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**UNIVERSITY “ST. KLIMENT OHRIDSKI”  
FACULTY OF EDUCATION  
BITOLA**

**Third International Conference  
EDUCATION ACROSS BORDERS**

**EDUCATION AND RESEARCH  
ACROSS TIME AND SPACE**

**(1100<sup>th</sup> Death Anniversary of St. Clement of Ohrid)**



**6-7 October 2016  
BITOLA**

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# Conference Proceedings

**University “St. Kliment Ohridski” in Bitola**  
**Faculty of Education**



Third International Conference “Education across Borders”  
**Education and Research across Time and Space**  
(1100<sup>th</sup> Death Anniversary of St. Clement of Ohrid)

6-7 October 2016

Bitola

### **Organizing Institutions:**

University "St. Kliment Ohridski" in Bitola (Faculty of Education in Bitola) together with the University „Fan S. Noli“ – Korçë (Faculty of Education and Philology in Korçë), University of Niš (Faculty of Education in Vranje and Center for Byzantine-Slavic Studies in Niš), Plovdiv University "Paisii Hilendarski" (Faculty of Education in Plovdiv) and Adam Mickiewicz University in Poznań (Faculty of Polish and Classical Philology and Institutes for Slavic and Polish Philology in Poznań).

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Dimitar Pandev, Faculty of Philology Blaže Koneski“ in Skopje

*A Word on the Slavic Patterned Teachings*

Grozdana Gojkov, Serbian Academy of Education in Belgrade

*Education and Research in Postmodern World*

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## THE COOPERATIVE ACTIVITY OF THE TEACHER FOR THE DEVELOPMENT OF THE EDUCATIONAL PROCESS

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### **Abstract**

The school is a complicated and complex system which means that it constantly involves working with live people and contains a number of elements and factors which are in an analogous interrelationship. The importance of the schools as educational institutions is undeniable in the development of knowledge, values and attitudes of the young people. Because of these reasons it is important to emphasize the educational function of the school.

The exercise of such tasks is performed through the educational work in schools, and the teachers have the biggest roles, they are in a direct contact with students and associates as well as the school principal who is chief and most responsible holder of the educational work through the realization of teaching contents. But his collaboration with all the subjects in the school, relatively associates and executives who participate in the realization of the educational process is essential in achieving this process. Although the roles of teachers, professional associates and the school principal are professionally detached, yet they are intertwined into each other and complement each other's work, towards the achievement of their common goals.

Cooperative activity is an irreplaceable condition to successful implementation of the educational process and is an important element for realization of the cooperation with the other teacher and principal associates as stakeholders and implementers of educational process.

The things that are most popular in the educational process are the changes required by modern education. Talk about changes that lead to modernization and updating of the school, which deriving from changes in modern society. The main goal in this aspect is improving, modernizing and upgrading the entire educational process. Major problem in achieving the educational process in that aspect of all participants in the educational process is the development and promotion of the student.

**Keywords:** School, teacher, school psychologist, social worker, special education teacher, collaboration, successful, implementation

One of the subjects of the interpersonal communication in the teaching process is the teacher. Actually, the teacher represents a category of educators who have been integrally qualified for the educational process through preparations and training process. (Krnjajić, S. 1983: 88)

The term teaching profession is derived from the term of teaching that denotes the most dominant part of the organized educational work at the school.

The teaching profession is characterized with the following features: scientific basis, professional qualification, professional ethics, its organization and its status in the society. (Tahkova, S 2008: 67)

The teaching profession is very humanitarian. It is a profession with expressive humanitarian orientation. There isn't a border between the professional and the personal life

in this profession. The person gives a lot of emotion, love, humanity and unselfishness in this profession (Tahkova, S 2008: 69).

One of the most thorough definitions of the personality is that of Olports, who points out that "the person is a dynamic organization of those psychological systems which determine the behaviour and the changes in behaviour of the individual (according to Dorđević, D. D. 1988: 31).

In the law for Primary education, article 86, act 1, are defined the work obligations of the teacher. The law states: "The work obligations of the primary school teachers encompasses teaching and other types of organized work with students, teaching preparation, examination and evaluation of the written tests and other things that are needed for the realization of the educational program". (Law for Primary Education, 2008: 19).

The teacher as a qualified and specialized person shapes didactically and methodically the teaching process and directs the students' development. In that sense, the flow and the quality of the teaching communication depends directly on teacher's personality, style of behaviour and the relationship with the students. (Krnjajić, S. 1983: 88)

The teacher is a person who conducts a very complicated and delicate activity, teaching or i.e. building and shaping not only the person, but also the society which is a lot more complicated than any other technological system. The shaping of the characteristics, the viewpoints, the systems and values of the students is of great social importance. (Ristevska, 1998: 51).

