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## **BETWEEN TRADITIONS AND INNOVATIONS IN THE SYSTEM OF TRAINING OF TEACHERS**

### Abstract

The teacher education institutes in the various European countries face similar challenges, like how to support the development of teacher identity, how to bridge the gap between theory and practice, how to find the balance between subject studies and pedagogical studies, how to contribute to a higher status of teachers and how to prepare teachers for the needs of pupils in the 21st century (European Commission, 2007a). Teacher education's main aim is to provide student teachers with the necessary teacher qualities. In some countries, decisions on these qualities are mainly made on the macro level; that is, the qualities are strictly defined by government regulations: 'government steering by content and outcomes'. In other countries, teacher education institutes on the meso level have more freedom in defining the content of their curricula: 'government steering by goals'. Therefore, a distinction can be made between countries with total autonomy, limited autonomy and no autonomy for institutes with respect to the curriculum of teacher education (Eurydice, 2002). The main question in this paper is: Are the traditional system of training of teachers is more efficient than the modern system?

**Key words:** teacher, primary education, secondary education,

Changes made during the last decade on the whole educational scene in the EU and EFTA/EEA countries including Macedonia suggest that social, cultural and economic requirements induced Europe to redefine its educational policy. The teacher education institutes in Macedonia face challenges, like how to support the development of teacher identity, how to bridge the gap between theory and practice, how to find the balance between subject studies and pedagogical studies, how to contribute to a higher status of teachers and how to prepare teachers for the needs of pupils in the 21st century (European Commission, 2007a). Teacher education's main aim is to provide student teachers with the necessary teacher qualities.

Each epoch understood, raised and educated teachers. Today old and new conceptions of teacher education intersect and mutually oppose, and it is therefore necessary to recognize the challenges of teacher education and thereby notice the structure of a modern teacher which is in the function of the entire human creation expressed in the epochal personality and structure of the educational process.

## **NEW DEVELOPMENTS IN THE EDUCATIONAL PROCESS IN PRESCHOOL, PRIMARY AND SECONDARY EDUCATION**

### **Preschool education**

1. New curriculum for early learning and development of children 0-6 years of age,
2. New curriculum for early learning and development of children 0-6 years of age with impairments in psychological development,
3. Licensing of directors of institutions for care and education of children and of professional associates, associates, preschool teachers and nursery nurses in the system of care and education of preschool children has been introduced,
4. The number of facilities for receiving children from 0 to 6 years of age has risen, but this problem still needs to be worked on.

### **Primary education**

1. Nine-year primary education has been introduced
2. Studying English from the first grade has been introduced
3. Study of computer science has been introduced starting from the third grade
4. All the curricula have been innovated with the application of ICT
5. Standards and evaluation criteria for all subjects have been prepared
6. The curricula from Cambridge for the subjects Mathematics and Natural Sciences from first to sixth grade have been adapted
7. The teaching subject Innovations has been introduced in the ninth grade to familiarize students with the basics of innovation and entrepreneurship
8. The curricula for the teaching subjects: projects of Computer Science, Biology, Chemistry, Art Education, Mathematics and Physics in the ninth grade have been innovated by adding goals, methods and activities in the field of innovation and entrepreneurship
9. From 2009/2010 school year the Bureau for Development of Education began the gradual introduction of digital contents and the training for teachers: Toolkid, Intel, Edubuntu.

The educational software Edubuntu also contains applications for the subjects: Computer Science, Mathematics, Physics, Chemistry, Geography and Music Education in the sixth, seventh, eighth and ninth grade of the nine-year primary education with which teachers

and students can realize the teaching contents in an easier and more interesting manner. For using the educational software EDUBUNTU the Bureau for Development of Education conducted training, i.e. it trained all teachers working in higher grades of primary education. By accredited providers of training and services, the Bureau for Development of Education conducted training on using the Edubuntu operating system and 43 educational tools in public secondary schools as well. The training consisted of two parts, a general part and a specific part. The general part covered all teachers from public secondary schools in the Republic of Macedonia. The specific part covered teachers who teach subjects for which there are tools (Computer Science, Mathematics, Physics, Chemistry, Geography, Music and Latin Language). The EDUBUNTU educational software for primary education includes the following applications:

Ordinal no.	Application	Teaching subject	Grade
1.	1. KmPlot	Mathematics	VI, VII, VIII , IX
	2. Kig	Mathematics	VI, VII, VIII , IX
	3. Geogebra	Mathematics	VI, VII, VIII , IX
	4. Dr Geo	Mathematics	VI, VII, VIII , IX
2.	1. Kalzium	Chemistry	VI, VII, VIII , IX
	2. Ghemical	Chemistry	VI, VII, VIII , IX
	3. J-mol	Chemistry	VI, VII, VIII , IX
	4. Chemtool 1.6.9.	Chemistry	VI, VII, VIII , IX
	5. Xdraw	Chemistry	VI, VII, VIII , IX
3.	1. Inkscape	Computer Science	VI, VII, VIII , IX
	2. Scribus	Computer Science	VI, VII, VIII , IX
	3. GIMP	Computer Science	VI, VII, VIII , IX
	4. Lazarus	Computer Science	VIII , IX

