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FACULTY OF EDUCATIONAL SCIENCES



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– ЗБОРНИК НА ТРУДОВИ –

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PREFACE

The publication entitled "Contemporary Upbringing and Education - Conditions, Challenges and Perspectives" is a collection of papers presented at the conference held on 11-12 May 2018 organized by the Faculty of Educational Sciences, "Goce Delcev" University-Stip, in cooperation with the Faculty of Pedagogy, SWU "Neofit Rilski", Blagoevgrad, R. Bulgaria and the Faculty of Education, University of Primorska, Koper, R. Slovenia.

This conference is a continuation of the established practice of the Faculty and its efforts in the development of scientific thought in the field of education as one of the most important investments a society can make, and a kind of investment in the future of every nation, in the future of humanity in general.

The scientific and professional character of the conference enabled not only the exchange of experiences and analysis of the situation in upbringing and education at all levels, but it also enabled paving the way for the future of the educational system in its entirety as one of the basic foundations of community development, of which the written pages in the monograph testify.

This publication is a synergy of the previous events organized consecutively for five years by the Faculty of Educational Sciences, the scientific-professional conference and the scientific-professional panel discussion and is a continuation of the ten editions in the last five years.

The publication entitled "*Contemporary Upbringing and Education - Conditions, Challenges and Perspectives*" is a product of the thoughts, experiences, initiatives and proposals, theoretical and empirical knowledge presented at the conference itself.

The texts in the publication of monographic character treat issues from various aspects of upbringing and education, issues that are current and important at all educational levels, from pre-school, primary and secondary to higher education institutions. In fact, the monograph abounds with a wide range of scientific views and thoughts about the challenges, perspectives and conditions in upbringing and education today, both at home and globally. In essence, the collection is intended for all structures that are actively involved in the creation, implementation and development of the educational process.

In addition to its monographic character, the collection of papers "*Contemporary Upbringing and Education - Conditions, Challenges and Perspectives*" is a handbook that will serve the present and future generations of teachers and all direct and indirect creators of educational policy.

On the pages placed between the covers of this collection, through a synergistic approach, new ideas for further research and development of upbringing and education can be found. The texts abound with rich and diverse experiences that are guided by the acquisition and development of new individual experiences and inspiration for future research and gatherings.

This publication does not exhaust all the issues that are of interest to the Conference, given the complexity of the phenomenon of upbringing and education, as well as the complexity of the educational system. The complex nature of the problem as well as its being conditioned by the social environment, science, technical and technological development, and the individual, opens new fields for discussion, ideas to develop, new practices with one single goal - improvement of the educational process in order to increase the quality of the process itself and of the knowledge as its product.

It remains to testify about an event, a state at a specific time as a reading for the generations to come.

We thank all the participants for their contribution to sharing theoretical considerations and practical experiences at the Conference.

*Until the next meeting, with new ideas, experiences and thoughts,
Cordially,*

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Editorial board

INTERACTION-COMMUNICATION ASPECT OF ACTIVE LISTENING IN TEACHING

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Abstract. Enriching the communication situations in which learners will create and mature in the process of learning and self-learning should be a priority for every teacher. Quality communication and interaction between the teacher and the student is a motivating sign for the students that the teacher cares for them, that he/she has a desire to understand the problems and needs of each student, that he/she is ready to listen to them, thus directly influencing their development, self-confidence and, of course, their motivation to be active participants in the educational process.

Key words: interaction, communication, active listening, teaching, education.

ИНТЕРАКЦИСКО-КОМУНИКАЦИСКИ АСПЕКТ НА АКТИВНОТО СЛУШАЊЕ ВО НАСТАВАТА

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Апстракт. Збогатувањето на комуникациските ситуации во кои учениците ќе творат и созреваат во процесот на учењето и самопучувањето, треба да бидат приоритет на секој наставник. Квалитетната комуникација и интеракција помеѓу наставникот и ученикот претставуваат мотивирачки знак за учениците дека наставникот се грижи за нив, дека има желба да ги разбере проблемите и потребите на ученикот, дека е подготвен секогаш да ги слуша, со што ќе влијае директно на нивниот развој, нивната самоодоверба и, се разбира, врз нивната мотивација да бидат активни актери во воспитно-образовниот процес.

