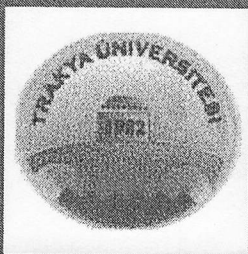


# 2<sup>nd</sup> INTERNATIONAL BALKAN EDUCATION CONGRESS



## SEARCHING EXCELLENCE IN EDUCATION

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TRAKYA UNIVERSITY  
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STARA ZAGORA EDUCATION  
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# MODERN SCHOOL FROM STUDENT'S ANGLE

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## ABSTRACT

Following the trend of modern society, the school today stands at the position of traditional. What characteristics determine the modern school, or what is a modern school according to the student's opinion is the aim of an examination given in the text. The examination there is a certain level of coincidence in the evaluation by the students for the characteristics of the modern school in greater choice of the school subjects, multimediality of the education, particularly greater and richer equipping of the schools.

## INTRODUCTION

The movements in the society lead to pluralistic society in which different platforms appeared on the political scene. Their functioning in the new conditions put on new scening in front of the educational system. The process of the democracy from declarative becomes more and more applicative. The freedom in opinion and expressing widely penetrates in the real happenings. All this put on the seeking of formation democratic personality. On the other hand, the scientific thought experience radical changing. The new holistic direction makes the dimension of the admission towards the person as a whole underlining the complexity and totality of the phenomenon. The medial and the informatic tehnic and technology must be mentioned because it insists to enterprising and creative personality, and the conditions and possibilities which it others puts on new relations between people. The progress in cultural plan poses the requirement of developed humanistic and civil person. Setting of these realizations and real happenings, the pedagogical science tries to follow the modern trend of living. The pedagogical science prefers to modernize the educational system completely, to modernize the school itself and the educational process and also to modify the common aspects. The term modern is actually a synonym to the term contemporary. It takes origine from latine (modernus) with the meaning present, today's in the sense of new time, modern time, which has the feature of something new.<sup>2</sup> The term modernus understands taste and preferance to what is modern, dorection prefered to modern theory of realization, the soul of modern time, something that is founded on the bases of the science and technology. In that sense, the school as an institution for organized education and teaching represents complex,dinamic,opened and complete system. It is a complex system because it is permanently subjected to internal and external influences; complete because it is suitable in any time, at any place, each it member is directed to mutual extreme aim-education of kadres; complex because its contains a lot of elements and factors, which are in an analogue connection;dinamic because it is permanently changeable. It is all the time spoken for changes in the school, but changes that lead to modernizing and contemporaneousness. The requests for changes come out from the entrance in the postmodern society which put the reconstruction of the traditional school. In that sense the notes refer to: unsufficient material equipping of schools, strong subject lesson system, wide subject programes, using of the book as a common source of knowledge, old fashioned books and also using the style of work in which the work of the teacher dominates and the student is in the position of listener-watcher. To get the name modern, the school answer the provocations of the new time and to go stepping with it. The modern school pushes the boundaries of the classical, traditional educational system. The elementary hour system which lasts from Komenski, full 350 years, the new gynecological, cognitive, technological and didactical models and innovations produce gaps in it. The formula of the didactics triangle student-teacher-subject matter doesn't change, but the roles of each of the factors essentially change.

### Aim and course of examination

The aim of examination was directed towards investigation of the attitudes and an opinion of the students for the characteristics of the school today and the characteristics which determine the modern school from the organizing and content's aspect and also the place and the role of the

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students in it. In the context of the aim the following tasks are posed: a) to examine the attitudes and opinions of the students for what characterizes the school today; b) to examine the attitudes and thoughts of the students for what are the characteristic features according to which a modern school can be recognized. The investigation was realized in five high schools in five towns in the East part of Republic of Macedonia. The investigation includes 2400 students in the secondary school (1200 students in the first two years, 1200 students in the last two years). To get the aim we set the following suppositions: a) the student have equal attitudes and opinions for the characteristics of today's school ;b) the student have equal attitudes and opinions for the characteristics of the modern school. The results are given in the following text.

Schedule 1. Evaluation of the students with excellent marks and students with good marks referring to the characteristics of the school today

| category of answers                             | Students with excellent marks |       |      | Students with good marks |       |      |
|---|-------------------------------|-------|------|--------------------------|-------|------|
|   | mark expressed in points      | %     | rank | mark expressed in points | %     | rank |
| strong hour lesson system                       | 410                           | 6,33  | 5    | 100                      | 13,89 | 5    |
| wide subject programmes                         | 810                           | 12,50 | 4    | 220                      | 30,55 | 1    |
| oldfashioned books                              | 820                           | 12,65 | 3    | 120                      | 16,67 | 4    |
| unsufficient equipment on the schools           | 2290                          | 35,34 | 1    | 130                      | 18,05 | 3    |
| domination of the book as a source of knowledge | 2150                          | 33,17 | 2    | 150                      | 20,83 | 2    |
| Total   | 6480                          | 99,99 |      | 720                      | 99,99 |      |

$$p = 0,30$$

As it can be seen from schedule 1 the students evaluate the characteristics of traditional schools differently. So the students with excellent marks think that the lack of the school today is unsufficient equipment of the schools. The domination of the book comes of the second place. The wide program and the strong hour system are on the lowest level. Differently from them, the students with the good marks put at the beginning of the rank list the wide subject program and domination of the book. Obviously that the differences in the evaluation are a result of the success in learning. The calculated rank of correlation is 0,30 which speaks about the low correlation in evaluation.

