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PARENTAL PARTNERSHIP FOR EFFECTIVE EDUCATIONAL DEVELOPMENT OF PUPILS

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Abstract

The educational professionalism has to deal with the complexity of contemporary society, which requires a multidimensional approach to individual and collective needs. The dichotomy between social and health education, implied by the current double-track learning and training academic system, shows its limits in the introduction of a disparity in social acknowledgment - mainly due to a lack in legislation, that qualifies as "enabling degree" only the one related to health professions - which is likely to reduce the guarantees of citizenship rights, besides going on weakening the educational professionalism itself.

An *integrated model of lifelong learning* comes out as a strategy in seeking a convergence between the two profiles, placing them in an organic project aimed to create generative connections between theoretical and experiential knowledge, transversal and specific, pedagogical and organizational skills, through which strengthen the value of educational social work.

Key words: educational professionalism, lifelong learning, acknowledgement, qualification.

Introduction

In the process of the formation of general norms and values, and upbringing leading towards tolerance and respecting differences, parents and teachers have a key role, expressed through their own democratic views and examples of personal conduct. The results from the

process of upbringing show continual success if they are in accordance with the parents and the classmates. In line with this, it has been stated in the Concept for nine-year elementary education that the school should create conditions not just for education, but also for the upbringing of the pupils. The educational development of pupils should be reflected throughout the curricula, the co-curricular and extracurricular activities and the overall activity of the school, as well as throughout the examples of behavior present at any time in school life.

Research Methodology

The nature of this research demands that different tasks varying in their origin be realized. In this paper, emphasis is placed on examining the attitudes of teachers about the effectiveness of the existent educational activities of the school in partnership with the parents. The separate hypotheses are confirmed in this paper, i.e. the teachers and the parents have educational needs for effective educational development of the students, as well as a necessity for strengthening the professional competencies in cooperation with the parents. The sample in the survey is exemplary, that is, the primary schools were included according to the availability for cooperation and research. The units in each school were chosen according to the availability of the researchers. The sample is exemplary, primarily because of the cost-effectiveness during the research (the schools were selected randomly from the municipalities - Centar, Aerodrom, Kisela Voda, Gazi Baba). The sample consists of 11 elementary schools in Skopje and 165 teachers who teach a certain subject from the third cycle of nine-year elementary education:

Table 1: Number of elementary schools and teachers

Nmb.	Elementary Schools	Teachers
1.	"October 11th"	15
2.	"Lazo Angelovski"	15
3.	"Grigor Prlichev"	15
4.	"Goce Delchev", Gorno Lisiche	15
5.	"Krste Misirkov"	15
6.	"Krume Kepeski"	15
7.	"Dimitar Miladinov"	15
8.	"Naum Naumovski Borche"	15
9.	"Kole Nedelkovski"	15
10	"Kuzman Josifovski Pitu"	15
11.	"Kocho Racin"	15
TOTAL:	11	165

Table 2: Opinions of teachers as to how much the parents are interested in the educational development of their children at school

1. How much are the parents interested in the educational development of their children at school (circle one of the given answers):	f	%
a) a lot	17	10
b) a little	120	73
c) not interested at all	9	5
d) other	19	12
TOTAL	165	100

Because this research has a qualitative and quantitative nature, the technique of surveying participants and the Likert scale were applied, intended for the sample of teachers. They were used during the examination of the attitudes of the teachers in order to determine the effectiveness of the existent education activity of the school, with the goal of further improvement of the quality of the educational component in teaching. The Likert scale for examining the attitude of the teachers consists of 13 open-ended and closed-ended questions and gives answers to: how much the parents are interested in the educational development of their children at school ; how much the parents are open to cooperation when it comes to strengthening the educational development of the children, and in what way the teachers collaborate with the parents. The results of the research are presented in percentages and charts in this paper, with the help of tables to display the results with attributive properties.

The question above is of a combined type. It can be seen from the obtained data (shown in Table 2) that the majority of teachers, and with a very high percentage at that, i.e. insomuch as 73,91% of teachers have responded that the parents are not very interested in the educational development of their children at school. These data lead towards thinking about the reasons why teachers have opted for this alternative. On the one hand, some of the teachers (11,97%) chose the answer "other", i.e. when opting for this alternative, the teachers actually quoted some of the reasons why the parents are not very interested in the educational development of their children at school) and at that, they state the following answers: "within the limits of their capacity", "sometimes", "a certain percentage of parents are either too interested or not interested at all", "they mostly don't want to face the problems", "it's a matter of individual interest depending on the parents", "it's necessary that they become more interested", "some individuals are more interested unlike others who aren't interested at all", "the interest differs from one set of parents

to another", "it differs with parents", "it's not the same with everybody", "they don't have time", "barely 10 parents come to a parent-teacher meeting for about 400 students". On the other hand, after analyzing the obtained data it can be stressed that only a small number of the participants (9,78%) believe that the parents are very interested, but another percentage obtained (4,34%) from the research sample should not be neglected either - these participants state that the parents aren't even remotely interested in the educational development of their children at school.

The results of this question refer to the following conclusions, that the largest section of teachers, i.e. 73,91%, think that the parents aren't very interested in the educational development of their children at school. When the percentage of 4,34% (the participants who have opted for the alternative: "parents aren't interested in the educational development of their children at school at all") is coupled with these answers, we can obtain a very high percentage (78.25%) of the participants who chose either of these two alternatives. The conclusions lead us to consider the fact that there are various reasons for this high percentage of 78,25%, which can also be observed from the answer "other". The teachers primarily single out the following ones : parents not having time because they're too busy, as well as the lack of interest in facing problems and helping their children solve those problems. When asked about whether parents are open to cooperation, the following answers were obtained:

Table 3: Opinions of teachers as to much the parents are open to cooperation regarding strengthening the educational development of their children

2. How much are the parents open to cooperation regarding strengthening the educational development of their children (circle one of the given answers):	f	%
a) a lot	17	9,78
b) a little	76	45,65
c) they are open but have no time to establish contact	71	43,48
d) they are not open because they do not respect authorities	1	1,09
TOTAL	165	100

Table 4

attitudes	fo	ft	fo-ft	$(fo-ft)^2$	$(fo-ft)^2/ft$
a lot	17	41,25	-24,25	588,06	14,25
a little	76	41,25	34,75	1207,56	29,27
they are open but have no time to establish contact	71	41,25	29,75	885,06	21,45
they are not open because they respect authorities	1	41,25	-40,25	1620,06	39,27

x^2 =104,24 df=3 p 0.05=7,815 p 0.01=11,341

Table 5: Opinions of the teachers regarding how they cooperate with the parents

3. How do you cooperate with the parents (circle one of the given answers):	f	%
a) at parent-teacher meetings	47	28,26
b) at one-to-one meetings	105	64,13
c) via written notices	3	2,17
d) differently	10	5,44
TOTAL	165	100

At the same time, it can be noted that with regard to this question, there's a statistically significant difference in the attitudes expressed by the teachers, so that's why the chi-square was calculated.

Regarding the question of how much the parents are open to cooperation in strengthening the educational development of children from the data obtained from this question, it can be seen that 45,65% of the teachers answered that the parents aren't very open to collaboration. These data go hand in hand with the answers received from the previous question where 73,91% of the participants consider that parents aren't very interested in the educational development of their children at school. The percentage of those teachers who have replied that parents are open, but they don't have time to establish contact is pretty high too (43,48%). If these data are observed and compared together with the data obtained from the previous question, we can see that when opting for the alternative "other", 11,97% of the participants in the research sample have stated the lack of available time due to being preoccupied as one of the essential reasons for how much the parents are(not) interested in the educational development of the students. It's also an interesting fact that a slight section of the participants (1,09%), which should be mentioned, have opted for the alternative: the parents aren't open because they respect authorities, which makes us think about the authoritarian style that might be used by them or might have been used by their parents.

With the next question of the Likert scale, we researched into the way teachers collaborate with parents. The data in Table 4 show that the majority of the teachers, i.e insomuch as 64,31% of the teachers have reported that they collaborate with the parents primarily during one-to-one meetings. On the other hand, 28,26% of the research sample pointed out that they

collaborate with the parents during parent-teacher meetings, whereas only 2,17% of the participants do that via written notices, while 5,44% do it differently. Therefore, the majority of the participants cooperate with the parents during one-to-one meetings.

