

УНИВЕРЗИТЕТ „ГОЦЕ ДЕЛЧЕВ“ – ШТИП
ФАКУЛТЕТ ЗА ОБРАЗОВНИ НАУКИ
UNIVERSITY “GOCE DELCEV” SH TIP
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

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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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THE PATIENT IN THE PROCESS OF LEARNING IN HIGHER MEDICAL SCHOOL

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Abstract

The process of education in medical school contains all the essential features of the learning process in general. Unlike at other universities, in medical schools a third subject – the patient appears. The presence of the patient as a third party in the process of learning complicates pedagogical interaction due to the realization of complex relationships between: teacher-student; teacher-patient; student-patient; student-student; teacher-medical team; student - medical team; teacher-student-patient. The teacher must find a balance between individual preferences of students and educational purposes. The student works directly with the patient under the supervision of the teacher. The success of the training depends both on the professional experience of the teacher and on the theoretical preparation of the student. The training success depends also on the patient's condition. His/her presence in the learning process requires respect of the rules of professional conduct. In medical practice the abidance of the basic ethical principles is of great importance concerning the relationships between the medical professionals and the patients. This is the basis for selecting the model of communication with patients and their relatives.

Key words: *students; practical training; patient; presence.*

Educational process in higher medical schools is aimed at the final professional formation of all the students. There the learning process has all the basic features of the educational process at all, but it has its own specifics that distinguish it from other universities. One of these features is associated with the personal aspect of the process. It is accepted and indicated that the main subjects of the training traditionally are the trainer (teacher) and the recipient (student). But in the scheme of the medical education there is always a compulsory third entity - the patient. The patient manifests herself/himself with her/his biological, psychosomatic and social characteristics. The presence of the patient, as a third party in the process of learning complicates the pedagogical interaction due to the realization of complex relationships between: teacher-student; teacher-patient; student-patient; student-student; professor - medical team; student - medical team; teacher-student-patient. Each participant in these groups brings her/his individual personalities, qualities and characteristics. The multi-layered complexity of relations and connections are influenced by close interweaving of the traditional learning process with that of the diagnostic and treatment actions. All this accomplished in a hospital environment.

In the process of training of the medical specialists it is clearly necessary to emphasize on the presence of the patient in this process, which puts certain demands on the organization and its conduct, and they are:

- Students very often too early encounter the circumstances of a real hospital life. In certain situations they are forced to produce patterns of behavior before they have gained enough theoretical knowledge, practical skills and habits. For some of them this is the first meeting with the patient, with the suffering, the missing hope, death, dangerous for the human health factors and conditions;
- The students communicate with patients and their relatives. This additionally burdens them by putting them in front of a requirement for compliance with privacy, autonomy, goodwill.
- Students are placed in different conditions of organization and operation of the process of the training due to lack of standardized conditions for the meeting. This leads to differences in the way of organizing and running of educational forms and effects of pedagogical impact. To be effective and efficient the learning process needs to be

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consistent with the presence of the patient - with its concerns, attitudes towards their own health and disease, medical treatments and staff of trainees. All this influences in a positive or negative way the primal pedagogical intentions.

- Students participate in trainings, which are influenced by various components of the patients' progress and prognosis of disease, age, health education and behavior, social status, etc. [3].

The medical training aims at achieving medical-diagnostic skills and this is possible to happen by involving students in a real situation, next to the patient's bed. In this sense, the patient is considered as a 'living educational tool'. [4] This underlines the main objective of the training, which is aimed at stimulating the expansion and consolidation of theoretical knowledge and mastery of different techniques and manipulations of students. Clinical practice is a key organizational form for practical training of students of medical specialties, during which they apply in real hospital all the acquired knowledge and skills of the preceding lectures and educational practices. Training in clinical practice provides a unique opportunity for students to work out and improve professional skills and habits related to patient care. Observing directly the healing process and working with patients under the direct supervision of the teacher gives them additional skills and. Mastery of professional knowledge and skills through clinical practice as a main form of training of future health professionals is an important prerequisite for their successful vocational training.

