

ELEMENTS OF EDUCATIONAL EDUCATION PROCESS IN THE SCHOOLS

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Abstract: The school is a very old educational organization in which pedagogical activity is observed. The school and educational process is influenced by social changes, and in accordance with the new conditions and circumstances, they receive a new functional and suitably designed efficient structure. The modern school represents a complex organizational system. It stems from the everyday relations of teacher-pupil, teacher-teacher. The school operates and implements the educational system in an environment with its surroundings and created an ambience in which the teaching process is realized, with the individual and shared perceptions, attitudes and opinions of the participants in the teaching. The environment is characterized by a specific organization of the work of the school.

Quality education implies quality teaching and quality learning. The school undertakes activities to encourage learning, ie to carry out teaching where students and teachers are motivated to transfer knowledge and learning. For the development of each school it is very important to have ideas and a development plan that is continuous and creative , which provides children with greater opportunities for success in life.

Keywords: learning, teaching, students, teachers, organization.

Introduction

The school is a very old educational organization which, historically, changes depending on social changes and adapts to the new demands of society and its members. Thanks to its dynamism, the school has been able to survive many gradual and revolutionary social changes, successfully adapting to emerging conditions and circumstances, receiving a new functional and appropriately designed efficient structure.

The majority of the teaching-learning activities take part in classrooms. Achieving the goals of the activities conducted in classrooms is closely related to effective classroom management. It is known that it is the responsibility of teachers to make behavior of students consistent with the goals of courses and to organize the learning experiences (Basar, 2009). The most intense communication in the teaching process is between teacher and students. Good relations between teacher and students facilitate forming of positive classroom environment. Such relations also simulate student interest and motivation to effectively take part in class activities. Contemporary approaches towards classroom management do not encourage teachers to establish an authority in classroom, but support democratic relations. In addition, positive communication between teacher and students improves the desired behavior on part of students.

The educational work is always an interaction between two persons - teacher and student, who in that dynamic relationship simultaneously perform and exchange influences mediated by the position and role of certain social situations in which they are located. The relationship between student and teacher is not only interpersonal (it may include affection, sympathy, respect, friendship, etc.), it is also impersonal (it contains rights and duties).

Material and methods

The research is based on the opinions and attitudes of teachers, hard workers and students regarding the application, appropriateness and acceptability of the application of school climate data

collection procedures and instruments. The survey was followed by a survey 174 teachers, 21 assistants and 242 students during 2016.

The sample of teachers is processed according to the following characteristics: type of school where teachers are employed, gender of teachers and teachers' work experience as teachers

The sample of assistants is processed according to the following characteristics: type of school in which the professional staff are employed, gender of the professional staff and work experience as professional assistants.

The sample of students is processed according to the following characteristics: the type of school the students attend.

Results and discussion

The term education in general

The term education is etymologically derived from different Latin words: (Parankimali, 2012):

- "educare" which means "to presents" or "to cultivate".
- 'educere' which means 'to do' or 'to extract'.
- "educatum" means "teaching" or "training".
- "educatus" which means "to be brought up, to be brought up, to be educated".

Education is a systematic process through which children or adults acquire knowledge, experience, skills and an appropriate approach. Education makes individuals civilized, refined, cultured and educated. For a civilized and socialized society, education is only a means. Its purpose is to make individuals perfect. Every society attaches great importance to education because it is a cure for all and all evils. Education is the key to solving different problems in life.

Education is the process by which society transmits accumulated knowledge, skills and values from generation to generation. It is the process of changing the personality in the desired direction by adopting different content depending on the age and the needs of the individuals. Education is closely linked to upbringing. That is, it is shaped by the acquisition of knowledge and experience and the acquisition of skills for differentiated learning and evaluation, a material view of the world and the correct orientation of learned truths.

The purpose of education is to shape children into human beings to begin working and to create human societies of love, friendship, freedom, justice and harmony. Students can focus on the school only with a level of preparation and learning to gain insights and experiences about the meaning of these values. Education involves acquiring knowledge, skills and habits. Education and upbringing are closely linked; they are one single system that can be covered by several basic principles: unity, democracy, differentiation, polyvalence, completeness, planning, normativity, continuity and operability.

