

70 YEARS OF STUDY OF PEDAGOGY IN MACEDONIA: Educational Foundation In Continuous Development

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Abstract

The paper presents an analysis of the developmental path of the study of pedagogy in Macedonia since its establishment within the Faculty of Philosophy in Skopje immediately after the end of World War II. It is structured in three thematic sections that elaborate roots, development and prospects of the study of pedagogy. At the beginning the characteristics of the different stages of the 70-year development are identified, which is followed by an overview of the developmental changes regarding several aspects: name of the Institute of Pedagogy, organization of the study, programs, students and teaching and scientific staff. At the end, the author highlights ideas and dilemmas that are considered essential for the future development of the study of pedagogy in Macedonia, but also in a global context.

Key words: *Study of pedagogy, Higher education, Education in Macedonia, History of pedagogy.*

Introduction

Celebration of the 70th anniversary of the Institute of Pedagogy at the Faculty of Philosophy in Skopje is a great opportunity for a historian of pedagogy to make a retrospective overview of the Institute's developmental path and achievements, as well as of its historical and contemporary challenges. 70 years is not a long life for an educational institution worldwide, but for the specific Macedonian context, it is almost duration of free Macedonia, it is the history of the national educational system, of the Macedonian higher education. These 70 years testify the intense educational and cultural development in which pedagogy and training of pedagogical staff have had extremely important roles in developing the Macedonian society and scientific thought. In fact, the developmental path of the study of pedagogy reflects the socio-political and educational movements and turmoil in the region, as well as the major efforts of the Macedonian intelligence for educational, scientific and social progress.

Roots

The studies of pedagogy represent the foundation of the higher education in Macedonia and reflect its developmental stages and challenges. They have been developed within three different states with different political and educational systems. Their tradition is actually longer than 70 years, because the very beginnings go back to the 20s of the last century, when the Faculty of Philosophy was founded in Skopje, as a branch of the homonymous faculty in Belgrade (Уредба о Филозофском факултету у Скопљу..., 1920), and when the Chair of pedagogy, together with the chairs of language, literature, philosophy and history, took the responsibility for preparation of the teaching staff for schools in the southern part of the then

Kingdom of Serbs, Croats and Slovenes. This first higher educational institution in the territory of Macedonia implemented foreign national and educational policy, since it was expected that the secondary school teachers that gained their education at the Chair of pedagogy would “develop the national consciousness” of “the Serbian people” in “South Serbia” (Картов, 1973, стр.103). Nevertheless, its two-decade long existence in the period between the two world wars (1920-1941) was the basis on which to develop higher education and pedagogical scientific thought in free Macedonia.

1946 marked the beginning of a new study of pedagogy within the newly established Faculty of Philosophy in Skopje as the first Macedonian higher education institution and the foundation of the first university in Macedonia that was set up three years later (Закон за универзитетот во Скопје, 1949). These beginnings, as well as those of the higher education in the socialist Macedonia in general, were modest, staff was insufficient, working conditions were inadequate, but enthusiasm was great, and the importance of the studies and the need for pedagogical training was socially recognized. During the 45 years of development of the Socialist Republic of Macedonia within the unified system of Federal Yugoslavia (1945-1991), the studies of pedagogy, as well as other studies that were developed within the Faculty of Philosophy, were built on the ideological foundations of the Marxism, which was understood as a scientific theory, a class liberating ideology and revolutionary praxis of the working class (Дамјановски, 1985, стр. 28). During this period, the Institute of pedagogy witnessed the general trend in the Macedonian higher education of continuous increase in the number of students, but also many challenges and disproportions of its development regarding the compatibility of studies with secondary education, as well as with aligning its academic offerings with the needs of the science and the labour market and its social and cultural environment (Камберски, 1994, стр. 162-178). In the socialist period of development the Institute of Pedagogy at the Faculty of Philosophy was the only higher education institution in Macedonia that continually provided four-year education to prepare the profile of a pedagogist, an expert in upbringing and education. The Institute in this period, through its study programme and organization, built a reputation of a cradle of highly qualified professional and scientific staff that was incorporated in all aspects of the socialist educational system and social life.