Клучни зборови: интеракција, комуникација, активно слушање, настава, образование.

Interaction-communication aspect of active listening is one of the most significant factors in establishing and maintaining mutual interpersonal relations in the classroom. This aspect is not only important for interaction and communication between these two subjects but it also conditions the quality of the teaching process and the quality of learning and teaching in general.

In fact, the relationship between the teacher and the students depends on the quality of interaction as well as on the degree of interactive connection in

communication. This is very important in active listening; otherwise, without interaction and successful communication, active communication cannot be achieved.

The interaction-communication aspect of active listening in the educational process will be elaborated through its determinants:

- *Socio emotional climate* - The quality of the teacher-student relationship in the teaching process creates a certain emotional climate in the classroom which influences (positively or negatively) not only the teacher-student relationship but it also has an impact on the relationship between students and teachers in the school collective. If this relationship is disturbed, i.e. the communication is not open or close, by applying the dominant style of the teacher's behavior, the students in the process of listening will apply any listening forms (selective, rejective etc.) because they are not motivated for active listening. First of all, in order to establish interaction and positive communication with students, the teacher should accept himself/herself first, the way he/she is, and then he/she will be able to accept the students with all their strengths and weaknesses according to the saying: "*You can not help others if you do not help yourself first*". Only when teachers accept themselves with all good and bad characteristics, they will also be able to recognize the good and the bad characteristics of students (detection) and thus help them to improve or eliminate those characteristics. The teacher's dominant style of behavior does not allow respecting individual differences among students and it does not allow free development of students' personalities and respect of their desires and needs. They often criticize students' behavior, thus creating a climate which frustrates the students in the class. In this case, students are forced to get used to the standards established by the teacher, which negatively influences active listening. On the contrary, teachers who inspire students to express their own opinions and ideas, praise and encourage them and respect their feelings, create a climate that relaxes and motivates students to participate in all teaching activities.
- *Social perception* – In order to initiate active listening, teachers, beside the objective picture they have of themselves and of their students, should also know how students perceive themselves and how they perceive the teacher as an interlocutor. The balance of those two "pictures" together with successful communication is a key factor for successful communication and establishing qualitative relationship between them which results in students' interest and comprehension in the process of active listening. Unless the teacher knows the students well (he/she is not aware of their own picture of themselves), communication, as well as interaction between them, is questionable.
- *Empathy* – The connection of the teacher with students is improved if it includes a part of his/her own emotions, because even a small amount of teacher's empathic understanding helps to improve the effect of interactive connection. It is known that the most important thing in children's lives is to get love, compassion, acceptance and encouragement.
- *Emotional attitudes* – The teacher's attitude and behavior toward students determine the students' position in the interpersonal relationship in teaching. The contemporary approach in the educational process considers the teacher-student interactive relationship as being an extremely dynamic process in which their positions should change. In our daily practice, we are often

witnessing two diametrically opposed situations, where students are always positioned as objects (disciplined, passive listeners) or positioned as subjects, although they are not skilled enough and are spontaneously left on their own (presenter, leader etc.).

Enriching the communication situations in which learners will create and mature in the learning and self-learning process should be a priority for every teacher. Quality communication and interaction between the teacher and the student is a motivating sign for the students that the teacher cares for them, that he/she has a desire to understand the problems and needs of the student, that he/she is ready to listen to them, which will directly influence their development, their self-confidence and, of course, their motivation to be active participants in the educational process.

Active listening cannot happen unless teachers are trained to listen to students' needs, wishes, opinions etc., unless they express sympathy toward them, unless they notice their emotional states and care about non-verbal and verbal expressions (explained in separate titles). The teacher-student relationship is the most difficult and complex experience. When the teacher succeeds in establishing successful interaction-communication relationship with students, the students' active participation in the teaching process as well as their active listening are inevitable consequences.