The teacher has to be a moral example for the students. The teacher has to act as a cooperative value of the student's viewpoint. The teacher is an example of universal characteristics on one hand and the specific educational characteristics on the other hand. The figure of the teacher is an ethic category and because of that it is insisted on the characteristic of responsibility as a criteria's value of the figure. Also the statutes and the codices of professional ethics are concerned with it. The teacher is considered responsible to perfection towards the student, the workplace and himself. (Petrova-Gjorgjeva, E. 2007: 77)

The character of the teacher is very important. He needs to be a morally built person with the best character. He needs to appear optimistic, animated, and natural and to have a clear and correct speech. (Škalko, K. 1976: 335)

We will point out some characteristics of the teaching job:

- **To work on a personal development.** In order to successfully do the tasks, beside the knowledge gained with the graduation, the teacher also needs to continuously follow the cultural and scientific development, as well as the development of new methods. This is the way towards a personal development. An everyday task is to successfully plan and prepare each lesson. Another important factor in the development process is his versatile education and the ability to answer the questions of the students without hesitation. A teacher who isn't ready for a lesson will firstly ruin his personal reputation, and then the reputation of all the school staff. The teacher needs to have a solid pedagogical and methodical preparation, which will help him to successfully transmit the knowledge. He doesn't need to consider only what he knows, but to continuously specialize himself. Also, the teacher needs to know and be able to transmit the knowledge to the students. It is not enough to have knowledge, but it's important to have the ability for transmitting that knowledge. The reason for every failure in the educational work of the teacher has to be searched for in the teacher himself and his way of work.
- **Love towards the job and the students.** The success of the teacher in the educational work depends on the love towards the job itself. This love transforms the teacher's work in creativity and art. The teacher has to know, understand and love the children. Knowing the children and the love towards them is manifested

in the way the teacher approaches and behaves towards them, how he helps in their advancement and in their health. The children spontaneously learn what is in their immediate contact.

- **The beauty of the teacher's job.** Although the teacher's job is really delicate and responsible, and it's the most noble job. The teacher dedicates his whole job and life to the education of the new generations. This work makes him happy, valued and motivates him to strive towards advancement.
- **The delicacy of the teacher's job.** The basic task of the teacher is to educate the children that were entrusted to them from their parents. The children come from different families with various inborn dispositions and characteristics gained through the education at home. They are continuously developing and under the influence of various events that cause different reactions. This compels the teacher to continuously follow the development of each student, to examine their individual abilities, to adjust their actions towards the students without losing the general educational aim, to discover the harmful influences, to develop the positive characteristics, to offer knowledge and to form cultural habits. The teacher educates the children at an age when it is the easiest to adopt good or bad habits. This job is very complicated and responsible. The teacher needs to be conscientious for that task and to be aware of its complexity and importance. The teacher might face some difficulties in his work. In that kind of a situation we notice his readiness, tactics, determination patience, skill and his creative and organizational abilities which are the abilities of a good teacher. (Pedagogic society Serbia. 1953:111)

The delicacy and the difficulty of the teachers' profession can be seen through the errors in this area that cause immense unwanted social effects. The teaching profession becomes socially responsible and has a great importance because it form the character, the views and the system of values of young people. This means that the teacher is a person who conducts a complex and subtle activity, education or formation of not only a person, but of the society that is far more complicated and subtle than any other technological system or subject.

The teacher, as an educated person, has to know very solidly the material that he needs to transmit to others. He needs to be interested in the newest findings in that particular area, to follow them and to put them into the lessons while consciously and carefully teaching the students. Every day, he needs to search the answer to the following question: "What kind of requests should be made to each student depending on his skills and development". Also he needs to know which pedagogical resources to choose so to enable the student to understand and to develop his skills. (Tashkova, S. 2008:68)

The characteristics and the qualities of the teacher as a person are divided into four groups:

- 1) The first group encompasses the human qualities as: friendliness, humanity and politeness;
- 2) The second group concerns his specialty;
- 3) The third group consists of the pedagogically-methodical capabilities as good lecturing, explaining, objectivity and motivation;
- 4) The fourth group concerns the physical qualities as an agreeable voice, face features and physical appearance. (Miraschieva, S. 2007:66)

A number of researches and analyses have been conducted concerning the question of what kind of a person should the teacher be. Most authors agree that he needs to have the following characteristics:

