

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

fesconference@ugd.edu.mk

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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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THEORIES, SOCIAL EXPERIENCES AND PRACTICE IN INTERCULTURAL PEDAGOGY

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Abstract

The paper aims to focus on a few issues, which in my opinion are important for the description, explanation and design of educational activity undertaken in the ambiguous social and cultural reality. Pedagogy provides answers to fundamental questions about the sense of life, about functioning and supporting man in the sophisticated world. What takes place gradually is the crystallization of intercultural pedagogy, which is a major new sub-discipline of modern world pedagogy and which has been developing dynamically in Poland over the last decade. This development has been duly facilitated by the processes of European integration and the active involvement of Polish pedagogues. In the presented study, some theories and currents in perceiving and dealing with intercultural education will be referred to and the social experience and educational practice in this field will be indicated.

Keywords: *intercultural pedagogy, theory, practice, teachers' preparation for work in multicultural conditions.*

Introduction

Pedagogy makes use of the whole knowledge of education and its contexts and it generates this knowledge itself - yet with the orientation towards explaining educational facts and creating conditions for triggering changes which are socially demanded and beneficial for individuals. Pedagogy comprises socially appreciated philosophy, psychology and sociology of education with biomedical, anthropological, ethnological, political and even technical knowledge of man and human development. By integrating the knowledge of other branches of science which focus on education only fragmentarily, it answers fundamental questions about the sense of life, about functioning and supporting man in the sophisticated world.

The aspect of multiculturalism is noticed in educational environments. Numerous studies are carried out on cultural differentiation². The research into borderland cultures, education of minority groups, the processes of shaping cultural identity or the problems of regional, multi- and intercultural education has already had a rich tradition. What seems to be well-known are the reports of the studies conducted in 1992-2015 under the supervision of Tadeusz Lewowicki³, Jerzy Nikitorowicz⁴ and Zenon Jasiński (1998, 2004). In 2001 the 4th National Pedagogical Convention of PTP (Polish Pedagogical Association) was held under the title '*Pedagogy and education in the face of new communities and differences in the uniting Europe*', at which an attempt was made to indicate the developmental directions of intercultural education.

What takes place gradually is the crystallization of intercultural pedagogy, which is a major new subdiscipline of modern world pedagogy and which has been developing dynamically in Poland over the last decade. This development has been duly facilitated by the processes of European integration and the active involvement of Polish pedagogues. Thus, on Tadeusz Lewowicki's initiative, the Team of Culture Pedagogy

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² Under scientific supervision of Professor Tadeusz Lewowicki, since 1990 the Chair of General Pedagogy of the Institute of Education at the Faculty of Ethnology and Education in Cieszyn has carried out interdisciplinary studies on 'Social, pedagogical and cultural conditions of the development and education of the young in the borderland'. The research has been done with participation of the representatives of other universities (Białystok, Gdańsk, Opole, Poznań, Warsaw, Zielona Góra), who in 1994-2004 were members of the Social Team for Research into Borderland Culture and Education and currently of the Team of Culture Pedagogy and Intercultural Education at the Committee of Pedagogical Sciences of the Polish Academy of Sciences.

³ In the series 'Intercultural education' 60 works have been published so far.

⁴ Publications edited by Jerzy Nikitorowicz, which have been issued since 1995 by the university publishing house 'Trans Humana'.

and Intercultural Education was founded in 2004 at the Committee of Pedagogical Sciences of the Polish Academy of Sciences and in 2008 the Association for Supporting Intercultural Education (SWEM) was established¹. The basic tasks of the Team of Culture Pedagogy and Intercultural Education at the Polish Academy of Sciences are: enhancing the development of this discipline nationwide, integrating academic centres and scientific environments, solving particular research problems. The Association for Supporting Intercultural Education aims at: supporting the development of the Polish scientific thought concerning intercultural pedagogy; carrying out studies on intercultural education; supporting educational initiatives involving multi- and intercultural issues; undertaking activities related to education in the culturally differentiated environment; integrating the environments which deal with intercultural education². Within eight years SWEM organized eight scientific conferences, which was done in cooperation with the Chair of General Pedagogy of the Institute of Education at the Faculty of Ethnology and Education in Cieszyn (part of the University of Silesia in Katowice), the Teacher Training Academy of the Polish Teachers Union in Warsaw, the Chair of Intercultural Education at the University of Białystok, the Institute of Pedagogical Sciences of the University of Opole, the Podlasie branch of the 'Common Poland' Association in Białystok. SWEM has made an attempt to present the current state of school education with Polish as the teaching language in European countries in the form of report which has taken into account almost all countries (excluding Austria) where there are large groups of Poles or people with Polish roots.

Intercultural pedagogy as the pedagogy of 'meeting and conflict of cultures'

The term 'intercultural pedagogy' started to appear in pedagogical literature in the German language in mid-eighties of the 20th century. The name stresses that the clients and addressees are not any more only minorities but also the majority. As a consequence, the subject matter broadened substantially and new aims and tasks emerged. In compliance with the new programme, deficiencies are not mentioned any longer and 'irreducible difference' is used instead as a basic category of postmodernism.

