


Review paper

UDC: 37.091.3-048.35

 [10.46763/JESPT2520280c](https://doi.org/10.46763/JESPT2520280c)

Received: 13.10.2025

Revised: 03.02.2026

Accepted: 08.02.2026

CONTEMPORARY TEACHING AS THE MOST ORGANIZED SYSTEM IN EDUCATION

Oliver Cackov¹ , Anita Ilieva Nikolovska² 

¹ Faculty of Educational Sciences, Goce Delčev University, Štip, R.N.Macedonia
oliver.cackov@ugd.edu.mk

² Macedonian Academy of Sciences and Arts, Skopje, R.N.Macedonia
anita@manu.edu.mk

Abstract

The changes taking place within the educational system and the teaching process play a significant role in their field of action and should function in accordance with all transformations and innovations in education. This paper emphasizes the importance of innovative processes in educational work. Such activities must be carefully planned, coordinated, and systematically evaluated in order to ensure greater reliability and efficiency in teaching. Teaching should operate in the service of change, relying on project-based and problem-based learning. The paper presents several current issues related to innovative changes and processes in teaching, which represent an indispensable component of the educational system and are positioned as the main driving force within the new classroom. Contemporary teaching is not limited to the transmission of knowledge but rather creates an environment in which students are encouraged to explore independently. This confirms that this very system of education is the most organized, as it bridges theory and practice, educational content and life competencies, thereby preparing students for successful functioning in contemporary life.

Keywords: System, Education, Information, Communication, School.

Introduction

Teaching represents the most organized system of education. Therefore, it is necessary to identify and comprehend all of its values, structures, and work contents. It possesses its own aims and tasks, a defined duration, measurable effects, and attainable outcomes. For these reasons, both teachers and students should engage in all activities that foster change, stimulate new knowledge, promote scientific research, and encourage active participation. The application of innovations in teaching is actualized through the integration of new knowledge, both theoretical and practical. Through contemporary teaching, the creative and innovative teacher seeks new applicative and inventive approaches suited to the demands of the time and the needs of the student. Current trends in educational theory and practice are characterized by a comprehensive reassessment of the sustainability of all elements that constitute this field. Research activity within this domain yields highly valuable insights into how teaching can be grounded in the principles of reasoning, how creativity can be cultivated among students, how independent cognitive activities can be organized, and how teaching can be individualized. Contemporary teaching must, therefore, be more natural, engaging, creative, and closer to the students.

Professional and Interpersonal Competence of Teachers

Teaching, as an educational process with all its inherent characteristics, is an exceedingly complex system. For this reason, scientifically developed didactic principles and methods exist, which significantly enhance the quality of teaching. The main actors in the educational process and in the development of teaching, as well as in meeting the challenges of modern times, are the teachers themselves. They bear the crucial responsibility of equipping students to apply human values and humanitarian principles. The transformation of our educational system has necessitated corresponding changes in the teaching and learning process, with modern developmental projects being implemented in schools. Hence the well-known maxim: *without a quality teacher, there can be no quality education*, or conversely, *behind every successful teacher stands a successful student*.

When discussing the professional competence of teachers, special emphasis must also be placed on their interpersonal competence – their ability to foster a more humane approach to teaching. This requires establishing friendly relations with students, ensuring deeper interaction, engaging in dialogic two-way communication, respecting student opinions, and building trust and responsibility as essential preconditions for effective work. Equally significant is the role of research activities in enabling the expression of student creativity and the individualization of teaching.

Regardless of the nature or direction of educational reforms, the central role of the teacher remains indispensable. Hans Hofmann¹ once remarked about teachers: “The teacher touches eternity; he can never know where his influence may end.” It is therefore necessary to develop their capacities to embrace and transmit the challenges of the present age, conveying messages through a renewed and modern perspective oriented toward the future.

Tandem Teaching and Creative Teaching

The most significant role in delivering contemporary and high-quality teaching lies in the implementation of innovative projects. The integration of innovation into teaching reflects the demands and needs of the modern era and the challenges of education, which is in a state of continuous development and advancement along an upward trajectory. Such innovations are introduced with the aim of improving efficiency in education. Special consideration must be given to contemporary and practical solutions already adopted and implemented in more developed countries. In this regard, particular attention should be paid to the innovative project of *tandem teaching*, or *pair-based instruction*. Through this innovation, students are provided with opportunities to learn in accordance with their individual interests and abilities, while also benefiting from feedback mechanisms that guarantee success. By embedding problem-based activities, the teacher reorganizes and modifies the traditional lesson structure.

