

УНИВЕРЗИТЕТ „ГОЦЕ ДЕЛЧЕВ“ – ШТИП
ФАКУЛТЕТ ЗА ОБРАЗОВНИ НАУКИ
UNIVERSITY “GOCE DELCEV” SHTIP
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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RESEARCH OF THE CONFLICT ZONES IN THE SYSTEM OF INTERPERSONAL RELATIONSHIPS OF THE CHILD BY THE METHODOLOGY OF RENE GILLE

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Abstract

The methodology of Rene Gille is chosen for this particular research because it can demonstrate the conflict zones in the system of interpersonal relations of a child, allowing intervention in these relations by influencing the perspective development of the child. In addition to that, the examination of the social adaptability of the child is considered to be the main aim, its interpersonal relations and characteristics, perception of interfamilial relations and some characteristics of their behavior.

The methodology is designed to examine children at the age of 4-12. Its easy applicability and scheme distinguish it from other projective methods for ease of study and the possibility of more precise quantitative and qualitative assessment. It cannot be considered only as projective. What is typical about it is that it is combined with a survey – an advantage in the in-depth analysis of a person. The methodology allows for information on the children's behavior towards other people, in family surrounding and other places as well towards certain events.

The psychological material characterizing the system of interpersonal relations of the child can provisionally be divided in two groups of examples: those of specifically personal relations of the child: relations towards family surrounding (mother, father, grandmother, grandfather, brother, sister and others) relations towards others (friends), authoritative adults (teacher) and other examples characterizing the child and occurring in different types of relations: communication, tactics, susceptibility to domination, compliance, tolerance, socially adequate behavior.

Keywords: examination, relation, family, others, authoritative adults.

The methodology was chosen because it allows to show the conflict zones in the system of interpersonal relationships of the child, allowing to influence these relations influence on the perspective development of the child's personality. And because the main objective states: study of social adaptability of the child, his interpersonal relationships and characteristics, its perception of the inter-relations and some features of its behavior.

The methodology is designed to study the children from 4 to 12 years. Easy applicability and sketchiness distinguish it from other projective methods in ease of study and the possibility of more precise quantitative and qualitative evaluation. It can not be attributed only to projective. When it mixes with the poll - a big advantage in depth study of personality.

Description and procedure implementation. Projective visual-verbal methods of Rene Gilles consists of 42 situations, including 25 paintings with images of children or adults and children of short texts explaining the situation questions to research, and 17 word problems.

Before starting work with the methodology of the child reported that it expected to answering questions on pictures. Child examines drawings answers to the questions put to it shows selected for himself a place on the displayed image, he tells how it would behave in this or that situation or choose one of the options described behavior.

Was conducted according to the guidelines - individual application of the methodology.

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The questions of the child comes to choose the typical form of behavior. Thus, the method allows to obtain information about the child's attitude to other people that surround it in the family and other environments, as well as some events. For example, in the test task are offered the choice of a typical form of behavior:

Who love to play? With children of your age, with less than you or bigger than you?

Psychological material, wherein the system of personal relations of the child, may be conditionally divided into two groups of examples:

- Examples characterizing specific-personal relations of the child: to respect the family environment (mother, father, grandmother, grandfather, brother, sister, etc.) towards others (friend / s) relevant to the authoritative adult (teacher) and so on.

- Examples characterizing the child and manifested in different ways: sociability, tact, striving for dominance, compliance, tolerance, social behavior adequately.

All authors who have adapted the methodology displayed 12 signs posted on the switch (see Table 1). Attitude (for example, their importance) to certain persons / children is expressed in quantitative elections (number of elections) those persons / children against the total number of tasks.

Each of the 12 variables formed a separate scale. The table shows all the rocks. It is shown, and the amount of the methodologies relating to any scale.

Table 1. Key data processing methodology by Rene Gilles

№ scale	Purpose scale	Number assignment	Total amount of tasks
1	Respect to mother	1-4, 8-15, 17-19, 27, 38, 40-42	20
2	Respect to father	1-5, 8-15, 17-19, 37, 40-42	20
3	Respect to mother and father, as a parent couple	1-4, 6-8, 14, 17, 19	10
4	Respect to siblings	1, 2, 4, 5, 6, 8-19, 30, 40, 42	20
5	Respect to grandparents	1, 4, 7-13, 17-19, 30, 40, 41	15
6	Respect for others (friends)	1, 4, 8-19, 25, 30, 33-35, 40	20
7	Attitude to teacher (authoritative adults)	1, 4, 5, 9, 11, 13, 17, 19, 26, 28-30, 32, 40	15
8	inquisitiveness	5, 22-24, 26, 28-32	10
9	prepotency	20-22, 39	4
10	sociability	16, 22-24	4
11	Reticence, exclusion	9, 10, 14-16, 17, 19, 22-24, 29, 30, 40-42	15
12	Adequate social behavior	9, 25, 28, 32-38	10

The child draws from research person to interpretation of images of the methodology.

The psychological material methodology characterized the system of personal relations of the child shall be interpreted in the following variables - examples characterizing the concrete personal relations of the child, respect for others (friend / s) related to authoritative adult (teacher), etc .; examples characterizing the child and exhibiting in various respects - sociability, compliance, tolerance, social behavior adequately. The twelve scales needs concerning particular survey indicators are handled № 6 Attitude towards others (friends); № 7 Relation to the teacher (authoritative adults), №11 reticence, №12 Social exclusion and adequate behavior. Conducted as directed individual application of the methodology. The information is confidential is

only shared with the group of teachers and parents willing to personally get acquainted with the results of their child. Kept by the researcher of the experiment (J. D.).