An important condition for the efficient formation of knowledge and skills is the desire of the teacher to use the most appropriate methods and means of learning, stimulating creative thinking, cognitive activity and professional interests of students. The methodology of teaching practice using a variety of methods, the most common are: instruction, demonstration, observation, discussion, individual work, algorithm solving of didactic programmed tests. This practice as the main form of training in the medical practice takes place in the hospital wards, which creates favorable conditions for students to acquire professional knowledge and skills, working with real patients. Academic clinical practice is organized and managed by the teacher in the teaching process during which students learn how to work, acquire important patterns of behaviors and etc. During the training, students are introduced to appropriate models of psychosocial communications with different types of patients. Trainees acquire practical skills for contacts; learn modelling for obtaining informed consent and the establishment of psycho-emotional contact with the patient [1]. Students are attracted by the flexibility, fast changing environment in the real clinical setting and the ability to help others. The teacher must find a balance between individual preferences of students and educational purposes. His competence, his ability to organize and manage the learning process helps learners determine the effectiveness of the practice. Pedagogical management of this process offers an opportunity for professional contacts, self-control by the teacher, professional and personal development of students. They must quickly adapt to the hospital conditions, to be familiar with the health of patients, their disease course and personality types. All that will facilitate the learner to apply the appropriate attitude towards each patient and to show her/him empathic attitude which is highly important in this situation. For the student it is essential to establish contact with the patient and gain her/his trust. It should strictly observe the principles of confidentiality, autonomy, goodwill and utility. In the course of their practical training students learn to bear personal responsibility for their own and for the patients' health, to store patient information, to respect the principle of doing no harm, fairness and honesty, informed consent, etc. [5].

In cases where the student is not well prepared to work in a real hospital setting some typical weaknesses could be identified. Not well acquired knowledge and practical skills in classroom teaching and practical training would be a prerequisite and cause injury or to result in deterioration of the patient's health. Such situations require accurate assessment of the teacher by placing separate tasks to students with dubious achievements. The basic rule is that patients' safety must be put first and foremost. This is the reason why their practical training is not the necessary degree of self-administration that is necessary in their future practice. To reduce the adverse impact of the training on the patients we need to wider the use of modern didactic equipment in the training of the future medical professionals. To acquire more responsible clinical behavior it is recommended that students constantly solve professional studies, clinical tasks and others. Insufficient professional training of students at a particular stage of their training is accepted by patients as a direct threat and risk to their own health. This requires obtaining their consent for voluntary participation in the learning process of students. The behavior of hospitalized patients is determined by two basic emotions - fear and shame. Here fear is heightened by the presence of the trainee in the medical and diagnostic procedures.

The cooperation of the patient in the process of their own treatment and that of the education of the students is of utmost importance to all bidders. An informed patient is a key element not only in education but also in high-quality medical services. With their behavior patients can contribute to the successful conduct of the practical training of the students or derail the best pedagogical intentions of the teacher.

The presence of the patient in the learning process requires the application of rules of professional conduct of medical specialists:

- Responsibility - refers to the execution of the work for which they are specifically authorized individual and possess the necessary competence to carry it out;
- Safety – lack of attention, negligence, omission because of incompetence;
- Professional loyalty - to their colleagues (the team), but not at the expense of the patient;
- Competence - high professional level of accomplishing the necessary knowledge of each level;
- Confidence - confidentiality [2].

All that was written above helped to form the following conclusions:

1. The specific training in higher medical school determines the presence of a third element in teacher interaction - the patient.

2. The didactic process is complicated by the close interweaving of the traditional learning process with that of the diagnostic and treatment actions.

3. The systematic use of modern teaching methods and technologies in medical training increases the students' training.

4. Trainees students must be proficient in perfection while executing their professional competencies to ensure patient safety.

5. Clinical practice provides a unique opportunity for students to work out and improve professional skills and habits in the presence of the patient.

6. The teachers with their competences and pedagogical abilities are there to organize and manage the learning process and to help students in their work in a real hospital environment

In conclusion, we can say that the key presence of the patient in the process of training of medical professionals is of extreme importance. Patients help the process by which students are trained. They actively take in a part in their learning process and that is one more reason to treat them with all the needed respect for their personality and autonomy.

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