The teaching and research tradition of pedagogical studies continued to be built in independent Macedonia as well. It is a period of 25 years in which major achievements were made in terms of opening of Macedonian pedagogical science toward the European and world experiences in the field of educational theory and practice. That was done through participation and organization of international conferences in the country, participation of Macedonian scholars in international scientific projects, study visits abroad of Macedonian professors and students, visiting lectures of foreign professors, and collaboration with colleagues from universities in the region, Europe and beyond. Since the beginning of the new millennium the national educational policy was focused on creating conditions for unimpeded implementation of the principles and recommendations emanating from the Bologna Process in order to improve the quality of educational process and increase efficiency of studies, as well as to ensure competitiveness and compatibility within the European and global academic market (Национална програма за развој на образованието во Република Македонија 2005 – 2015, 2006, стр. 241-243). These priorities caused significant changes in the studies of pedagogy and raised numerous issues and dilemmas regarding the future development of the studies and of the higher education in the country in general .

Development

The development of studies of pedagogy over the past 70 years could be qualified as dynamic and intense, characterized by constant reform changes and efforts to modernize studies and adapt them to the needs of the changing society as well as to the development of pedagogy and the sciences that are related to it. This process is evident in several aspects of the studies:

Name

The studies began to develop together with the studies of philosophy within the single *Chair of Philosophy and Pedagogy* (1946-49). In the 1949-1950 academic year, the study of pedagogy was separated into a *Chair of Pedagogy*, which in the late 70s was renamed the *Teaching and Research Study Group of Pedagogy*. Ten years later became the *Institute of Pedagogy*, the name that has remained through today (Камберски, Корубин, 1996, стр.41).

Organisation of the study

The beginnings were at the undergraduate level, as one-major studies of four years. Double major system existed only during a short period of time (1959/60-1961/62), and a parallel one-major and double major system was introduced in 1967/68 and lasted until 1976/77. Since 1978/79 the studies of pedagogy have exclusively one-major character (Преглед на предавањата за учебната 1959–60, 1962–1963, 1967–1968, 1977–1978).

In order to provide an organized and systematic training of researchers in the field of pedagogy, in 1980/81 two-year postgraduate studies in Pedagogical sciences were introduced and in 2004/5 the same length studies in Management in education. In 2009 postgraduate studies in both areas were transformed into one-year studies of second cycle.

In 1992/93 the Institute of Pedagogy at the Faculty of Philosophy initiated one-year postgraduate specialist studies leading to professional title of a specialist-educator in a certain educational area.

In 1958 the first doctor of pedagogical sciences was awarded at the Faculty of Philosophy, and since 2013/14, as a result of the implementation of the Bologna reform and the European Credit Transfer System (ECTS), three-year doctoral studies were introduced.

Study programmes

During the 70 years of development the study and the course programs of the Institute of Pedagogy have been often changed in accordance with the socio-economic and political changes in the country and the reform processes in the educational system. The first program consisted of 16 academic disciplines out of which 6 were from the pedagogical area, while others were in the field of psychology, philosophy and general education (Камберски, Корубин, 1996, стр. 41). The latest program consists of 40 courses, out of which only seven could be, but not necessarily, from other areas, since they are chosen by students from the Faculty and University lists of elective courses (Прирачник за студенти..., 2013). Between the first and last programme there have been numerous quantitative and qualitative programme changes:

- Introduction of new academic disciplines: *Methodology of pedagogy* and *Andragogy* in 1962/63 (Преглед на предавањата за учебната 1962/63), *Methodology of educational work* and *Comparative pedagogy* in 1977/78 (Преглед на предавањата за учебната 1977/78), *Family pedagogy* and *School pedagogy* in 1991/92 (Наставен план и режим

на студии на Институтот за педагогија, 1991), *Special pedagogy and Social pedagogy* in 1997/98 (Прирачник за студентите на Филозофскиот факултет, 1997, стр.19).