Final remarks and suggestions

Due to the lack of time on the part of the parents, the family bonds are weak and this results in students not seeing their parents as persons they can rely on at home. It is for these reasons that children feel insecurity, and the absence of the parents is being compensated with the purchase of expensive things, computers, mobile phones, watches, etc. All of this leads to the formation of a vicious circle and the neglect of the educational component. Despite the lack of available time, which is a result of contemporary dynamic flow, the parents, as well as the teachers who are sometimes considered to be "secondary parents", need to find appropriate solutions in order for the students not to feel neglected, especially during puberty, a period of development which is of crucial importance for further personal development. It is a period which can lead to manifestation of aggression and waywardness in children.

The neglect of the educational activities of the schools has a negative impact on the accomplishment of the educational goals and tasks of the school and it presents not only a pedagogical, but a severe social problem. It is one of the reasons for the emergence of socially unacceptable behavior among the young population.

The recommendation for the authorities is to organize projects related to the educational development of students in order to strengthen and promote the educational activities of the school. It's necessary to collaborate with institutions dealing with such issues for these types of projects. Effective developmental planning is essential and includes positive qualitative changes in school life and work. This means that the school ought to be the initiator, promotor and evaluator of its own development and all the activities should be in line with the educational development of the students.

The educational institution (the school) should instigate and ensure the individual development of the students, to develop the students' awareness of their rights and responsibilities and to nurture mutual understanding and respect among the students. It should be the right environment for raising the personal system of values, and it should, first of all, be a healthy, safe and

stimulating environment for developing the individual values of the students. The schools should tend to the individual differences of the students and the employees, and create a healthy school environment and an effective educational development of the students, together with the parents, who should be the partners in the educational process.

Partnership with the parents can contribute to a, relatively speaking, "faster" educational development of the students on the grounds of mutual satisfaction and the creation of new models for cooperation with parents. This means that if the schools themselves succeed in their efforts to bring the parents closer to school activities, they will sooner than later be able to improve the school environment. It can be emphasized that each school ought to provide a stimulating environment for the students and the parents by motivating the teaching staff and the parents to expand the forms of collaboration with the school; by raising the "pedagogical" level of the parents and how well informed they are; by involving the parents in extra-curricular activities; by organizing seminars, panel discussions, workshops for the parents and initiating joint actions in the field of public and cultural activity.

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A COMPARATIVE STUDY OF PHILOSOPHICAL COURSES SYLLABY IN MACEDONIAN AND CROATIAN HIGH SCHOOLS

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Abstract

The text, as part of a broader analysis within the University project "Theoretical and practical update of the syllabi for the philosophical subjects (philosophy, ethics, logic, aesthetics) for high-schools" by the Institute for philosophy at the Faculty of Philosophy in Skopje, offers a comparative study of the high school philosophical courses syllabi in Macedonia and in Croatia. The main points of focus are the didactical objectives and outlined contents of the subjects, set by the syllabi in both countries. The general data from the preliminary comparison shows similarities in the presence of courses, with certain differences in the status of the subjects and in the number of years that they get taken. The didactical goals are similar in both countries, as philosophical subjects are expected to teach students how to properly think, how to use reason and arguments, how to substantiate claims, carefully communicate, employ value-thinking, extend compassion and solidarity, and learn to position themselves in society and in the world. The major difference, although this is not amiss in the Macedonian system, is the insistence, across all three subjects in the Croatian system, on the formation of informed, engaged, active and democratic citizens, aware of their own identity and the duties and responsibilities it carries, capable of cooperation in all societal roles. The approach to the study of philosophical topics differs – the Croatian is through problems (core philosophical problems, or topics of inquiry, tackled non-chronologically), and the Macedonian is through a historical overview of emergence of issues, authors, tendencies in philosophy (except in the elective Philosophy course, where the broad outline of the course is quite close to the Croatian). The preliminary impressions of the study of both systems lead to the suggestion that it is beneficiary to have Philosophy with both a historical and a problematic approach, that Logic, due to the competencies it gives to students, should be obligatory in Macedonia, and Ethics should be taken for three or even four years, and that Aesthetics should be expanded to all art schools in Macedonia.

Key words: philosophical courses, high school, objectives, contents, comparison

Introduction

The Institute of Philosophy at Faculty of Philosophy at the University "Ss. Cyril and Methodious" – Skopje in 2018 developed the project "Theoretical and practical update of the syllabi for the philosophical subjects (philosophy, ethics, logic, aesthetics) for high-schools" under the auspices of the University's funds for scientific research projects for the academic year 2017/2018. One of the objectives of the project is a comparative analysis of the programs of the philosophical subjects in the secondary schools in the countries of the region (Macedonia, Serbia, Montenegro, Croatia, Bulgaria), with an emphasis on the contents of the course programs, their objectives, goals, and didactic methods, in order to receive information on the ways in which the syllabi for these subjects could be upgraded in the Macedonian education system.

This paper outlines the general information about the subjects, the objectives and goals of the subjects, and the specifics of the contents in the subjects Philosophy, Ethics, Logic, and Aesthetics in the Republic of Macedonia and in the Republic of Croatia, in an attempt to provide a preliminary overview of the similarities and differences in the approaches to teaching these subjects. The program of the Republic of Croatia was selected for this review because of the positioning of the subjects within the high school curriculum, similar to the one in Macedonia (with a significant difference in the inclusion and representation of Ethics), as well as the general impression that these syllabi are most adapted to contemporary issues, and are the most context-sensitive.

General information about the subjects

The subject Philosophy in the Republic of Macedonia is taught in secondary schools as a compulsory subject in gymnasiums in the fourth year with 3 hours per week (93 hours per year)[1], and in art high schools in the fourth year with 2 hours per week (72 hours per year), as well as an elective subject in gymnasiums in the fourth year with 2 hours per week (66 hours per year). The compulsory subject follows a historical approach, and the elective subject follows a "problems-

[1] All the information below is taken from the subject programs set up as official documents on the websites of the institutions responsible for their creation and development (for the Republic of Macedonia - the Bureau for Development of Education, for the Republic of Croatia - the Ministry of Science and Education). To spare the text from too many references, the information about the relevant documents to which it is referenced is moved in the paper's Bibliography.

based" approach. The subject Philosophy in the Republic of Croatia is taught in the fourth year as a compulsory and optional course, with at least 2 hours per week (at least 64 hours per year). It is, thus, noticeable that the total number of hours is higher in the system established in the Republic of Macedonia, and that the subject is discretely more represented (with the optional subject as distinct, and the mandatory status in the art high school education).

The subject Ethics is taught as an optional in gymnasiums in second and third year with 2 hours per week (72 hours per year) in R. Macedonia. In the Republic of Croatia the subject Ethics is taught in all high schools from the first to the fourth year, for the students who chose it (the other option is Religious education), represented by 1 hour per week. In the Republic of Croatia the students are obligated to choose between the subjects Ethics and Religious studies, and in this sense Ethics is a compulsory-elective subject. The students who choose it have one hour fewer than their Macedonian peers, who, on the other hand, have two years fewer (this would mean that there is a total difference of ten hours).

The subject Logic in the Republic of Macedonia is taught in the fourth year as an elective in gymnasiums, with 2 hours per week (66 hours per year). In the Republic of Croatia the subject Logic is part of the social-humanistic field of the curriculum, but also an integrative subject that necessarily enters into all subjects and an inter-subject topic. The subject has the status of a compulsory course in the gymnasium programs with 1 hour per week, with the possibility of electing it in some gymnasiums and economic elective modules.

The Subject Aesthetics in the Republic of Macedonia is taught as a compulsory in the fourth year of music high schools, represented with 3 hours per week (93 hours per year), and as a compulsory in the first year of vocational education (in the field of personal services, educational profile - cosmetic technician), represented with 2 hours per week (72 hours per year). In the Republic of Croatia this subject does not appear as a separate subject. However, a significant part of the subject Philosophy can be dedicated to Aesthetics, having in mind that the thematic units are organized in eight domains, three of which are compulsory, and a fourth domain is chosen between the units offered, of which one is on the topic Creation and Art.