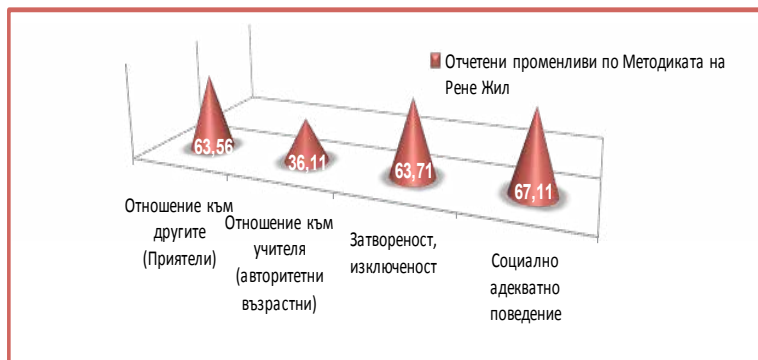
I will present you a very brief final quantitative data:

Results Methodology Rene Gilles - input and output level of the experiment

And here in the evaluation phase of the study (as in the Service, acting as a entry level) were calculated variation and alternative data analysis. Variance analysis means output arithmetic means and standard deviations based on the diversity of values parvichni-te (lat. Variatio - diversity). The primary values usually mean the letter "x" (cross), the arithmetic - with "x" (cross with a dash above). By methodology Rene Gilles account of the event of conflict zones in the system of interpersonal relationships of children. Was explored their social adaptability and features, level of perception, the inter-relationship as well as some characteristics of behavior, allowing to influence them, of course with grading upward impact on prospective development of the child's personality.

Of the total sample (319 children) with a negative attitude towards others (friends) are common to all childcare 69 in number, as a percentage, equivalent to the arithmetic average are 21.40%. Negative Attitude to teacher (authoritative adults) have 31 children, the arithmetic mean is 9.30%. In terms of closeness, exclusion are 67 children, at the average of the sample is 19.80% and the last indicator of socially adequate behavior, values are 62 children → X = 20.00%. These values are graphically positioned in Figure 1.

Fig.1. Average amount indicative values examined negative variables methodology Rene Gilles – baseline



Relatively (comparative) comparable measured values of stage ascertainment and assessment are indicators of the evaluation procedure graphically situated in Figure 2.

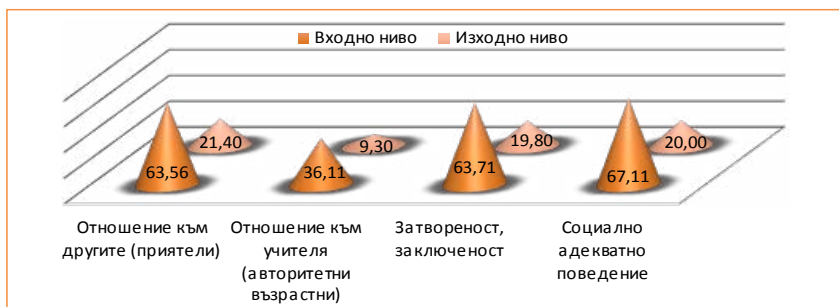


Fig.2. The average amount indicative values examined negative variables methodology Rene Gilles Input - Output level

The chart more clearly visible unconditional differences - namely in the negative value in relation to others (friends) were 63.56% of the children of all empirical sample. Ascertainment stage of their attitude was negative, negative to indifferent, indifferent. After transduction stage after simulation of Bulgarian folk games, these values are reduced to 21.40%. The difference of 42.16% in favor of the correctness of approbation in the case methodology for the application of the games.

The negative attitude to the teacher (avtoritni adults), as mentioned above, were 36.11% and it is found more in older aged children in smaller respect is a strong intensity. At baseline, the indicators have already fallen to levels of 9.30%. An indicator of the difference in value of 26, 81% is real and fully encouraging.

On stage of findings closed, isolated outsiders repelled "invisible" targets were 63.71% against 19.80% after purposeful activity, impact them. One positive, enjoying, finding is that the difference is 43.91%, which means that this group of children, if not necessarily "stars", then at least have come from the group of neglected.

In terms of Social behavior adequately measured to confirm or refute the previous diagnosed elements of negative relations, such "unenviable" value initially determined that 67.11% of children finish they were reduced to levels of 20.00 %. This indicator calculated in contrast to 47.11%, is indicative irrelevant.

Projective tests are mainly used for testing, detection of hidden, unconscious personality, uncertainty and incentive psihotravmirashti factors, and others. The term "projective methods" was coined by L. Frank K. in 1939. Some of the known projective methods, however, are up significantly earlier (test of Rorschach, TAT), hence its name "projective" they received later. It is different understanding of the term "projection". According to Murphy each person reveals himself (proektsira yourself) in everything we do. The reliability and validity of these methods (tests) is challenged by some scientists, so often, as in this case, is used in combination with other tests. Furthermore, research with preschool children who can not write, can not fully express (because of the short life experiences, skills, knowledge and other such) feelings, emotions, what is "inside them" are easier to implement, more affordable this way, the tools of design tests mandatory "spotted" at least one more in the case sociometric test. Children are not able to understand their feelings, they do not know how best to express them, but perceive differences between them. Children's literature offers many authors who encourage children to recognize their feelings, give them names that you feel. Parents should children survive their joys and sorrows, to help them overcome their frustrations as daily it makes preschool teacher with children in his care.

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