

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

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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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## LEISURE TIME AND SPORT ACTIVITIES OF STUDENTS FROM THE FACULTY FOR PRESCHOOL AND PRIMARY SCHOOL EDUCATION AT SOFIA UNIVERSITY

“ST. KLIMENT OHRIDSKI” – BULGARIA

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### Abstract

*Students' leisure time, as well as the contents and activities used during this time, have a great impact in creation of students personal identity and quality of their life in future. This is especially important for the students of Teacher faculties as future teachers and preschool teachers. The aim of this paper is to determine how students at The Faculty for Preschool and Primary School Education at Sofia University “St. Kliment Ohridski” spend their leisure time, the role of the Faculty and University in organizing their leisure time as well as to determine how actively they participate in sport during their leisure time.*

*The research was realized on a sample of 160 students of all four years of study, at The Faculty for Preschool and Primary School Education at Sofia University “Ss. Kliment Ohridski”, Bulgaria. The research was conducted using a specially designed closed form of questionnaire, composed of 19 questions according to the research aims. The results obtained were analyzed using frequencies (f) and percentage (%). They suggest the possible directions for positive influence and suggestions for youth for proper selection of activities that will have a positive impact of their development, especially in regard to their involvement in sport activities as a content of leisure time. This emphasizes the role of University, especially the Department of Sport as a body that covers the segment of sport in suggesting different contents as leisure time activities according to students' interests and needs.*

**Key words:** *leisure time, students, sport interests.*

### Introduction

Free time is an integral part of human activities. It is time away from the professional, family and social obligation, time during which the individual person chooses on their own free will the forms and the content of their creative activities, rest and relaxation. In their free time each person chooses the content and the activities, which they wants to take part in and perform according to their wishes, needs and proclivities.

Free time as a general social event has its own social, health related and pedagogic functions, which are performed directly when the respective activities are being done, i.e. directly on the activities during the free time. There are some activities, which are performed during the free time and which differ from each other not just in their content, but also in terms of the purpose regarding specific functions of the free time.

Young people's life and work during their free time are especially important for their future development. The autonomy of a person's free time of and its portioning into playing games, practising a hobby or creative activities, is a sign of specific and planned activities, which could lead to fundamental changes in their whole life. Free time, spent in a meaningful way, makes life multidimensional, rich, organised and creative. This way young people develop their individuality and get introduced on an amateur level to scientific-technological, artistic, sporting and other activities. It is important to note that free time is determined by the social standing of the young people and their life experience, their established habits and their individual

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needs and capabilities. How they will spend their free time, whether actively playing games, having fun, doing creative work, or passively resting, depends only on themselves.

Young people's free time has a specific structure, which through its principal parts (rest, attention distraction, personal development) also plays a preventive role in their lives. The necessary conditions should be put in place in order for the free time to perform its functions. In order for achieving the optimal conditions for performing all these free time functions, it is necessary to know the specific person, who exists in space and time and has their own specific habits and explorations. Only when free time becomes a space where the young people feel content and happy and recognise themselves, then we will be able to be sure that free time has performed its functions and has contributed to the development of the young person (Minarevic & Milisa & Prorokovic, 2007).

The topic of free time as a social phenomenon, in particular among students, is extremely interesting. Many authors have explored this issue.

P. Bankov introduces us to volunteering in sports management during a person's free time (Bankov (Банков), 2004), as well as to alternative options for optimising sports management during free time, and territorial management and providing resources for sports during free time (Bankov (Банков), 2007).

A. Ivanov found out in his 2010 study that the surveyed university students were markedly less physically active on average than the students from the same universities 20 years earlier (Ivanov (Иванов), 2010).

B. Colov and D. Dasheva performed a sociological survey, the goal of which was to explore the students' attitude towards physical exercises and sport in their free time (Colov & Dasheva (Цолов & Дашева), 1998).

In their 2013 study D. Sivevska and B. Popevska present the activities performed in their free time by the students of the Faculty of Pedagogy at the University in the town of Ship, Macedonia. The results of the study showed that the 152 students who were surveyed didn't have much free time and didn't use properly the little free time they had. All this should be taken into account when planning the life and work routines of the faculty (Sivevska & Popeska (Сивевска & Попеска), 2014).