Goals of the subjects

The goals of the subject Philosophy (as a compulsory and an elective subject) are divided into several groups: knowledge to be gained, critical thinking and argumentation to be developed, personal development and societal improvement to be achieved, and the skills that need to be acquired by studying of the subject. The goals are generally similar in both countries, although while the development of conscious and engaged citizens is important in the Macedonian program, it is obvious that in the Croatian program this is the main objective of the subject. The group of goals focused on knowledge to be gained through the subject Philosophy in the Macedonian system, show us that from the students it is expected to gain knowledge in the field of philosophical thought; knowledge of the development of human thought; knowledge about the world, worldviews, and the development of our civilization, while in the Croatian system it is expected to achieve a capability of reflection on the contents of other subjects. In the aspect of critical thinking and argumentation, the students in both systems are expected to be trained to be independent, to think creatively and develop their own independent critical thought; and to develop the ability for free dialogue based on rational arguments. The goals of personal development and improvement of society are achieved so that students get acquainted with the postulates of human freedom and the principles of the cultural development of human society; the students are also encouraged to better their consideration of the fundamental issues of man, human society and the world; and to tolerate the ideas and the lifes of others, building an open, democratic civic awareness. In the Republic of Croatia it is crucial to acquire the knowledge and values necessary for the development of a conscious and responsible person and citizen who properly and freely thinks, acts and creates, by developing self-awareness, proactivity and creativity and by thinking about freedom, responsibility and duty, and thus by gaining awareness of one's own value and importance as a rational active member of the community.

The general skills that students should adopt according to the Macedonian system are the ability to analyze, synthesize, abstract and classify; to make correct conclusions; to devise and ask questions and to answer the questions in a reasoned manner; to identify and encourage a sound and tolerant dialogue; to be accurate and precise in oral and written expressions; and to be able to perform in public context; in accordance with the Croatian system, students are expected to communicate, to cooperate, and to properly use argumentation.

The goals of the subject Ethics for second and third year in the Republic of Macedonia are that the students get acquainted with the importance of morality in human life and the role of ethics in the maintenance and advancement of humanity; by acquiring great human moral values. The goal of the subject Ethics in secondary schools in the Republic Croatia is the adoption of the basic ethical knowledge needed to develop moral judgments and ethical arguments, that is, a general orientation in life. Therefore, the goals of the program *Sense and Orientation* (first year) are the nurturing and developing of creative thinking, argumentative speech and sensible action. The purpose of the program *Man within the collective* (second year) is to teach students to live and create within the community, while fully respecting the others. The main goal of program *Man in the World of Nature* (third year), is the introduction to bioethics - the current moral problems and dilemmas, and the need for creative dialogue and pluri-perspectivisim. The sub-program *Morals-Ethics-History* (fourth year) aims to recapitulate the adopted ethical knowledge in order to develop a system suitable for free and responsible citizens, while the goal of the sub-program *Ethics - or for a reasoned living* is the students' acquaintance with the philosophical approach of morals, by encouraging confidence in the understanding and application of the fundamental and general ethical principles and values. In all of these programs it is again obvious that the focus is on the orientation, formation and promotion of engaged, free and reasonable citizens, aware of the importance of the individual in the society.

The goals of the subject Logic are the gaining of knowledge in the field of this discipline, the development of thinking skills, and the cultivation of intellectual virtues. Thus, from the aspect of gaining knowledge, the importance of the logical concepts, principles and procedures, and the character and structure of scientific knowledge and scientific systems are underlined; the logical aspects of the functioning of the language in the sciences and in everyday communication and the new trends in information-based communication are significant in the Republic of Macedonia; and in the Republic of Croatia, it main points are on the general criteria of valid thinking. The abilities/skills expected of students in the Republic of Macedonia are: forming an apparatus for acquiring, arranging and thinking about the plurality of individual data obtained from the study of other educational content, and in the Republic of Croatia they are: the development of the ability for autonomous judgment and decision-making, the active use of knowledge about the elements of valid opinion and critical-rational methods in structuring the knowledge and solving problems by encouraging auto-reflexivity in thinking and meta-cognitive

competences, as well as impartiality in judgments. It is important that the formation of reasonable engaged citizens is expected also from Logic - to equip the students in distinguishing the beliefs which are in line with the criteria of reason from those which are not, as a basic assumption for a thoughtful, responsible and active civic life, and for a better understanding of the scientific theories.

The goals of the subject Aesthetics for music high school education are concentrated on the need to direct students to gain knowledge about the essence, principles and meaning of art, the history of aesthetic ideas and values, the main aesthetic categories, and in general the universality of the art world and the importance of civilization values. In the aspect of skills or abilities, students are expected to analyze, synthesize, abstract and classify, and to think about the place of art in relation to other spheres of social life. Similar are the competences expected from the program *Art and creativity* within the subject Philosophy in the Republic of Croatia. The subject Aesthetics for Secondary vocational vducation for cosmetic technicians, besides the general goals of basic acquaintance with aesthetic categories and aesthetic values, has concrete goals for the proper application of aesthetics in practical work, and in understanding and, especially, creation of the beautiful.

Contents of the subjects

The main thematic parts of the mandatory subject Philosophy in the Republic of Macedonia are: 1. *Introductory knowledge of philosophy*, where the questions about the subject, the problems and the disciplines of philosophy are answered; 2. *Ancient Philosophy*, which encompasses the emergence of philosophy, and the systems of the early philosophers, explaining the process of the "birth of the sciences"; 3. *Renaissance Philosophy*, in which the basic settings of the monotheistic religion, the birth of Christianity, Byzantine philosophy, the Arab philosophy and the basics of scholasticism are exposed, and what is specific to this program, the influence of Byzantine philosophy on the formation of thought among the Macedonian Slavs and the significance of the Macedonian educators for the development of the world culture; 4. *Modern Philosophy*, in which the problems of Renaissance philosophy and science are addressed, as well as the basic philosophical directions in the new century (rationalism, empiricism, French enlightenment), with an emphasis on the new scientific encyclopaedic spirit and the importance of the aspirations of free thought; 5. *Contemporary Philosophy* and 6. *Philosophy of the 20th*

Century, which deal with the philosophical systems of German classic idealism, voluntarism, positivism, liberalism, Marxism, pragmatism, intuitionism, phenomenology, neo-positivism, cybernetics, philosophy of science, bioethics and ecology, postmodern philosophy, and the main intellectual streams and Macedonian thinkers in the last century.

The main thematic parts in the elective subject Philosophy are: 1. *Introduction to Philosophy*, which deals with the specifics of philosophical thinking; 2. *Essence and forms of existence (ontology)* - basic ontological categories; 3. *What and how do we know (gnoseology)* - the main questions about the sources, possibilities and limitations of knowledge; 4. *What is man (anthropology)* or the problems of the essence of man and the position of man in the world; 5. *The value of living (axiology)* - values, norms and actions; 6. *Morality and action (ethics)* - questions of morality and basic ethical positions; 7. *Man and creativity* - basic theories about art and the meaning of creation for the civilization; 8. *Philosophy and life (the conclusion)* - the significance of philosophy in designing human life.

The Croatian approach in the subject Philosophy is problem-based, represented by three compulsory domains - *Existence and the world*, in which the ontological problems, metaphysical positions, and philosophical approach to the problems are considered; *Cognition and knowledge*, where the main themes are the epistemological and logical-methodological categories and problems related to the theory of knowledge and cognition; and *Acting and orientation*, which includes issues of morality, ethics, human nature, the meaning of life, various ethical directions, and current moral problems. In addition to these, there is a fourth domain in which one of the offered topics is chosen, another choice being an extensive discussion of one of the mandatory domains (this means focusing on topics that are marked as elective within the mandatory domains, for which possible topics are given). The elective topics are: *Society and politics* (community, state, power, politics, economy, equality, social agreement, philosophical positions on the relationship between law and power, democracy and solidarity); *Creation and art* (aesthetic categories, artwork, art and beauty, etc.); *Science and explanation* (concepts and positions in philosophy of science, and generally in science discussions); *Mind and body* (philosophy of the mind, problems in the mind-body dichotomy, intentionality, artificial intelligence); *Language and meaning* (philosophical positions in discussions about the relationship between language and meaning, the origin of language skills and the relationship between language and thinking).

Regarding the approach, the similarity of the elective subject Philosophy with the Croatian Philosophy program is evident - the dedication of the main problems in philosophy, and thus of the categories and basic positions in the separate philosophical disciplines, as opposed to the chronological analysis of the philosophers and their teachings typical for the historical approach. In this sense, it can be surmised (if not outright claimed) that the stated goals focused on building free, informed citizens aware of their value and duties are more easily achieved by paying greater attention to the problems of the individual within the collective, the conception of one's own identity, freedom and responsibility, together with the subjective competence for reasoned opinion and public speaking.