- To be a person capable to establish a positive, close and warm relations with the children and the youth;
- To notice the signs of emotional, social and intellectual difficulties;
- To be a person who knows to create and maintain a certain level of communication with the students and with the parents;
- To be capable of creating an atmosphere for a free talk concerning the latest problems which are interesting to the students;
- To influence the strength of the friend relations and the life of the class as a collective;
- To be able to inspire the development of a positive motivation for learning or i.e. the satisfaction of the gained knowledge and the achieved success;
- To contribute to the development of the students' moral behavior through the educational lessons that he conducts;
- To organize extracurricular activities;
- To organize observation and research;
- To understand the problems of the school and the students and to successfully ascribe them suitable tasks in relation to their abilities;
- To have team work. (Jovanova-Mitkova, S. 2000:64)

The success of the teacher's work depends on the characteristics of the teacher himself and his skills or i.e. how he will behave and work, and what kind of results will he achieve depends on his expertise and skill.

A capable teacher in the broadest sense is one who has the knowledge, the abilities and the power for achieving results suitable of the set aims. (Popovski, K. 1998:113)

Also the most global definition of a successful teacher is a teacher who through his work by using the potential power fulfils the set aims as final effects of the educational (teaching) process who he conducts. His engagement, behaviour, the relations with the students and the psychological climate in the classroom are characteristics which help the successful teacher to surpass almost the complete list of wanted characteristics. (Popovski, K. 1998: 113)

The teacher needs to transform oneself into a planner, designer, guide and counsellor who motivates the student to learn and to independently come to conclusions. The teacher with his collaboration relation with the students will be more and more open to their problems, will show more active relation to understand their individuality, the creative approach toward their status in the teaching process and the creative approach to guide their systematics in the learning process. (Jovanova-Mitkova, S. 2000: 62)

The teachers are constantly directed toward an open collaboration in the sense of exchanging ideas, literature, information, units etc.

The teachers collectively plan, design, research and prepare the teaching material. The collective work eases the hard work for a long-term development, the initial thoughts are being confirmed and the standards for students' achievements are created. That solidarity increases the intensity and the creativity.

The mutual work offers and creates stronger integration, mutual dependency, mutual responsibility and fulfilment of the work, development and larger preparation for an active participation. (Jovanova-Mitkova, S. 2000: 61).

Nowadays, the usage of those things that the teachers consider as the newest and the most different in their work is related to the different approaches toward teaching or i.e. toward helping, directing and easing the students' learning process. (Boshevska, L. 2008: 7).

However, there isn't one definition for the person which will explain the whole complexity and variety of the teacher's personality. On the contrary, it has to be considered that the characteristics of the teacher are manifested through different types of behaviour.

This is the reason why they shouldn't be evaluated as strong categories, but as orientations derived from teacher's everyday work and behaviour. (according to Dzordzevich, D. D. 1988: 31)

The professional expertise in a given subject is undoubtedly important for any teacher, and the knowledge of psychology, sociology and pedagogy is also necessary. (Boshevska, L. 2008: 7)

*Lindgren defines the roles of the teacher in the teaching process as "parts or sections of the complex behaviour that is being developed until it becomes usual or routine". He emphasizes that the teacher has many roles that depend on the characteristics of each individual teacher. He classifies those roles in the following way:*

1. An educational and an administrative role: instructor, model, leader of the class, public worker;

2. Psychologically oriented role in which the teacher becomes psychological worker in the classroom, an artist in the relations to other people, social psychologist, catalyser, and clinician;

3. The role of self-expression or the roles through which he realizes some other needs such as helping other people are: a student, a parent, a controller and a person who strives toward professional safety. (Lindgren, 1976, according to Petrovich-Bjekich, 1997:93).

The teacher has a large role in the moulding of the class and the work surroundings, which derives from his position in the teaching process. In the way of establishing the relations with other people (students, teachers, school personnel, parents) he activates different instances of his personality. (Petrovich-Bjekich, 1997: 30).

He fulfills his work tasks by interactions with the students in a way which will cause an educational influence.

The active teacher has to know what, why, when and how to do something with the student so that he accomplishes his aim and they both have a clear, accomplishable and subjected aim. (Adamchevska, S. 1996: 36)

The search for an answer to these questions is essentially a cause for a deeper, more thoughtful and more subtle preparation of the teacher who needs to verify the teaching practice. (Adamchevska, S. 1996: 37)

Generally speaking, the teacher has so far seen one's role in the practice from the aspect of the reflections of his personality and activity, the work (me) – reflection (the student). The second structure of teachers are those with the philosophy of teaching interaction: motivation (me) – work (student) – mutual relation (we). (Adamchevska, S. 1996:42)

Also the part concerning his work tasks encompasses those related to the collaboration with the experts and the headmaster of the school

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