The objects of pedagogical interest, thought and activity are children, youth and adults – not only school education but also non-school teaching or permanent education.

'Pedagogy of the conflict of cultures' is associated with the British and Dutch concepts of anti-racist education, the so called cultural studies and critical pedagogy. It has been developing mainly in the United States, where the term 'intercultural pedagogy' is not used, giving way to 'multicultural education' (Banks 1986; Mitter 1992:31-40).

The essence of pedagogy based on the meeting of cultures, which came into being in the Federal Republic of Germany, is aptly reflected in the maxim 'what I can learn from other cultures and what the representatives of other cultures can learn from me'. What is called for is that direct personal contacts and particular experiences acquired in daily life should be the starting point and the most important source of such learning (Szymański 1995: 101-102).

The search for solutions to the problems occurring in multicultural societies is directed towards intercultural education or pedagogy, which is viewed as the hope for preparation for life in multicultural community and for shaping the feeling of multidimensional identity that harmoniously comprises the regional, national, European and global identity.

In the European dimension, education should focus on four aspects which will constitute life-long pillars of each individual's knowledge: to learn in order to know (to acquire the tools for understanding); to learn in order to act (to have influence on the environment); to learn in order to live together (to participate and cooperate with others in various dimensions of human activity); and to learn in order to exist (Delors 1996).

Undoubtedly, learning in order to live together is one of key challenges to be undertaken by modern education. The world today often becomes the world of violence and conflict. So far, education has not done much to change this. It seems that this task can be fulfilled by intercultural education as its significant feature is

¹ The Association was registered on 30th November, 2008. Its first general meeting was held in 2009 in the Teacher Training Academy of the Polish Teachers Union in Warsaw, at which the Board was elected: Chairman – Jerzy Nikitorowicz; vice-Chairperson – Alina Szczurek-Boruta; Treasurer – Mirosław Sobecki (actual Dorota Misiejuk); Secretary – Jolanta Muszyńska (actual Ewa Ogrodzka-Mazur); Board Member - prof. Tadeusz Pilch (actual Zenon Jasiński); Honorary Chairman SWEM – prof. Tadeusz Lewowicki. Currently, the Association has 71 members.
<http://www.swem.uwb.edu.pl>

² Quoted from: the Statute of SWEM.

the trans-cultural nature of the processes of mutual familiarization, getting closer and 'being together' – integration.

Education should fulfill two goals which seem mutually exclusive – to broaden the autonomy and identity of the individual and to promote the openness to 'Others' and their cultures (Szczyrek-Boruta 2007). By creating conditions for the acquisition of cultural, social or personal identity, intercultural education does not juxtapose the processes of individualism and collectivism (Szczyrek-Boruta 2009). The superior value is respect and cooperation and a conflict solved through negotiation might sometimes become a means.

The general task of intercultural education consists in building the intercultural society by providing knowledge and perfecting skills which are helpful or indispensable in solving problems triggered by cultural differentiation of the society. Intercultural education may become a chance for the birth of democratic education which would ensure successful development of all groups in spite of social stratification and conflicts of interests. Intercultural education can be considered in the categories of practice in the situation of the meeting (dialogue) of cultures, or also – in particular conditions of the environment in which it is implemented – in the categories of educational practice in the situation of the conflict of cultures. Therefore paradoxically, intercultural education may be perceived as preparing for facing conflicts, antinomies or ambivalence which exist in social space. Conscious experiencing of individualism and commonwealth gives rise to the dialogue which will become the base for agreement and compromise (Szczyrek-Boruta 2013a,b; 2014 a, b,c).

Several perspectives can be indicated in viewing and exploring intercultural education – anthropological, philosophical-political perspective, sociologism, pedagogism. The starting condition of intercultural education is the concern for education and culture of particular individuals, groups and communities. The aim is shaping the identities enriched with elements of different cultures, more and more frequently multidimensional identities – combining the feeling of local or regional identity with the national or European one (Lewowicki 2010).

Within Polish intercultural education, new pedagogical perspectives have been worked out which are useful in the search for the principles determining the development of the young: Lewowicki's theory of identity behaviours (enabling both holistic and comparative approach to borderland processes and phenomena) (2001) and Nikitorowicz's concept of multidimensional and unceasingly shaping identity (assuming the constant process of identity shaping and functioning in the triad: inherited identity – identity acquired through socialization – chosen "I" identity) (2001, 2009).

Relations between the theory and practice of intercultural education can be seen in education of teachers and their preparation for life and work in the multicultural environment. Some academic centres have good experiences in this field: the Faculty of Ethnology and Education of the University of Silesia in Katowice and the University of Białystok (teacher training in intercultural education), the University of Gdańsk (training in regional and alternative education), the Warsaw University of Life Sciences (until 2014 studies in intercultural education preparing for work with refugees, repatriates and foreigners staying in Poland), the University of Warmia and Mazury (since 2014 educating in the field of pedagogical diagnostics and intercultural education). Due significance should be also attributed to activity of student scientific clubs, the activeness of which is a kind of continuation, a symptom and a positive effect of multi- and intercultural education.

