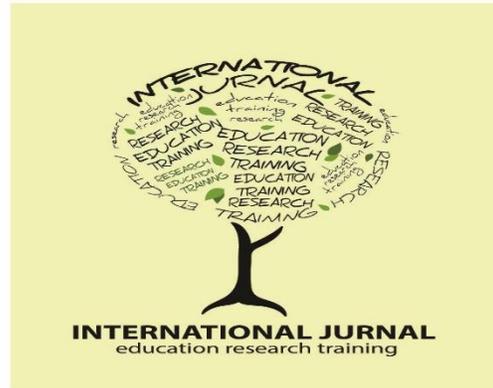


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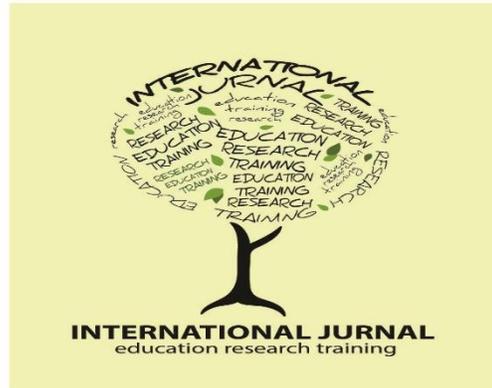
**МЕЃУНАРОДНО СПИСАНИЕ ЗА ОБРАЗОВАНИЕ,
ИСТРАЖУВАЊЕ И ОБУКА**

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PEDAGOGICAL IMPORTANCE AND REALIZATION OF EXCURSIONS IN PRIMARY SCHOOLS

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Abstract

The changes that have occurred in the field of education are a consequence of the criticism it faced because of its separation from life and society, and of the demonstrated needs for the school to become as welcoming and accessible as possible and more connected with the social environment. That connection can be best realized through educational excursions. However, they have still been insufficiently studied in our country despite their role and importance for the students themselves.

In this paper, first of all the issues related to the educational value, curriculum positioning and organization of excursions in primary schools have been theoretically elaborated. Secondly, empiric insights obtained by a survey conducted with students and teachers in primary education have been presented and analyzed. The results obtained generally indicate that both the teachers and the students think that excursions are beneficial for the realization of the educational process within the school and their opinion on the realization of excursions so far is positive.

Key words: excursions, extracurricular activities, primary school, pedagogical importance of excursions, realization of excursions

Excursions as an extracurricular activity

It is an indisputable fact that excursions today, as well as in the distant and the near past, have been and still are a part of the educational process. Despite all this, excursions belong to the category of pedagogical and didactic issues which have not been studied enough or scientifically researched yet, and little nothing at all has been written about them in the pedagogical literature.

However, practical experiences give enough evidence that excursions are of great importance in the intensification of the educational process and the improvement of its quality.

The educational work of the school today cannot be “isolated”, or “enclosed”, and take place only within the school’s building i.e. premises – classrooms, cabinets, or labs. Today, it requires more than ever a connection, even a certain integration with the real life out of the school. Despite all the modern educational technology, it is still necessary this process to be organized and performed also out of the school’s premises. That is why it is necessary there to be a correlation between the teaching process and the extracurricular educational work, since the educational process is inconceivable without extracurricular forms of teaching. The field of extracurricular activity is permeated by contents and activities realized out of the regular teaching process. Through leisure activities of the students, prerequisites for individualization of the educational process are created so that their individual interests and abilities could be satisfied and nurtured. The extracurricular work in primary schools includes a large number of activities among which, beside the free activities and contests, there are also *excursions*. Excursions, as an extracurricular activity, enable connection and integration of the educational work in the school with the real life.

According to the latest *Concept on Primary Education (2021)*, the excursions fall in the category of obligatory short-term extracurricular activities¹, while the *Concept on Extracurricular Activities (2020)* says that excursions are organized with the goal of widening and deepening students’ knowledge in particular educational fields and recommends them to be organized as much as possible as a means of getting the students acquainted with the cultures of various ethnic communities living in our country (by selection of the cultural and historic objects which are going to be visited) and as a way of achieving interethnic integration in education (by providing interaction between the students who study in different teaching languages)², which corresponds to the multicultural approach, inclusion, gender sensitivity/equality and acquiring inter-cultural competences as key principles of the new Concept towards which the entire organization and realization of the educational process in the primary school ought to strive.

¹ Concept on Primary Education (2021). Skopje: Education Development Bureau, p.10

Концепција за основно образование (2021). Скопје: Биро за развој на образование, стр.10

² Concept on Extracurricular Activities in Primary Education (2020). Skopje: Education Development Bureau, p.47.

Концепција за ВООНАСТАВНИ АКТИВНОСТИ во основното образование (2020). Скопје: Биро за развој на образование, стр.47

As a pedagogical form with its own specific features, the excursion contributes efficiently to the modernization and improvement of the educational work in the school. Excursions also enable the students to get acquainted, directly and live, with the reality, i.e. the places, objects, things, phenomena and processes they learn about, on the very spot, in their real environment. Neither by the best possible oral nor by the best possible textual or visual presentation of the lecture, the teacher can achieve what can be achieved during the excursion when a particular object, phenomenon or process can be seen and studied live, from close distance, i.e. when they are shown to the students in its original form. And this is exactly the main educational value of the excursion, since the direct observation and experience enables the acquisition of complete, deep and long-lasting knowledge. This feature has been specially pointed out in the new Concept which states that the curriculum ought to be oriented towards a deeper and deliberated process of learning based on critical thinking and logical deduction, also stating that students can more easily achieve the results expected if they can experience what they are learning about as something relevant and useful, that is as something they can bring in correlation with the everyday life, and exactly for this reason the Concept recommends creating the syllabuses following this leading principle.

On the other hand, socializing outside the school gives the teacher an opportunity to become better acquainted with the student's personality, and vice versa – it gives the student an opportunity to get to know better their own teacher and to discover all their characteristics which otherwise are quite rarely manifested in the everyday school surroundings. During the excursion, the participants are set free from the conventional interpersonal relations within the school, and that is why excursions are suitable for establishing correct, cooperative, friendly interpersonal relations.

Another very important benefit of the excursion that has to be emphasized, is that the students also participate in its preparation, organization and realization, thus developing their own initiative, cooperation, organizational skills, independence, responsibility and discipline. This kind of extracurricular activity much more than the traditional work in the classroom enables the students to spend more time together, to communicate in a larger extent between themselves, to help each other, to socialize one with another, to fulfil the tasks and duties agreed on previously, and to concert their individual needs and interests with the needs and the interests of their schoolmates.

Every excursion is in a way introduction of the students to the values of a certain country. If the excursion is organized in the closer vicinity of the school itself, it gives them the chance to get acquainted with that particular environment; if it is organized somewhere farther within our country – to get acquainted with Macedonia’s natural and cultural riches. The excursion is a very efficient means for cherishing and developing young people’s love for their homeland. Excursions to foreign countries contribute to acquiring better respect for and acceptance of the achievements of other nations.

Organization of the excursions

The process of organizing excursions consists of three phases: planning and preparation, realization, and final activities after the excursion ends.

The planning is done at the beginning of the school year, thus a rational approach towards excursions’ scheduling is enabled and the educational needs and the possibilities for their satisfaction are analyzed and resolved; the number and the type of excursions are determined based on the educational needs, as well as the aim and the time when the excursions will take place; what conditions ought to be provided for their realization; and so on. Each school makes a framework plan for the excursions which are going to be performed with every new generation of students, a plan for the excursions which will be performed in the particular school year (the plan is a constituent part of the school’s annual working programme), as well as a programme for organization and realization of each excursion. The types of excursions, the educational goals and tasks, the contents of the particular activities, each excursion’s manager, the teachers that will take part in the excursion, the students, the excursion’s duration, the locations which are going to be visited and the routes for travelling, the technical organization and the way of financing ought to be planned in the Annual Programme.

Besides planning the excursions, programming is also necessary, i.e. deliberation and elaboration (operationalization) of the tasks and the contents as well as of all the other elements and conditions on which their realization depends. Also, the literature dealing with these issues emphasizes the need of making the following types of preparations for excursions’ realization:

- Teaching-methodical preparation of the teacher for the excursion (detailed acquainting with the topics that are going to be treated and their elements, acquaintance with the opportunities the out-of-school teaching premises give, determination of the teaching-methodical

forms and ways of work with the students, determination of the teaching instruments needed, determination of the organization and articulation of the teaching work, the question whether other persons will be involved and, if so, who are going to be those and how they will be involved);

- Preparation of the students for the excursion (revision of the curricular contents directly related to the contents that are going to be treated in the excursion, general information about the excursion's significance and contents, what they are going to see and what kind of knowledge they are going to obtain, what kind of equipment for work as well as what kind of clothing and shoes and other personal items they will have to take with them, and so on.). The students are also warned of how they should behave themselves (during the travel and during the stay) so that no serious problems might arise during the excursion.

In this context, the necessity of informing the students' parents through parents' meetings should be stressed, as well as the possibility of active involvement of some of the parents in the process of preparation and organization of the excursions.

The stage of an excursion's practical realization begins with the participants' (both teachers and students) departure (from the school), and lasts until their arrival back. In the pedagogical literature dealing with these issues, some requirements have been stressed which are very important and to which special attention must be paid. Depending on the means of transport and how long the excursionists are going to travel, it is the teacher's duty to make sure that the journey will be as pleasant as possible, beneficial in educational respect, and as safe as possible as well. Naturally, the teacher must actively care for the students through the entire course of the excursion, i.e. during the travel to and from the destination and during the stay at the destination.³ With the arrival at the destination, the educational work begins. It depends on the particular tasks and teaching contents, and on the specific conditions the particular location or object provides; also, achieving the excursion's main goal is of vital importance, i.e. realization of all planned educational and upbringing activities. To achieve better rationality and efficiency, it is recommendable the educational work to be conducted following the normal phases or stages. This way, at the beginning, the students are given some general and short explanations about the

³ Ampov, B. (1986). Methodics of Teaching Natural Science and Social Science. Skopje: NIO Studentski zbor, p.131.

Ампов, Б. (1985). *УЧЕНИЧКИ ЕКСКУРЗИИ воспитно-образовно значење, организирање и изведување*. Скопје: НИО „Студентски збор“, стр.131

location/object, and they are reminded about the tasks that ought to be realized, about what they are going to see and what they are going to be acquainted with. B. Ampov thinks that such introductory and principal explanations are necessary for achieving bigger motivation of the students and more complete introduction to what has been planned to visit. The next step is students' observation of the particular things, phenomenon, objects and processes. Although it ultimately depends on the students' age and experience, nevertheless it is not recommendable a large number of objects or things to be observed at the same time, and the process of observation ought to be directed only to the important elements of a particular phenomenon. Another aspect of importance is the time-limit of the observation. The process of long-term observation can be tiresome and thus provoke students' indifference. During the process of observation and investigation of the particular object or phenomenon, the students should be allowed to ask questions and be informed in an appropriate way.

The end of the excursion itself doesn't mean an end of all the activities that have to be performed with the students. No matter how well and successfully the excursion has been carried out, after the teachers and students come back to the school it is necessary for the excursion to get its final form. Such a necessity is often neglected in practice despite its big importance, since the excursions achieve their true effect precisely through this final work of the teachers with the students within the school. The work in the classroom is different for different types of excursions, its character depending on the particular goals, tasks and contents of the excursion itself. According to Bezić, the final activities in the classroom can be divided in four phases:

- ✓ In the first phase it is recommendable, through informal conversation, to obtain a general impression about the excursion. The students like describing their experiences very much, and this creates a certain feeling of delight. Therewith, it is of great importance the individual impressions to be amalgamated in one common general impression of the whole class.
- ✓ The second phase consists of organized work. It is best that the students give their impressions using their own notes and memories. If the tasks have been allocated in advance, each student should report about their own share of the work, and if this was not the case, they should report only about what they think is important and significant. Students should be allowed to talk as long as they have something new to say, i.e., until they start repeating themselves.
- ✓ The third phase consists of contents' systematization. It is done that way that the teacher establishes criterions and manages the work taking care not to deviate from the specific topic.

