

УНИВЕРЗИТЕТ „ГОЦЕ ДЕЛЧЕВ“ – ШТИП
ФАКУЛТЕТ ЗА ОБРАЗОВНИ НАУКИ
UNIVERSITY “GOCE DELCEV” SHIP
FACULTY OF EDUCATIONAL SCIENCES



**ОБРАЗОВАНИЕТО ВО XXI ВЕК
– СОСТОЈБИ И ПЕРСПЕКТИВИ –**

**МЕЃУНАРОДНА
НАУЧНА КОНФЕРЕНЦИЈА
– ЗБОРНИК НА ТРУДОВИ –**

**EDUCATION IN XXI CENTURY
– CONDITIONS AND PERSPECTIVES –**

**INTERNATIONAL SCIENTIFIC
CONFERENCE
– PROCEEDING BOOK –**

Штип, 24 – 25 Септември, 2015
Shtip, September, 24-25, 2015

fesconference@ugd.edu.mk

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Проф.д-р Соња Петровска, декан / PhD Sonja Petrovska, Dean

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LADIES AND GENTLEMEN, DEAR GUESTS!

With great honor and pleasure I welcome You on behalf of all teachers, associates, employees and students of the Faculty of Educational Sciences at the University "Gotse Delchev" in Shtip and I wish You pleasant moments during this solemn event organized to mark 20 years of university education of teachers.

But in fact, the Faculty of Educational Sciences basis its twenty years of existence on 146 year continuous development of formal education of teachers and preschool teachers in the region. The achievements of the Pedagogical-Seminary school founded in 1869, the existence of which is linked to the name of the creator of the first primer and the first textbook for teachers - School Pedagogy - Josif Kovachev, and to the name of the great teacher Gotse Delchev, followed by the School for Teachers established in 1946, Higher Pedagogical School founded in 1959, and the Pedagogical Academy (1961) are woven into the tradition and development of our Faculty.



In 1995 the two-year formal education of teachers and preschool teachers developed into four-year university studies.

In 2007 the Pedagogical Faculty became part of the State University "Goce Delchev" in Shtip, said to be the fastest growing university in Macedonia.

Following the global trends in teacher education, modern trends in education policymaking in Europe and in the world, respecting the knowledge of the history of civilizations as an important intellectual resource for social development, as well as scientifically and experientially diagnosed educational challenges that have emerged as a result of deep changes of values in our society and globalization trends (scientific, educational, technological, and economic) the Faculty of Educational Sciences has designed study programs for I, II and III cycle of studies in accordance with the organizational - pedagogical quality standards in compliance with the principles of the Bologna Declaration and European credit-transfer system with a high level of recognition in the area of European Higher Education.

If 20 years ago our Faculty started to implement teaching with 5 PhDs and 3 masters as regular employees, today we can proudly say that our academic community is comprised of 20 PhDs and one master.

Today our students have the opportunity to educate themselves at the faculty which sees its future as a continuous development aimed at:

- Strengthening and expanding international partnerships
- Popularization of mobility of students and staff,
- Internationalization and improvement of scientific research work,
- Improvement of pedagogical approaches to teaching and links with practice, putting students at the center of the educational process.

Ladies and Gentlemen,

I take this opportunity to thank you for coming today to celebrate with us the teaching profession and our contribution to it.

We are quite aware that the road to success is long and winding and it is easier to travel with joint forces. That is why we wanted to mark this celebration by organizing a scientific conference dedicated to education in the 21st century. Let us share our knowledge, understanding and experiences regarding the situation and perspectives and suggest possible ways of modernization. 89 papers have been submitted and there are authors from 8 countries. This is really promising!

Once again, I wish you all a warm welcome and successful work.

Dean,
Prof. d-r Sonja Petrovska
24. 09. 2015., Stip

ПОЧИТУВАНИ ...

Со голема чест и задоволство, Ве поздравам во името на сите наставници, соработници, вработени и студенти на Факултетот за образовни науки при Универзитетот Гоце Делчев во Штип и Ви посакувам пријатни моменти во текот на оваа свечена манифестација организирана по повод 20 годишно факултетско образование на наставници и воспитувачи.

