe will consist of children belonging to different ethnic communities and races, and practically all schools will be multilingual and multicultural. According to different opinions there is no alternative in intercultural education. This is the subject of discussion and thinking in Macedonia in the last 10 years, and in the last 20-30 years in the world.

The fundamental postulates of Karl Marks dominate until the 1960s. Weber and Dirkem are characteristic for industrial societies where social differentiation in the form of classes is the moving force of such societies. The ethnos and the race are considered to be anachronisms. The tendency toward global cultural homogenization, symbolized by the metaphor of “global village”, is connected with assimilation as an unavoidable process. Ethnic conflict in some multiethnic societies and anti-colonial movements led to the reassessment of such thinking. Fowers and Richardson determined multiculturalism as a social-intellectual movement which, understanding diversity as a basic characteristic and the basic principal, requires that all cultural group remain equal, i.e. the goal of this moral movement is to enhance dignity, rights and recognition of diversity of different groups. This movement is concerned with moral and political traditions of the Euro-American civilization. It is

illiberal-idealistic movement spreading the idea of individual uniqueness of cultural groups.

According to C. Ridley and D. Mendosa there are three categories of defining the term multiculturalism:

1. Broad determinations - multiculturalism includes many characteristics connected to identity: race, ethnos, religion, sex, language, physical marks, socio-economic status, geographic location, nationality, way of life, etc.
2. One-sided determinations – connected with limited situations where factors belong to different racial or ethnic groups. It is thought that broad determinations develop situations in the frames of which the real intercultural activity cannot be seen. Multiculturalism is connected only with the color of skin or minority groups. In the context of these determinations there is much dispute about the question whether racial differences lead to cultural differences. Very often we look only at the groups that are subjects of discrimination, i.e. the so-called “populations of risk” – minorities and other socially weak groups.
3. National or international determinations – multicultural determinations are being derived from national or international relations.

The political approach to multiculturalism is characterized by three approaches to cultural and ethnic diversity in national proportions with many inner variations:

1. Integration approach is mostly characteristic for France where the possibility of national or linguistic minorities on their territory is rejected. Basically nationality is founded upon citizens. All Frenchmen have equal civic, cultural and linguistic rights as individuals, but they are not recognized as such for the group. Not recognizing group rights aims at building state unity and social cohesion.
2. Ethnic (blood) approach is characteristic for Germany and Japan. Citizenship is based on ethnicity (it is

formed as an ethnic product). Citizens who are not Germans, for example, even though born and living there, do not get citizenship easily, while it is given to German immediately if they are there. The terms multicultural and multiculturalism are used in an ideological – normative sense.

3. Multicultural approach as a systematic and many sided response to cultural and ethnic diversity with its educational, linguistic, economic and social components is the determinant mechanism and an example of the principle of establishment in Australia and Canada. The terms multicultural and multiculturalism is used in a political program sense. They are connected with a respective politics towards ethnic diversity.

Multiculturalism rejects the concept of assimilation- complete social integration of nations into society, identification with the dominant culture and institutions, disappearance of an ethnic group as an isolated and differentiated person, and a sum of characteristics that make it different from other entireties. It rejects the idea of cultural equity and cultural separatism. (Educational policy and cultural differences, Sofia, 2002, pp 13-14)

If we take into consideration the multiethnic and multicultural character of the Republic of Macedonia, basically the multiethnic and multicultural education should enable acquiring knowledge about ethno-cultural and historical heritage of one's own as well as of other communities, i.e. knowledge about the majority community and other ethnic communities in Macedonia. Such educational practice does not exist in the Republic of Macedonia yet, but the fact whether it is possible and attainable should be the topic of a very empirical analysis and thinking over that should also bear in mind the possible consequences of such an education, either positive or negative in relation to the building of confidence among different communities.

References:

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3. Образователна политика и културни различја, Educational policy and cultural differences, (2002) Софија.