In another study by the same authors, they present the place of living and the socioeconomic status of the students as factors for the way their free time is organised. The results of this study showed that the location of the faculty building didn't have a significant influence on the way students' free time was organised, even though there were differences in the connection between the socioeconomic status of the students, especially the size of the monthly payments, and the way students were organised in their free time (Popeska & Sivevska, 2013).

According to Fehim Cosan, Aytakin Alpulu and Aysel Koseoglu, the students from sports coaching specialties at the Marmara Universitesi – Istanbul participate much more often in sports related activities, compared to students from pedagogy related specialties (Cosan & Alpulu & Koseoglu, 2009).

### **Method of work**

The factors presented above made necessary for a wide-encompassing study to be conducted, the **goal** of which was to study the ways of organising and the content of the activities, which the students want to do in their free time according to their wishes, needs and interests.

The survey used a survey card. The survey card includes a total of 22 questions, related to how the students are supporting themselves financially during their years of study, their free time and the time they spend studying during the day, the activities they take part in most often at home and outside, and the role of the University in the way their free time is organised.

**The topic** of the study are the opinions of the students at the Faculty of Preschool and Primary School Education (FPPSE), part of the Sv. Kliment Ohridski University, and, more specifically, the students from the specialties Preschool and Primary School Education (PPSE), Primary School Education and Foreign Language Teaching (PSEFLT) and Preschool Education and Foreign Language Teaching (PEFLT), regarding the ways in which they use their free time.

**The subjects** of the study were 166 students at the FPPSE, part of the Sofia University, who were in their first, second, third or fourth year of study, distributed as follows: 50 students with a PPSE specialty, 69 students with a PSEFLT specialty and 38 69 students with a PEFLT specialty.

The study was conducted in the month of January of 2015, at the end of the winter semester of the

2014/2015 academic year. The results of the study were analysed and presented based on analysis of the frequency (f) and percentages (%). The data gathered by the survey was processed in MS Excel.

### Results and discussion

All survey questions, which are directed towards the goal of this specific study (i.e. the way in which the students use their free time and how they fill that time) are included in the analysis of the results.

In reply to the question: *"Who has been supporting you financially during your period of study?"*, most of the students answered that they had been supported by their parents (67.47%). A portion of the students supported themselves with their own work (27.11%). A small portion (4.82%) relied on scholarships for financial support, while a tiny portion (0.6%) relied on loans for that. The way in which the students were supported financially during their period of study is very important in regards to the quantity of free time they have.

The received answers to the question of who has been providing the financial support for the students while they are studying, closely correlated to the answers of the next question, which was: *"Where have you been living during your period of study?"*, 50.6% of all surveyed students declared that they had been living with their parents, 28.92% said they had lived at a dorm provided by the University, 3.61% had lived together with relatives, 9.64% had lived alone, and 7.23% had lived in a rented apartment together with flatmates. The high percentage of students living with their parents (50.6%) can be explained by the fact that 53.61% of the surveyed students were from the town of Sofia, while 46.39% had lived in other towns before they became students at the University.

The goal of the following questions was to find more specific data about the way in which the students spent their free time and what activities they took part in.

In answer to the question *"What do you care the most about during your period of study at the University?"*, 31.93% of all surveyed students said entertainment and education, 39.17% said education and taking exams, and 28.9% said education and working to support themselves financially.

Apart from the general questions, we were also interested in *the amount of free time the students had daily*. This question received the following answers: the biggest group of students – 36.14%, had 3-4 hours of free time per day, 34.94% had 4-5 hours of free time per day, 16.27% – 1-2 hours per day, while 12.65% had more than 5 hours of free time per day. The daily free time varied depending on which year of study the student was in, their study load at the faculty, the way they were supporting themselves financially and the place where they lived (Figure 1).

The question *"How many hours per day do you spend at your faculty building?"*, received the following answers: 76.51% of all surveyed students said 4-5 hours, 21.08% said 6-7 hours, while 2.41% said they spent more than 8 hours per day there.

Regarding the question about *the time spent studying*, more than half of the students – 62.65% of them - said that they studied 2-3 per day, 22.89% studied between 30 minutes and 1 hour per day, 12.05% studied 4-5 hours per day, 2.41% studied more than 6 hours per day. Time spent studying is negatively correlated to free time, but on the other hand it is a main and major obligation of every student.