The basic elements are written on the blackboard, and also a chart may be devised if the content itself allows that.

✓ In the end, the work finishes by testing the knowledge acquired. The teacher must get insight in what extent the knowledge has been assimilated, taking the necessary steps to correct the possible mistakes and fill up the voids.⁴

The final activity within the classroom is of crucial importance for the students, since here a general review is made on what has been achieved by the realization of the excursion. In the current *Concept on Extracurricular Activities in the Primary Education* (2020), directives have been given on the realization of this phase of the excursion. According to these directives it is recommendable, after the excursion ends, for the teachers in charge to encourage the students to prepare presentation of the activities done and the goals achieved, and to impart the impressions they have obtained by the observation. The school itself is expected to publish the prepared presentations on its website, and in addition, regarding the engagement of each student involved in its preparation, the teacher in charge is asked to write a special note containing his/her opinion which shall be descriptively recorded in the annex of the student's certificate.⁵

In our country, for years now various documents have been drawn up, through which attempts have been made to regulate the way of organizing excursions in primary schools. All of them, starting from the *Instructions for Organization of Excursions* (1978), as the oldest document of this type, through the *Directives for Organization and Realization of Excursions* (2007), and many other Books of Regulations, ending with the latest *Book of Regulations about the Way of Performing Excursions, Outings and Other Kinds of Extracurricular Activities of the Students in Primary Schools* (2019), are with the goal of improvement and specification of the directives and the ways of planning, realization and evaluation of the excursions.

Taking into account the Pandemic of Covid-19, and based on the protocols related to the organization and realization of the teaching process, the *Book of Regulations for Amending the Book of Regulations about the Way of Performing Excursions, Outings and Other Out-of-School Activities of the Students in Primary Schools* (2020) was brought up. This amendment relates to

⁴ Bezić, K. (1975). *Methodics of Teaching the Subject of Nature and Society*. Zagreb: Školska knjiga, p.302.

Bezih, K. (1975). *Metodike nastave prirode i društva*. Zagreb: Školska knjiga, str.302

⁵ *Conception about Extracurricular Activities in the Primary Education* (2020). Skopje: Education Development Bureau, p.48.

Концепција за ВОИНАСТАВНИ АКТИВНОСТИ во основното образование (2020). Скопје: Биро за развој на образование, стр.48

the fields of planning and programming conditions for organization and realization of excursions, prescribing that the Annual Programme for work in the school also includes the plan, programme and conditions for organization and realization of excursions, and specifically stating the data the Programme for Excursions must contain, which also has to be made and is a constituent part of the Annual Programme for work. Based on this, the School Board brings a decision for creation of a specialized experts' team for preparing the Programme for Excursions. In this context, what is of importance is Article 6-a from the Amending Book of Regulations, which states: *“During the organization and realization of a teaching process lasting less than 180 teaching days, as well as realization of a teaching process following a shortened teaching programme in the conditions of extraordinary circumstances (a state of crisis, or of an epidemic or pandemic, or appearance of large-scale fires, floods or other natural disasters has been declared), or during the organization of a teaching process through teaching from distance, the school does not prepare a Programme for Excursions, Outings and Other Out-of-School Activities...”*⁶

Method of Research

The goal of this research is to survey the students' and the teachers' opinions regarding the contribution of the excursions to the realization of the educational tasks, and to get insights into how they are organized. According to the goal set up, the following research tasks have been defined: to find out the opinions of both the students and the teachers about the excursions' contribution to the realization of the educational tasks; to find out whether the teachers before going to an excursion inform their students about the locations and the objects they will visit and about their duties and activities in that process; to get insight whether the teachers and the students are satisfied by the so-far practice of excursions' realization; to get insight what students find most interesting to the students and what they don't like in the excursions, and to find out whether teachers perform final activities with their students after the excursion ends.

⁶ Book of Regulations for Amending the Book of Regulations about the Way of Performing Excursions, Outings and Other Out-of-School Activities of the Students in Primary Schools (2020). Skopje: Ministry of Education and Science.

Правилник дополнување на Правилникот за начинот на изведување на екскурзиите, излетите и другите вонучилишни активности на учениците од основните училишта. (2020). Скопје: Министерство за образование и наука

For the purposes of this research, a scale questionnaire has been devised – one for the students and one for the teachers, containing two types of questions: closed-type questions in the form of formulated claims, offering three alternatives for answer; and open-type questions where respondents can freely state their opinions in their own words.

In the research a simple random-choice sample has been used, covering these population categories: students and teachers from three primary schools in the city of Ohrid. The sample schools to be covered by the polling was determined by random choice. A total of 190 respondents have been included in the research: 120 students from III and VI grades as well as 70 class-teachers and subject-teachers.

Results from the research and their interpretation

According to the sequence of the tasks set for the research, the results obtained from the research, i.e. the answers obtained from surveying the students and the teachers are successively presented and interpreted in this part of the paper.

In the context of the first task of the research – finding out the students' and the teachers' opinions about the excursions' contribution to the realization of the educational tasks, two different sets of four claims have been offered for answering in the questionnaire for the students and in the questionnaire for the teachers. The answers obtained are shown in the following two tables.

Table 1. Teachers' opinions regarding excursions' contribution to the realization of the educational tasks

Claims	I agree		I partly agree		I don't agree	
	f	%	f	%	f	%
Excursions are of great educational importance for the students	55	78.6	15	21.4	0	0.0
it is much easier to explain to the students some educational topics at the excursions than in the classroom	51	72.9	19	27.1	0	0.0
With the excursions, children's curiosity and ability of observation and noticing are developed (especially with the students from lower grades)	65	92.9	4	5.7	1	1.4
The excursions contribute to improving the teaching process and overcoming the verbalism	59	84.3	10	14.3	1	1.4

The results given in Table 1 show that quite a large percentage of the teachers have a positive opinion regarding excursions' contribution to the realization of the educational tasks in the school. This can be concluded since regarding all the four claims most of the teachers stated a positive opinion.

The results given in Table 2 demonstrate the students' positive opinion regarding excursions' contribution to the realization of the educational tasks, from many aspects. The largest percentage of the students think that excursions help them to do research and to more easily learn some of the teaching topics. Also, a very large percentage stated that by the realization of the excursions, the topics they learn about become clearer to them and that during the excursions they observe with a great interest the particular things, processes and phenomena subject to their visit.

Table 2. Students' opinions regarding excursions' contribution to the realization of the educational tasks

Claims	I agree		I partly agree		I don't agree	
	f	%	f	%	f	%
The excursion helps us to do research and learn some of the educational topics more easily	98	81.7	19	15.8	3	2.5
When we go on an excursion, we observe with a big interest the objects, processes and phenomena	77	64.2	33	27.5	10	8.3
When we learn some educational topic outdoors, in our school's vicinity, we understand and memorize it more easily than when we learn it in the classroom	87	72.5	26	21.7	7	5.8
The excursions help us understand the educational topics more clearly	83	69.2	31	25.8	6	5.0

Regarding the second research task – finding out whether the teachers, before going to an excursion, inform their students about the locations and the objects they will visit and about their duties and activities, two claims have been formulated in the questionnaire for the students. The answers obtained are shown in the next table.

The results given in the table show that a very high percentage (89.2%) of the students claim that before going on an excursion, their teacher informs them about the locations and the

objects planned for visiting. Also, a very high percentage (82.5%) of the students claim that their teacher tells them about their activities, duties and tasks during the realization of the excursion.

Table 3. Students' answers on whether they have been informed about the locations and the objects they will visit, as well as their duties and activities in that process

Claims	I agree		I partly agree		I don't agree	
	f	%	f	%	f	%
Before going on an excursion, our teacher informs us about the locations and objects we shall visit	107	89.2	9	7.5	4	3.3
Before going on an excursion, our teacher tells us about our activities, duties and tasks	99	82.5	16	13.3	5	4.2

One of the tasks of the research has also been to find out whether the teachers and the students are satisfied with the excursions' realization practice so far. In that respect, this claim was formulated: "I am satisfied with the current practice of excursions' realization in our school", and was included in both the questionnaires for the students and for the teachers. The answers given by the teachers and by the students are presented in the following table.

Table 4. Students' and teachers' answers regarding the claim: "I am satisfied with the current practice of excursions' realization in our school."

Categories of answers	Teachers		Students		Total	
	f	%	f	%	f	%
I agree	40	57.1	106	88.3	146	76.8
I partly agree	24	34.3	12	10.0	36	19.0
I don't agree	6	8.6	2	1.7	8	4.2
Total:	70	100	120	100	190	100

$$\chi\text{-square} = 24.36; df = 2; p < 0.01$$

From the results presented in the table we can freely say that, in general, the largest percentage of the respondents stated that they were satisfied by the current practice of excursions' realization. Just a small percentage of the teachers (8.6%) and only a very small, insignificant percentage (1.7%) of the students answered that they were dissatisfied with the

excursions' realization. Actually, this small percentage of the teachers were the same ones who answering to the open question stated what problems they faced in the process of excursions' realization. They quoted these problems: Difficulties in finding a touristic agency willing to organize a tour for a small number of students; The agencies don't provide what they have promised in their tender proposal offer; The lodging premises the agencies provide are often inappropriate; A substantial lack of time needed for properly seeing everything that has been planned; Too many formalities and tenders processes are necessary even for the organization of a one-day excursion (in case when there is a need of using transportation).

According to the obtained value of the χ -square test, we can conclude that there is a statistically significant difference between the answers given by the teachers and those given by the students regarding the issue whether they are satisfied with the so-far realization of the excursions. Unlike the teachers, a significantly higher percentage of the students said that they were satisfied with the current realization of the excursions.

Table 5. Students' answers to the open-type questions

What is the most interesting to you?	What don't you like?
» We play, socialize and have fun	» Throwing garbage in the bus and in the environment
» We play various games and dance	» Hotel food
» Recreation	» Dirty rooms and old hotels
» "Pajama parties"	» Getting up early in the morning
» Playing football	» In some excursions the travel lasts longer than the viewing
» Socializing in the bus	» One-day, short lasting excursions
» Staying in a hotel	» Disagreements between the students
» Meeting new friends	» Disorganization
» Getting acquainted with other cities	» The longtime of waiting to get accommodation in the hotel
» The visit of cultural monuments, museums, old buildings, archaeological locations and so on	» Shouting and intolerance between students
» The visit of the zoo (especially when we visited the ostrich)	» Buses without air-conditioning
» We observe, investigate and learn more easily	» Some of the students not obeyin teachers' orders
» Going on more distant excursions which last for several days	» Nausea when travelling by bus

In the context of this research task, in the Table 5 are presented the answers obtained from the students to the open-type questions: “State what is the most interesting to you in the excursions” and “State what you don’t like in the excursions”, which have been included in the questionnaire for the students.

According to the statements given by the students, it is obvious that from their point of view an excursion’s purpose is to allow them a recreation or a relaxation, i.e. it should be a kind of a recreational or relaxing journey. Based on these statements, an impression arises that most of the students think that the excursions should be, in the first place, of an amusing and recreational character, by which they will lose their educational character and their positive, socially desirable impact on the students will decline.