The thematic units for the second year Ethics in the Republic of Macedonia are: 1. *Ethics and morality*; 2. *Man*; 3. *Life and morals*; 4. *Communication between people*; 5. *Ethical calculation*; 6. *Love*; 7. *Work ethics*; 8. *Health ethics* and 9. *Political ethics*; while the thematic units for the third year Ethics course are: 1. *Introduction to Ethics*; 2. The *value of life*; 3. *Constitutive elements of ethics*; 4. *Ethics and religion*; 5. *Modern ethical teachings*; 6. *Ethical priorities*; 7. *Bioethics*; 8. *Social ethics*; 9. *Economic ethics*, and again, 10. *Political ethics*. The main units for the subject Ethics in the first year (*Sense and orientation*) in the Republic of Croatia are: the search for identity; orientations and obstacles that arise in such a quest; the objectives of the quest; and responsibility for oneself, nature and others. Within the framework of the subject Ethics for the second year (*Man within the collective*), the units include: the placement of man in relationships with others; conflicts in relations; freedom and morality; state and society; and humanity and globalism. The third-year Ethics course (*Man in the World of Nature*), contains these teaching units: the place of man in the whole of life; bioethics as a response; ecology; biosciences, and medical bioethics. The teaching units that the sub-program *Moral-Ethics-History* in the subject Ethics for the fourth year covers are: morality and moral teachings; the pluralism of approaches to morality; peripheral positions in the history of ethics; freedom and responsibility, and the ethics and philosophy of history; the teaching units in the subprogram *Ethics - or for a reasoned living* are: morality and ethics; human experience and historical perspective; ethical judgment; ethical justification of moral action; and ethical arguments and ethical theories. An important feature in the Croatian system is the allocation of one entire year for bioethics problems, unlike the eight hours projected in the third year in the Macedonian system (and bioethics as a topic in the Philosophy of the 20th Century Philosophy),

thus achieving an appropriate orientation of the students within the contemporary society, and properly fostering bioethical sensibility and the general care for life.

The subject Logic in the Republic of Macedonia contains the following thematic units: 1. *Logic as a science* (the notions and subject matter of logic, rationality, the relation of logic to other scientific disciplines); 2. *Communication, thinking, language* (necessary prerequisites for communication, logical characteristics of thinking, thinking and language); 3. *Propositions* (sentences and propositions, types of propositions, methods for formulating propositions); 4. *Deduction and proofs of propositions* (the notion of argument, assumptions, logical consequence, truth and validity, types of arguments, logical fallacies); 5. *Logical prerequisites for the creation of a scientific system* (the notion of science, scientific knowledge, scientific systems and laws, evidence, types of proofs). In the Republic of Croatia, the subject Logic covers the following thematic units: 1. *Ordinary language and languages of logic* (Venn diagrams, a network, a scale and a pyramid of terms, translation of the statements from the ordinary language into the language of the propositional logic and the first-order predicate logic and vice versa); 2. *Thinking, world and scientific knowledge* (definition, division, hypothesis, facts, induction, analogy, valuation of a proposition with regard to a certain state of affairs, propositional logic, predicate logic, logical elements of scientific methodology); 3. *Logical properties and relations* (logical consequence, equivalence, natural deduction, modus ponens, modus tollens, hypothetical syllogism, disjunctive syllogism, De Morgan rules); and 4. *Argumentation and critical thinking* (argumentation structure, fallacies in argumentation). From the thematic units represented in the programs of both countries, it can be noted that they share the integral approach to logical issues, in the sense that in addition to the formal-logical contents they also treat the related epistemological, methodological and linguistic issues. However, it can be noticed that in the Croatian program there is a more extensive and detailed treatment of the problems of contemporary symbolic logic, especially in the thematic parts of the *Ordinary Language and the languages of logic* and *Logical properties and relations*.

The subject Aesthetics for music high school education in the Republic of Macedonia includes the following topics: *What is art?; The history of aesthetic ideas; Art as communication; Aesthetic values; Art work; The characteristics of the arts; The uniqueness of artistic genres; The role of the artist; Taste; The role of art in contemporary society*. The domain *Art and creativity* within the subject Philosophy in the Republic of Croatia, as was mentioned,

includes the following thematic units: the notion of aesthetics, aesthetic categories; artwork; definitions of the art and criteria of the beautiful; philosophical attitudes about the relationship between art and creativity, the differences between art and non-art, etc.

Conclusion

In this text the general information on the corpus of philosophical subjects in the Republic of Macedonia and the Republic of Croatia were briefly outlined, the similarities and differences in the goals of the courses were noted, and a short overview of the main thematic sections of the contents was summarized.

It was shown that the subject Philosophy appears to be compulsory and optional in the fourth year in the Republic of Macedonia, and mandatory in the Republic of Croatia; the subject Ethics is an elective in the second and third year in the Republic of Macedonia and compulsory-elective in four years of secondary education in the Republic of Croatia; the subject Logic is an elective in high school education (gymnasiums) in the Republic of Macedonia, and compulsory in high school education in the Republic of Croatia; and the subject Aesthetics is compulsory in the music high school education in the Republic of Macedonia (and a variant of Applied Aesthetics in Vocational cosmetics education), and as non-existing as a separate subject in Croatia, represented only through an optional domain within the subject Philosophy.

An obvious difference between the education system in the Republic of Macedonia and the Republic of Croatia in the way of studying the corpus of philosophical subjects is the dominance of the problem-based approach in the Croatian system and its insistence on the need for the formation of reasonable, responsible citizens, aware of their position in the community and in life. The aims of the subject Philosophy, as well as the subject Ethics in both countries, and of subject Logic in the Republic of Croatia, are largely directed at empowering students for reasoning, argumentative thinking and communication, and locating man in the world through the concepts of philosophy. The Croatian system insists, more than the Macedonian, on the importance of empowering active and informed, responsible, free and tolerant citizens.

In the aspect of projected contents of the subjects, the Croatian programs in Philosophy and Ethics cover more contemporary issues and problems than the Macedonian ones. The Philosophy program in the Republic of Macedonia treats topics from the twentieth century and does not get into the contemporary problems, while in the Croatian program, there is a strong insistence on locating, considering, and philosophical solving of the problems of the modern world (technology, ecology), of the society (democracy, justice, solidarity, respect for others), and of personal development (identity, belonging, responsibility, bioethical sensibility, tolerance). The elective course Philosophy in the Republic of

Macedonia shares the problem-based approach with the subject Philosophy in the Republic of Croatia, where and option to select a topic that would be elaborated during the year is available. The freedom of choice of the topic fully corresponds with the nature of the subject, but with the current context of the Macedonian educational system, allowing this possibility may cause a series of didactical and organizational issues. The presence of the subject Ethics in four years of secondary education in the Republic of Croatia allows a broad introduction of ethical issues, and to systematically and coherently develop knowledge of ethical attitudes, categories and problems, applying to contemporary human, world and life problems. The presence of Ethics with these goals and contents in R. Macedonia offers some of these achievements, which can lead to a possible increase in the number of years in which Ethics should be studied in the Republic of Macedonia.

The comparison of the programs of the subject Logic in Macedonia and Croatia has shown that they largely coincide in the attempts to systematically and coherently include the integrality of the logical field and the essential manifestations of human rationality. Both programs aim to develop and advance students' abilities for sustained, consistent, critical and responsible thinking and communication, both in an individual and in a social sense. Although in both programs the tendency to follow modern logical trends is noticeable, however, the presence of formal logic contents – regarding both propositional and predicate logic - takes a proportionally larger part in the Croatian program, requiring from the students to learn certain logical topics, which, in the Macedonian educational context, only appear on a university level. Further analyses should show the effects of such a trend and whether it leads to the expected results. In any case, due to the results achieved in Logic, and the general competences which students acquire, the subject should also be obligatory in the Republic of Macedonia.

The presence of the subject Aesthetics in the Macedonian system shows a certain advantage in comparison to the Croatian system, but there is room for improvement: this subject should be introduced also in the fine arts high school education.

In both systems of education, the essential importance of philosophy for personal growth and the building of reasonable individuals capable of analyzing and synthesizing is shown, the nourishment of individuals who can think freely and creatively, who are able to orient themselves in the domain of values, distinguishing truth and validity from untruth, and are able to position themselves as individuals in the community, in society, in the world and in life, constantly trying to achieve goodness and self-reflection. In the case of possible changes to the Macedonian programs of these subjects, the real possibilities for achieving the intended objectives through the planned contents must be taken into account. The nature of this corpus of subjects is such that it enables the setting of high cognitive, personal and social goals, but care must be taken, through well thought-out and appropriately implemented thematic units, to create a balance between the desired goals and what can truly be achieved.

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COMMUNICATIONAL – LINGUISTIC COMPETENCES IN PRESCHOOL EDUCATION

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Abstract

Communicational -linguistic competences of educators from preschool education according to various surveys of educational and linguistic terms, recognize the importance that they have within the overall development of preschool children, as well as the qualitative exercise of the profession of educator.