When organizing individual pair-based instruction, a crucial pedagogical and didactic issue is the manner of forming or selecting the pairs. On this matter, Ačkovska (2001) notes: “This selection depends on several factors, the most important of which are: the objectives we wish to achieve, the nature of the teaching content and the specific features of the particular teaching unit, methods of work, teaching aids employed, spatial conditions, available time, etc. Tandems are formed according to various criteria, such as seating arrangements in the classroom, level of subject knowledge, general intellectual abilities, available learning materials, or students’ free choice.”

In any case, the teacher must have a thorough knowledge of the students in order to make the best selection. Depending on the lesson objective, the teacher plans which part of

¹ Hans Hofmann (1880 – 1966) was an American painter of German origin, renowned both as an artist and as a teacher.

the session will involve pair work and how this form of activity will be combined with other content and approaches. Tasks are prepared for each pair with clear instructions. During the process, the teacher observes, encourages, corrects, explains, and guides, ensuring that no pair is neglected.

The *Creative Teaching Project* possesses a broad and global character, oriented toward the overall improvement of the educational system. This includes changes in the structuring of different levels and types of education, the realization of the principle of permanence in teaching, the democratization and expansion of classroom practice through modern resources, and the promotion of research activities. Research within creative teaching provides highly relevant insights into how instruction can be grounded in the principles of reasoning, which forms of work should be applied to foster student creativity, and how teaching can be individualized. Within this framework, the teacher continually seeks new information, extending the process of learning through exploration and discovery. The creative teacher is never satisfied with ordinary results; rather, they must continuously investigate, foster critical thinking, and generate new contributions.

The well-known Croatian pedagogue Marko Stefanović writes: “By the concept of creativity we understand a set of pedagogical, psychological, organizational, and didactic-methodological methods through which progressive changes are achieved, including the planning, organization, realization, elaboration, and application of educational work, as well as the interactive relationships between teacher and student, the active participation in teaching content, and the connection between school and the wider social environment” (Stefanović, 2003).

This implies that students should not be presented with ready-made knowledge. Instead, through independent research efforts, the student discovers the procedures that lead to knowledge acquisition. By its very nature, this process always constitutes a progressive and developmental component within teaching. Through this project, the teaching process undergoes transformation: the teacher is no longer exclusively a lecturer but becomes an organizer of instruction and a partner in direct communication. However, if the teacher lacks sufficient motivation, creativity – regardless of its value – will not succeed.

Discovery Learning, ICT and Communicative Practices

In recent times, the innovative model of *discovery learning* has become increasingly relevant and frequently applied in teaching. Discovery learning is a purposeful, organized, and guided process whereby students receive specific tasks, usually in the form of carefully designed questions. In addressing these, they must mobilize and direct their own activity, achieving certain educational and instructional outcomes without the immediate intervention of the teacher.

The essence of this approach is grounded in established pedagogical, psychological, and logical principles that are also reflected in programmed learning. The teaching material is carefully structured in both content and logic, with questions formulated at the level of students’ abilities and developmental needs, thereby directing them toward independent work. Students are required to answer questions or complete tasks that place them in a situation to discover, research, understand the underlying essence, and learn how to present and communicate their findings. Discovery learning thus prepares students to think independently, acquire new knowledge, and complete the tasks assigned during lessons. Students must be motivated to achieve the highest possible level of intellectual activity and cognitive engagement. As Josip Milat (2000) notes: “Discovery is a process of carefully designed, planned, and systematic positioning within scientific work, with the goal of arriving at new insights and factual truths.” Discovery learning fosters high levels of motivation, as students become increasingly dedicated to the problem, treating it as an entrusted task that must be uncovered and resolved.

Equally significant and current in contemporary teaching is the application of *information technology* in education. Today, teaching is unimaginable without the use of modern technical and technological tools such as computers, digitalization, the Internet, and e-learning. By information technology, we understand modern technical resources and teaching aids, as well as corresponding instructional programs that can be implemented through them. This means that educational technology is not merely instructional technique, nor solely the domain of didactics, but rather the effort to achieve the highest possible quality in teaching.

This technique represents a powerful tool that can be functionally integrated into the realization of teaching content. The method of demonstration in teaching, combined with computer-assisted learning, has proven to yield positive results for the acquisition of lasting knowledge and the rapid delivery of information to students. From the very beginning of its introduction into education, it became evident that the computer opened unprecedented possibilities for data processing, communication, and demonstration across even the most distant locations, while also enabling faster access to various kinds of information. It can be used in multiple ways—from a simple aid for teachers in preparing lessons to a versatile tool employed throughout all stages of instruction. The computer has thus become an indispensable factor for the development of students' intellectual thought, creativity, and independent work.