This can be concluded also from students’ answers to the claim: “Excursions are trips where we have fun.”

Table 6. Students’ answers about how they experience the excursions

Claim	I agree		I partly agree		I don’t agree	
	f	%	f	%	f	%
Excursions are trips where we have fun	93	77.5	23	19.2	4	3.3

The data given in the table show that a very high percentage (77.5%) of the students say that excursions are trips where they have fun.

Beside planning and realization of excursions, a very significant moment are the final activities done after the excursion ends, therefore one of the research tasks has been to find out whether the teachers do any final activities with the students. That’s why in the questionnaire for the students two claims on this topic were included, and the answers obtained are given in the following table.

The results obtained show that 90% of the students say that, after the excursion ends, they talk with their teachers about their impressions, and 82.5% that each of them imparts his/her opinion and remarks about the excursion. According to these results, a conclusion can be drawn that the teachers, surveyed in this research, do such final activities.

Table 7. Students' answers on whether their teachers do any final activities with them after the excursion ends

Claims	I agree		I partly agree		I don't agree	
	f	%	f	%	f	%
After the excursion ends, we discuss in the classroom about our experiences from the excursion	108	90.0	10	8.3	2	1.7
Each of us imparts the own remarks and opinions about the excursion	99	82.5	21	17.5	0	0.0

Conclusion

Based on the theoretical analysis of the topic subject of this study, it is an indisputable fact that the realization of excursions gives opportunities for immediate observation and experience thus enabling the acquirement of complete, deep and long-lasting knowledge, which way the quality of the educational process is improved. This is in fact the main educational worth of the excursion as a form of extracurricular activity. During the excursion, the students can directly experience the reality – the locations, objects, things, phenomenon's and processes they learn about, in their natural environment; thus in a certain way becoming more independent and more socialized personalities; furthermore, the excursion is a great opportunity for maximal activation of the students and a chance for developing their own organizational skills; and also a chance for getting them acquainted with the values of their country. Also, we can freely say that the excursion has quite significant contribution to the educational and upbringing work of the school and has positive effect on the students, but only if its pedagogical potentials have been properly cognized and understood and if it is properly organized and successfully realized in the practice. If we don't take into account these requirements and if we don't know the pedagogical potentials of the excursion, it can very easily lose its educational character and get the form of unorganized and purposeless activity, thus transforming into something else contrary to what it is supposed to be.

Based on the empiric findings obtained in this research, two general conclusions can be drawn. The first is that among both the students and the teachers the opinion prevails that the excursions contribute significantly to the realization of the educational and upbringing tasks within the school itself. This contribution has a significant pedagogic importance from two

aspects: educational and upbringing. In educational sense, the excursions are activities which enable the students to enrich their knowledge by observation and analyzation of the particular objects and phenomenon's in their real, natural conditions. Moreover, regarding certain educational topics the excursions alleviate the process of learning, at the same time strengthening students' motivation for learning. In upbringing sense, the excursions have significant socialization effects. They enable the students to familiarize better with their schoolmates, to socialize as true friends, to help each other, to create mutual respect, to have fun, i.e. to develop and cherish socially positive characteristics of their personality.

The second general conclusion is that both the students and the teachers from primary schools have positive opinion about the realization of excursions. They think that excursions are well-planned extracurricular activity realized according to the current rules and regulations. The largest percentage of the surveyed students and teachers stated that they were satisfied by the current practicing the excursions in their school.

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METHODS AND TECHNIQUES FOR SELF-REGULATED LEARNING IN THE CONTEXT OF THE LIFELONG LEARNING CONCEPT

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Abstract

The time in which we live today, with all the changes it brings with it in the various areas of life and work, conditions the need for constant learning and education. At the same time, it means that the modern system of education must be built on the basis of a new type of learning - learning to learn or self-learning. In fact, it arises in response to the social and political question: Do our youth possess sufficient knowledge, skills, and attitudes necessary for a productive life in a post-industrial society? Self-learning *per se* is the answer to this question, because it gives great autonomy to individuals and the introduction of power into their lives - personal, educational and social. In such conditions, the still present state of "encyclopedic knowledge" is re-examined, *vis á vis* the affirmed need for students at all levels of education to get acquainted with the methods and techniques for independent learning, i.e. to be trained for self-learning. (Rizova, 2021)

The main purpose of this paper is to point out the deficiency of educational programs that include elements of self-learning, the lack of manuals for teachers that would help prepare students for this type of learning, as well as the insufficient readiness of teachers to apply Innovative teaching methods and techniques in teaching - are an everyday obstacle that is still present in the education system in most countries, including ours. The paper also aims to present some of the methods and techniques for successful self-learning that will greatly contribute to the training of new generations of lifelong learners.

Key words: learning to learn; cooperative learning; lifelong learning; interactive models of learning.

Introduction

1. Self-regulated learning an learning how to learn

Self-learning (slowly but surely) should become part of any modern conceptualized education system, enabling both children and adults to become managers of their own education and learning and to keep pace with rapid changes in a knowledge-based society. The term self-learning is not new and appears in the second half of the 19th century in Great Britain, where the author Smiles (Smiles, 1859) published his work "Self-help" in which he talks about the value of self-learning for personal development. This notion (self-learning) was first associated with distance education in which the student is largely independent and self-taught. Other names have been and still are used for self-learning, such as: self-directed learning, self-planned learning, autonomous learning, independent learning, open learning, self-learning, etc.

There are many attempts to define self-learning and its characteristics. Thus, Malcolm Knowles defines self-learning as "a process in which the individuals are the initiators of learning that diagnoses needs, formulates goals, localizes resources, applies learning strategies, and evaluates results" (Knowles, 1990, p. 29).). Furthermore, the same author singles out the skills or abilities for successful self-learning that every student should possess:

- Curiosity, i.e ability for divergent thinking;
- Self-knowledge (knowledge of their "strengths" and "weaknesses" in learning);
- Ability to successfully diagnose one's own learning needs;
- Ability to successfully identify learning resources;
- Availability of modern learning techniques and methods;
- Ability to plan the learning process.

In the "Pedagogical Encyclopedia", self-learning is defined as a cognitive activity aimed at a specific goal, which is managed by the individual and which acquires systematic knowledge in various fields of science, technology, culture, political life, etc.

Contemporary authors dealing with educational issues, believe that a person who is capable of self-learning should have basic knowledge, skills and habits for independent work, which means independent handling of various learning resources, such as: Internet, databases (files), books, encyclopedias, dictionaries, manuals, maps, sketches, etc. Common to all these definitions is that everyone considers self-learning to be a form of learning that is largely

subordinated to the individual needs and desires of students, as well as their ability to manage their own time and information.

This form of learning also depends on the student's self-activity, which results in the development of knowledge, skills, habits and abilities in goal setting, as well as the organization, efficiency and evaluation of the learning process. In doing so, self-learning presupposes a great deal of awareness of the person about the weaknesses and strengths of their own skills and qualifications, as well as awareness of upgrading and applying the already acquired knowledge in different contexts - at home, at work, in education, etc. Self-learning, as an important component of lifelong learning, can help people successfully organize the learning process, while adapting it to their own capabilities and potentials. (Rizova, 2021)

Of course, in order to obtain competencies for self-learning one must possess certain fundamental skills, such as the ability to read and write, use of information and communication technology, etc. Based on these skills, the person should further acquire, assimilate and process new knowledge and skills. To a large extent, self-learning also relies on the self-discipline of the person in the context of learning, as well as seeking advice, information and support when needed. Self-learning should be seen as a long-term process that connects the past with the future of a particular society. Therefore, self-learning is seen as a driver of future economic progress, as a chosen tool for combating unemployment, as a driving force for scientific and technological progress, and as a visa for individual success.

2. Methods and techniques for successful self-learning

All stakeholders in the educational process, as well as experts dealing with the problem of learning and teaching - are unanimous in the view that the ability to learn independently and at their own responsibility is one of the most important features and competencies in the concept of lifelong learning. But despite the fact that each person has a huge, innate ability to learn, there are still individual differences. In the opinion of many experts in the field of didactics and methodics, many difficulties in youth and adult learning arise precisely because they have not learned how to learn during their previous schooling.

Even those who have attended high school and enrolled in higher education do not always have optimal teaching methods and techniques. Unfortunately, in the schools, where the basis for training the students with the basic learning techniques lies, the traditional teaching

techniques still prevail, i.e the oral transfer of knowledge and the use of textual sources for that purpose. Based on this, many of the learning strategies in schools are based on memorizing the material (which is not a strategy at all). This pedagogical problem is closely correlated with another pedagogical problem - the evaluation, ie the assessment and evaluation of students' achievements. We believe that as long as there is a dominance of testing students' knowledge (which, by the way, is not implemented properly in most cases), and not their skills, abilities and attitudes, we will not get rid of the shackles of traditional pedagogy. (Rizova, 2021)

As early as the 1950s, the American scientist F. Robinson publishes his study aid book (intended for students) where he makes an interesting comparison: non-swimmers (people who are not trained in a particular learning technique) thrown into the water uncoordinatedly threaten and move in the water, as opposed to trained swimmers (people who are trained in a certain learning technique) who have systematically mastered multiple swimming styles.

The fact that people learn with different styles and that there are individual differences between them in terms of learning potentials, where learning is not an individual activity, but also a social process of establishing relationships, different in their dynamics, require appropriate didactic models to function through the application of the multimethod and polymorphic approach, which will be accompanied by activities of various kinds, which may have different functions, but not strictly divided on that basis, because many activities are multifunctional and overlap. (Tomevska-Ilievska, 2015)

In the literature we can find activities that are classified according to different criteria, but the most common is the division into: “introductory activities, warm-up activities and, conditionally speaking, main activities”. The function of the first and second types of activities can be relatively easily defined, as participants can easily get to know each other, motivate themselves to work and create a socio-emotional climate conducive to work (introductory activities) or warm-up activities, whose function is partly coincides with the function of warm-up activities (relaxation, creating a good mood, raising energy). Special are those activities through which the participants are introduced to the topic and goals of teaching, setting personal goals and establishing rules for work, which due to their focus on the work itself, can be separated as special activities. They, in a way, represent a direct introduction to the realization of the so-called "Leading" (central) activities that achieve basic educational goals such as: knowledge acquisition

activities, application activities, review and repetition activities, and planning activities. (Tomevska-Ilievska, 2015)

3. Methods and techniques for cooperative learning

In today's European pedagogical literature, the problem of the concept of lifelong learning is often associated with cooperative learning methods. However, the application of these methods and techniques in the educational practice is very little discussed. The results of recent research speak of the inability of traditional teaching to prepare students for active participation in modern societies, as well as for lifelong learning. The solution to these problems is seen in the application of cooperative learning in teaching.

Cooperative learning builds on the constructivist theory of learning, according to which the acquisition of knowledge always takes place in a constructive way. Namely, the human brain does not accumulate knowledge, but sorts, transforms, re-creates, etc. As with all other active forms of learning, in contrast to traditional learning methods, cooperative methods not only allow, but also accelerate the stimulation of the creative-constructivist functioning of the human brain. (Rizova according to Ohidy, 2021).

Cooperative learning undoubtedly changes the role of the teacher, i.e the educator, to whom the following tasks are assigned (Green, 2005):

- To be able to make decisions. This task involves setting a learning goal, forming groups, setting a learning environment, and so on.
- To be able to manage the learning process. This task refers to the ability to set tasks for groups, explain the rules, develop students' cooperation skills, etc.
- To observe and "intervene" when necessary. Monitor student behavior and assist in solving tasks, if necessary.
- To be able to perform evaluation and evaluation. The teacher should be able to evaluate the group work, make an individual evaluation and assessment of the students.