The importance of communicational – linguistic competence f educators even during in their initial education is paramount, not only to the development of language and speech in preschool children, but also for the development of the basic educationaly- social, communication relations and relations in everyday life and conditions. Preschool period is the starting point of personality development in all aspects, making communicational and linguistic abilities and skills are fundamental to the mentioned development.

Communicational – linguistic competences of educators from preschool education developed since their initial education, constitute basic skills that are among the primary in their profession and the professional practice.

For the immediate treatment of communicational – linguistic competences of educators from preschool education, research was conducted from qualitative and quantitative character, with an appropriate methodological approach and procedures, and based on which are drawn conclusions and recommendations.

Keywords: communicational – linguistic competences, preschool educators, initial education.

Introductory approach to communicational – linguistic competences of educators from preschool education

Communicational – linguistic competences of educators from preschool upbringing and education constitute competences of special significance, because they imply summarize of the basic upbringing - educational work and actions of educators themselves. The age, developmental specificities and the needs of preschool children assume compulsory possession of highly developed communicational – linguistic competences of educators from preschool upbringing and education because later educational achievement of children largely depends on the quality of the communicational - linguistic competences of children (Esser et al.2006; Henrichs et al.2010), that is recognized the quality through the practical application of its holdings of communicational – linguistic competences. Distinctiveness of communicational – linguistic competences of educators from preschool upbringing and education also is recognized and is associated with the preparation of preschool children for primary education (Halle et al. 2003; Droge et al, 2010), indicating the significance and the importance of mentioned competencies of educators in the overcome and ease of the transition from one subsystem to the other, which unfortunately is often stressful and represents a big step and challenge for preschool children. Communicational – linguistic competences of educators from preschool upbringing and education also are a kind of a core competencies in the process of initial professionalization, as well as of their further professional development, taking into account the nature, specificities and the needs of preschool children, their cognitive, affective, emotional, social and cultural development, but also the uniqueness of preschool upbringing and education as angagement.

Importance of the communicational – linguistic competences of educators from preschool upbringing and education

In determining the communicational - linguistic competences of educators from preschool upbringing and education primarily emphasizes the possession of academic, scientifically based knowledge, abilities and skills, with an emphasis on the existence of an

intention to further professional development, or motivation and responsibility towards their professionalism.

According to Hopp et al. (2010), when we talk about communicational – linguistic competences of educators from preschool upbringing and education, are associated with three main components, namely *knowledge, skills* and *action*. Under *knowledge* by mentioned author/s, is considered the broad linguistic knowledge from different linguistic aspects, then the manner and nature of communication, and the process of cognitive perception of language and the manner of using the types of communication, understanding the dialect and the development of speech in preschool children, the social and the cultural context of the manifesting and the language in development in children and everyday life. In this context, especially in knowledge component includes the manner of acquisition of linguistic knowledge, abilities and skills by children, then the study of another language, as well the living in a multicultural environment and surroundings. Under *capabilities* component means the way of application of the language, finding the necessary strategies, methods and tools of work, and the way of diagnosis, planning and support of the necessary linguistic behavior of children. The component of *action* means possessing the skills required for linking theory with practice, ie monitoring, finding and applying the necessary, appropriate methods, tools for different linguistic - communicational aspects. Under the mentioned component includes the understanding of motivation and abilities related to language and communication in different environments.

Regarding the importance of communicational – linguistic competences of educators from pre-school education is preferred the existence of certain conditions, including*: possession of academic knowledge; existence of required quality knowledge and understanding of linguistic-communicational educational field; having the necessary abilities, skills, motivation, creativity, critical views and attitude to communicational - linguistic skills, learning, development processes and needs of preschool children;as well an understanding of social and cultural context of education.* Communicational – linguistic competences of educators from preschool upbringing and education represent: a prerequisite for the overall professionalism of educators; advancement of pre-school educational practice; basis for the development of the overall approach to working with preschool children; opportunity for understanding and developing communicational - linguistic skills, abilities and knowledges by age characteristics of children; development of communicational – linguistic competences of children; permanent

search of the educator to professional communicational - linguistic development. The previouslty mentioned relates to the principal communicational-linguistic competences not only to the educators, but also to all other entities who directly or indirectly are related to preschool upbringing and education due to the understanding that language and communication are one of the "liveliest" agents of child development, which happens so much intentional and also free, unplanned, through support, imitation, modeling, interacting with others or in a different social and cultural contexts.

Basic components of communicational – linguistic competences at educators related to the children in preschool upbringing and education

The primary components of communicational-linguistic competences of educators from the preschool upbringing and education, cover a wide range of communicational and language aspects, primarily because of the nature of the preschool activity. In this direction we talk about string of tangled communicational and language scientific knowledge, abilities, skills, capabilities, etc. of educators in the practical upbringing - educational work should be ample appropriate and innovative strategies, methods, forms, tools, techniques and approaches of work aimed at achieving higher goals and quality of preschool education and upbringing.

As basic components of communicational –linguistic competences among educators in terms of preschool upbringing and education of children, can be listed the following: recognition of the level of communicational - linguistic development of the child; promotion of verbal communication and speech; strengthening and enrichment of the vocabulary and manner of used communication; developing early literacy through different approaches, in accordance with the age characteristics of children; encouraging continued interest and motivation in communication, language and speech; enabling for communication with others and with itself; training to convey the needs, ideas and thoughts; using various sources, methods, techniques of communicational - linguistic training; proper monitoring and evaluation of communicational - linguistic achievements of the child; recognizing and working with children who have communicational - linguistic difficulties; encouragement of further development of children

with a higher degree of communicational - linguistic skills; developing a communicational and linguistic competence at preschool children.

In the mentioned context it meant the ability of the educators from preschool upbringing and education for applying the methodologies required in terms of monitoring, evaluation and improvement of its work, professionalism and professional development in terms of communicational - linguistic skills.

The connection of communicational – linguistic competences of educators with various educational areas in preschool upbringing and education

Communicational – linguistic competences of educators from preschool upbringing and education are related and actually are getting recognized in the field of upbringing - educational areas such as communicational - linguistic development; social and emotional development; cognitive development in a process through learning and playing.

Communicational - linguistic area covers a wider framework of aspects that are of a great importance for the development of preschool children due to the fact that communicational – linguistic knowledge, abilities, skills in preschool children are develop in tangle; they are associated with the cognitive, social and emotional development; are significant the linguistic - communicational knowledge as a basis for understanding of the concepts in various fields (eg. mathematics, nature, etc.); contribute to improving of the educational achievement of children; and help children to enrich the experiences that are needed in life.

Social and emotional area in the context of pre-school upbringing and education takes important place because it is the basis for building further social and emotional relationships, approaches and relations with others and with itself as a prerequisite for a fulfilling and happy life. In this context the relationship of communicational – linguistic competences of educators in the social and emotional areas of upbringing - educational work with preschool children, is recognized and contributes to: the development of social interaction of preschool age; development of social competence in preschool children; development of skills for understanding of the social processes and emotions which contribute to the development of new social and emotional understanding and relations; solving problems, misunderstandings, etc .;

development of better relationships with others if they are able to understand, listen and respond to others; understanding and managing of their own emotions and the emotions of others; better expression of their own emotions.

Cognitive field within the pre-school upbringing and education is an area of great importance for the further overall development of the child's personality. Because the connection between cognitive area with communicational - linguistic skills of educators implies correlation that directly influence the development of pre-school child and the achievement of higher goals. Or the cognitive area of preschool upbringing and education as an essential tool for the realization is integrated in speech, language and communication between teacher and child.

Therefore, the connection between communicational - linguistic skills with cognitive area in realization of the overall educational work with children of preschool age is: crucial;iIt has a direct impact on the development of cognitive abilities, capacities, etc.of the preschool children; it helps in the development of the cognitive processes (thinking, memory, perception, categorization, etc.); it enables connection of various concepts with their importance; influence the development of creativity and imagination.