Schedule 2. Evaluation of the students in the first two years and students in the last two years about the characteristics of the school today

| category of answers                             | Students in the first two years |       |      | Students in the last two years |       |      |
|---|---------------------------------|-------|------|--------------------------------|-------|------|
|   | mark expressed in points        | %     | rank | mark expressed in points       | %     | rank |
| strong hour lesson system                       | 330                             | 13,31 | 5    | 280                            | 11,29 | 5    |
| wide subject programmes                         | 1000                            | 40,32 | 1    | 1030                           | 41,53 | 1    |
| oldfashioned books                              | 360                             | 14,51 | 4    | 350                            | 14,11 | 4    |
| unsufficient equipment on the schools           | 380                             | 15,32 | 3    | 380                            | 15,32 | 3    |
| domination of the book as a source of knowledge | 410                             | 16,53 | 2    | 440                            | 17,74 | 2    |
| Total   | 2480                            | 99,99 |      | 2480                           | 99,99 |      |

$$p = 1$$

The data in schedule 2 are interesting according to which it is obvious that the students despite the years spent in the school are unique in the evaluation of the characteristics of the school

today. The calculated rank of correlation is 1 and speaks about very high correlation in the evaluation. Today's school is characterized by wide school subject programmes and domination of the book and also the insufficient equipping of the schools with subjects instruments.

Schedule 3. Evaluation of the students with excellent marks and students with good marks about the characteristics of the modern school

| category of answers                         | Students with excellent marks |       |      | Students with good marks |       |      |
|---|-------------------------------|-------|------|--------------------------|-------|------|
|   | mark expressed in points      | %     | rank | mark expressed in points | %     | rank |
| Flexible time-table of the subjects         | 570                           | 8,80  | 4,5  | 50                       | 6,94  | 5    |
| Larger facultative subjects                 | 2900                          | 44,75 | 1    | 280                      | 38,89 | 1    |
| Different volume of the subject programmes  | 570                           | 8,80  | 4,5  | 180                      | 25,00 | 2    |
| Multimedial education rich equipped schools | 1290                          | 19,90 | 2    | 90                       | 12,50 | 4    |
|   | 1150                          | 17,74 | 3    | 120                      | 16,66 | 3    |
| Total                                       | 6480                          | 99,99 |      | 720                      | 99,99 |      |

$$p = 0,47$$

In order to investigate the opinion of the students for the characteristics of the modern school the data are got and presented in schedule 3. It can be seen from the schedule that the modern school is characterized by larger representation of the facultative subjects in relation to obligated school subjects and also the multimedial education. The modern school is equipped with more modern instruments. According to the schedule, the students with excellent marks and the students with good marks are equal in the evaluation of the characteristics as selection of the school subjects and the same is on the first position and also the equipping of the schools is. The differences are obvious in the relation to the wide school programmes which is supposed to due to the obtained success in learning. There are differences in the multimedial education and it is supposed to be a result of the differences in the obtained success. The students with excellent marks, the school is named modern if the book isn't the only source of knowledge but other sources are used. The calculated rank of correlation speaks about modesty in coincidence of the evaluation with the students who obtain different success in learning.

Shedule 4. Evaluation of the students in the first two years and the students in the last two years for the characteristics of the modern school

| category of answers                         | Students in the first two years |       |      | Students in the last two years |       |      |
|---|---------------------------------|-------|------|--------------------------------|-------|------|
|   | mark expressed in points        | %     | rank | mark expressed in points       | %     | rank |
| Flexible time-table of the subjects         | 240                             | 9,68  | 5    | 200                            | 9,26  | 5    |
| Larger facultative subjects                 | 790                             | 31,85 | 1    | 480                            | 22,22 | 3    |
| Different volume of the subject programmes  | 380                             | 15,32 | 4    | 400                            | 18,52 | 4    |
| Multimedial education rich equipped schools | 570                             | 22,98 | 2    | 530                            | 24,53 | 2    |
|   | 500                             | 20,16 | 3    | 550                            | 25,46 | 1    |
| Total                                       | 2480                            | 99,99 |      | 2160                           | 99,99 |      |

$$p = 0,60$$

According to the data in schedule 4 the students are equal in the evaluation of the characteristics which refer to the flexible time-table of the school subjects, the different circuit of the school programmes and multimedial education. However some differences are noticed. The students in the first years think that the greater election of the school subjects makes the school modern, while the students in the last years the modern school mainly is recognized by the rich equipped schools with subject instruments. Despite the confirmed differences the calculated rank of correlation is with the tendency of moderation.

### **SUMMARY**

The facultative and obtained status of the school subjects means changing of the role of the student in the educational process. The possibility of election means a respect of the student's individuality, and also capisties and interests. On the other hand, the equipped schools give the chance of multimedial education which activates the student and he becomes a partner in the process of getting knowledge. The domination of the school-book and the teacher is the reduced in the way. It puts on the double-directed communication between the teacher and the student in which dominate the relations of cooperation and partnership. So the school becomes modernized and democratic which leads to answers to requests of modernism and democracy and it would be in the sense at nowadays.

At the end how much the school today courses the epithet modern seen from the students angle estimate yourselves!

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