

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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WHICH FACTORS ACCORDING TO THE PARENTS AFFECT THE EDUCATION OF CHILDREN

Voglushe KURTESHI¹

Abstract

The aim of this study was to investigate the role of parents in the education of children-pupils in elementary school. We realized the investigation by means of a questionnaire. The questionnaire contained issues such as: Absence of education, It affects disorganized society, School does not educate enough, Family does not care enough for children, It affects stages of puberty. According to parents, the higher impact has the absence of education (63 parents circled it, followed by family does not care enough for children - 60 parents circled this).

Keywords: parents, children, education, school.

Introduction

The role of parents in their children's education has long been recognised as a significant factor in educational success and school improvement (Epstein, 1996, Safran, 1996). In recent years we have reached the stage where certain educational organisations and international conferences concentrate almost entirely on the issue of partnership between schools and parents (E.g., Parents in Education Research Network, European Research Network about Parents in Education. Education is Partnership Conference, Copenhagen, November 1996). Within this area of interest lies a vast spread of concerns and purposes.

Positive discipline is about helping your child to learn positive values and develop social skills for life. It may help to think – what am I aiming for as a parent? Getting your child to do what they're told right now may seem critical in the heat of the moment, but unquestioning obedience is probably not on your list of top adult qualities you aspire to. Instead, most parents aim to raise a young person who is responsible, but also adaptable; adept at compromising and negotiating, skilled at communicating and able to flexibly think their way out of problems. These are exactly the kind of traits positive discipline encourages(<http://www.supernanny.co.uk/>).

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Discipline" actually means "teaching." Teaching is based on setting goals and finding solutions to challenges. "Positive discipline" is non-violent and respects the child as a learner. It is an approach to teaching that helps children succeed, gives them information, and supports their growth. Positive Discipline in Everyday Parenting is a set of principles that can be applied in a wide range of situations. It can guide all interactions with children, not just the challenging ones.

The Convention on the Rights of the Child guarantees children's protection from all forms of violence, including physical and emotional punishment. It also recognizes children's rights to respect and dignity. And it recognizes that parents have the right to assistance in carrying out their important role.

Positive Discipline in Everyday Parenting helps parents learn how to teach children effectively, while respecting their rights(<http://www.positivedisciplineeveryday.com/>).

Investigation

The investigation is realize at four elementary schools in municipality of Gjilani, such as: elementary school Selami Hallaci, elementary school Abaz Ajeti, elementary school Thimi Mitko , elementary school Skenderbeu. In investigation participated the 123 parents. Number of parents of each school are : 43 parents

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at elementary school Selami Hallaci, 37 parents at elementary school Abaz Ajeti, 24 parents at elementary school Thimi Mitko , 19 parents at elementary school Skenderbeu.

The responses: absence of education dominate, in comparasion with other responses with 63 parents circled. While the lower responses it was School not educates enough with 31 parents circled.

Relatively higher number of parents(60) think that the family does not care enough for children. While some parents(52) think that in education of children-pupils has impact the disorganized society,

Some parents (37) think that stages of puberty has impact in education of children-pupils. Puberty is a life-changing process. Friendships and romantic attachments become very important. School is the main arena for much of the 'action' in your child's life - and often the 'action' doesn't involve schoolwork.It's important for your child to be learning about human relationships as well as about academic subjects. But try to make sure there's a healthy balance - keep your child on track by reminding him or her that [passing exams](#) will lead to the next stage of life. Most young people look forward to moving on from school to college, but it's worth reminding them that they need to do as well as possible at school in order to make that move.

Research on adolescence is over 100 years old and can be characterized by two main trends (Lerner & Steinberg, 2004). In the first 70 years or so, research was mainly confined to separate disciplines. Biologists described physical development and the changes that accompany puberty; psychologists studied cognitive development; sociologists examined how various social arenas influenced adolescents; and educational psychologists studied how adolescents' motivation differed across school and classroom settings. This research produced a detailed account of how adolescents develop. More recently, however, researchers have generated more complex understandings of youth. Instead of, for example, studying biological or social development separately, researchers are increasingly examining how different areas of life interact and affect one another.

Another trend consists of changing assumptions about adolescence. Throughout the first 70 years of research, there was a common assumption that adolescence was a time of "storm and stress" (Hall, 1904). Indeed, many believed that puberty brought an inevitable upheaval that led to antisocial attitudes and recklessness. However, since that time, these generalized assumptions have been challenged. Data suggest that for most, the transition from childhood to adulthood is relatively smooth (Arnett, 1999).

Table 1. Responses of parents in questions: absence education, It affects disorganized society, School not educates enough, The family does not care enough for children, It affects stages of puberty

	Responses of parents in questions				
Shools	a) absence of education	b) It affects disorganized society	c) School not educates enough	d) The family does not care enough for children	e) It affects stages of puberty
E.SCH. S.Hallaci	25 (39.68%)	12 (23.07%)	4 (12.90%)	17 (28.33%)	18 (48.64%)
E.SCH.A.AJETI	20 (31.74%)	17 (32.69%)	11 (35.48%)	20 (33.33 %)	8 (21.62 %)
E.SCH.TH.MITKO	10 (15.897%)	11 (21.15%)	9 (29.03%)	12 (20 %)	8 (21.62%)
E.SCH. SKENDERBEU	8 (12.69%)	12 (23.07%)	7 (22.58%)	11 (18.33%)	3 (8.10 %)
TOTAL	63 (100%)	52 (99.98%)	31 (99.99%)	60 (99.99 %)	37 (99.98 %)

E.SCH.- Elementary Schools

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