Consequently, within the framework of computer-based teaching, the teacher assumes less the role of lecturer and examiner, and increasingly that of strategist in the instructional process. As Danilo Mandić (2001) observes: "The teacher is an advisor to students in the learning process and an intellectual guide who directs the teaching and learning process in which responsibilities are clearly defined."

The computer holds great significance in teaching, as it facilitates the selection and transmission of information needed by students in a more rational manner. It not only delivers and generates new data within the teaching and learning process but also provides guidance on how such knowledge should be applied in subsequent educational activities. The teacher, meanwhile, continues to monitor students' activities and evaluate the learning process with the support of technology and the feedback received from both teaching aids and learners.

In contemporary education, increasing attention is given to the teacher as a *media-oriented instructor*, who exercises influence through the use of appropriate media. This includes:

- *Classroom teaching* – the use of smart boards, projectors, tablets, and computers enables interactive learning and active student participation.
- *Online teaching* – platforms such as Moodle, Google Classroom, or Zoom facilitate distance learning, a practice that gained particular prominence during the COVID-19 pandemic.
- *Independent learning* – students employ educational software, mobile applications, and digital textbooks for self-directed knowledge acquisition.
- *Multimedia content* – video lectures, animations, simulations, and virtual experiments enhance students' comprehension and motivation.
- *Virtual reality and artificial intelligence* – provide personalized approaches to learning as well as simulations that were previously unimaginable (e.g., virtual laboratories).

The integration of information and communication technology in the educational process brings several significant advantages:

- *Accessibility* – knowledge becomes available anytime and anywhere, ensuring students continuous access to educational resources.

- *Motivation* – multimedia content and interactivity increase students' interest and engagement.
- *Individualization* – each student can learn at their own pace and according to their abilities, leading to more effective mastery of educational material.
- *Global connectivity* – enables collaboration with students and teachers from different parts of the world, enriching the teaching process with diverse perspectives.
- *Efficiency in time and resources* – digital materials partially replace traditional textbooks and manuals, allowing for more effective organization of teaching.

Silveta Ilić (2020) emphasizes the necessity of innovation in the educational system, noting that “in order for teaching to achieve high quality, innovations must be introduced. These innovations involve the use of various information technologies: well-equipped IT classrooms, modern technologies such as interactive whiteboards, educational software, and diverse applications and programs which enhance the quality of teaching and facilitate students' acquisition of knowledge in an easier and more efficient manner. The first prerequisite for effective work is that teachers have access to well-equipped IT classrooms. For this reason, we analyzed teachers' perspectives on the technological equipment available in their schools.”

Information and communication technology (ICT) may be defined as the transmission and use of all forms of information through technical means that enable students to communicate and manage information effectively. This technology introduces essential transformations, allowing for faster and simpler data processing. The teaching process, as the most systematic and organized form of education, provides the framework for high-quality pedagogical and socio-educational communication, which significantly affects the efficiency of educational activities.

Learning through communication can be achieved in multiple ways and from diverse sources. Effective communication is particularly evident in teaching practices such as the introduction of new material, reinforcement, systematization, and revision. Active student engagement in dialogue with the teacher is fundamental, as genuine understanding is only possible through careful listening, questioning, and explanation, which together foster durable knowledge acquisition. In this sense, teaching can be regarded as an *interactive communicative process* that simultaneously shapes the personalities of both teacher and student.

Communication, therefore, is best defined as a reciprocal exchange of knowledge, since without it, effective teaching cannot occur. Dialogue represents the most humane and constructive form of communication between teacher and student. As Nikoloska (2007) insightfully states: “The need for communication is deeply embedded in individuals of all ages. Both children and adults communicate verbally out of personal needs and motives, in order to express desires, demands, requests, confirmations, and more. However, if communication is reduced solely to personal motivation, it becomes overly egocentric. Genuine communication can exist and endure only when personal needs for interaction align with the interests and needs of the interlocutor. In such cases, communication develops mutual trust, meaning that interlocutors truly believe in one another.”

This perspective underscores the requirement that educational communication be free, non-imposing, well-structured, constructive, and systematic. Through positive communication, students are able to grasp the significance of core concepts such as responsibility, adherence to rules, self-control, and authority, while also being encouraged to articulate their own opinions. The teacher's task is to guide students toward independent learning and to demonstrate the potential outcomes of such processes. Without effective communication, however, learning risks becoming a mere waste of time, producing weak results. Therefore, the teacher must be capable of employing diverse communication models and methods shaped by the pedagogical goals he or she has set, in order to ensure the successful realization of the teaching process.