Didactic concept of contemporary teaching

When building the concept of the teaching process, the didactics as a science is considering both theoretical and practical knowledge of the teaching practice. These two components of didactics are inseparable, tightly connected and equally important. The aims of the *theory* of the teaching process, mainly discover the ways in which individuals (students) can be most efficiently influenced in the teaching process regarding motivational, socio-cultural and personal development. At the same time, they examine and determine the ways in which the teaching material should be structured so that students could understand it most easily; the theory of the teaching process also determines the most effective ways of presenting the teaching material and it determines the nature of motivation in the process of teaching and learning. When discussing the world experience in the field of didactic research, Klarin¹ considers that the contemporary theoretical teaching process is moving into two directions:

First direction – research is focused on the modernization of traditional (reproductive) teaching, aiming to become more efficient when realizing specific aims. According to Klarin, this direction is connected with the view that teaching is a “technological” process with clearly defined and precisely described expected results. However, these studies (their aims) are based on behavioral psycho-pedagogical theory of learning.

Second direction – the research is focused on innovative approach, starting from the point that “The aim of learning in the teaching process has been a development of abilities for acquiring new knowledge, based on a targeted formation of creative and critical thinking, analyses of teaching models such as textbook investigative activity, active exchange of opinions, creative discussions”. This research is focused on building and applying models that are implemented in active, problem solving and research teaching that are tailored to students.

¹Кларин,(1995), pp 53-54.

It is obvious that these directions are two generally known approaches in teaching and learning but both are opposed teaching theories in terms of some characteristics. However, they stem from the long-lasting tradition of studying and promoting the educational practice. Advocating a more modern didactic concept does not mean we have to talk about a single model or a type of teaching that would be realized in our schools. What we would like to point out primarily is the fact that the contemporary teaching concept is based on the following characteristics:

- The aim of teaching whose theoretical foundations are based on cognitive and humanistic theories of a personality must be focused on the development of abilities of the student as an individual.
- When choosing the teaching methods, forms and resources, the teacher should apply methods of active learning, indirect teaching, use natural teaching recourses and forms based on interaction – communicative approach which means that the organizational forms should be more flexible and different.
- When realizing the curriculum, teachers should practice greater flexibility (realization of the teaching aims, not the content of the textbook)
- The teacher's role should be functional in terms of planning, i.e. the teacher should be an active researcher of his/her own teaching activities and should have developed communicative and managerial abilities and a democratic management style.
- The students' role is to be active participants in the teaching process who are mainly internally motivated in the teaching process.
- Students' results should be monitored and evaluated continually as well as the process of their development.

The contemporary concept of organization and realization of teaching, contrary to the traditional teaching that focuses on two teaching components – teaching and learning, focuses on the student (who is the subject in teaching), i.e. student's own needs, necessities and wishes. In the contemporary concept, what is more important is the students' achievement, not the number of lessons and contents, or, to be more precise, the attention is focused on the successful and efficient realization of the teaching aims.

Although this contemporary concept has existed for a few decades, unfortunately the traditional concept is still present in practice, although it should have been abandoned by now. Consequently, the question is: Why don't teachers (of course, not all of them) want (or why they cannot) to apply the contemporary concept?

From the table below shown by J. Erčulj² the movement of learning towards teaching, i.e. putting students in the center of attention, can be seen.

²Erčulj, J., (1996), Učeca se organizacija – teorija in praksa, Ljubljana, Vzgoja in izobraževanje, p. 9.

Table 1. Moving teaching towards learning

From teaching	Towards learning
Teaching program (number of lessons) Teaching directed towards the teacher Teacher's offer School's aim – teaching and transferring knowledge Teacher's activities Lessons, teacher's tasks Contents that can be taught	Teaching program (time for learning) Teaching directed towards the student Student's requirements (needs) School's aim – learning Self-education Student's activities Assignments Contents that can be learnt

In order to design and apply the contemporary way of realizing teaching, professional and educative abilities are necessary. Teaching should be differentiated according to the individual student's needs. The teacher's role has become more difficult since the teacher is not only "an expert in his/her profession" but much more than that. The teacher has to be a pedagogical expert with rich knowledge.

In conclusion, we can quote the world known Professor W. Edwards Deming: "Knowledge is prediction and it is based on theory. Experience is nothing without theory. Do not try to copy someone else's success. If you do not understand the theory which is the base of knowledge, imitation might cause chaos". It means that there is no real knowledge without theoretical knowledge which is gained throughout the whole career. Nevertheless, despite their achieved professional knowledge, teachers should have developed skills for education, communication and creative abilities.

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