The school plays a key role in the education system as the carrier of the educational process. School is a part of children's lives. It gives them knowledge, empowers them to create their future lives, makes them creative and innovative. The school is a specific organizational system that primarily aims to produce educational and educational activities that will lead to high achievement and student outcomes. At school, students acquire knowledge, skills, and habits that further help them to develop into their own personalities.

Organization of teaching

The school as an organization should organize all the resources, time and space, as well as the staff, to create the conditions for the maximum effects of student learning. With the help of organizational planning the school should direct all activities that influence the realization of the curriculum.

Just as any organization of a work aims to establish a smooth functioning of the parts of a whole, so too does the teaching organization have to solve that problem of uniqueness of all the elements and factors that appear in relation to the educational process.

The organization of instruction should establish an optimal relationship with the following factors: people, teachers, students, space and time, forms and types of work. The composition of the students and the timetable should be organized in such a way as to enable the gradual achievement of the educational purpose of the school, starting with the short-term tasks set for each lesson and each subject.

The modern organization of educational institutions that should be based on the following principles:

- principal scientist,
- the principle of dynamism,
- principle of economy,
- the principle of coordination,
- principle of typification (individualization).

The contemporary organization of teaching in the world covers the following key points (algorithm.mk/new/?page_id=3377&lang=en):

- Individualization of teaching that enables the adaptation of the teaching approach to the interests and abilities of the students, and thus their preparation for further individual development.
- Application of established systems of interactive teaching that promotes continuous activity and creativity of students, as well as methods for assessing their success that imply a degree of student participation (self-evaluation).
- Teaching is planned and organized in accordance with the Curriculum and Curriculum and its implementation is continuously monitored and evaluated. It is an educational process through which students acquire knowledge, skills, skills, form a system of attitudes and values, and develop their individual abilities.
- Curricula and programs are in the function of educating quality and creative staff.

The most common and most dominant elementary school curriculum is compulsory education. It is taught according to a prescribed work program with a specific set of teaching time for each grade.

Psychological, pedagogical and sociological problems in student activities

In the teaching process students do not enter as mature and well-formed individuals. Throughout the long-term teaching process they develop and mature psychologically, interact with their classmates and teachers, and are encouraged to live in a social environment, and the teacher's attitude to the organization of student activities is greatly influenced by this.

Building the collective spirit in the classroom or other organizational form is one of the most important educational problems that teachers need to solve. A healthy student collective also means a life through which individuals affirm and socialize. The collective builds closer and more intimate relationships between individual members, and each member is a valid factor in working together. The two basic forms of student activities are group (collective) and individual work

Group (collective) form of work

The group or collective form of work in the teaching process often involves different forms of classroom organization. Grouping students into teaching work can be done in several ways. The most common forms of homogeneous groups are formed by:

- the mental level;
- the same special inclinations;
- same rhythm at work.

Heterogeneous groups occur when grouping is done on the principle of compensation (about one to two to three separate students) and on the principle of co-operation (students with different special abilities).

Depending on the time of formation and existence, groups may be formed.

– The whole class (grade) is divided into working groups at the beginning of the school year. This way of group formation is not recommended as continuous work with the class takes place on a narrow-group basis.

– Existing groups in special titles. In this way in one class in the working groups are students who from another class were in different groups. This form of organization is good for drawing closer and connecting all students in the class to developing correct interpersonal relationships.

– Group for processing separate topics. It usually takes several hours for the group to disband and form a new working group. It is psychologically justified for the group to have three to six members. Heterogeneous groups can be formed only after some general knowledge has been acquired. The group must not operate on the same principle as other abilities cannot be developed and one-sided personality formation will occur.

According to the organization of the teaching work, there are two types:

– Undifferentiated type of work all groups work the same task. This type is still called competing teams as teams compete which group will solve the task faster, more accurately and more beautifully.

– Different type each group has a specific task. In each form of group there are usually two stages, the introductory phase and the integration phase.

Individual form of work

Individual work (in class or homework) makes the student independent, enables knowledge control and individualization of teaching. Each student engages in work that suits his or her ability. With this form of work, special abilities are particularly well developed. In doing so, care should be taken to ensure that the student who is particularly well-versed in certain areas does not develop unilaterally but to some extent acquaint himself with other areas of study. There are many reasons for resorting to an individual form of work such as varying pace of work, personal independence, helping those who are lagging behind. The individual form of work is most commonly used in observation, experiments, practical work in the use of manual literature, laboratory charts, and so on.