The authors of Johnson & Johnson (1994) summarize the basic benefits of cooperative learning in the following points:

1. Successful mastering of the material and long-term memory;
2. Higher level thinking and critical thinking;

3. Increased focus of students on the set problem/task;
4. Acceptance of one's own person (possibility to perform introspection);
5. Forming a positive attitude towards learning and the educational process;
6. Increased motivation of students;
7. Achieving better learning outcomes;
8. Increased tolerance of the views and attitudes of others.

According to the same authors, the basic differences between the traditional group work practiced in educational institutions and cooperative group learning are listed in the following table.

Table no. 1: Overview of Traditional Group Work and Cooperative Group Learning (Ohidy, by Johnson & Johnson, 2008)

Traditional group work	Cooperative learning group
There is no positive dependence within the group	There is positive dependence within the group
There is no individual responsibility	There is individual responsibility
Homogenous group	Heterogenous group
The chosen group leader leads	Common learning management within the group
Task solving happens in the centre	Task solving and the relationship between the group members are equally important
Social competence does not count	Developing social competences
The teacher does not interfere in the work of the group	The teacher follows the work of the group attentively and helps whenever it is needed
The group does not evaluate and reflect on their work.	Evaluation of and reflection on the learning process is the task of the group.

The professional application of the cooperative learning forms on teaching lessons allows for individual learning and the creation of individual ways of learning for students with different abilities, knowledge and interests. These individual learning forms make use of students' learning and life experiences and their actual knowledge.

In the following paragraphs, some of cooperative learning methods will be presented, which can be used as independent modules, but, if needed, they can also be used as a complete unit or a part of a teaching lesson. Naturally, they can be used in other combinations, and applied for other topics:

- Nametag activity
- Opinion grid (Think-Pare-Share)
- Mind-map
- Graffiti steps
- The Jigsaw method
- The outside circle – inside circle method
- Essay writing, etc.

Conclusion - Assessment and improvement of self-learning skills

The educational evaluation in the past (and today) represents the evaluation of the educational achievements, i.e the evaluation of how well the students master the knowledge and skills, as well as the contents of a certain subject taught according to the curriculum of the educational institution. However, today education faces the challenge of rapid transformations and demands in the sphere of work and life in general, so very often several questions are asked that the evaluation so far could not answer:

- To what extent do the available educational curricula, ie their goals, correspond to the educational needs of the societies?
- What skills from the “learning to learn” competence does education produce and how can we measure them?
- How does education affect students' motivation for lifelong learning?

Therefore, the need to build a new system of evaluation of the educational process, ie educational outputs, which will exceed the limits of existing curricula and answer these frequently asked questions, is emphasized. The purpose of this new evaluation is not to replace,

but to supplement the traditional methods of evaluation of student achievement, providing a starting point for improving the educational process and a basis for all reform efforts in the future. (Rizova, 2021)

Hence, the focus of the assessment of students' achievement in relation to the competence "learning to learn" is transferred from the knowledge related to the subjects, to the various cognitive and affective factors that guide the student through learning and through further life. "These factors not only guide the learning process, but are also reflected in the way students apply their knowledge practically and mentally in new contexts." (Assessing Learning to learn: A framework, 2002, p.47) However, developing tools and tools for evaluating "learning to learn" is a very difficult and challenging task, which if successfully implemented will provide essential information for all those who are directly or indirectly involved in the development of education.

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THE TEACHER FACTOR FOR STUDENT OVERLOAD

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Abstract

Teacher's role in the process of education is of paramount importance, primarily due to the distinctive function that teachers carry out. In this regard, the question whether and to what extent the students will be overburdened in the teaching process, in large scale, depends on the work of the teacher. From didactic and pedagogical point of view, the teacher in his work with students can significantly influence student overload; by increasing the requirements set to students, he increases students' work and time needed to meet these requirements; or vice versa, by reducing these demands, he reduces this overload to a level below the optimal limit.

Therefore, the teacher is the one being able to shorten or lengthen the subject material that he teaches, and in this manner, he may or may not become a factor that leads up to student overload. If the teacher is creative, if he does not ask for the exact repetition of what was taught, but he pursues creative thinking and comprehension, then he shortens the time and effort that students devote to studying and vice versa. This means that a contemporary teacher should be qualified for a contemporary teaching practice. Accordingly, the extent to which students become overloaded or optimally overloaded in the contemporary teaching depends precisely on that.

Keywords: teacher, process of education, contemporary teaching, student overload, contemporary teaching practice, creative, pedagogical and didactic view, teaching process.

1. INTRODUCTION

‘A free soul ought not to pursue any study slavishly; for while bodily labors performed under constraint do not harm the body, nothing that is learned under compulsion stays with the mind. ‘(Plato, 1970)

As rightly noted, teacher’s work is a central factor among factors which increases student overload in different ways. In terms of teacher and his work, amongst numerous elements that determine this overload, the authors examining this problem state the following ones: putting up too many requirements for students, one-sided and inappropriate usage of teaching styles, monovalent use of teaching methods, assigning extensive and difficult homework and similar.

At the core of teachers’ methodical readiness lies their ability to separate the relevant subject material from the irrelevant, so that the accent is certainly put on the most important things. A good teacher is someone who is able to: know the students in their wholeness, adapt the subject material to the individual skills of the student, and contribute to the optimization of each student’s overload. There are several benchmarks in the field of education that affect teachers’ education as well: the new philosophy of education, open education, flexible educational policies and strategies, individuality and socialization in education, intercultural education and schooling, interdisciplinary dialogue. (Previsic, 2003, p. 106)

The teacher also becomes a factor for student overload because of the tendency to extend the teaching material in his work. Based on the results obtained in several studies regarding this issue, Ivan Furlan concludes that the teacher intensifies his work to the maximum rather than to the minimum both in scope and depth. (Furlan, 1976, p.108)

Today, almost in every country in Europe and worldwide, student overload theme is prevailing. Concerning this kind of research problem, studies in South-East European countries are especially significant. These studies show that despite the fundamental educational reforms that are rapidly being implemented, the unequal relation between educational opportunities and outcomes is still proceeding in most countries in South-East Europe. (Curriculum Overload in Primary Schools, 2010, p. 12)

Student overload matter draws its attention alongside the constant implementation of new subjects in new teaching curricula within schools initiated by the development of Science,

Information Technology; points out Marija Kostova in her work 'Student Overload' (Kostova, M. 1995, p. 85)

Petar Bezinovic and Zrinka Ristic - Dedic conducted a research in 2004 by which, among other things, they tend to ascertain the amount of student overload with school responsibilities in students' daily schedule. The results, acquired throughout the research, indicate that there are statistically significant differences regarding student workload in different schools. According to the results from the research, despite the fact that students have a very busy class schedule, they also need to prepare more in order to attend lessons and do homework. (Bezinovic & Ristic – Dedic, 2004, p. 18) The teachers received a 'Teacher's Guide' containing tips for high-quality lesson planning and lesson delivery, and instructions for the teaching design process during the school year. As an addition, the guide is complemented by: lesson plan preparation and delivery, success criteria formation with students, effective questioning. (Bureau for Development of Education, 2017) The innovative approaches can provide a brand new perspective to problems linked to students' learning process and health, and to the role that teachers and parents play in preserving students' well-being. In this sense, Suhoveeva discusses the particular system of harmony 'Man-Society-Nature-Technology', especially in times of intensive changes in the field of education. (Suhoveeva, 2003, p. 36, 37)

It is necessary to develop scientific and methodological support (curricula, training, guides and monographs) and academic staff activities to prevent students' exhaustion and preserve students' health in the learning process. (Zotova, 2005, p. 52)

2.MATERIALS AND METHODS OF RESEARCH

The research whose subject was related to temporal student overload with school responsibilities in the primary, nine-year education, was conceived as quantitative-qualitative research. The quantitative aspect of the research measured the temporal student overload with school duties, and examined students, teachers and parents' believes about that. The results obtained in the study were compared, so to ascertain the extent to which students were overloaded with school duties in primary education. For that reason, we randomly selected 405 students among the three cycles of the nine-year primary education, 405 parents and 135 teachers from nine primary schools in the western, central and eastern part of the Republic of North Macedonia, and through specially designed questionnaires, students, teachers and parents

expressed their views and opinions about temporal student overload with school duties, their responsibilities in the teaching process, their extra-curricular activities and activities they do at home. The qualitative aspect of the research was associated to the collected information about teachers' working conditions in schools, teachers' work and the application of innovations in education, teachers' style of teaching, their motivation for teaching, whether they teach in a dynamic or monotonic way, whether they require or do not require students to simply repeat what was said or was written in the student's book, whether they look for creative learners and similar.

RESEARCH TECHNIQUES

Throughout the research we used the descriptive method, survey and recording data. For that purpose, we prepared a structured diary which students used for recording the time spent on different activities in and out of school, shown in hours and minutes; questionnaires which examined students, teachers and parents' views and opinions on student overload; and structured interview with teachers from the first cycle of nine-year primary education to examine the temporal student overload with school responsibilities. The statistical analysis of the results is quantitative and qualitative, data is shown in tables and graphs, we calculated frequencies and percentages, and we also did a qualitative analysis of data obtained in the structured interview.

RESULTS

The results from respondents' answers presented in Figure 1 require analysis and commenting in terms of whether teachers' work determines student overload.

Figure 1: Teacher's work determines student overload

Respondent answers	Students		Teachers		Parents		TOTAL	
	f	%	f	%	f	%	f	%
Strongly agree	268	66,17	15	11,11	235	58,02	518	54,81
Partly agree	133	32,84	85	62,96	135	33,33	353	37,35
Strongly disagree	4	0,99	35	25,93	35	8,64	74	7,83
TOTAL	405	100	135	100	405	100	945	100

$\chi^2=1661$ $df=4$ $P<0,01$ $C=0,39$

As shown in Figure 1, it can be noticed that most of the students (66,17%) strongly agree with the statement that the work of the teacher determines student overload. 32,84 % of the students partly agree with the above statement, and only 0,99 % of them strongly disagree. Most teachers partly agree with the declaration that teachers' work determines student overload (62,96%). Only 11,11 % of the teachers strongly agree with the statement and almost 25,93 % strongly disagree, which drastically differs from students and parents' views. In a higher percentage (58,02 %), parents similar to students, answered that they strongly agree with the statement. 33,33 % of the parents partly agree with it and only 8,64 % of them strongly disagree. The analysis of these results shows that more than half of the students and parents strongly agree with the statement. The theoretical frameworks, which we processed in our research during the theoretical review of the problem, demonstrate the great role the teacher plays in increasing or reducing student overload. Contemporary views of education put the teacher on a pedestal as a factor on which the educational work rests. A contemporary teacher is no longer someone that only asks for a simple repetition of what was taught. Today's teacher uses creativity in his work and leads students towards creativity, independence, taking initiative and similar. Such a teacher reduces the effort that students need to put during the process of studying, and by doing so, he minimizes the student overload. Based on the results acquired, we can clearly realize that larger percentage of the respondents (54,81%) strongly agree that the work of the teacher determines student overload. Among all three groups of respondents, 37,35 % partly agree with the statement, and only 7,83 % strongly disagree with it.

The obtained Chi-square value of 166,01 confirms the existence of statistically significant differences in respondents' answers regarding this question at a significance level of 0,01. The contingency coefficient ($C=0,39$) shows that there is a weak correlation between the variables at a significance level of 0,01. Based on these results, we can conclude that the previously set hypothesis: *The characteristics of the teacher increase or reduce student overload*, is confirmed. Also, according to the results acquired by Chi-square, we can conclude that: There is a difference among teachers, parents and students' view on whether teacher's characteristics increase or reduce the student overload.