New challenges in the context of communicational – linguistic competences of educators from preschool care and education

Challenges in the context of communicational – linguistic competences of educators from preschool upbringing and education include building and supporting of: special access to initial education to communicational- linguistic competence of educators; existence of various modules in initial education for communicational - linguistic education of educators; strengthening of the connection between theoretical and practical training in initial education of the educators on communicational – linguistic field; support of the open system of initial education for professional development of educators. In this context it is assumed an accession of qualitative change in the following aspects: pre-school upbringing and education to be treated and become part of the educational system (MES); development of programs, manuals, standards, etc., with special emphasis on communicational – linguistic field; redefining the legislation on pre-school upbringing in terms of structure, development, evaluation, monitoring, etc. of communicational –

linguistic field and competences of educators; updating standards for communicational – linguistic field of preschool upbringing and education; establishment of continuous training and support for educators in terms of communicational –linguistic skills; building a system of institutional and non-institutional support and collaboration with educators in terms of communicational – linguistic competences; and similar.

A survey

In terms of the mentioned problems, a study has been conducted of a qualitative nature using a descriptive method and explicitly - descriptive approach, and application of content analysis as a research technique. The sample is consisted of analisis of the curricula of three higher education institutions that educate pre-school teachers (Pedagogical Faculty "St. Kliment Ohridski",Skopje, Faculty of Educational Sciences "Gotse Delchev" Stip and Pedagogical Faculty "St. Kliment Ohridski" Bitola). Regarding the problem of research have been reviewed the expected communicational – linguistic competences of educators in initial education, ie different curricula and teaching languages that are present in mentioned sample of research. The aim of the research concerns the analysis of existing communicational – linguistic competences of educators in the mentioned institutions for their initial education, their scope and diversity. For this purpose are set series of hypotheses in the form of research questions pertaining to the existence, coverage and differences in the anticipated communicational - linguistic competences of the future educators of the mentioned institutions of initial education. The obtained data were processed by appropriate quality procedures or by drawing conclusions we were guided by the analysis of data which are categorized by general and specific descriptors of qualifications and based on indexing of the contents under the previous classification, will be shown exacted common conclusions presented in certain categories covering the similarities and differences.

Analysis and interpretation of the data from the applied technique - content analysis

In the comprised institutions for initial education of teachers for preschool education, the competencies for the specified personnel can be categorized according to the anticipated general

and the specific descriptors for qualifications in accordance with the arrangements for national framework of the higher educational institutions *(knowledge and understanding; application of knowledge and understanding;estimation, communication skills and study skills*).

General description of qualifications:

Knowledge and understanding:

- "Demonstrates knowledge and understanding for the social and cultural dimension of educational / culturaly - educational institution". – "Knows, understands and differentiates upbringing - educational and functional objectives in the realization of the activity of educational / culturaly - educational institution". (Faculty of Pedagogy-Skopje)
- "Demonstrates knowledge and understanding of the contents of the upbringing - educational areas planned with national plans and programs for educational work in kindergartens, therefore, knows and understands the structure and objectives of the preschool curriculum". (Faculty of Educational Sciences - Stip);
- "Demonstrates knowledge and understanding in the scientific field of study that is upgraded upon the previous education and training, including the knowledge in the domain of theoretical, practical, conceptual, comparative and critical perspectives in the scientific field according to appropriate methodology". (Pedagogical Faculty-Bitola).

Application of knowledge and understanding

- "It is competent for academic reading and writing, is able to apply the rules of spelling and pronunciation, is able to apply the functional linguistic literacy, is recognizing the different language styles and possesses linguistic norm of all language levels". (Faculty of Pedagogy-Skopje);
- "Ability to apply knowledge in the field of upbringing – educational contents set by the pre-school curriculum in the planning, organization, implementation and evaluation of educational work in preschool institutions". (Faculty of Educational Sciences - Stip);
- "Can apply the knowledge and understanding in a manner that indicates a professional approach to the work or profession". (Pedagogical Faculty -Bitola).

Communicational skills:

- "Ability to communicate in the default language of the state norm (Macedonian) language and their mother tongue". – "Knows and uses the terminology that is characteristic for the profession". (Faculty of Pedagogy - Skopje)
- "The student is able to communicate using the default Macedonian language and the Cyrillic alphabet". (Faculty for educational sciences –Stip).

Specific descriptors for qualifications:

Communicational skills:

- "Knows and implements strategies of pedagogical communication". – "Shows skill for applying of the principles, forms and the methods of interactive communication in the educational process, encourages interaction and communicational skills for regulation of the social and interactive behavior among children / students in the group". – "It recognizes diversity among children, implementing modern strategies for compliance and uses models for fostering mutual acceptance and tolerance". (Faculty of Pedagogy - Skopje)
- "Shows developed ability for effective communication in oral and written form". – "Skills for speech and communication, independently and in a team". – "Applies interactive communication in micro and macro environment and is able to encourage the development of communicational skills in preschool children". (Faculty of Educational Sciences - Stip);
- "Successfuly and effectively establishes communication with pupils". (Pedagogical Faculty – Bitola).

Concluding observations of the research

According to the analysis of the above mentioned general and specific descriptors for qualifications in the reference sample survey of higher educational institutions for initial education of educators, we can make the following conclusions:

1. After all subcategories (*knowledge and understanding*; *application of knowledge and understanding, estimation, communication skills, and learning skills*) designated in the general and specific descriptors for the qualifications of the analised higher educational institutions, more or less there are similarities in determining the required competences of educators with the completion of initial education. Differences occur only in terms of access to determining the manner of description of the descriptors after the listed subcategories in each of the institutions for the initial education of teachers for preschool upbringing and education.
2. In the mentioned subcategories of general descriptors for qualifications, communicational – linguistic competences are formulated in more general language as part of the overall activity in the area of preschool education, while in specific descriptors for the qualifications, they are presented in detail.
3. In the subcategory of *communication skills* of the specific descriptors for qualifications, there is more clarity regarding the clarification of the necessary competences, but with less coverage in terms of language and speech.
4. Clarity in the description of communicational – linguistic competences of educators (either in general or specific descriptors) are descriptively better displayed while covering the areas of upbringing, educational, social, cultural aspect, as well as the method of communication with children, parents, collective, community and other relevant institutions.
5. Regarding to the analysis of the general and specific descriptors for qualifications of the mentioned higher educational institutions, an indirect question is asked relating to clarity, ease in identifying and detecting the mentioned communicational – linguistic competences in terms of determining the extent of their presence in the final output result of the educators of the initial education.
6. The need for review, harmonization and update of the contents of the course programs of higher educational institutions obliged for the education of the teaching staff regarding the communicational – linguistic competences of the educators themselves and also to the preschool children.

Conclusion

Communicational – linguistic competences of the future educators in preschool education are among some of the most important in terms of realization of the educational work of educators with preschool children. If the age is taken into account, the needs and the developmental characteristics of preschool children, the goals, specifications, social and cultural context of the pre-school upbringing itself and education and as well the professionalism, academic knowledge, pedagogical knowledge, abilities and skills, and personality of the educator, communicational -linguistic competencies of the educator constitute the necessary basis for successful implementation of preschool activities and development of preschool children. The existence of different approaches to determining the communicational – linguistic competences of educators from pre-school education in various institutions of initial education in small hand it incites thinking of introduction of basic starting principles, cores, standards regarding to mentioned competences, in order to overcome inequality but also enabling the improvement in terms of professionalisation of teachers' staff and their communicational – linguistic competences in national level.

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PEDAGOGICAL APPROACHES TO SOCIAL LEARNING, RELATIONSHIPS AND DEVELOPMENT IN EDUCATION

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Abstract

In modern treatment of education, the pedagogical approaches to social learning, establishing and building relationships, and the social development of participants, represents a new dimension in understanding and the access to education.

Socialy- pedagogical approaches and the aspects to social learning, relationships and development, offers a completely different approach to the aims, role and expectations from and to the education. In fact enables the development of new ways and practices for the modern man in modern terms of educational and social relationships, communication and action.

Through certain modern theoretical and practical foundation is encouraged and supported the setting up and implementation of pedagogical approaches to social learning, relationships and development of the participants in education, from conceptual, curricular, methodological and practical point of view, through the entire educational system.

For closer treatment of the mentiones matter in accordance with existing educational practice and reality, a research was conducted by applying the appropriate methodology and methodological approaches and procedures. The survey covered various categories of participants in education, related to the educational process and practice, and reviewed some aspects of social learning and relationships that also affect the social development of the personality.

Keywords: pedagogical approaches, social learning, relationships, development, education.

Introduction

Social learning, relationships and development of the participants in education represents a very complex issue that encompasses a wide range of aspects, each different and unique in their theoretical and methodological approaches of treatment and research. In this respect when it comes to education in modern, contemporary conditions, the more it is required for serious approach to the serious finding and practicing the most appropriate approaches in favor of social learning, relationships and development of the participants in the education.

