

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. 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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COMMUNICATIVE-PEDAGOGICAL FEATURES OF COMMUNICATION IN THE EDUCATIONAL PROCESS-COMMUNICATIVE COMPETENCE

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Abstract

The study of language is based on the idea that the purpose of language literacy is communicative competence: the ability to use language properly and adequately to achieve communicative aim with the desired end result of the process of learning the language is the ability to communicate competently, not the ability to use language as does native speaker. When considering this competence perhaps most important goal of the students is verbally to communicate with other people who speak Macedonian. Communicative competence defined by Noam Chomsky is a perfect knowledge of the ideal speaker/listener of appropriate language in a homogeneous community. So that students acquire communicative competence must be mutually strengthening of the relationship between knowledge of the language and its use. The relationship between these two elements is crucial because to achieve real linguistic competence they must take place simultaneously, because knowing is useless if it's not used practically. For successful development of communicative competence of teachers and students it is very important to scientifically determine in what relationship is communication with other competences and personality constructs, how development and the level of development of the other competencies act on them, acting of the individual terms of the efficiency on their development, the relationship between the levels of development of communicative competences and possibilities of their further development, etc.

Keywords: language, teacher, student.

Introduction

There are many reasons because of which it should be concluded that our country needs more quality education of the future teachers and educators as well as broadening of their competencies. That means that the training of the ones who will educate the others (the teachers and the educators) should develop multidimensional competencies like: ability for self-organizing, effectiveness, cooperation, understanding, problem solving, and full access. This implies that the competence of the individual is not only individual, but also interpersonal and social characteristic which is very important for the educational work which exceeds the one dimensional educational competencies that are based solely on knowledge.

Pedagogical dimension of teacher's competences

If we talk about the changes in the training of teachers imposed due to the modern directions of education, it should be emphasized that they certainly must achieve knowledge about the phenomena that have not been included in their training for: running an effective pedagogical communication in interactive learning, instructing the student's learning for learning, the innovations in the educational work etc. The basis of the new pedagogical approaches is the constructive met theory and the developmental-humanist orientation that is based on the interactive relationship between the individual and the community of which the first emphasizes the importance of social interaction, communication, modern media and self-construction of knowledge. Today the educational style is explained by the means of intellectual and emotional communication or as an interaction of the didactic and the educational competences of the teacher by which he creates the socio-emotional climate in teaching, which emphasizes that the communication in the educational process

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must have the characteristics of social interaction, and didactic-methodical peculiarities. *That's why the pedagogical competence is determined by the communicative one.*

The process of developing communicative competences among the teachers should observe, research, project, realize and evaluate in complex context:

- The communicative- pedagogical characteristics of the communication within the educational process;
- The modern pedagogical theories and paradigms of the education;
- The complex and changeable goals of the education and their results (universal, general, special and individual);
- The changed roles and behavior of the students and the teachers about the traditional educational work, the school, the education and the competences and
- The influences and the possibilities of the modern educational media and the electronic technology over the process of learning, education, development of the students' abilities and the self-realization of the individual (Развијање комуникационих компетенција, 2006 : 318).

The pedagogical competencies are more connected to the processes and relations in the educational work; because every educational process is observed from the angle of the relationship in which enter those involved because the education as an interaction is a joint action in bilateral relations, and the pedagogical guidance is interactive communication and creative process according to Stevanovic. The teachers must be well trained for the role of a pedagogical leader whose power sources are primarily located in their pedagogical competencies and the creative properties are the basis for the development of children's creative expression. It can be said that communication is the essence of the teaching work, so from it derives the need for development and improvement of the skills in verbal and nonverbal communication among teachers, development of the skills to send messages to respond to feedback message and active listening. The pedagogical competencies include interpersonal communication skills that of other types of communication differs in that it includes verbal and nonverbal behavior, based on the degree of awareness and the rational participation includes spontaneous, formal or constructed behavior, it is dynamic and depends on the nature of the relationship of the participants and includes personal feedback, interaction etc. „The pedagogical competent teacher should in any situation know what he works, what and why he should work, what to organize, instruct, suggest, motivate, coordinate, how to work in phases, how to work gradually, balanced, patiently, why, come to new insights and to achieve its goals." (Group of authors, 2008:242).

The efforts for developing competences needed for the life in the 21st century impose the need the teachers to develop numerous pedagogical competences, or to be trained for new roles:

- Designers of the program and the area in which the students stay;
- Organizers of the pedagogical climate in which the development of the students is urged by adequate cognitive, affective and psycho- motor challenges;
- Creators of the pedagogical- creative situations;
- professional facilitators and mediators for overall student development;
- programmers of the individual development of every student;
- organizers of the problem and the creative learning;
- inspirers of the curiosity and the creativity;
- observers and guides of the student's development;
- partners who encourage an open, equal communication and interaction;
- researchers and analysts of its work and the students' work;
- pedagogical guides of the process of communication;
- motivators of the creative research activities of the students;
- inspirers for acquiring new knowledge and skills;
- managers for information;
- creators of the team climate;
- planners for students' lifelong learning;
- models and inspirers of the quality that the students should acquire (critical and creative thinking, problems solving, long- term learning, respect for the differences);
- initiators of the cooperation with the parents;
- innovators of their own knowledge and behavior;

- Evaluators of the educational effects.

The key aspects of the efficiency of the pedagogical competence according to Suzik, 2003:255 are the following:

- ✓ The ability or the competence of the sender to transmit the message or to effectively implement the message content;
- ✓ The ability or the competence of the recipient to understand or transmit the message or the content of the communication;
- ✓ The effective feedback;
- ✓ The removing the noises or the distracters or their minimization.

It is important to emphasize that we should not strive to develop specific, but more flexible pedagogical competencies, because the time in which we live requires the teachers to be prepared for different uncertain situations and for adapting to changes that mean stimulation of the ability of critically thinking, initiative, autonomy of thought and intrinsic motivation.

The pedagogical dimension of teacher's competences is clearer in the light of the interaction, cooperation and joint work of the teachers, the educators and the protégées because the modern learning implies intensive interaction, two- way communication and dialogue, cooperation and unity from the smallest to the university age.

The professional and the scientific dimension of teacher competencies are related to the curricula, and the pedagogical one is more related to the processes and the relationships. „It follows that one of the most important features of the respective competence is the recognition of the reciprocal and interdependent nature of the human interaction that leads to the premise that a person can be competent only in the context of the relationship.“ (Група на автори, 2008:61).

Within the teachers' communication competence by empirical research are identified four types of skills:

- Skill for communicative coding;
- Skill for correct evaluation of the voice messages;
- Skill for oral communication;
- Skill for enabling good social relations (according to Jankovik, 2005)

One of the skills for communicative coding understands an effective listener and ability for correct interpretation of the nonverbal behavior. The teacher should show that he is not just a good orator but that he also knows the skill of nonverbal communication and active listening which creates a creative atmosphere in the class.

The skill for correct evaluation of the voice messages refers to the identification of the key ideas, messages or precise differentiation of the facts from the way of thinking.

The skill for oral communication at the same time is an ability for expressing clear ideas that are formulated by the arguments of the defense of the own idea and behavior.

The skill for enabling good social relations within the educational and the extracurricular process lies in the communicative competent teacher who uses actions that lead to multidirectional interaction and cooperation, mutual respect, greater activity, joint and constructive problem solving.

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