- Introduction of elective groups of pedagogical disciplines and elective courses (1977/78) (Преглед на предавањата за учебната 1977/78, 1982/83). This concept of the curriculum was refined and expanded in the following decades, with introduction of optional programme areas (Прирачник за студентите на Филозофскиот факултет, 1997, стр.19-23), and since 2009 with several groups of electives (preschool, school, andragogical and socio-pedagogical) (Прирачник за студенти 2009/2010).
- Establishment of two new 4-year undergraduate studies: *Defectology*, today renamed in *Studies of special education and rehabilitation*, in 1993/94, and studies of *Adragogy* (currently in the process of accreditation).
- Implementation of the Bologna reform and the European Credit Transfer System in the higher education in Macedonia replaced the traditional disciplinary approach with a modular one, which resulted in breaking up the extensive two or three-semester subjects in one-semester courses. This significantly increased the total number of subjects in the study programme.
- Changes in the language of pedagogy and education. The theory of socialist education whose Marxist ideological matrix was built into the system of pedagogical disciplines, in recent decades has been giving place to the processes of globalization and marketisation of education.

Students

All these changes in the study programmes were reflected in the training of generations of students who have passed through the Institute of Pedagogy, and which number from year to year was constantly increasing. In fact, regarding the number of enrolled and graduate students in the past seventy years, the Institute of Pedagogy is among the leading departments of the Faculty of Philosophy in Skopje. The dynamics can be observed through the following statistics: in the school year 1946/47 there were 47 enrolled students, in 1956/57-220, in 1962/63-514, and the number of students reached its height-968 students- with the introduction of free admission to the University in 1971/72 (Камберски, Корубин, 1996, стр. 45). This tendency was maintained until the end of the 70s of the last century when the number of enrolled students was gradually decreasing. Since 1980, the number of enrolled students is between 200 and 250, and in recent years this number has stabilized at 160-180 students for all four years.

The number of graduates, masters and doctors of sciences awarded at the Institute of pedagogy is also impressive: as of the academic year 2015/16 there were 3179 students who successfully finished the study of pedagogy; by July 2016 there were 168 masters of pedagogical sciences and 124 of management in education awarded, as well as 78 doctors of pedagogical sciences and 10 of management in education⁵⁷.

The students of the Institute of Pedagogy are even more numerous, because the professors and associates of the Institute teach also students from other institutes of the Faculty of Philosophy, from other faculties of the university of St. Cyril and Methodius in Skopje, as well as from other universities in the country. Moreover, in a period of almost 40 years, since 1977/78, the Institute has been providing pedagogical and methodological training for the graduates from the so called non-teaching faculties in Macedonia in all scientific areas (Преглед на предавањата за учебната 1977/78). Until recent years it consisted of few exams and a

⁵⁷ Data are given according the internal statistics of the Faculty of Philosophy in Skopje.

prescribed hours of teaching practice. Starting from the academic year 2014/15 the Institute of Pedagogy, along with three pedagogical faculties in the country, introduced one semester studies (30 ECTS) for specialized professional training for acquiring teaching competence (Правилник за начинот и условите за студирање на студиската програма за стекнување на педагошко-психолошка и методска подготвка..., 2014). The program consists of three compulsory subjects (pedagogy, psychology and teaching methodology), two electives and 45-day pedagogical practice in primary or secondary schools (Студиска програма за стручно професионално усвршување ...).

Beside the pedagogical and methodological training, the Institute of Pedagogy in its history had another activity in the area of professional development of the University graduates. Starting from the academic year 2005/2006, over several years, it was actively involved in organizing training courses for principals of elementary and secondary schools in the country.