Факултетот за образовни науки своето постоење го темели на 146 годишниот континуиран развој на формалното образование на наставници и воспитувачи на овие простори. Во традицијата и развојот на нашиот факултет се вткаени достигнувањата на Педагошко-богословското училиште основано во 1869 год. Со чие постоење се врзува името на творецот на првиот буквар и првиот учебник за наставници – Школска педагогија – Јосиф Ковачев, и името на големиот учител Гоце Делчев, па Учителската школа основана во 1946 год, Вишата педагошка школа формирана во 1959 год, Педагошката академија (1961 год.).

Во 1995 година формалното двегодишно образование на наставници и воспитувачи прераснува во четиригодишно факултетско образование.

Во 2007 година Педагошкиот факултет стана дел на државниот Универзитет „Гоце Делчев“ во Штип, кој го носи епитетот најбрзорастечки Универзитет во Р Македонија.

Следејќи ги глобалните тенденции во образованието на наставници, современите тенденции во креирањето на образовните политики во Европа и во Светот, респектирајќи ги знаењата за историјата на цивилизациите како значаен интелектуален ресурс за општествениот развој, како и научно и искусствено дијагностицираните воспитни предизвици кои се појавија како резултат на длабоките вредносни промени во нашето општество и глобализациските тенденции (научни, образовни, техничко-технолошки, економски) ФОН дизајнираше студиски програми за I, II и III циклус на студии согласно организациско –

педагошки стандарди за квалитет, согласно принципите на Болоњската декларација и Европскиот кредит-трансфер систем, со високо ниво на препознатливост во Европскиот високообразовен простор.

Ако пред 20 години нашиот факултет започна да ја реализира наставата и вежбите со 5 доктори на науки и 3 магистри, како редовно вработени, денес со гордост можеме да кажеме дека оваа академска заедница ја сочинуваат 20 доктори на науки и 1 магистер.

Денес нашите студенти имаат можност да се образуваат на факултет кој својата иднина ја гледа како континуиран развој во насока на:

- зајакнување и проширување на меѓународните партнерства,
- омасовување на мобилноста на студентите и на вработените,
- интернационализација и подобрување на научно-истражувачката работа,
- унапредување на педагошките пристапи во наставата и врските со практиката, поставувајќи ги студентите во центарот на образовниот процес.

Почитувани присутни,

Ја користам оваа прилика, да ви се заблагодарам што дојдовте денес заеднички да го чествуваме учителското дело и нашиот придонес во него.

Ние сме сосема свесни дека патот до успехот е долг и кривулест но и дека полесно се патува со заеднички сили. Затоа ова наше празнување сакавме да го одбележиме со Научна конференција посветена на образованието во 21 век, да ги споделиме нашите знаења, разбирања и искуства во врска со состојбите и перспективите како и да предложиме можни начини за негово осовременување.

Уште еднаш, На сите Ви посакувам топло добредојде и успешна работа!

Декан,

Проф. д-р Соња Петровска

24. 09. 2015. година Штип

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ECOLOGY – A NECESSARY FACTOR IN TEACHING METHODS FOR NATURE AND SOCIETY STUDIES FOR FORMING A RESPONSIBLE PERSON

Oliver CACKOV¹
Tatjana GREGOVA²

Abstract

If we say that future belongs to the young, is it necessary for young people to wait for others to think about their future? Ecological education means favoring a new lifestyle, new ethnic-cultural values, new freedom, as well as a responsible person.

This paper deals with ecological contents that are adapted to the interests and capabilities of students to modernize teaching with new ecological knowledge. Ecological education is expected to be a long-lasting process and an important factor in further scientific research in the field of ecology, comprising real improvements in students' learning that will be used during their whole lives.

It also contains the goals and tasks of ecological education and inducing ecological awareness, behavior and lifestyle related to the environment. Therefore, ecological education comprises four main components: cognitive domain, effective domain, responsible ecological behavior, and personal responsibility.

So, as pedagogical researchers we should mostly be interested in the changes that happen in students as a result of teaching and learning.

Keywords: *environmental awareness, nature and society studies, responsibility.*

The children of today are the adults of the future. They deserve to inherit a safe, fair and healthy world. There is no task that is more important than preserving their environment.

