

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. dr. 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 ROLE OF CIVIC EDUCATION IN OVERCOMING CONFLICT SITUATIONS

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Abstract

The Civic education has a crucial role for young people during their training, to acquire specific skills and abilities in participating as active and responsible citizen in life. To develop and establish Civic education as an idea, the society needs to educate its members according to systematical and organized methods, because one of the basic roles of the society is the development of the citizen role. The aim of the Civic education coincides with the crucial aim of the reform of the educational system in the Republic of Macedonia, which means increasing its educational function and forming of conscious and morally responsible citizens, capable of active life and work in a democratic society and beyond the world community of nations. The teacher is one of the main factors in creating a positive climate in the classroom. His/her success is also due to the use of specific strategies, methods and techniques of Civic education in his own way, depending on the needs and interests of students. (Kochoska: Kochoska, 2007). Overcoming conflict and ensuring peace is one of the tasks of each democratic society. The main goal is providing a state of harmony, without conflicts between people and between people and the environment. (Gordana Trajkova Kostovska, 2010) Anticipating conflict and preparing for its occurrence in the classroom are important first steps in effectively handling students' conflict. In order to overcome or prevent such situations in the future, there are many strategies, as part from the Civic education program.

Keywords: teacher; classroom; conflict resolution; strategy.

1. Introduction

The conflict is a condition which occurs as a result of irreconcilable interests. Irreconcilable interests can be found in all areas of life, politics, family, school, sports field etc. Conflict behavior involves activities that one side has taken in order to counter the other side. It may be different in intensity in different forms, such as arguing, offending, hitting, etc.

In the past and in present times a number of sociologists and educators often debate this issue in the function of education and support different theories. Conflict theory originated with the work of Karl Marx in the mid-1800s. Marx understood human society in terms of conflict between social classes. It suggests that human behavior in social contexts results from conflicts between competing groups. (Chegg) Conflict theory has been used to explain a wide range of social phenomena, including wars and revolutions, wealth and poverty, discrimination and domestic violence. (Investopedia)

In democratic societies there are more conflicts within multicultural societies with people from different ethnic backgrounds, having different cultures and religions, speaking different languages, respect different values and customs (Gordana Trajkova Kostovska, 2010).

2. Civic education and its role

In recent decades, the modern world is increasingly oriented towards civil society and man - a citizen, as a center of democratic development. Being a citizen in a modern society requires possession of certain knowledge and skills that enable real participation in it. The issue of active participation in society is inextricably linked to the role of the school as an institution of the educational system, which indicates the importance of Civic education in the incorporation of democratic principles and values that are directly related to the real life social environment. (Snezana, 2005). The aim of Civic education coincides with the crucial aim of the reform of the educational system in the Republic of Macedonia, which means increasing its educational function and forming of conscious and morally responsible citizens, capable of active life and work in a

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democratic society and beyond the world community of nations. In the process of implementation of the Civic education a number of project activities in order to stimulate the interest of students to the problems in their immediate environment were realized in our country, which promotes the awareness that they can and should be active participants in the life of their community. The purpose of this program is by resolving the problems students to learn also about the functioning of the institutions of government and the competent authorities. The successful implementation of the program of Civic education in our country due to the organized and conducted training for teachers working with pre-school children, primary school teachers and teachers, departmental heads. The training included all schools and pre-schools in the Republic of Macedonia. (Програмите за Граѓанско образование влијаат на промените кај децата, 2004) Their further upgrading and training does not stop here. Other trainings which are realized lately include a variety of topics: identity, prejudice, stereotypes, discrimination, violence and non-violence, conflict management, leadership, creative conflict transformation, mediation, etc... (Ardirt Memeti, 2013)

The Civic education has a crucial role for young people in training, to acquire specific skills and abilities in participating as active and responsible citizen in life. To develop and establish Civic education as idea, the society needs to educate its members in systematical and organized method, because one of the basic roles of the society is development of the citizen role. The contents and methods which are used need to be compatible with direction of movement toward goals and citizen's ideals. The construction of its knowledge, ableness and skills is necessary, but in the same measure the development of appropriate values, relationship, competence and responsibility are also necessary. (Кочоска, 2007)

The implementation of the curricula of Civic education involves using special interactive learning methods: keeping focused discussions, debates, simulations, role play, resolve conflicts, group work, pair work, etc. in function to active participation of each student in the classroom. The teacher is one of the main factors in creating a positive climate in the classroom. His/her success is also due to the use of specific strategies, methods and techniques of Civic education in his own way, depending on the needs and interests of students. (Кочоска, 2007) The program for Civic education breaks the monotony and uniformity of the classes; students gladly accept new initiatives and proposals. Benefits of Civic education are numerous, because the feeling of greater self-awareness among students, greater responsibility, knowledge, active participation and linking knowledge with action. The strategies that are offered by Civic education provide a different way of realization of teaching, respect for children's rights, acceptance of the student and his ability to actively participate in creating a healthy and meaningful life. (Програмите за Граѓанско образование влијаат на промените кај децата, 2004)