Practical applicability of various ideas concerning pedagogical activity in the field of university training in intercultural education is verified by the research. It aims at improving and transforming the reality. Numerous examples can be provided to illustrate this process: sensitization to difference in the biological, social and cultural dimension through the designed and implemented projects; shaping the awareness of family, local, regional, religious, national, continental identity; experimental undertakings which aim at modification of ethnic stereotypes and prejudices among children; examination of the distance to other nationalities presented by both the young and adults. The studies and didactic classes complement and facilitate each other. The former are an effective method and form of teaching and studying. The latter not only provide the foundations of general and vocational knowledge but also lead to changes in students' personalities.

It seems useful to have a deeper insight into intercultural education as an educational theory – a particular strategy of teaching/learning how to go beyond one's own culture (Szczyrek-Boruta 2010: 44-68). This strategy, as the general philosophy of teaching, comprises not only the values on which the educational system is based but also its own concept, the assumptions of the pedagogical school of thought. By referring

to, for instance, social constructivism, it might enhance the development of strategic activeness¹ of both learners or their parents and teachers. Among other things, the constructivist approach applied into intercultural education involves: situational learning (learning depends on the context); the social context of knowledge (learners create and verify their constructs in the dialogue with other individuals and the society); cooperation (sine qua non for discussion which fixes the consensus and verification of knowledge). Despite their different appeals, cognitive constructivism and social constructivism indicate some common areas in describing the process of teaching and learning. The world is recognized of authentic artifacts rooted (set) in authentic situations. While analyzing various contents, learners construct final interpretations of their observations, which in a particular way reflect their personality. Applying the standpoint of social constructivism allows for viewing intercultural education as a dynamic, transcultural strategy of teaching/learning. People learn in interactions with the surroundings, they construct their own knowledge and make use of the already acquired knowledge. From this perspective, learning is a self-controlling process of handling the conflict between the existing personal models of the world and the outside information.

The constructivist way of thinking about learning and teaching how to learn to go beyond one's own culture is not free of significant and topical problems, neither does it protect from numerous doubts. On the contrary, constructivism is a set of concepts and statements dealing with the limitations of human cognition, with its subjectivism, with the difficulties in reaching the ultimate truth and with changeability. In the contemporary world filled with cultural conflicts, opposing paradigms of knowledge, global flow of people and information, ideological differences and potential ways to dialogue, what should be developed is both the skill of accepting contradictions (which are an essential feature of life) and the omnipresent ecology (people constitute the homeostasis which is equally important as the liberal opening to others).

Ending

The survival of mankind depends on the shape which the modern society will apply. At the international arena, the need for opening of each contemporary culture to all other cultures is well-recognized (The General Conference of UNESCO in Nairobi, Kenya, 1976; simultaneously – the conference of the General Assembly of the United Nations). The significance of intercultural education for maintaining and developing the unity and variety of the European communities is also acknowledged. The issue is highlighted in the documents of the Council of Europe, e.g. *Declaration by the European Ministers of Education on intercultural education in the new European context*, Athens, Greece, 10-12 November, 2003, session 21; *the Permanent Conference of the European Ministers of Education. Intercultural education: managing diversity, strengthening democracy*.

In the face of numerous challenges of modern times, apart from the indispensable adjustment to changes resulting from the transforming professional life, education constitutes a chance for the implementation of the ideas of peace, liberty, social justice, and it plays a leading role in the permanent development of the individual and the society.

In the context of my earlier considerations, the needs and expectations of multicultural societies directed to teachers and intercultural education can be indicated. These are: educational support for the process of identity shaping; appropriate preparation of teachers of all school types and levels and of non-school educational institutions which will make them more sensitive to the pedagogy of mutual recognition and engagement, to learning the neighbour culture, to enhancing mutual understanding and preparing for better use of the common heritage; undertaking appropriate actions on the level of curriculum design, school management and teacher training in intercultural education; the description of dysfunctions and crises in the field of migration and undertaking social work in the culturally differentiated environment.

Intercultural education as a care for commonwealth-based development of societies offers a paradigm of coexistence, dialogue, agreement, negotiation and cooperation. It requires openness to other communities and their culture. This openness ought to be manifested in mutual providing and accepting values characteristic for different cultures. The tasks of intercultural education are always present in human life as they result from everyday situations and social contacts. However, it seems that in the popular understanding these issues are not comprehended and fulfilled concordantly with the leading ideas of intercultural education.

¹ This refers to cognitive strategies concerning activities performed on the material which constitutes the learning content and finally leads to its acquisition, as well as to meta-cognitive strategies which aim at controlling, monitoring and regulation of cognitive and affective strategies.

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