Treatment of the issue of pedagogical approaches to social learning, relationships and development of the participants in education, it is driven by the view that for the same are important the students and as well the teachers and the parents. The reasons for this view are based on a series of relevant research in recent decades which occupied a special place, becoming more important for new pedagogical reviews to education and the needs of the future from it.

In this context, consideration of pedagogical approaches to social learning, relationships and development of the participants in education is an important and foremost a matter of priority, given on various global social life, with the variability and diversity in terms of social, cultural and economic aspect. In fact if the education is seen as an investment for the future, then you undoubtedly the finding, the practice and the promotion of appropriate and qualitative pedagogical approaches to social learning, relationships and development of the participants in education represent a crucial issue and need.

Meaning and dimensions of social learning, relationships and development of the participants in education

Social learning means learning through observation, interaction with others, where you can learn new patterns of values, attitudes and behavior, but it can also be a partial or "upgrading", learning new attitudes, values, behavior. Social learning is a complicated process because under attitudes, values and behavior are understood and many subcategories that do not change linearly nor simultaneously. It is important to state that in social learning quite important

is to note that is expected any change, especially when it comes to intentional learning as an example with upbringing - educational learning in school, which are based on upbringing-educational objectives in teacher - student relation or within the frames of the family in parent – child relation.

Therefore, the mentioned change is significant because for it to be considered as a social learning, that process must: a) demonstrates that the change in the understanding takes place in the individuals that are involved; b) demonstrates that this change goes beyond the individual / s and becomes present within the framewrok of the wider social units or communities of practice; and c) occurs through social interactions and processes between actors within a social network (Reed et al., 2010). But the social learning of the participants in education is not only based on intentional drives and assumptions, also it is quite complex and subtle because in simple social learning of an example of behavior, always the same is appropriated as private if it is justified, acceptable or exactly desirable output, manifestation of the previously mentioned observed behavior. On the other hand the acceptance, changing of the attitudes, values, individual behavior, does not take place in a simple, cumulative way because sociality in the context of the characteristics and aspects of age, family, environment, professionalism, personality, ways and means of communication, etc. affect the actual reception, changing and practice of the attitudes, values and behavior in everyday life. According to social learning theory (L. Vygotsky, A.Bandura) was considered that "learning that occurs within the frames of the society and that people learn from one another, including such concepts as learning by observation, imitation and modeling." From this stems out the importance and responsibility that primarily have the educational institutions, persons of the education and other relevant educational factors and stakeholders towards development and application of appropriate necessary pedagogical approaches to social learning.

The existence of social life means necessary way of social exchange with other entities. "It can be considered that the quality of social relations involves interpersonal social achievement with other children or adults based on the assessment of significant persons from the childs' surrounding (McConnell & Odom-1999). "Social relations generally can be seen only in relation on what is to be considered, ie access whether: the content, processes and outcomes (results). Under the first approach – the content is primarily oriented to the specific behaviors that lead to positive and desired results (outcomes). The second approach - the process is focused

on. " . . . interpersonal processes (eg knowledge, attitudes, perception) that lead to socially competent results (outcomes). (Spasenovich, V. 2008 p.31), while the third approach – the outcomes (results) is focused on outcomes, eg the specified social behavior manifested in a particular situation. In the context of pedagogical approaches towards the social relations it should be stated that undoubtedly the combined approach (content, processes, outcomes (results) gives clearer and more general idea of the meaning of the same social development of the stakeholders in the education in general.

According to Vygotsky, who focused more on the interactions in the socio-cultural context, child development, ie students occurs and hurries through interaction with entities who are more advanced in their thinking, such as teachers. Starting from simple more and more present practice, the education needs to be more directed and associated with the cognitive development of students, with all that implies development of cognitive abilities, skills, it is forgotten the meaning and importance of social, affective, emotional and moral development of students but also of the teachers. Especially the significance and importance of social development is recognized in the development of interpersonal relationships, such as space that restores and maintains the view that education and training is the process of appointment of persons (Peters, 1970), where everyone brings their attitudes, values, fears, expectations, prejudices, feelings, etc. Namely the quality of established interpersonal relations in education depends on social development of the student (Hamre & Pianta - 1999; Peisner-Feinberg et al-2000), the development of social competence (Pianta-1999), the emergence of the feeling of loneliness, as well the phenomenon of aggressiveness and pro-social behavior (Klarin, Lukić i Ušljebrka-2003, etc.) and so on.

Certain pedagogical approaches to social learning, relationships and development of the participants in education

When we talk about the pedagogical approaches to social learning, relationships and development primarily think about humanistic, holistic approach as well as the conventions on human rights, that they constitute the basis for building the approaches, strategies and techniques aimed at social learning, relationships and development. The reasons for this lie in the numerous

studies and adopted declarations and documents (UNESCO, EU committees on education, social, cultural aspect, etc.) worldwide, in terms of uniqueness, diversity and multi-factority of the social learning, relationships and development of the participants in education, as well as the existence of different socio-cultural contexts in which education itself takes place in which the individual lives, develops and creates. Basing the range researches and theoretical knowledges about social learning can be said that there are several concepts that can serve as the basis for determining the pedagogical approaches in education, observational learning, internal strengthening and process modeling (Bandura), then updated learning, cooperative learning, etc.

The observational learning refers to learning: a) from a live model, means the real individual and his behavior, action, b) verbaly instructional (in teaching) model where we have an explanation and description of behavior c) symbolic model which refers to behaviors and real or fictional characters from books, television programs, online media, etc. Internal strengthening refers to the feeling of accomplishment (as a form of reward), pride, etc., by which is suggested that learning does not necessarily lead to a change in the context of the behavior. The process of modeling applies to pointing out as an opportunity for learning, then retention as ability for perception, focusing on specific information, initiate action for which is necessary previously required experience and motivation to practice what is learned. Also learning in group with a series of familiar tools for successful effect on the same, as well as cooperative learning, the presence of empathy, communication and communicative skills and techniques are options that offer appropriate pedagogical approaches to the social learning of the participants in education.

The cooperation represents a kind of social interaction that the individual realizes by working with others in order to achieve a particular purpose, mission, need, etc., but also commonly dividing the results of their work. (Deutsch-1949,1960). In recent decades, many researchers suggest a link between cooperativness, solving the social problems (Erwin-1993; Sheridan-1995; Wentzel & Asher-1995; Hartup-1996; Rubin et al-1999; Gillies-2000, etc.), school achievement (Slavin -1980; Johnson & Holubec-1990) and interpersonal relationships (Sharan-1980; Johnson, Johnson & Maruyama-1983; Slavin & Hansell-1983, etc.). The term of cooperative learning includes teaching techniques with which the students are encouraged to work together to achieve the school tasks. At the same time for the mentioned task but depending on the achievement of the whole group, the students receive awards in the form of grades, praise, recognition and similar. In the context of social relationship in education, especially among

teachers and students can be said that it depends on how **complementary** (connection of the position with the role), **impersonal** (rights and duties) or **interpersonal** (friendship, sympathy, respect, etc.) and how might be (Hargreaves-1974; Downie-1971; Abinun-1977; Duhnam-1981; Krnjajić-2002). Namely for proper access and bridging the gap between the position, the degree of interpersonality and the general quality of social relations especially between teachers and students, they should. " . . . to see each other as people who are respected, as independent entities and individuals who respect the rules. " (Krnjajić, S., 2002, page 24-25).

In the context of the above mentioned we should pay a special attention to the position and role that student and teacher have, their rights and duties, and the extent and quality of the established friendship, esteem, respect, etc., because based on them is build and developed the social relationship within the frames of education. Social development of the participants in education, among other things it depends on the manner and effectiveness of their own and other projections associated with the desired model of social profile, expectations, social relations and learning, motivation, etc. Therefore, the social development of the student affects a number of factors, ranging from the family, teachers, peers, having idol image, sociocultural environment, and inputs, mass media and electronic media, and similar, which it confirms the view that we can not talk for identical social developed personalities, even if it is about identical conditions and same factors of influence. The method of acceptance, modeling, it depends on the personality characteristics, educational, affective, emotional, cognitive status and opportunities, the level of social experience, place and position in social relations, etc.

Survey

In terms of the mentioned issue, a research was committed by coverage of students, teachers of primary education, of different ages, socioeconomic status, gender, ethnicity, length of work experience. According to the nature of the research, it is about a quantitative research, using descriptive method and systematic observation as a technique of research. The sample consists of five primary schools, by observing a total of 180 training hours in IV (fourth) and VIII (eighth) grade. While the research instrument - the protocol for written recording, contains general information about the location, primary school, the class, teaching language, the subject,

the type of teaching and contains 2 sets of categories defined in 6 features. The observed features of interpersonal and social relations were determined in a three scales of intensity of emerge (never, sometimes, and always) and that in a teacher - student relation during the realization of teaching. As hypotheses of the research are the assumptions that there are statistical differences in encouraging and practicing interpersonal and social relations between students and teachers of elementary and middle classes, as well as in terms of ethnicity determined by the applicable language.