PhDGro Harlem Brundtland

If we say that the future belongs to the young, is it necessary that we, the young people, wait for others to think about our future? Environmental education means favoring a new lifestyle, new ethnic and cultural values, new freedom, and a responsible person.

Environmental education is a process of accepting as well as a process of students becoming aware through the mediation of society, organizations, and through institutional activities, encouraging active participation and cultivating of the human environment with the aim of developing the necessary resourcefulness and habits, motivating and equipping the society

A great number of agencies, companies and institutions today exist and operate internationally to adequately address the environmental problems caused by our social development. Familiarizing the institutions, especially young people with problems that we caused with pollution of all natural resources represents an important and institutional task.

Environmental education raises critical thinking to a higher level, builds up resourcefulness, individual study of ecological culture, enriching our knowledge of environmental available information. This education does not represent a separate part of the ecological action, or an illumination that lasts several days or a several hours seminar, but represents a continuous social activity that ends when all citizens become conscious guards of

¹Faculty of Educational Sciences, University "Goce Delcev", Stip, R. Macedonia, oliver.cackov@ugd.edu.mk

²gregova@yahoo.com

their environment. Familiarization of citizens with problems of their environment and encouraging them to realize various environmental activities will change their behavior towards the environment in which they live and work.

This is especially important for children at a younger age. If we say that the future belongs to young people, is it necessary that they wait for other people to think about their future? Do pollution have limits, religions, nationalities? If our neighbor is polluted, will we not bear the same consequences? The alarm for the preservation of the environment has long been on, all natural resources are brought to the level of irreversible destruction, so it is five past twelve for man to take upon himself all the responsibilities for the preservation of his environment.

Upbringing and education about environmental protection is a fundamental preventive measure for a complex system of environmental protection, and deals with the acquisition of knowledge, experience and skills necessary for the protection and promotion of the environment, i.e. it means introducing the systems of values, purpose, principles and norms of behavior that are important for protection and improvement of the environment. However, for the ecological state of our country the education of the people is the most important environmental activity.

Raising a person responsible towards nature starts from the earliest age in the family, pre-school, primary and secondary school and university, and goes on throughout his/her entire existence. School and teachers make the most of education for the environment because they have a major role in the mobilization and encouragement of students to develop this segment which is of vital interest for human existence. During visits to the school a different level of knowledge about issues related to the environment can be noticed. Most of the students have knowledge of the consequences of pollution but it is still necessary to initiate new ideas about what they can do in order to become conscious guardians of their environment and beyond.

When speaking of conscious awareness and the need for environmental education, then there is no doubt that students in elementary school gain these habits mostly through the teaching subject *Nature and society*. We state this because most of the contents from the social and natural environment is represented in this subject. Through *Nature and society* new ideas about how to perceive, not only theoretically but also concretely and practically, all hazards that affect the pollution of the human environment can be initiated.

When we talk about taking care of the hygiene in schools "parents are willing to continuously engage in organizing actions for arranging the classroom and the school yard with trees, for pruning plants, providing tools, painting, labor, etc. and they agree that students and teachers clean the classroom every Friday".¹

The modern concept of education requires the application of environmental education and scientific research activities at school so that students get to know environmental principles on which the natural world is based. The school should be an ecological environment that will suit the needs of students. If we want to revive the education, we need to improve the ecological environment in our schools, and this can be achieved through various instructional and extracurricular activities.

Ecology as a science is widely used in the subject *Nature and society* in all teaching topics and contents throughout the school year. It is realized in teaching as follows:

1. Through promotion of eco-culture among students in school
2. Environmental diary for recording and implementation of environmental contents
3. Eco Patrol
4. Eco reports and culture
5. Environmental actions.