Teaching and research staff

All these activities are fruits of the work of teachers of the Institute of Pedagogy, those who have built the reputation of the Institute and took the responsibility for the quality of pedagogical studies and the development of pedagogical science in Macedonia. Studies began with only one teacher of history of pedagogy, Dr Kiro Kamilov, a graduate from the Faculty of Philosophy in Prague, holder of PhD degree from the the University of Nancy, France (Темков, 2006, стр.50). The shortage of teachers in this initial stage of the development of the study of pedagogy is covered by hiring professors from other university centers of former Yugoslavia, especially professors from the Faculties of Philosophy in Zagreb and Belgrade. During the 60s and 70s of the last century the number of home teachers was gradually increasing to form the first generation of teaching and research staff of the Institute who actually laid the foundations of pedagogical science and education in Macedonia: professors Risto Kantardziev, Anatoli Damjanovski, Ljupco Koprovski, Branko Petrovski and Gjorgji Delchev, lecturer Nikola Popovski, assistant Klime Dzambazovski as well as professors from other Yugoslav republics who had a decade-long engagement in our academic environment (Branko Veljkovic (1951-60), Vladimir Spasic (1958-67) and Borivoje Samolovchev (1975-85)). Three generations of descendants continued and extended their pedagogical work: teaching assistants of the first generation, Nikola Petrov, Natka Mickovik, Kiro Kamberski, Blagorodna Lakinska, Marija Kostova, Snezana Adamceska, Marija Tofovik-Kamilova, became professors of the third generation of pedagogues who in recent years are engaged in forming the team of their successors. Today's Institute of Pedagogy is a blend of the experience of ten professors: Marija Tofovik-Kamilova, Zoran Velkovski, Aneta Barakoska, Vera Stojanovska, Jasmina Delceva-Dizdarevik, Natasa Angeloska-Galevska, Lena Damovska, Suzana Miovska-Spaseva, Trajan Gocevski and Borce Kostov, and of youth of three assistant professors: Elizabeta Tomevska-Ilievska, Alma Tasevska and Elena Rizova.

All these teachers, 24 arising from the Institute and a dozen of others, are researchers in different pedagogical areas, who have created a large body of literature that has enriched the scientific tradition in the field of education and has affirmed the pedagogical science in our country and beyond. It consists of several thousand scientific papers, many of them presented at international and national conferences and symposia, hundreds of books and textbooks in the field of pedagogy. At the same time, these teachers as experts in their scientific fields have participated in the innovation of educational practice in Macedonian schools as national coordinators of international projects that shaped the didactic and methodological components of

education in Macedonia after gaining independence. They were also actively engaged in creating the educational policy in the country by participating in the preparation of strategic documents for the development of education in Macedonia. In this context it is worth mentioning that the teaching and scientific staff of the Institute of Pedagogy has given two ministers of education, two vice-rectors of the University Cyril and Methodius in Skopje, one director of the Bureau for Development of Education, one director of the State School Inspectorate, one director of the State Statistical Office, three deans and seven vice-deans of the Faculty of Philosophy in Skopje.

Prospects

Numbers are certainly an indicator of success and development, of achievements that allow us to compare with other faculties in the country, countries in the region, in Europe and in the world. However, as pedagogues, those who seek to master the skill and/or understand the art of education, we must not forget, especially nowadays in times of moral decline and lost values, that pedagogy is not only teaching and learning, student examination and expected outcomes. Pedagogy originally and essentially brings deep human message: education is assistance in development, support in striving toward humanity. Hence, in tracing the future path of development of pedagogical science in Macedonia, as well in wider context, we, the pedagogues, must bear in mind the quality of the relationships that we build with those with whom we accomplish the educational venture. Focusing on the achievements of students and teachers, as an indicator of effectiveness of the educational process and of ensuring competitiveness and compatibility with the European and world educational market, we must not allow to lose the essence of the educational work: creating a healthy, safe, caring and stimulating community that will intrinsically motivate children, young people and adults to learn and develop their individual potentials and strengths through communication and cooperation.

For a period of seventy years the studies of pedagogy have been following, reflecting and enabling the development of Macedonian education, science and state. Recalling the achievements of the past shows that the pedagogical contribution is significant and permanently woven into the whole of society. Hence, the responsibility of the 13 of us who represent the current team of the Institute of Pedagogy is enormous: to continue where our predecessors stopped and to continue to build on the foundation of our education with knowledge, commitment and unity, thus creating new generations of pedagogues and valuable and lasting pedagogical deeds.

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