Table 1.a) Interpersonal and social relations (elementary and middle classes)

Categories		**Characteristics**		**Education – elementary and middle classes**						**Total**
				Elementary classes			**Middle classes**			
				Never	Sometimes	Always	never	sometimes	always	
Interpersonal	1	**Includes more students in communication**	f ft %	0 0,0 0,0%	12 30,3 6,7%	72 53,7 40,0%	0 0,0 0,0%	53 34,7 29,4%	43 61,3 23,9%	180 180,0 100%
	2	**Mutual decision**	f ft %	0 3,3 0,0%	31 47,6 17,2%	53 33,1 29,4%	7 3,7 3,9%	71 54,4 39,4%	18 37,9 10,0%	180 180,0 100%
	3	**Mutual understanding, agreement**	f ft %	0 1,4 0,0%	2 29,9 1,1%	82 52,7 45,6%	3 1,6 1,7%	62 34,1 34,4%	31 60,3 17,2%	180 180,0 100%
Social	4	**Respecs the person and the rights of the students**	f ft %	0 0,0 0,0%	8 27,1 4,4%	76 56,9 42,2%	0 0,0 0,0%	50 30,9 27,8%	46 65,1 25,6%	180 180,0 100%
	5	**Confidence in students**	f ft %	2 2,8 1,1%	13 35,5 7,2%	69 45,7 38,3%	4 3,2 2,2%	63 40,5 35,0%	29 52,3 16,1%	180 180,0 100%
	6	**Motivates the students**	f ft %	0 0,0 0,0%	7 21,9 3,9%	77 62,1 42,8%	0 0,0 0,0%	40 25,1 22,2%	56 70,9 31,1%	180 180,0 100%

No.	**X^2**	**Stat.mean.**	**df**	**C**	**V**	**min ft**
1	32,519	0,000	2	0,391	0,425	30,33
2	39,315	0,000	2	0,423	0,467	3,27
3	81,831	0,000	2	0,559	0,674	1,40
4	37,156	0,000	2	0,414	0,454	27,07
5	49,307	0,000	2	0,464	0,523	2,80
6	25,801	0,000	2	0,354	0,379	21,93

Regarding the **interpersonal and social relations**, ie certain characteristics of the same, the analysis of the results presented in the table 1.a) indicates a statistically significant difference between the teching in the elementary and middle classes. Therefore, in all features of

the two categories, in the elementary classes we have **always** as an appearance and supporting, while in the middle classes we have it only in one case and that in - motivating 56 (31.1%). In the middle classes in all other features we have estimation in the scale of **sometimes**, indicating the elementary levels of encouraging and supporting of the qualitative interpersonal and social relations. This outlook is worrisome according the given age characteristics and the needs of students from middle classes, as well as their social learning, establishing relationships and social development.

Table br.1.b) Interpersonal and social relations (Macedonian and Albanian language)

Categories		**Characteristics**		**Education- teaching language**						**Total**
				Macedonian			**Albanian**			
				never	sometimes	always	never	sometimes	always	
Interpesronal	1	**In the communication includes more students**	f ft %	0 0,0 0,0%	29 33,2 16,1%	63 58,8 35,0%	0 0,0 0,0%	36 31,8 20,0%	52 56,2 28,9%	180 180,0 100%
	2	**Mutual decision**	f ft %	2 3,6 1,1%	51 52,1 28,3%	39 36,3 21,7%	5 3,4 2,8%	51 49,9 28,3%	32 34,7 17,8%	180 180,0 100%
	3	**Mutual understanding, agreement**	f ft %	0 1,5 0,0%	30 32,7 16,7%	62 57,8 34,4%	3 1,5 1,7%	34 31,3 18,9%	51 55,2 28,3%	180 180,0 100%
Social	4	**Respecs the person and the rights of the students**	f ft %	0 0,0 0,0%	28 29,6 15,6%	64 62,4 35,6%	0 0,0 0,0%	30 28,4 16,7%	58 59,6 32,2%	180 180,0 100%
	5	**Confidence in students**	f ft %	2 3,1 1,1%	41 38,8 22,8%	49 50,1 27,2%	4 2,9 2,2%	35 37,2 19,4%	49 47,9 27,2%	180 180,0 100%
	6	**Motivates the students**	f ft %	0 0,0 0,0%	19 24,0 10,5%	73 68,0 40,6%	0 0,0 0,0%	28 23,0 15,6%	60 65,0 33,3%	180 180,0 100%

No.	**X^2**	**Stat. mean.**	**df**	**C**	**V**	**min ft**
1	1,718	0,190	2	0,097	0,098	31,78
2	1,888	0,389	2	0,102	0,102	3,42
3	4,234	0,120	2	0,152	0,153	1,47
4	0,275	0,600	2	0,039	0,039	28,36
5	1,052	0,591	2	0,076	0,076	2,93
6	2,907	0,088	2	0,126	0,127	22,98

In both languages in terms of **interpersonal** and **social** relations, there is no occurrence of statistically significant differences. Most of the teachers **always** in the communication include

more students (63 or 35% and 52 or 28.9%) and promote mutual understanding and agreement (62 or 34.4%, and 51 or 28.3%), respect of the person and the rights of the students (64 or 35.6% and 58 or 32.2%), showing confidence in students (49 or 49 or 27.2% or 27.2%) and motivating the students (40.6% or 73 to 60 or 33.3%).

Concluding observations of the survey

From the collected statistical data, we can conclude that among teachers through carring out of the teching in elementary classes (IV grade.) and the middle classes (VIII grade) there are no significant statistical differences. These differences act as the establishment of interpersonal and social relations. After all certain characteristics of *interpersonal* and *social relations* in the education in middle classes, prevails a smaller social and emotional connection and mutuality between teachers and students (as opposed to the elementary classes), although the number and diversity of the subjects and teachers are more precisely in middle class teaching. As one of the indicators of the previously mentioned, represents the prevalence of observed frequencies in the center scale of assessment, ie **sometimes** in the following categories: *involvement of more students in the communication; mutual decision-making and mutual understanding and agreement*. So the communication itself, between the teachers and students in the middle classes (specifically in VIII grade) as well as the building of social and emotional bond between them (such as trust, agreement, understanding, etc.) it is not strong enough, developed, open and similar. Part of the mentioned is a consequence of insufficient time, space and opportunities for socialization, individual expression and similar, which on the other hand directly affects the quality of the interpersonal relationships between teachers and students.

It is accepted the placed hypothesis for the existence of statistically significant differences between the teachers and the students from elementary and middle classes depending on the characteristics of established interpersonal relationships during teaching.

As for the data analysis of the **teaching in Macedonian and Albanian language**, in terms of **ethnicity** (total in the elementary classes and middle classes) is proved that there are no statisticaly significant differences, ie in the categories of relationships (interpersonal and social relations). Therefore, in both ethnic groups there is no significant statistical difference, and the

existence of small insignificant nuances at teachers who teach in Macedonian and Albanian language, we can rewrite the individual characteristics and also the cultural differences that exist between the two covered ethnic groups. In short, we can conclude that between the two ethnic groups there are no differences in the quality of *interpersonal - social relationships, the communication, approach toward students, and the motivation of the students*.

From data analisis and the drawn conclusions we can conclude that part of the hypothesis states:

It is not acepted that there is a statistically significant difference between the teachers and the students of different ethnic affiliation in relation to the tested categories of relations in the realization of teaching.

Conclusion

The extensity and intensity of the approach to the issues of social learning, relationships and the development, depend on a series socio-educational conditions and commitments, including culture, economy, social mile of citizens and the educational system which entirely play a primary role. Determination of the social learning, relationships and development of the stakeholders in the education of social-economic and cultural factors, at the micro level is perceived in the values, attitudes and the behavior of the social nature of the participants in education. Regardless of the intensity and the time durability, which is partly related to age, ie maturity of participants in education, however, points to the appearance and content of variability, diversity and complexity in terms of the social profile of each participant separately.
The mentioned aspects stress out the need for more serious treatment of the approaches, procedures and the effects of the way of social learning, the establishment and fostering of social relationships, and thus the social development of the stakeholders in education.

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