CONCLUSION

As to teacher's characteristics and work, among several elements that increase student overload, the following are mainly mentioned: assigning extensive tasks for students, one-sided and inappropriate usage of teaching styles, monovalent use of teaching methods, inappropriate use of teaching tools, assigning extensive and difficult homework and similar.

We can overcome these challenges by changing the demands placed on new teachers, i.e. with emphasis on increasing their competences, their professional behaviour and devotion to work, likewise their responsibility. The teachers are especially responsible for the process of teaching and creating circumstances in which students know what they learn and teachers know what they teach; i.e. the teaching process should take up interpersonal characteristics so to avoid the notion that this process is a simple accumulation of facts. This means that a teacher who accomplishes such a request becomes a contemporary teacher, trained to use the contemporary teaching practice. Student overload put in a contemporary context, in large amount, will depend on teacher's work, teachers' competences, professionalism, devotion to work and responsibility. The achievement of these demands will inevitably lead to reducing student overload and the position of optimal overload will be considered as an ideal (over)load.

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FORMS OF PEDAGOGICAL WORK WITH CHILDREN WITH EDUCATIONAL PROBLEMS AND WITH DISTURBED BEHAVIOR

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Abstract

The subject of our research is the forms of pedagogical work with children at risk in the Republic of Northern Macedonia.

The pedagogical profession is very important in working with children who show behavioral problems precisely because they are expert workers who have competencies, methods, techniques and forms of work with these children.

The disrupted behavior of children and young people is a problem for all social communities. It involves violating norms of acceptable behavior by young people, whose biological, and thus emotional and social maturity is still in the development phase. The impaired behavior arises when the development of children is disturbed and is accomplished in the wrong directions. Therefore, there is a need to remove factors that have a negative impact.

In this context, the adverse behavior of children and young people is regulated by legal provisions: Law on Justice for Children, Law on Social Protection, Family Law, Law on Primary Education, the Law on Pedagogical Service, the Zaacon for Prevention, Prevention and Protection from Domestic violence, the Law on Child Protection, Code of Criminal Procedure (LCP), Criminal Code (CC), indicating the time of their entry into force and application, but not the forms of pedagogical work. Hence the need for concretization, defining the forms of pedagogical work with children at risk in the Republic of Northern Macedonia in accordance with the legislation covering the work of pedagogues with children at risk in the Republic of Northern Macedonia.

Keywords: Forms of pedagogical work, children at risk, legislation, pedagogues, procedures, re-socialization.

Introduction

The pedagogical profession is very important in working with children who show behavioral problems precisely because they are expert workers who have competencies, communication skills, methods, techniques and forms of work with these children. In the Republic of North Macedonia, pedagogical forms of work have not been investigated sufficiently and needs defining, concretizing pedagogical work with children at risk, but also on pedagogical work in general, in order to modernize the pedagogical activity on the basis of European standards. This paper is aimed at exploring this issue, that is, to determine pedagogical forms of work used by pedagogues in working with these children with educational and social problems and violated behavior, pedagogues in primary schools, pedagogues in the Centers for Social Work and Pedagogues in the educational institutions.

Subject of research

The subject of our research is the forms of pedagogical work with children at risk in the Republic of Northern Macedonia. The disrupted behavior of children and young people is a problem for all social communities. It involves violating norms of acceptable behavior by young people, whose biological, and thus emotional and social maturity is still in the development phase. The disturbed behavior arises when the development of children is disturbed and is accomplished in the wrong direction. Therefore, there is a need to remove factors that have a negative impact.

In this context, the adverse behavior of children and young people is regulated by legal provisions: Law on Social Protection, the Law on Justice for Children, Family Law, the Law for Prevention, Law of Prevention and Protection against Domestic Violence, the Law on Child Protection, Law For primary education, the Law on Pedagogical Service, Law on Criminal Procedure, Criminal Law.

Methods, techniques and instruments of research

This empirical research descriptive method was used through the models of: Analytical - descriptive approach, which allowed us to reach certain knowledge about the theoretical and practical settings of our subject of research. Comparative - descriptive approach that enabled us comparison and describing the phenomena we examine, their connection, dependence, differences, etc. Interpretive - descriptive approach that enabled us interpreting data obtained by quantitative techniques and their interpretation. The technique analysis of content has enabled us,

with its assistance to explore more primary and secondary sources that relate the forms of pedagogical work with children at risk in accordance with the legislation covering the work of pedagogues with children at risk in the Republic of Northern Macedonia. The survey also used the following data collection techniques: Analysis of is documentation, observation, survey and lobby (list of basic biographical data). The technique analysis of the documentation was used to analyze the content of official legal documents valid in the field of forms of pedagogical work with children at risk in accordance with the legislation that covers the work of pedagogues with children at risk in the Republic of Northern Macedonia: Official documents (laws, manuals , regulations of state bodies, decisions, curricula and programs, textbooks, etc.). Documentation of the Centers for Social Work, Educational-Fixed Institutions and Schools (Parent Books, Minutes, Findings of Professionals, Logs for Work, Albums, Photos, Teaching Assets, etc.). Pedagogical works (books, textbooks, studies, research reports, manuals, professional and scientific hearings, etc.) The technique of survey and interview was used to find out the attitudes and opinions of pedagogues employed in primary schools, centers for social work and educational- Correctional facilities. In particular, a questionnaire for determining the views of pedagogues of pedagogical work with children at risk in accordance with the legislation covered the work of pedagogues with children at risk in the Republic of Northern Macedonia, ".

Results of the survey

The results obtained from the empirical research allow us to receive insights into the forms of pedagogical work with children at risk in the Republic of Northern Macedonia. The results obtained and data will serve as a basis of information on which future interventions and changes in the existing legislation will be established, as well as a proposal for the preparation of a new Law on Pedagogical Activity on the basis of which the pedagogical work with children at risk as well as and Pedagogical work in general in the Republic of Northern Macedonia, based other already regulated expert activities / professions in the Republic of Northern Macedonia and European countries in accordance with European standards, and at the same time the omissions will be established in the existing legislation. The results will also be able to introduce new and compulsory procedures for dealing with children at risk.

Conclusions

On the basis of the received data we concluded:

The analysis of the survey received from the research was managed by the objectives of the realization of the research, and in the function of testing the hypotheses.

The main goal of this research was to discover the pedagogical forms of work with children at risk, their legal use and action in the Republic of Northern Macedonia.

And the general hypothesis of this research was: there is a need for more advanced, more organized and systematized definition, concretizing the forms of pedagogical work with children at risk with a new law on pedagogical activity, as well as harmonization of the legislation that covers the work of pedagogues with children at risk In the Republic of Northern Macedonia.

This research covered employed expert workers pedagogues in 40 primary schools from Skopje, 30 Centers for Social Work in RCM and Educational-Correctional Institutions.

1. On the basis of the obtained data from the research, according to the attitudes of pedagogues, we concluded which forms of pedagogical work define in accordance with the legislation, existing laws, the Law on Family, Law on Social Protection, Law on Primary Education, the Pedagogical Service Law, the Law on Justice For children, the Law on Child Protection, the Law for Prevention, Law of Prevention and Protection against Domestic Violence.
2. On the basis of the obtained data from the research, according to the views of the pedagogues, we concluded that there is a need for a larger number of pedagogues that will work with children at risk.
3. Based on the obtained data from the research, in accordance with the attitudes of pedagogues, we concluded that there is a need for a larger number of pedagogues that will be professionally qualified for working with children at risk.
4. On the basis of the obtained data from the research, in accordance with the attitudes of pedagogues, we concluded that there is a need for greater offer and bidders for trainings for pedagogues from other bodies, institutions and organizations that will conduct trainings for professional workers than the Institute for Social Activities.
5. On the basis of the obtained data from the research, in accordance with the attitudes of pedagogues, we concluded that pedagogical forms of work, that is, the pedagogical work should be distinguished from the work of other steam persons (social workers, psychologists, educators).

6. On the basis of the obtained data from the research, according to the attitudes of pedagogues, we concluded that the pedagogical work should be regulated by a new law on pedagogical activity and rulebooks as the psychological work is regulated in accordance with the Law on Psychological Activity and other expert professions.
7. On the basis of the obtained data from the survey, in accordance with the attitudes of pedagogues, we concluded that they should be organized in the Pedagogy Chamber as the other expert professions that will take care of the development and promotion of pedagogical activity and will represent the interests of expert workers pedagogues.
8. On the basis of the obtained data from the research, in accordance with the views of the pedagogues, we concluded that they should have a Directory of pedagogues according to which an expert person is able to perform pedagogical work.
9. On the basis of the obtained data from the survey, according to the attitudes of pedagogues, we concluded that there should be services of pedagogues that will be legally regulated as services of experts pedagogues.
10. On the basis of the obtained data from the research, according to the attitudes of pedagogues, we concluded that they should have a tariff for pedagogues services that will determine the tariff of the services of professional workers pedagogues.
11. On the basis of the obtained data from the research, in accordance with the attitudes of pedagogues, we concluded that the pedagogical work, the manner of realization (compulsory, optional) and in the procedures present for children at risk should be determined.
12. On the basis of the obtained data from the survey, in accordance with the attitudes of pedagogues, we concluded that there is a need for pedagogues skilled persons in procedures for children at risk.
13. On the basis of the survey received in accordance with the paragraphs of the pedagogues conclude that there is a need for pedagogical work to be performed as Private work of a natural person, as well as other expert professions in accordance with issued license / work permit.
14. On the basis of the obtained data from the survey, in accordance with the attitudes of pedagogues, we concluded that there is a need for pedagogues in specific areas as a private matter of a natural person, as well as other expert professions in accordance with issued license / work permit.

15. On the basis of the obtained data from the research, in accordance with the attitudes of pedagogues, we concluded that the legislation should be determined, which is understood for pedagogical work with children at risk as well as at all pedagogical work.

16. On the basis of the obtained data from the research, in accordance with the attitudes of pedagogues, we concluded that there should be a compulsory procedure for family mediation as a special procedure in the divorce procedures, marital relations, parents and children in accordance with the Family Law.

17. On the basis of the obtained data from the survey in accordance with the attitudes of pedagogues, we concluded that there should be a compulsory procedure for advisory, ie counseling work that will carry out pedagogues in procedures with children at risk as well as in other seasons.

18. On the basis of the obtained data from the research, in accordance with the attitudes of pedagogues, we concluded in which procedures consider that the pedagogical work from the work of other professional workers should be defined in accordance with the legislation, existing laws, the Law on Family, the Law on Social Protection, the Law For justice for children, the Law on Prevention, Law of Prevention and Protection against Domestic Violence, the Law on Child Protection, Law on Primary Education, Law for criminal procedure and Criminal Law.

19. On the basis of the obtained data from the research, according to the attitudes of pedagogues, we concluded that it is necessary to harmonize the legislation on which institutions treat children at risk.

20. On the basis of the obtained data from the research, according to the attitudes of pedagogues, we concluded which institutions of social protection are best for children at risk in accordance with the Law on Social Protection.

21. On the basis of the obtained data from the research in accordance with the attitudes of pedagogues, we concluded that they did not have the necessary resources and conditions for working with children at risk as and with which difficulties face in the planning and implementation of pedagogical forms of work.

22. On the basis of the obtained data from the research, in accordance with the attitudes of pedagogues, we concluded that the advisory form of pedagogical work is considered the best in working with children at risk.