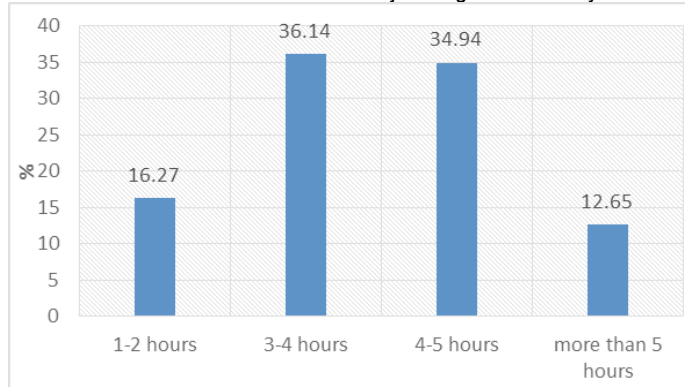
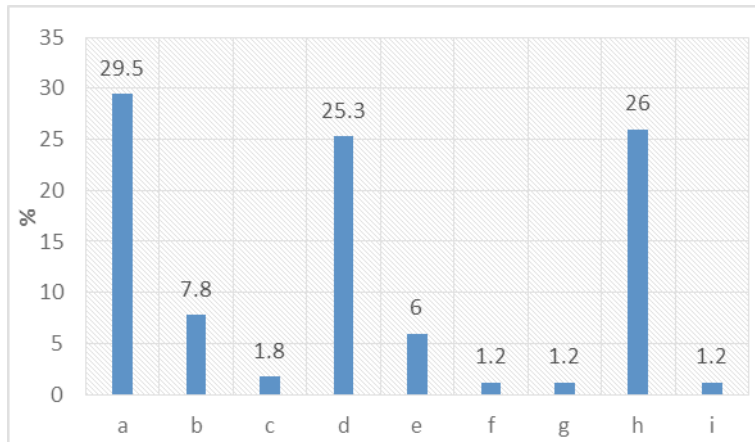


Figure 1. Free time students during the day (%)

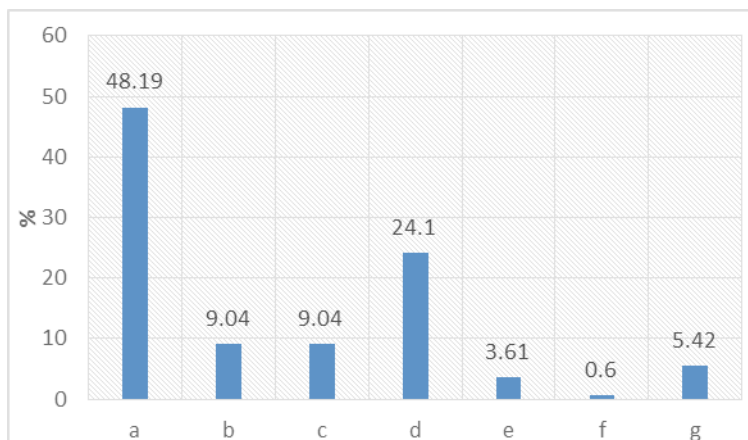


Out of nine suggested activities, which are usually seen as *ways to spend the free time*, we got the following results according to the preferences of the surveyed students: 29.5% spent their free time relaxing, listening to music and sleeping [a], 26% used their free time to meet with friends [h], 25.3% spent their time in front of a computer/browsing the internet [d], 7.8% preferred reading books/literature [b], 6% spent their free time practising sports [e], 1.8% watched TV [c], while 1.2% each preferred painting/drawing [f], writing [g] and playing an instrument, singing and composing [i], (Figure 2).



**Figure 2. Leisure activities of students (%)**

The students were given seven possible answers from different areas of life to the question "What activities do you participate in most often in your free time outside of home"? Out of the received answers, half of the surveyed students – 48.19% said entertainment, fun activities, parties [a], 24.1% preferred taking a walk among nature in parks [d], 5.42% visited popular culture events (theatre, cinema, art exhibitions) [g], 9.04% each preferred going to cafes/clubs/night parties [b] or going to malls and boutique shops [c], 3.61% preferred sporting activities [e], while 0.6% preferred to go watch sports competitions [f], (Figure 3).



**Figure 3. Leisure activities of students outside home (%)**

The answers to the question "How often do you go to the cinema, theatre, concerts, nightclubs, art exhibitions, museums and galleries, or sports competitions?" (Table 1), are also connected the previous two questions.

