

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

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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AESTHETIC EDUCATION OF EDUCATORS AS A FUTURE CHALLENGE

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Abstract

Aesthetic appropriation through practice activity develops conscience, feelings and thoughts, spiritual world, relation between aesthetic teaching, residence the movement, combination, physical appearance - these are the essential characteristics of each educator in teaching or in any research educator. With the development of aesthetic education in teaching we automatically participate in the raising of cultural and social education. The support of the art language has been and continues to be one of the main values of aesthetic education. Arts exerts a powerful influence on society as a multifaceted aesthetic education. Everyone has artistic certain form, has his imagination of beauty. In the future it is important that educators have an aesthetic attitude in teaching and this attitude is defined by physical appearance, dress, movements, way of talking and behavior. The development of aesthetic education of educators affects the enrichment of sensitivity and this can help educators a lot.

Keywords: education, art, aesthetics, society, sensitivity, communication.

Introduction

Aesthetic Education contributes more in the formation of development of teacher's personality, at all times despite the difficult objective conditions or good, man has been in permanent connection with the splendid/beautiful.

From Aesthetic education the educators use spiritual abundance, physical, develops productive forces. In arts language teacher is not limited neither by the physical aspect, communicative, peripatetic, he is free in every aspect and in the line of development of teaching in the future. Planning of teaching in the future is aesthetic challenge against disorders were lacking of the area required, communication, physical appearance and adequate clothing.

For aesthetic appearance of educators have been many questions: Does the educator must have a uniform? How should looked an educator in class? Is he a good communicator? Etc, etc.

Today is not assumed, today are valuable these definitions may be fruitful to understand how educator should be included entirely in aesthetic education. The question arises: What benefits can be accessed? Benefits from all the "cost" would make it useful for moral interests would best serving the educational purpose in society? Today we are less prepared to put the aesthetic criteria of educators about moral benefit, it can be stated that the aesthetic education of teachers has special value.

These values are unique in attracting the attention to students in some aspects such as aesthetic attitude in communication, aesthetic attitude in clothing, in aesthetic quality of education in the inner spaces of educative institutions, to increase aesthetic pleasure in art.

The nature of beauty is also in interest for educators not only for the professional artists. To search for beauty is more inside of ourselves, so the educator must request within his mind to display manufacturing strength.

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Communication as a part of the aesthetic education to teachers

Man is the only being more aware of their behavior and actions, efforts to realize the values mark a long way. Communication aims to achieve these values and use within our aesthetic qualities, which preceded, emotions, sensitivity, moral principles. Communication forms are very diverse depending on the nature of emotional impulse, in favor of communication of compassion, the anger, pain, joy, happiness. No matter generally communication is close to educators are interpreted freely.

Visual Communication operates more in shocking way, impulsive, and comprehensive by any description, even if the most description detailed and precise. Today teacher is the creator in teaching communication, he uses various methods in communication and spread his ideas. Communication is part of aesthetic education to teachers and should be used with sensitivity and it can be a colored communication, communication with the kind of visual arts etc. During viewing different objects we encounter in information communication, we have and nonverbal communication as it is the hearing, smelling and visual one. We are inclined to analyze people watching their manner of dress, the facial expression and body movements.¹(Pettijon,F,T,Psikologjia,botimi II,Lilo,Tirane,1996,pg,371)

The teacher is the one who communicates with his dress, habit of the facial and body movements, this nonverbal communication promotes pupils satisfaction because it continues to have emotional psychological impact. Pupils are inclined to differentiate in an accurate emotions which express joy, anger, grief. However the teacher should control these nonverbal communications in aesthetic way and thou appeared before the pupils as a communication tool liked by pupils. The teacher must learn to control their emotions in non-verbal communication. Education should have character how much general for all subjects as well as differentiated specific subjects.²(GASTON,MIALARET,Psikologjia e pergjithshme,Tirane,1995) Often we encounter in instilling teacher eyes to the pupil during the lecture this can be interpreted negatively to some students because the students lose concentration and in asking he operates in a lose way or touching disturbs and fears dominates, dislike.

