

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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PHYSICAL EDUCATION AND DIAGNOSTIC PROCEDURES

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Abstract

„Who needs the student's portfolio?“. The present exposé is focused on the created competence level of students who are being trained in the specialty of Preschool and Primary School Pedagogy of the educational-qualification degree – Master at the Faculty of Education of the Trakya University, the city of Stara Zagora in order to make a quantitative and qualitative analysis summarizing data conclusions from the obligatory diagnostic procedures in the physical education. The professional readiness for their interpretation in the primary school student's portfolio is studied.

Keywords: *physical education, students, teachers, diagnostics, physical development, physical ability;*

Physical Education and Diagnostic Procedures

In the field of education the portfolio is defined as a combination of documents and scholar products /artifacts/ which present its subjects – a teacher, a student, an institution etc. The challenges of the dynamic present times faced by the students' complete training outline the **functionality** as its main characteristic. According to B. Peneva and R. Karapetrova *“it may be used as a means of education and training on the one hand and as a means of evaluation and self-evaluation on the other“* /B. Peneva, R. Karapetrova, 2013/. The research workers who study this problem determine the advantage of making and maintaining a portfolio as follows:

- the keeping of a lot of documents at one place;
- the valuable information, models and examples contained in the portfolio which permit their use in different situations;
- the stimulated reflexivity on the learning process and its resultant contribution;
- the vision and its projections on the personal development etc.

Our observations show that Bulgarian teachers still think that the scholar portfolio is one of the attractive alternatives of the traditional evaluation approaches. Its multiple effects are not given enough meaning by the pedagogical practice but they may be looked for not only in terms of forms and skills in the scholar achievements evaluation but also in the inspired by the teaching and learning processes reasoning, arguments, cases, general conclusions and notes

„Who needs the student's portfolio?“ We think that the reasons are as follows:

- The argumentative support to the real things done by the pupil which is contained in the portfolio will incontestably assist the *teacher* in surmounting the subjectivism of the evaluation. The analysis of the scholar achievements which is made competently in the specificity of the taught subject will reveal a possibility of making an individual profile of the trainees' knowledge and skills, accentuating on their strong features; the applied approaches, methods and means will be specified on the plane of the main determinant of the educational process – the targets;
- The valuable personal qualities and key skills which will be developed by the *trainees* by making and maintaining a portfolio such as: organization, systematization, skills in logical information arrangement, classification and argumentation of ideas, writing, evaluation etc.; the critical analysis of the own portfolio will lead to a reevaluation of the achieved results, self-confidence and certitude strengthening when

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solving scholar tasks; an intellectual potential activation in order to define the short- and long-terms targets, planning, activities execution etc.;

- The *parents* will have the possibility of observing their child's state and progress and if necessary of being involved on time in solving different problems;
- The quality and the effectiveness of the educational process in the respective *scholar institution* – by an indirect evaluation given to the respective teacher for his work and the feedback concerning the planned targets and the really achieved results in the teaching practice.

The criteria for the achievement of the physical education goals in the contemporaneous Bulgarian educational system are the following: health, physical working capability, motor experience and activity realized by the trainees giving them a sufficient meaning. The effective realization of the educational process requires knowledge about the morphofunctional, psychological and social objective laws and preconditions determining it. During the period of the primary school age in the foundation of that multiaspect process the inherent child's biologically determined necessity for motion and action is laid down which determine to a great extent his personal development /physical, psychic and intellectual/ as a whole and in perspective. That is why the question about the health, the appropriate physical development and the physical capability considered as a state and dynamics does not concern only the motor education teacher but also the pupil, the parents and the scholar institution.

From this aspect we see the function of the scholar portfolio in which the state and the dynamics of the indexes of the physical development, physical capability and motorics may be observed giving possibilities of analyzing them. In that case the evaluation will become a communication process and an active interaction between the teacher, the pupil and the parent evaluating less the final result than the process itself.

The qualitative evaluation effectiveness depends on the pedagogical competence and the teacher's capacity for observation and analytical and critical thinking.

A question of interest to us is the formed competence level of students studying in 2013/2014 in the master program "Preschool and primary school pedagogy" in the Faculty of Pedagogy at Trakia University, Stara Zagora, Bulgaria in order to make a qualitative and quantitative analyses making general conclusions of data of the motor testing and physical development diagnostics which are obligatory according to the normative regulations of the Ministry of Education and the Ministry of Health.

101 students have been observed, 52 of them work as teachers and 42 have a bachelor degree of the acquired pedagogical specialty.

The subject "Biological objective laws and social functions of the motor activity" is studied during 30 hours. The expected results are focused on the specialized theoretical methodological and research training in order to apply the medical pedagogical control and management in the motor education. The students are made acquainted in details with the methods for diagnostics and evaluation of the physical development: somatoscopy, anthropometry, indexes and standards method, as well as with the diagnostic procedures and motor tests, the formation of an expert and normative point evaluation for the assessment of the motorics and the physical capability of the trainees.

The evaluation of the different anthropometric indexes is made according to a 3-point statistic scale by comparing the quantity of the real index and the mean arithmetical value (\bar{x}) of the same index taking into consideration the quantity of the diffusion (S – a standard deviation) of the mean arithmetical value. Through this method for evaluation it is possible to determine the state of the physical development of the respective child/pupil with regard to the age norms. When making the individual evaluation according to the 3-point scale the following groups are formed:

I group – optimal ($\bar{x} \pm 1S$). It includes children and pupils whose indexes are within the limits of the mean value (\bar{x}) plus/minus 1 standard deviation ($1S$).

II group – risky. It includes children and pupils whose anthropometric indexes are between $\bar{x} \pm 1S$ and $\bar{x} \pm 2S$.

III group – It includes children with pathological deviations. Their anthropometric measurements are below $\bar{x} - 2S$ and above $\bar{x} + 2S$.

The physical capability is determined by the quantitative values of the indexes which are measured through the determined motor tests and the evaluation is made according to normatively elaborated age-sex tables for

each motor quality. The totality of the evaluations of all motor capacities included in a test battery give the level of the physical capability of the individual.

The professional students' readiness for practical application is assessed by a written exam the two components of which refer to a data treatment concerning the physical development and the physical capability according to indexes set in a table requiring an analytical interpretation.

The results show that 32 students have "Excellent", 26 – "Very Good", 19 – "Good" and 20 – "Satisfactory". 4 students have poor notes. Expectedly most of the students with excellent notes are bachelors in the specialty of "Preschool and primary school pedagogy".

We think that the inclusion of the trainee's individual results of the diagnostics of his physical development and physical capability in the scholar portfolio benefits the overcoming of different deficits such as the idea of his strong features and talent. The teacher, the parents as well the children themselves have bigger possibility of observing the progress of the different indexes. The pupils' motivation for training increases and their capacities for development are stimulated etc.

The educational targets achievement by a way which is interesting for the pupils requires a theoretical and methodological clear concept for the goal, the essence and the technology of the portfolio realization – a necessary element and a condition for the contemporaneous educational process high quality and effectiveness guarantee.

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