**Table 1. Question: How often do you visit each of the proposed activities (%)**

	1-2 per week	Monthly	1-2 per year	More than one per year	Never
<b>Cinema</b>	10.84	43.98	31.93	12.05	1.2
<b>Theater</b>	2.41	18.7	55.4	10.84	12.65
<b>Concerts</b>	2.41	9.64	62.65	10.24	15.06
<b>Disco</b>	14.46	36.14	22.9	18.07	8.43
<b>Exhibitions</b>	0.6	10.24	42.77	9.04	37.35
<b>Museums and Galleries</b>	0	9.64	53.01	13.86	23.49
<b>Sport Competitions</b>	4.22	16.27	38.55	13.86	27.1

The views of the students in regards to the question *whether the students were aware of the content and the activities for filling the free time, offered by the university*, were divided, with 16.87% of them saying that they were aware of what the university was offering, 28.31% stating that they weren't aware, while 54.82% said that they were partly aware.

The question how much the students were satisfied by the activities offered for filling their free time by the university is analogous to the question above. 19.28% of the students answered that they were satisfied, while 40.36% each said that they were partly satisfied and that they were not satisfied.

Regarding the question about the *frequency of using the content and the activities, which are currently being offered by the University* to the students for filling their free time, most of them (64.46%) stated that they used them sometimes, 7.23% of the surveyed students said they used them often, while 28.31% of the surveyed students said they never used them.

The last question in the survey card was about *the level of satisfaction of the students regarding their use of their free time*. Almost half of the surveyed students (49.4%) said that they were "mostly satisfied" by the way they used their free time, 20.48% expressed a neutral position - they said they were neither satisfied nor unsatisfied, 20.48% were "quite satisfied", 4.82% were "quite unsatisfied", while 4.82% were "unsatisfied in general". The number of satisfied students (49.4%) is explained by the fact free time is time, which they organise and regulate themselves, they choose the activities and the content according to their own wishes. It follows that satisfaction or lack of satisfaction is a reflection of their own organisation skills and wishes, i.e. their level of personal engagement.

### **Conclusion**

1. Young people's free time has a specific structure and has a preventive role in their life. The way young people spend their free time largely determines their lifestyle. This is especially important for the future teachers, since a lot is expected of them in their teaching jobs. They should be positive examples for their students, since practical experience shows that being a positive example is one of the most important educational methods.

2. The results of our study, which was done on 166 students from the FPPSE, show that students had little free time per day (3-4 hours, 36.14%), and the reason for that, apart from their obligations at the faculty, may be the place where the students lived.

3. It turned out that out of most of the offered activities for filling their free time, the students mostly chose to spend that free time in front of a computer (25.3%) and resting (29.5%). The small amount of people who chose the rest of the offered activities (reading, painting, sports, playing an instrument) is shocking, since it shows that the creative side of the students' personalities had been neglected. Of course, the students' material conditions and living environment contributed to that too.

4. It is somewhat worrying that students spent most of their free time (48.19%) socialising, having fun, going to parties, etc. The necessity of socialising and communicating with other people, which is typical for that stage of the lives of the surveyed persons, is a possible reason for that, but on the other hand, another possible reason is the insufficient offerings of high quality and productive content, which could fit into their time.

5. Most of the surveyed students never went to a theatre, a concert, an art exhibition, a museum or a sports competition. In contrast to that, many of them (36.14%) visited nightclubs at least once a month. This is also a signal for the management of the University and its faculties to offer content and activities, which are attractive for the students and which could improve their lives.

6. The results of the study showed that the students didn't have much free time and didn't use in a positive way the little free time they had. All this should be taken into account when planning the life and work routines of the faculty. It is necessary to have planned as early as the start of the academic year specific activities, which would allow the students to have high quality free time, taking into account their wishes and interests, through which they would develop their abilities and activities.

7. The results of the study show that most of the students (40.36%) were not satisfied by the content, while 28.31% weren't aware at all about the activities offered at the Universities, which shows the necessity of working on the content of the activities offered by the University. Currently the University offers only content targeted towards a specific type of activities. It is apparent that the university administrative personnel, responsible for organising the lives of the students, are insufficiently informed about the actual interests, needs and wishes of the students regarding the filling of their free time.

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