23. On the basis of the obtained data from the research in accordance with the attitudes of pedagogues, we concluded whether family mediation is applied in accordance with the Law on Social Protection, as well as the reasons for which it does not apply.

24. On the basis of the obtained data from the research, according to the attitudes of pedagogues, we concluded that the treatment and protection of children at risk in their institution.

25. On the basis of the obtained data from the research, in accordance with the attitudes of pedagogues, we concluded that there is sufficiently developed cross-sectoral cooperation between their institutions and other institutions that treat children at risk and between which institutions there is that cooperation.

26. On the basis of the obtained data from the research, according to the attitudes of pedagogues, we concluded that there is a positive attitude of pedagogues for the application of mediation in the institutions of the system, teachers, social work centers, educational institutions.

27. On the basis of the obtained data from the survey in accordance with the attitudes of pedagogues, we concluded that there is a need for pedagogues trainers.

In our country there are several laws dealing with children at risk, but none with the forms of pedagogical work with children at risk. At the same time, they do not represent a harmonized system of acting of expert workers with children at risk, but each law partially decides on some issues and determines the conditions and activities for the competent bodies of action. There is no generally accepted definition of what pedagogical forms of work with children at risk, nor are pedagogical forms of work, the manner of performing, procedures, etc.

Recommendations

- Define, concretize pedagogical forms of work with children at risk in accordance with the Family Law (Official Gazette of the Republic of Macedonia, No. 153 of 20.10.2014).
- Define, concretize pedagogical forms of work with children at risk in accordance with the Law on Social Protection (Official Gazette of RSM, No. 104 of 23.2019).
- To define, concretize pedagogical forms of work with children at risk in accordance with the Law on Primary Education ("Official Gazette of the Republic of Northern Macedonia" No. 229/2020).

- Define, concretize pedagogical forms of work with children at risk in accordance with the Law on Pedagogical Service ("Official Gazette of the Republic of Macedonia" No. 18/2011, 41/2014, 55/2016 and 64/2018).
- To define, concretize pedagogical forms of work with children at risk in accordance with the Law on Justice for Children ("Official Gazette of the Republic of Macedonia" No. 148/13, and "Official Gazette of RSM" No. 152/19 and No. 275 / 12).
- Define, concretize pedagogical forms of work with children at risk in accordance with the Law on Child Protection ("Official Gazette of the Republic of Macedonia" No. 23/13; The Law on Amending the Law on Child Protection ("Fig. Journal of the Republic of Macedonia "No.12/14); The Law on Amendments to the Law on Child Protection (" Official Gazette of the Republic of Macedonia "No. 44/14); the Law on Amending the Law on Child Protection ("Official Gazette of the Republic of Macedonia" No. 144/14); The Law on Amendments to the Law on Child Protection ("Official Gazette of the Republic of Macedonia" No. 10/15. For the protection of children ("Official Gazette of the Republic of Macedonia" No. 25/15) and the Law on Amendments to the Law on Child Protection ("Official Gazette of the Republic of Macedonia" No.150/15).
- To define, concretize pedagogical forms of work with children at risk in accordance with the Zacon for Prevention, Prevention and Protection against Domestic Violence (Official Gazette of the Republic of Macedonia, No. 138 of September 17, 2014).
- To increase the number of pedagogues working with children at risk.
- Increase the number of pedagogues that are will be professionally qualified to work with children at risk.
- To have a greater offer of legal entities, other bodies, institutions and organizations that will conduct trainings for professional workers pedagogues than the Institute for Social Activities.
- To distinguish pedagogical work from the work of other expert workers social workers, psychologists, educators.
- To introduce / prepare a law on pedagogical activity.
- To form a chamber of pedagogues.
- To introduce Directory for pedagogues.
- To introduce pedagogues services.
- Introduce a tariff for services of pedagogues.

- To introduce trainers of pedagogues
- Define / determine pedagogical work in general, the manner of realization (compulsory, optional) and in the procedures present for children at risk.
- To harmonize terminology for institutions treated children at risk
- To have compulsory involvement of pedagogues skilled persons in procedures for children at risk.
- Introduce pedagogical work as a private work of a natural person, as well as other expert professions in accordance with issued license / work permit.
- Introduce pedagogues in specific areas as a private work of a natural person as other expert professions in accordance with issued license / work permit.
- To harmonize the legislation on what is understood under pedagogical work with children at risk, as well as pedagogical work in general.
- Introduce a compulsory procedure for family mediation as a separate procedure in the divorce procedures, marital relations, parents and children in the Family Law.
- To inform the public about mediation, its promotion and popularization.
- Introduce a compulsory procedure for advisory, ie counseling work on pedagogues.
- To inform the public about which services perform pedagogues as well as pedagogical work in general, its promotion and popularization.
- To introduce employment by systematization for MA of Science Pedagogy
- Introduce employee statistics by professions with higher education, MA and Doctors of Sciences
- Introduce statistics to unemployed by professions with higher education, MA and Doctors of Sciences

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THE INFLUENCE OF THE DIRECTOR-MANAGER ON THE PROFESSIONAL DEVELOPMENT OF THE TEACHERS IN THE PRIMARY SCHOOL

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Abstract

Rapid technical-technological progress exposes the constant changes in the world, setting new norms and rules, and with it come innovations and reforms in education as a key factor. The stakeholders of the educational process need to be constantly updated with the innovations, in order to be able to properly implement the principles of modern education. In order to have a successful organization and work in the school, it is necessary to have good cooperation between the director-manager with the professional service and the teaching staff, and this will provide a pleasant school climate for work.

In this paper the emphasis is on the professional development of teachers and their connections with the managerial skills of the director-manager. Basic functions in good management and the pedagogical-managerial role of the director-manager will be considered. By analyzing the already obtained data, the connection of the school management with the professional development of the teachers will be perceived, the influence of the director-manager in that process and the enjoyment of the teaching staff from the implemented activities for upgrading the professional development.

Keywords: director-manager, professional development, teacher, motivation, implementation of activities.

Introduction

In the last decade of the last century and in the beginning of this century, the education system and institutionalized schooling are exposed to a number of innovations, which are caused by changes in society. This raises the inevitable need to acquire new knowledge and skills and imposes the need of using modern educational technology. There is a require for new organizational set-up for schools, and for the management of each school there is new requests.

As we can see, the development of management in schools is not just a trend, but a real need. Schools now need a real leader, i.e director-manager, who will be able to realize the mission of the school and will have a vision for further development.

The teaching profession is in inseparable, close relationship with the school as an institution, and the school has the task to support the professional development of teachers. The aim is to build an appropriate policy for the professional development of the teaching staff. From here, the main mission of the director-manager is to be constantly up to date with innovations and new trends, in order to be able to provide efficient and effective work in the school institution. The personal satisfaction of the employees, the quality of the professional development of the teaching staff, the relationship between the teachers, as well as the rating of the school on the market of the educational policy depend on the management of the director-manager. In order to achieve this, first of all, it is necessary to create a mobile, safe, dynamic environment, which will ensure the school climate and culture to incorporate tradition, modern requirements and future expectations.

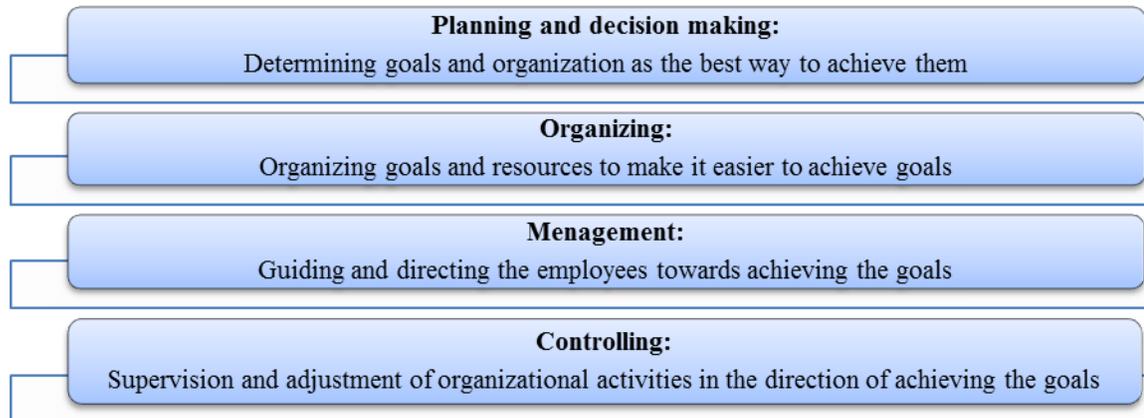
Management as a term

The term management is "domesticated" in our literature and has gained great popularity. The term management comes from the word **manage** (the etymology or root is in the Latin expression **manu agree** - to lead by the hand), with radiation manages, supervises, manages, succeeds, makes decisions to demand the needs. (Петковски, Пелинова, 2009, 62)

Management is an universal process of effectively performing the work with the help of other people and engaging resources for achieving the predefined goals of the company. From this synthesized definition performed by several authors we can see that management is a complex of functions, that in one organizational system is responsible for defining goals and leads for achieving this goals (Гоцевски, 2007, 19). Management is fully focused and takes care of achieving results, and the existence of results implies the establishment of a set / system of values for the nature of those results and their significance why they should be achieved. To become a successful manager it is necessary to develop the capacity to understand the nature of results and achievements and to link them to appropriate value systems (Петковски, Алексова, 2004, 77).

The manager performs a number of activities, but they can be subdivided into four groups, which represent the basic functions of management. Analyzing picture no. 1 it is perceived that these so-called connected functions actually shows us what directors should do as school managers. (Диздаревик, 1998, 52)

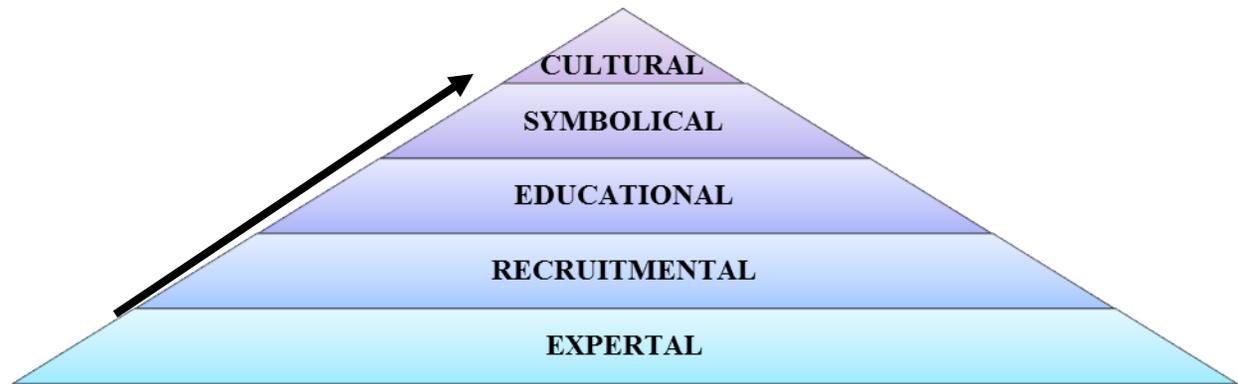
Picture no.1 - Basic management functions



The director-manager in the primary school

The school as an educational organization itself is a complex, dynamic and expedient organizational system. The main links of this system are: the school director (governing body), teachers, students, parents and the local environment.