The curriculum of the subject *Nature and society* creates the conditions for gradual disclosure of mutual ties between the flora and fauna, between living and inanimate nature, and the significance of human activity in maintaining balance in a society. Through teaching

¹ From the practice of civic education, *Educational crossroads*, 10, 2005, no. 69.

contents in the teaching methods of the subject *Nature and society* the interests and motivation of the students for environmental education are increased. This is achieved through the use of modern teaching aids, by means of active learning, encouraging student to think and making the student an active entity in the protection and promotion of the environment. Therefore we can rightly conclude that ecology is an indispensable factor for the formation of a responsible person. The tasks of the teaching methods of the subject *Nature and society* can be boiled down to:

- Motivation for studying the environment
- Adopting a system of knowledge about the environment and the man's place in it, and creating skills to apply such knowledge about life, and knowledge how to collect new information
- Creation of personal and civil liability for personal conduct and behavior of others.
- The content of environmental education in teaching methods for the subject *Nature and society* boils down to: a system of knowledge about nature and society and the mutual relationship between man, society and nature.
- A system of skills and habits of perception of the environment and leading an appropriate eco lifestyle
- System of legal laws, norms, rules that define the role and place of the student in environment
- To develop a habit of a right attitude towards the elderly, proper and timely execution of tasks related to maintaining order, cleanliness and personal hygiene.

Young children have a tendency to develop emotional ties to familiar and comfortable things, and to develop a sense of connectedness with the natural world; therefore they need frequent and positive experiences. Providing opportunities for such experiences and sharing them with children are the essence of environmental education. The best illustration of this finding are the words of Rachel Carson: "In order for a child to keep alive his inborn sense of curiosity he/she needs the company of at least one adult to share the joy, excitement and mystery of the world we live in¹, revealing it again with him/her, as is put in the book "A Sense of Curiosity".

Satisfying only their own need for profit people often do not perceive the damage they make to others with the pollution of the environment; if material profit is above human-ecological interest, in that case we are the ones who should take control and concrete steps. We will first investigate the problem in the school, and then beyond. We have no right to appeal if it is necessary to protect the environment from pollution. Let us not forget – if we all have the right to live in a healthy environment, then we are also obliged to watch over it, react in an appropriate way if we notice any kind of environmental pollution. It is best if we give an example how to act.

Through active teaching which is a style of work in the spirit of the collective ecology is nurtured by using common tools and materials, both within each group and within all students in a collective. Active teaching of environmental contents provides students with the ability, motivation, creativity, interest, self-expression, and the openness of school to the social environment and the natural environment as sources of knowledge. In that sense, this teaching creates conditions for the involvement of parents and others. Snezana Adamchevska speaks about these facts "active teaching and interactive learning seeks to bring refreshment into practice through new dynamic model of work that will turn it into an enjoyable and attractive place for work" in her book "Active Teaching".

Environmental education stems from the need to precisely determine what is taught, to fix the activities, conditions and resources for that, and to create a favorable psychological climate for the acquisition of knowledge, its control and the development of pupils' abilities. The very student in environmental education teaching activities has the opportunity to learn what he/she is interested in according to their individual abilities, according to their dynamics,

¹Rachel Carson, *Sense of Wonder*, HarperCollins Publishers, New York, 1965.

with constant reliance in terms of feedback from student to teacher and for work in which success is guaranteed

In this context the American psychologist Toren noted that the future of our civilization depends on the creative imagination of future generations or, even more illustratively, Fromm once said "man is as big as he is active".

One such example is the campaign conducted by the Government of the Republic of Macedonia, which, successfully initiated by a group of citizens, realized the project "Plant a tree" that sparked interest in the Balkan countries which even participated in this action, and planted trees on Macedonian territory. This action is invaluablely important because it raises awareness among children about the need to be environmentally conscious in order to intensify environmental awareness in people in general. Because of this, this action should be continuous and become a tradition, because it is the only way to realize the task that has been set. School teachers can have great influence on this, not only in teaching subjects *Biology* and *Nature and society*, but all together and in an organized manner.

This is imposed as an imperative of the time because the future of humanity greatly depends on it. Current saying that children are our future should now be expanded into saying that children are our environmental force. In order to become the drive of the ecological awareness, beside school family also plays a great role in the building of an environmentally responsible and motivated person who should confirm this by personal example. In this way children will understand this as a necessity and knowledge of their future. For this purpose it is necessary to have the assistance of adults who should unselfishly be part of this need. That would be the best role model for children. We should all be like them, and it will be the best reward we can give not only to our children but also to the future of humanity.

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