Taken together, these insights confirm that positive communication must be regarded as the guiding principle of contemporary education, serving as the foundation for effective knowledge transfer, student development, and the cultivation of trust in the educational relationship.

For high-quality and effective teaching, the use of texts from literary works is of exceptional importance. The text serves as an irreplaceable confirmation of the creation of scientifically grounded and verified truths in all forms—scientific, literary, historical, artistic, as well as in the spiritual life of the Macedonian people. When employing literary texts, extensive prior preparation is required from the teacher, and even more so from the students. The questions posed must be clear and well-defined so that the student can immediately understand what the teacher is asking, and to what aspects special attention should be paid in order to successfully grasp and uncover the truth, thereby achieving accurate results.

When discussing the Ilinden Uprising and the National Liberation Struggle as part of the tradition and continuity of the Macedonian struggle, one encounters an inexhaustible and inspirational source within both folk and artistic literature. There is hardly an author who has not, in one way or another, contributed a historical or creative response to this theme. Through literary and historical texts, students acquire moral, aesthetic, and socio-educational values, while the numerous Macedonian revolutionary heroes who left behind luminous pages of national defiance remain a lasting source of inspiration and pride for younger generations.

Artificial intelligence (AI) today is increasingly used in education for personalized learning, whereby systems adapt content and tasks to the abilities and interests of each student. It enables automatic evaluation, interactive learning tools, and virtual assistants that support both teachers and students in real time. Additionally, AI is applied in data analysis with the aim of improving the teaching process and methodology.

At the very foundation of all transformations within the social process stands the teacher, who plays a crucial role in shaping future generations.

Conclusion

Contemporary teaching represents a dynamic and comprehensively organized system that transcends the classical forms of knowledge transfer. Its strength lies in the integration of pedagogical, psychological, and didactic principles with the needs of modern society and learners. The primary goal is the development of critical thinking, creativity, and the capacity for collaboration, while also fostering responsible individuals capable of adapting to constant changes in their environment. By integrating modern technologies, individualized approaches, and innovative methods, this model of teaching provides effective education with practical value for life. Precisely because of its inclusiveness, systematic organization, and focus on the holistic development of students, contemporary education may rightfully be regarded as the most structured and organized system of teaching and upbringing.

References

- Ačkovska, B. (2001). *Методика на наставата по историја*. УКИМ. [Ačkovska, V. *Methodology of teaching history*. Ss. Cyril and Methodius University in Skopje].
- Bežen, A. (2008). *Metodika: oblikovanje nastave i učenja [Methodology: Designing teaching and learning]*. Profil.
- Biggs, J., & Tang, C. (2011). *Teaching for quality learning at university*. Open University Press.
- Bognar, L., & Matijević, M. (2005). *Didaktika [Didactics]*. Školska knjiga.

- Bruner, J. (1996). *The culture of education*. Harvard University Press.
- Данимир, Р. М. (2000). *Информациона технологија во образовањето*. Сарајево. [Danimir, R. M. *Information technology in education*. Sarajevo].
- Ilić, S. (2020). *Upotreba informacionih tehnologija u nastavi – stavovi i mišljenja nastavnika i učenika* (doktorska disertacija). Univerzitet u Novom Sadu, Prirodno-matematički fakultet. [The use of information technologies in teaching – Teachers' and students' attitudes and opinions (Doctoral dissertation). University of Novi Sad, Faculty of Sciences].
- Marentič Požarnik, B. (2004). *Psihologija učenja in pouka* [Psychology of learning and teaching]. DZS.
- Matijević, M., & Radovanović, D. (2011). *Suvremena škola i nastava* [Contemporary school and teaching]. Školska knjiga.
- Милат, Ј. (2014). *Основи на методологијата на истражување*. УГД. [Milat, J. *Fundamentals of research methodology*. University Goce Delčev – Štip].
- Николовска, Ј. (2007). *Педагошко-методски истражувања и погледи*. Матица. [Nikolovska, J. *Pedagogical-methodological research and perspectives*. Matica].
- Peko, A., & Vizek Vidović, V. (2016). *Suvremena nastava: teorija i praksa* [Contemporary teaching: Theory and practice]. Element.
- Poljak, V. (1991). *Didaktika* [Didactics]. Školska knjiga.
- Stefanović, M. (2003). *Kreatologija* [Creatology]. Rijeka.
- Vilotijević, M. (2000). *Didaktika 1 i 2* [Didactics 1 & 2]. Naučna knjiga.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.