The term director should be understood as a function that is performed by an individual in one organization, i.e a title that a person holds when performing a certain leadership function as one of the higher management levels. Performing this function, the given person is essentially a manager. The manager performs some of the managerial functions or plays a managerial role on a daily basis, all in order to achieve a good organizational set-up in the work team. It should be noted that this is legal right i.e the representation of a person in the position of director is a decision made by state institution. It is a mistake to think that with this act, the person becomes a guide in that environment. In order for the director to be able to perform his function successfully, it is necessary to have certain characteristics. According to Sergio, there are five important characteristics that every successful director should possess, and we will see that in chronological order in picture no. 2. (Петковски, Алексова, 2004, 211)

Picture no. 2 - Characteristics of the director

The director-manager as a leader in the professional development of teachers

The professional development of teachers is inextricably linked with the school as institution. The task of the school is to support the professional development of teachers and to build a policy of professional development. This needs to be raised to a higher level, so certain reforms can be achieved. But only can be achieved through good cooperation between: director-manager - teacher - state institutions. In this process, the role of the principal-manager as a pedagogical head of the school is of great importance, he is the one who represents the voice of the teaching staff.

The director, in addition of planning, organizing, leading, evaluating and creating the work of the school, is increasingly appearing as an instructor in the work of the teaching staff. It is necessary to train the new employees and other teachers, so he will direct them to the use of new techniques, modified teaching methods, forms and strategies for learning, use of new modern tools and pedagogical forms of work. Through this, the principal-manager will show the teachers the change of position and the role of the subjective factors in the teaching process. Teachers are constantly looking for opportunities to develop and reflect new approaches for teaching. To enable this, it is necessary to organize various groups for learning and working in groups, participation in seminars, trainings and workshops, action research, various meetings with community associations, meetings with professional assets, cooperation with colleagues from other schools. (Мирасчиева, 2015, 5). In order for the director to achieve all this, it is necessary to permanently professionally improve and be in constant progress with the contemporary domestic and world pedagogical and scientific-professional literature, to attend

appropriate seminars, trainings and workshops related to the management of education and other various sources for informal upgrading.

In this context, the main roles given to the director as a leader in the professional development of teachers are: **constructor** (preparing the capacities of the community in which he learns professionally); **designer** (professional development planning); **implementer** (takeover of actions) and **reflective leader** (evaluation of results) (Lindstrom, 2004, 12). In order for the director to make progress in the collective work and professional development of the teaching staff, first of all it is necessary to know how to motivate the employees. This can be done through a variety of procedures, such as: praising or discreet suggestion / critic, delegating a problem, leaving room for teachers to perform their tasks more independently, seeking feedback from teachers, defending teachers, creating a sense of affiliation of each teacher as part of the school team, etc.

How successfully the principal-manager implements the activities for professional development of teachers

All activities implemented by the school management for professional development are based on a number of manuals and programs. Since 2016 in our country is made a significant progress in professional development of teachers by publicizing "Manual for monitoring the work and planning the professional development of teachers and professional associates in primary and secondary schools". It stands out from the composition of the professional development team, where the head is the director as a faculty manager, professional activists and professional associate. The goal of the team is to establish a system for planning and realization of the professional development of teachers, identifying their needs, need for personal development, grouping teacher according to individual needs, planning joint professional development with other schools and so on.

The success and influence of the director-manager is best seen by examining the opinions of the employees (teachers), in comparison with the prominent opinions of the directors. Therefore, in the continuation we will analyze the results obtained from the latest research, conducted in 2021. We will see how successfully the director-manager implements the activities for professional development of teachers and how much the opinions of the teaching staff and the director-manager matches. The research surveyed and interviewed 150 teachers and 5

principals in primary schools. The obtained results refer to the school management and the development of the employees in the primary education (АТЕМОВСКА, 2021).

As mentioned earlier, for the development of professional development, teachers need to attend seminars, trainings, workshops and other various courses, which will be organized by the school management or other activities by paying their own registration fee. The research provides information from the surveyed teachers, that the school management conducts a large number of seminars and trainings (65,33%) for the professional development of teachers. (12,66%) stated that workshops are conducted, as well as online courses (1,03%), which are quite common in the past year. In this context, it is most important to ask the question about the quality of the implemented activities, i.e: How much activities implemented by the school management have a positive impact on the professional development of teachers? The majority of respondents (58,06%) believes that the activities have a positive impact, (10,03%) that their work experience has an impact, not the activities implemented by the school management.

From this we indirectly come to the conclusion that most of the respondents implement activities aimed by professional development of teachers. However, we do not leave out the option that the schools do not carry out any activities for the professional development of teachers. This is a big shortcoming in our educational system, because we still have a large percentage of teachers who have remained on the acquired knowledge from the fundamental formal education, acquired in higher education.

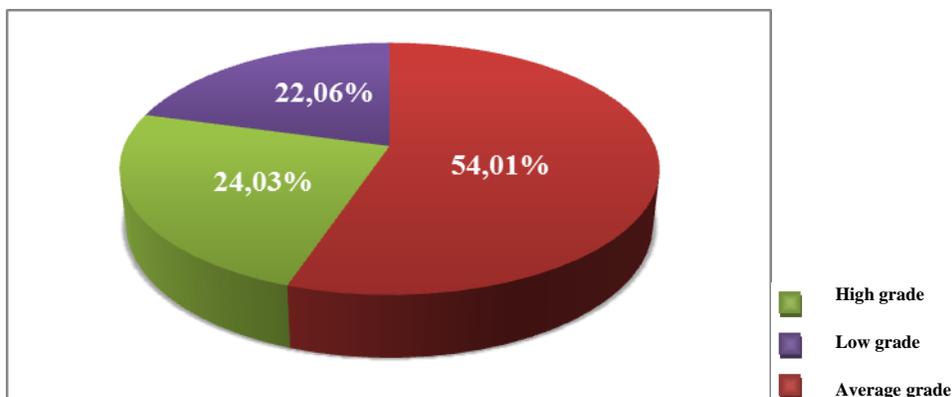
The implementation of the activities and their content largely depends on the interest of the teaching staff. The school management (directors) thinks that the majority of teachers, about 70%-90% are interested and participate in the activities. This leads to the conclusion that the school management implements appropriate activities, despite the small percentage of negative opinions. So with that we can indicate that there is no difference between the views of the two subjects involved in the research. It cannot be expected that all the individual requirements of the selected ones will be satisfied, because they are professional training and are usually grouped with certain/close interests.

The school management is obliged to satisfy the interest of the teaching staff and to correct and motivate their engagement, by following the latest educational trends and constantly introducing innovations in the educational process. There is a number of factors that affect professional development. In this research and in many other conducted researches, motivation is

considered for the most important factor, because the teacher should be inspired and motivated by the school management. The director as a pedagogical-manager should know exactly what method should be used to raise the motivation of his staff to a higher level. The most commonly used method is the method of conversation, so that directors organize frequent meetings with employees, discuss problems and obstacles at work, give directions, and in this way the flexibility and availability of the school management is emphasized, which strengthens the communication, not only in the relationship between director-manager and teachers, but also between employees. This provides a pleasant positive climate for work and preserves the school culture.

From the data that Atemovska received from the research, an assessment is clearly formed for the commitment of the school management for the professional development and the satisfaction of the teaching staff from the work of the same. There is an average grade (54.01%), because there is a match between the high grade (24.03%) and the low grade (22.06%).

Chart no. 1 - Assessment for exposure of school management to the development of teacher development



Conclusion:

Success in the work of teachers is directly related to their professional development. Therefore, it is necessary for teachers to be more motivated and everyone actively participate in the implementation of activities for their professional development. The management of the professional development should serve as an example for achieving high results. This is why it is necessary for the director-manager to be constantly involved in the professional development of

all employees, because this not only create the image of the manager, but also builds the image of the school as an institution.

In organizing and realizing the professional development, the director-manager needs to be especially careful about the content of the activities. They should be in line with the needs, shortcomings and requirements of teachers. In order to be able to meet the individual needs of teachers, it is necessary to regularly evaluate and diagnose the acquired knowledge, which will provide information on the current readiness of the teacher to lead the educational process.

The director-manager needs to pay more attention to the cooperation and interaction with the teaching staff and to give a greater opportunity for the teaching staff to approach the preparation of the programs for professional development of the teacher, because in that way the needs of the teachers will be met to a greater extent and the existing obstacles in the education system will be overcome, and the students will be enabled to achieve better results.

From all this we could conclude that only good communication, teamwork, positive working school climate, support and high motivation in relationship director-manager and teacher are the key of harmonious cooperation and progress in professional development of teachers and creating an effective modern school.

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ADULT EDUCATION - NEEDS AND REALITY

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Abstract

Adult education is one of the important segments in a society, because through the opportunities and programs it offers, it allows the adult population that has not completed primary and secondary education (which in Republic of North Macedonia is compulsory by Law) to complete its education, which will facilitate the process of integration into social living, the process of seeking and finding job, or in short will enable greater competitiveness in the labor market. At the moment we are facing a situation in which adults do not have a suitable institution in which to complete their education, which shortens their opportunities to look for a job or start their own company. Pending the institutionalization of the Law on Adult Education, which is still in the parliamentary procedure, non-formal education is the only option for adult education. This paper highlights the aspects of adult education, the needs and the real picture obtained from the empirical research of Roma adults in Bitola, made as part of the Project Roma ABC for the Western Balkans.

Keywords: adult education, functional illiteracy, non-formal education, labor market competitiveness, education

1. Introduction

The educational process, according to international law (Convention on the Rights of the Child, 17 April 2001) is "a process that enables the full development of every individual and his or her participation in social life." This means that children have the right to education, but also all persons regardless of their age, who want to complete their educational cycle. This process begins in the early years when children acquire basic competencies and skills, but there are still adults in the world who for some reason have failed to complete their education. This imposes the need for discussion, research and implementation of adult education in the education system in each country. Adult education is an integral part of the right to education and lifelong learning and encompasses "all forms of education and learning that aim to ensure the active participation of all adults in the environment in which they live. Indicates the entire learning process, both formally and informally, with individuals considered by adults in the society in which they live developing and enriching their ability to live and work, both in their own interests and in the interests of their communities. (Recommendation on Adult Learning and Education, 2015). The most common reasons for the inclusion of adults in education are completing their primary and / or secondary education, developing their basic mathematical and language skills, developing professional skills as a result of changes in the labor market, continuing their personal development and full integration and participation in social life. Adult education also makes it easier to deal with functional illiteracy in adults, which is another reason for the actualization of this issue in our country.

2. Adult education activities

It is estimated that there are 758 million 'illiterate' adults across the globe. However, this figure is based on a definition of literacy which delineates 'literate' and 'illiterate' based on the 'ability to read and write, with understanding, a short, simple statement about one's everyday life'. Based on a functional definition of literacy, it is likely that the true figure is closer to 1.5 billion. While literacy is not explicitly recognized as part of the right to education, it is integral to achieving the right to education. To this end, international human rights law obligates states to eliminate illiteracy. (Fact Sheet No.2 (Rev.1), The International Bill of Human Rights).

Starting from this need, and the need we have, which refers to dealing with and reducing the level of functional literacy, the authors of the paper, as part of the project activities conducted

research to detect the needs of the target group. It was identified on the territory of the municipality of Bitola and referred to adult Roma who face incomplete education and functional illiteracy. The research was conducted on a sample of 50 respondents through a survey questionnaire to identify the level of skills and needs for education. Also, before entering the test phase (trainings), their knowledge was assessed and the level of skills and competencies they have was determined. At the end of the project, a control assessment was made, which noticed changes in the acquired skills and transition to a higher level of knowledge.

The survey conducted a detailed analysis of Roma who were involved in the training and who need additional education. It was also revealed what their interests are and what they should pay attention to.