4.	1. GNU Solfage	Music Art	VI, VII, VIII , IX
5.	1. Qgis	Geography	VI, VII, VIII , IX
6.	1. PhET +	Physics	VI, VII, VIII , IX

In secondary education, the following digital contents are used from the educational software Edubuntu:

<b>Ordinal no.</b>	<b>Application</b>	<b>Teaching subject</b>	<b>School year</b>
1.	5. KmPlot	Mathematics	I and III
	6. Kig	Mathematics	II and III
	7. Geogebra	Mathematics	I,II,III and IV
	8. Dr Geo	Mathematics	I,II,III and IV
2.	6. Kalzium	Chemistry	I,II,III and IV
	7. Ghemical	Chemistry	I,II,III and IV
	8. J-mol	Chemistry	I,II,III and IV
	9. Chemtool 1.6.9.	Chemistry	I,II,III and IV
	10. Xdraw	Chemistry	I,II,III and IV
	11. Chem 1.9.9	Chemistry	I,II,III and IV
3.	5. Inkscape	Computer Science	II
	6. Scribus	Computer Science	II
	7. GIMP	Computer Science	II
	8. Qcad	Computer Science	II
	9. Lazarus	Computer Science	III and IV
4.	2. GNU Solfage	Music Art	I and III

5.	1. Qgis	Geography	I,II and III
6.	2. PhET +	Physics	I,II,III and IV
7.	1. Klatin	Latin Language	III – initial study

Starting from the 2010/11 school year, the Bureau for Development of Education, in collaboration with the Ministry of Information Society and Administration, adapted and mapped "digital content Intel" according to the curricula for the following teaching subjects: Introduction to the Environment, Mathematics, Physics, Chemistry and Biology. For the indicated subjects the Bureau for Development of Education realized training with 9267 primary school teachers for using the already prepared e-contents for the subjects Mathematics, Physics, Chemistry and Biology for V, VI, VII and VIII grade of primary education (the application of e-contents from the portal skool.mk), as well as with teachers of I, II, III, IV and V grade of the nine-year primary school. The trainings were conducted by subject and grade advisers from the Bureau for Development of Education. The group of subjects specific to the Republic of Macedonia was not covered with the above mentioned digital content, so the next stage was started, i.e. the preparation of digital contents for these teaching subjects.

For the first time the Bureau for Development of Education made a successful attempt at preparing scenarios and at participating in the creation of digital contents for several teaching units of the subjects Macedonian Language, Albanian Language, Art Education, Music Education and History in primary education. After the preparation of digital contents for the aforementioned subjects, the Bureau for Development of Education made a presentation on the use of these contents, assigning a CD with these digital contents to every school in the Republic of Macedonia. The implementation of digital contents was supported by the UNICEF Office in Skopje.

Ordinal No.	Application	Teaching subject	Class
1.	Folk literature and folk prose	Macedonian Language	VII
2.	Folk literature and folk prose	Albanian Language	VII

3.	Exploration of painting texture	Art Education	VII
4.	Philip II	History	VI
5.	Illyrians and Illyrian kingdoms	History	VI
6.	Folk music - brass, string and percussion instruments	Music Education	VI
7.	Initial study of Albanian Language	Albanian Language	VII, VIII and IX

10. The Bureau for Development of Education in collaboration with the British Council office in Skopje realized activities concerning using digital contents in teaching English from I to V grade of primary education, whereby mapping of the digital contents which can be used from the website [www.learnenglishkids.britishcouncil.org/en](http://www.learnenglishkids.britishcouncil.org/en) was done, and their connecting with teaching contents from the curricula for English Language. Trainings with 1179 teachers for the application of the mentioned digital contents were realized. In the coming period the activities of the Bureau for Development of Education and the British Council for mapping digital contents for teaching English from VI to IX grade from the website [www.learnenglishteens.britishcouncil.org/en](http://www.learnenglishteens.britishcouncil.org/en) will continue, as well as trainings for these.

### **Secondary education**

1. New curricula for the subjects: Computer Science, Information Technology and Programming Languages,
2. Introduction of project activity for innovation and entrepreneurship,
3. New curriculum for business and entrepreneurship in the fourth year and English Language in the first year in accordance with European standards,
4. Introduction of new profiles in art education.

The objectives of education have sense only when they are generally obligatory, which means that they depend on and are connected with pure theoretical sciences such as logic, ethics and aesthetics. Anthropological, ethical and deep spiritual sense are at the root of upbringing and education. All reforms that do not respect this principle failed. That is why the key to success is the man (teacher, professor) and his meeting with the child, pupil or student.

One of the problems in approaching reforms in the educational system of the Republic of Macedonia is the fact that they were not based on these disciplines and principles, on this sense, and they do not have a philosophical and pedagogical background. The foundations of the reforms are political pragmatism, opportunism and ephemeral goals. The consequences of these educational policies are: transferring and imposing, taken from other educational systems, of different programs, regulations, measurements, testing, ranking and benchmarking at institutional and national level.

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