With the movement of the body we transmits information, It expresses the emotion, teacher during the lecture is apt to be free to move during the movement he communicates with gestures to emphasize what explains, body movements must be coordinated with what legalizes to understood by students/pupils, so the movement should be free, understandable, beautiful, pleasant, harmonious to the eye of students/pupils. Teacher expect verbal Aesthetic education, visual, must also recognize nonverbal aesthetic education. Difficulties and the lack of sensitivity have made entire generations to have difficulty convey the aesthetic communication. "ART IS THE PROCESS OF TRACKING WILLINGLY AND CONSCIOUSNESS A SENSE OF EXPERIENCING"³. (TOLSTOY,L,2008,Sanat,Nadir,Istanbul,pg,6). Therefore aesthetic education in communication should experience and felt much like art.

Pupils must give pleasure, desire and necessity in communication, incentive to express, attracts the attention, the use of aesthetic education and psychological impact can bring pleasure in educating of aesthetic communication to the children in the future.

Clothing like aesthetic education to the teachers

As we discussed above, the main ingredients of teacher aesthetic education are; Verbal and non-verbal, here should include the clothing as the identification of feelings and personality of the teacher. Outfits can talk about feelings and personality of him who holds.⁴ (Pettijon,F,T,Psikologjia,botimi II,Lilo,Tirane,1996,pg,371)

Clothing is seen as practical conception, but precisely personality of him who holds the idea stand on it, does looks beautiful, is vulgar, is appropriate color, is suitable for work, or for society and about the comfort at home etc. Clothing continues to have great influence on our social life. Every activity of the individual and society is connected with clothing. Dressing in terms of appearance as more beautiful, has an important place in the educator, it possesses a meaning on the image, personality, status, interpersonal attitude. A weakness that is preceding teachers aesthetic education in clothing are: combinations, colors, a sign of weakness on figurative education. Teacher during dressing must possess the knowledge of visual education, aesthetic education, to have cognitive ability on the asymmetry and symmetry.

Every time when we are dealing with one meeting the first what comes to our mind is what will we wear, immediately we start looking appropriate model for the right occasion. With clothing we understand high

rank or low communication, with proper attire we close to a society with high values, also and in contrary, this kind of style communication has been and continues to be today.

Today the society is free to act on their clothes, but when it comes for education, then there we must distinguish his own actions without taste and aesthetic education. So today we have a dress code, which means the dress code of ethics, aesthetics on artistic education. Every state has its own laws, every institution have its own rules, everyone has their own tastes, but these last stop's when we have to do with the employment and regulation of every employee who undergo regulation for uniform.

When we talk for teacher and his attire, we should considering first of teacher's ethics, educating, and in the end esthetics, the latter often to students comes as the primary element in contact with the teacher, are they who estimate us for the first appearance, colors that we combined and how much we radiate positive energy. With attire that we see to some teachers that are often suits and are without the warmth and depressive to children evoke fear, uncertainty, greater authority than it should, also we are inclined to give opinions, advice on attire only, based on the latest fashion that we see in media television, but never based on aesthetic values and figurative education. We are learned watching teachers in costumes (smoking), as them male and female , teachers have the impression that this kind of dress makes them more undetected and authoritative towards / before pupils but they are wrong, this type of clothing is not from those dresses which worn every day, where then every jacket has his role and dresses according to cases and the role that plays. We have different types of clothing that are beautiful and bear the color that indicate high position, attitude personality, status and feelings of him who bears.

Summary

With dress we Understand personality of that garment that carries, with clothing we communicate, it conveys to us educational message, moral, aesthetic and practical. Today children give much importance dressing, they are to inclined to judge in the most impressive ways, also theri attitude on the aesthetic education of teachers dress is regrettable, because they feel that their teachers are old fashioned 9demode) and not attractive as in communicate as well in aesthetic education of the physical performance of the teachers. During the lectures is the one who communicates as by the verbal aesthetic as it visual that makes us feel closer and most entertaining his role education. Therefore the presence of aesthetic communication and aesthetic clothing completes a modern and contemporary teachers in our society.

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