Figure no.1
Needs for further education

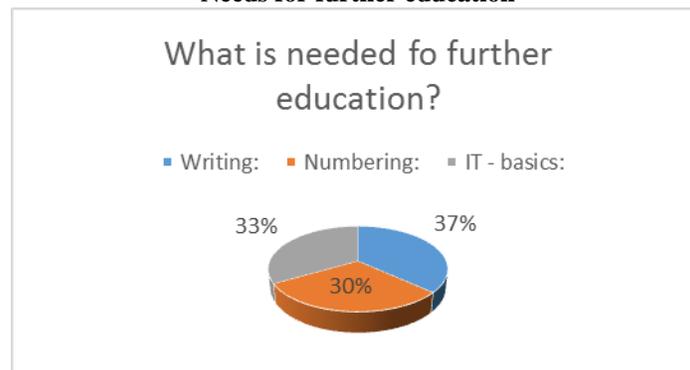


Figure no.1 show that Roma essentially need to supplement their education with writing, Nimeric skills and IT skills

Figure no.2
Writing skills

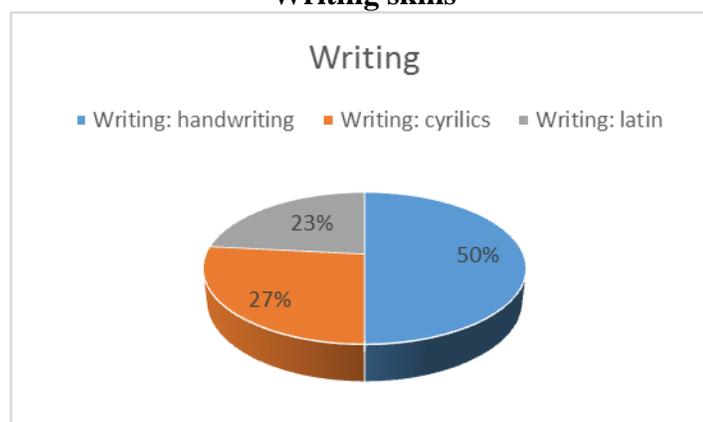


Figure no.3
Numeric operation

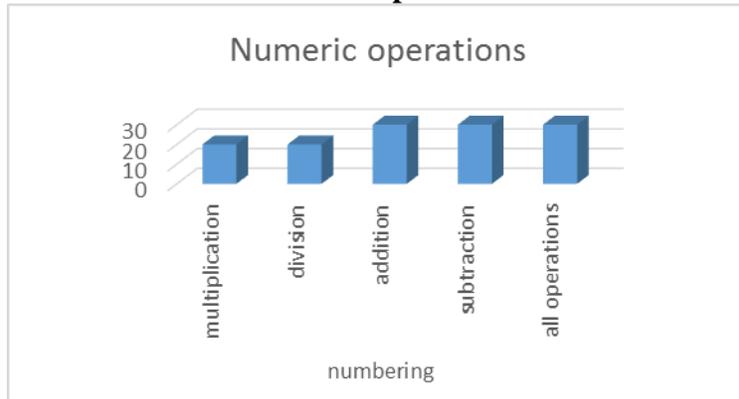
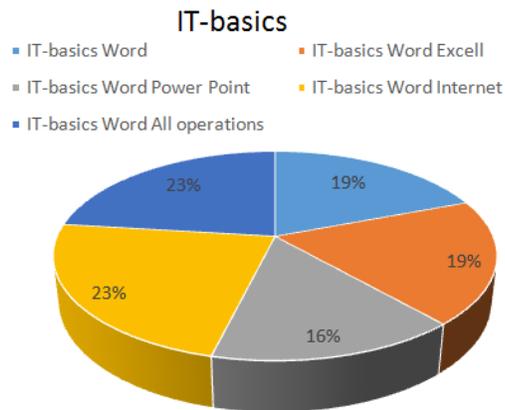
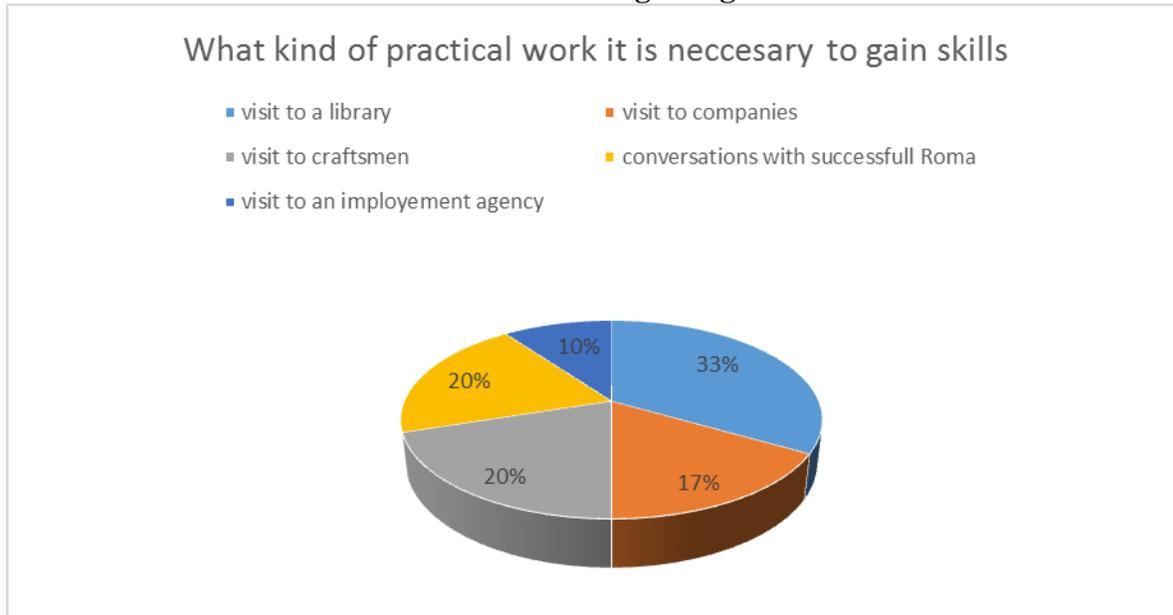


Figure no.4
Numeric IT skills



The figures no. 2,3,4 show which skills the Roma need. From writing they want to learn to write Cyrillic and Latin completely as well as improve their reading, further from mathematical operations they are multiplication, division, addition and subtraction, while from IT skills they work in Word, Excel and Power Point.

Figures no. 5
Practical work for gaining skills



When we look at the answers to this question shown on the figures no. 5, we can see that the Roma are most interested in practical skills and that is why, for their needs, we will implement more practical teaching, where through visits they will be able to learn the skills, but also to master the terminology they need to perform a given job or task. In constant communication with Roma people who are potential participants in the course with whom we had the opportunity to talk, as a supplement it was that they most want to be literate to learn to read and write but also need practical skills to be able to find work.

Figure no. 6
Additional knowledge

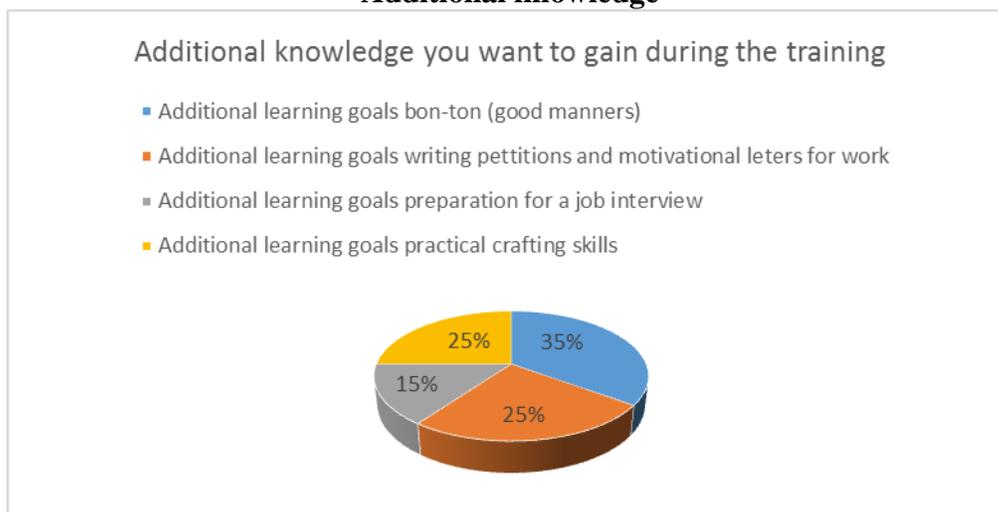


Figure no. 6 detects exactly those skills and exercises that are most needed by the Roma in our country and what should be most focused on their interest, in addition to linguistic and mathematical literacy.

Based on the conducted survey, the needs of the participants were detected and based on these data, exercises for realization of the trainings were developed.

3. Informal education- training for adults

Working together on the project and realizing the activities, the authors came up with the idea to adapt the scenarios to the needs of the target group, the situation and the real picture in Bitola and to translate them into practical scenarios, which would be the basis for opening Education and Training Centers. of adult education who have incomplete education and face functional illiteracy. By conducting field screening, analyzes that were needed to adapt the documents that already exist from previous projects and to adapt them to our situation, we came across a different situation from other countries that are partners in this project. Most of the Roma who were included in the trainings have incomplete primary education, incomplete secondary education and are self-taught in writing and their education. From that starting point, a selection of the proposed scenarios and exercises was made to the needs for education and adaptation of the exercises themselves during the realization of the trainings, to the needs of the target group. The scenarios have their own breadth and allow their modification and preparation of various exercises during trainings or classes, in order to acquire lasting skills, which will help the participants for greater competitiveness, but also solid education. Each section covers scenarios that contribute to the development of literacy, speech, expression, as well as mathematical and IT skills that have helped participants gain practical and lasting skills and knowledge that will help them to write documents, express themselves properly, use everyday mathematical operations without relying on a calculator, to make it easier to use the computer and their Smartphone, to write and send documents, etc. These are mainly practical exercises, with a little theory and rules, and more activities by the participants, which give them the opportunity through work and situational learning to acquire the skills and knowledge needed for their integration and socialization in social life, as well as finding a job and competing in the market. (Non-formal adult education to combat functional illiteracy,

<https://epale.ec.europa.eu/en/blog/non-formal-adult-education-combat-functional-illiteracy>, 2021).

4. Conclusion

In the Republic of North Macedonia, there is a Center for Vocational Education that deals with additional education as well as courses for some trades and crafts, but we have huge gap in adult education, i.e. people who are stuck between the old system in which they studied and the new educational programs.

According to the research done by the project team, we came to the data that there are:

- persons with completed eighth grade (and now the ninth grade is mandatory)
- persons with completed primary education, who have not completed secondary education (and now secondary education is compulsory)
- persons with completed fourth grade from primary education, who for certain reasons interrupted the educational process
- persons who are 9, 10, 11 years old and who have not started the educational process at all.

All of these people fall into the category of functionally illiterate, some have enrolled themselves, but do not have degrees and certificates, some know little to read and write, but have no way to get a degree or any education so they can find a job and enable their existence (those of adulthood).

As a proposal for measures to deal with functional illiteracy, the authors suggest:

- Institutionalization of the Law on Adult Education
- Opening of schools for adult education
- Opening of centers for non-formal adult education, through which additional education of adults in the Republic of North Macedonia will be performed.

In this way, the target group that has not completed its education and faces functional illiteracy, will be able to acquire appropriate education, will be able to more easily find a job and / or use the active measures for self-employment of ESA, which will affect the reduction of unemployment, stimulating economic growth, but also the most important part, easier integration in social life.

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