3. Conflict and types of conflict

Conflict is defined as a challenge to the way a person thinks and behaves. It can be an uncomfortable process for young children, causing one, both, or all children involved uneasiness, fear, or a range of other strong emotions. It is natural and everyday occurrence during the educational process. In education it is typical for students to experience conflict over: sharing materials, choosing work partners, relationships, ideas, space, power, incomplete understanding etc. Through conflict, children learn. Conflict can be a positive or negative force in learning. In order for the learning to promote positive growth- emotionally, socially and intellectually- two conditions are recommended:

1. That classroom conflict is kept at an optimal level. Too much conflict is overwhelming and can lead to overstimulation or withdrawal. Too little conflict is under-challenging for children and can lead to education complacency.
2. That classroom conflict is met with support from adults who facilitate peaceful conflict resolution.
(Finch)

There are different types of conflict: conflict of personality, individuals, group conflict, social, international, economic, political, ideological, religious, military conflict and so on. Conflicts can be hidden (not noticeable, but still can lead to serious consequences and end with a very strong intensity) and visible (where conflict behavior is obvious, it is easier to determine the consequences and quickly resolved the conflict). Unrealistic conflicts often arise as a result of intolerance, prejudice, misunderstanding etc. Actual conflicts occur when there are objective reasons such incompatible, conflicting opinions, different desires, interests or needs. Constructive conflicts are those that often end with a positive outcome, in which participants are satisfied and feel that the conflict affected in a positive direction.

Overcoming conflict and ensuring peace is one of the tasks of each democratic society. The main goal is providing a state of harmony, without conflicts between people and between people and the environment. (Gordana Trajkova Kostovska, 2010)

There is almost no classroom and teacher who has not witnessed any conflict with their students. Every day, teachers are faced with such situations and try the best possible way to resolve conflicts. The use of a number of strategies has great benefit, methods and techniques to peaceful resolution of the conflict situation. Peaceful conflict resolution in the classroom is working through a problem or conflict in a way that does not physically, emotionally, or socially hurt anyone involved. It provides students with opportunities to feel competent in handling situations and relationships. It fosters feelings of respect for the self and other people, as well as respect for new ideas. (Finch)

4. Teacher's role in peaceful conflict resolution

Managing the classroom is a big part of teaching. Developing proactive strategies for addressing behavior problems and conflicts in the classroom is a process that develops over time. Learning modules provide tips and support for handling behavior challenges, such as those from the teaching program for Civic education which represent modules that can offer much useful information. The approach to addressing problems and building a sense of community in the classroom, have proven quite useful for teachers and students alike, especially when conducted with an awareness of conflict resolution and peaceable classroom principles.

Teachers often find their role in peaceful conflict resolution a challenge. The teacher's role in peaceful conflict resolution is to:

- anticipate that conflict will occur within groups of students
 - respond to students as conflict occurs naturally in the classroom
 - support all students in conflict with the intent to promote positive growth
- When conflict situation has already found a teacher should act accordingly to overcome.
- The teacher is expected to consider pragmatic: to focus on possible solutions to the conflict, rather than the causes that led to it.
 - The teacher should seek active resources that can be used (for example, to talk about the good things involved in the conflict do together)
 - He should talk to all parties involved in the conflict and to all involved in finding appropriate solutions to the conflict situation. It should not be neglected any of the conflicting parties. (Interkulturno obrazovanie, 2007)

One of the reasons a teacher may hinder peaceful conflict resolution in the classroom is because he has not taken the time to reflect on his personal or professional experiences with conflict. Everyone has experiences with conflict- from early childhood days to the present. These experiences produce strong feelings and memories that guide personal and professional responses to conflict. These feelings and memories can lead teachers to miss the value of classroom conflict and to seek a conflict-free teaching environment. A prepared teacher knows that conflict has educational and social value in children's development. He is ready to spend the day with children and he knows that some of the day with children will include student-student conflict. Peaceful resolution of conflicts is supported or hindered by the role of the teacher in cases when there is a conflict between students. Teachers who inadvertently hinder the peaceful settlement of the conflict shall try to avoid the ensuing conflict or punish students who face social conflicts, fix classroom conflict for students or let students work out conflict for themselves. None of these results are supportive for the peaceful resolution of conflicts. A prepared teacher approaches student-student classroom conflict by being supportive to students in very intentional ways. The following six principles are important for teachers that define their role and relationship to students and conflict:

1. Preparing for conflict
2. Knowing students
3. Knowing each student
4. Creating a culture of respect
5. Decision making
6. Refocusing the conflict to teach (Finch)

Educational resources are available for teachers who want to explore peaceful conflict resolution practices. Resources can be informal or formal. Colleagues, supervisors, classes, professional readings, and discussion groups can all provide support to teachers. A prepared teacher is open to learning about peaceful conflict resolution and will seek out resources to support learning. Teachers and early childhood programs have choices about what is emphasized in classrooms. When peaceful conflict resolution is a priority, teachers handle conflict as it occurs, without feeling that it interrupts real learning. When a prepared teacher is committed to peaceful conflict resolution, handling conflict effectively becomes a classroom priority. (Finch)

5. Effective conflict resolution strategies

Using conflict resolution strategies in the classroom is becoming an increasingly important part of the school day. Students have opportunities to learn positively when teachers respond to conflict with peaceful conflict resolution strategies. The largest number of conflicts that result in violence start as relatively minor incidences. Things like using another young person's property without permission or unprovoked contact can cause this major conflict. Most accidents occur at home or at school, and most commonly occur between individuals who know each other. Anticipating conflict and preparing for its occurrence in the classroom are important first steps in effectively handling students' conflict. The strategies are crucial for teachers to develop: the knowledge of student development and educational programs; respect for and sensitivity to students and families that shows in every interaction, in every communication, and in every area of the classroom; the knowledge, skills and confidence to decide how to respond to conflict based on the situation and the students involved; and the ability to use common conflict situations in teaching in ways that benefit everyone in the classroom. (Finch) These are just some of the basic social skills for students:

- Cooling off when upset
- Speaking directly to each other
- Speaking assertively, honestly and kindly
- Listening carefully to others and accurately paraphrasing their words
- Proposing solutions and agreeing on a solution to try (Crowe, 2009)

Manageable conflict situations in the classroom provide students with opportunities to feel competent, to handle and learn in new situations and relationships, and to foster feelings of respect for other people and new ideas. Therefore conflict and conflict resolution are not viewed as interfering with the student's experience or the teacher's plans in the classroom, but rather as an expected and essential part of educational program. (Finch) In order to overcome or prevent such situations in the future, here are some of the many strategies.

5.1. Writing about the conflict

This strategy is usually used when there is a conflict in the classroom. Its goal is to get students involved to sit down and write about their reflection on the incident in an academic, learning way. In this situation students write about the conflict, about their feelings and finding better choices to solve the conflict. They can write a list including 3 things that they would do differently now and if they have better options. These way students can understand that conflicts are also a learning opportunity and use the incident to do just that.

5.2. Listening

Many conflicts in the classroom can start because of misunderstanding and miscommunication between the subjects. This strategy teaches students to develop good listening habits which can be an important tool. It usually starts with an in classroom discussion about conflicts that may have occurred to students recently. Probably there will be answers from students like: "He would not listen" or "They didn't understand what I was saying." This is a good opportunity to let students realize the power of listening. It also lends itself to teaching "how" to listen. The strategies of listening teach students to:

- Look directly at the speaker and make eye contact
- Let the speaker talk without interruption
- Ask questions
- Do not give advice or offer suggestions
- Give the speaker positive reinforcement by nodding or smiling
- Repeat what you have heard in your own words

- Teach students the power of careful listening.

5.3. Role playing

Role playing can bring a level of levity to conflict resolution. But, what is much important about this strategy is when students are placed in opposite roles than what they may play in a real life situation, it teaches them empathy and forces them to look at actions from another point of view. Role playing may also provide insights into just where the conflicts are arising from. Conflicts can be looked at from more objective, role playing standpoints. If someone is looking for effective conflict resolution ideas for the classroom, one can consider the power of role playing.

5.4. Tracking

In this strategy as an assignment, students have an obligation to observe and track various conflicts that they have been witness or have been involved with over a period of time. These can be tracked in a journal, and should be written without the specific identities of the participants. In this case, the identities are not as important as the activity they witness and the reaction of those involved. Let students know to be on the outlook for situations where conflict resolution would help. This will also set a baseline for just how severe the problem may be. At some point students should voluntarily share their observations in their journals and students can discuss the positives and negatives of the involved student's reactions. This allows students to discuss specific incidents, without "outing" offenders. Over the course of the school year, this assignment may be done several times, and teachers can make observations as to the progress their students are making in effective conflict resolution. (Finch)

These are moments when teacher teaches the basic skills by guiding the students in navigating a difficult interpersonal moment. With these activities a strong message will be send about how disagreements will be handled in the class. That also gives students opportunities to experience themselves as problem-solvers in situations that really matter to them.

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