Education as a subsystem of the global social system to keep up with it must follow its changes and make adequate changes within itself. In other words, education must follow the fate of the whole society, of the total relations that govern it. However, society-education relationships are not simple and simple but highly complex, dynamic and multi-directional.

Education does not passively and automatically accept all the influences and changes that society and its segments make, but it itself responds and actively influences the other subsystems and thus the general social system in particular its dynamic elements. In this way education is of special importance.

School as a precondition for a successful educational process in creating a person with high professional ethical and moral values

The school is an organized social institution through which society organizes its projection for education. Each country develops the concept and strategy of the system and the formation of individual types and levels of schools.

Primary education is part of the school system of the Republic of Macedonia. It is compulsory and is based on curriculum and curriculum. Important for this paper is the elaboration of the basic issues for the development of education in primary education. This is done to encourage the building and formation of the student's personality. One of the fundamental issues is the institutions and factors that play a decisive role in the development of a person from birth through pre-school education until the completion of primary education.

Primary schools enable the right to primary education with organized instruction and other forms of educational activity. The education that a child acquires in the first years of his or her

schooling significantly determines his or her future attitude towards learning which should be a necessity and a pleasure. should be a second home.

Child-student and society

Education is considered as a place where children can develop according to their unique needs and potential. It is also considered one of the best ways to achieve better social equality. The purpose of education is to develop each individual to the fullest extent of his potential and to give him the chance to achieve in life what opportunities allow him.

Education is a complex social process, closely intertwined with upbringing and socialization, that shapes and empowers the child's overall personality for community life. When schools, families and the community work together to support learning, students will deliver better results at school, stay longer at school, and want more school.

Today's youth is the nation of tomorrow. Today's youth are the students. Students play an important role in society and in how society is shaped from generation to generation. Forming a person is during student life and is enhanced by knowledge that is of particular importance to life. Education is where students begin to form. Education is actually a process that builds the character of the student. Through education, the student learns to understand facts and indicators and how things work. Education enables students to understand themselves, their strengths, and the freedoms in their lives. Education begins not only in school, but primarily in the home. Children learn about themselves from their home, then from school and from society. When students are treated with respect they have responsibility, they also live with responsibility and respect for society. When recognizable they accept to work for a better society (Mohita, 2018).

In the rush of democratic and humanistic ideas in today's world, however, children seem to have been forgotten somewhere on the margins of reality created by adults.

Much is spoken, written, researched, analyzed, mostly by adults. Practically here we will find the problems of the state, the nation politics, the social structure, the problems of the human processes globalization but also very rarely the problems of the children. In this and such treatment it is forgotten that children to have their own view and feeling of the world and that as such they are part of society. Of course, the world is governed by the adults that determine its values, its meaning, but in all that remains the knowledge that tomorrow those values and that sense will be the values and meaning of future generations, because upbringing is a basic and most important element of character.

Edgard Morin will say - look at the world with two eyes. When we open our eyes we will see uninterrupted progress in every field. But when we open the other eye, we will also see a desolate world, a world full of luxury and misery, bloody conflicts, famine, and other national hatreds and terrorism. The biggest casualties are the ones who, if not the children. And we will see them with one eye smiling and singing with the computer in front of us, but with the other eye we will see another children's world gifted by the older. A world of hungry and poor children, of sad children's characters, a world of childless children. And the children look at him with two eyes. They judge in their own childish ways why these adults talk one thing and there is something different in the world than what they talk about.

Family-parent home and student

The family is the basic cell of society, the basis of all the growth of a child that develops into a happy or unhappy family. Lord Beaconsfield points out that "the family fireplace is the power of the people, progress in every way, and it does not help anything like the fun of the family fireplace.

The family has been and remains to be the essential caretaker of the personality and its formation into the positive person. The basic features of personality are fostered within the family in the parental home from the early stages of childhood. Among all the social factors that influence the construction and formation of the person, the family of the parental home has the greatest influence. The child adopts the first behaviors, movement of different opinions and grades from the parents. Children are sensitive and want parents to show interest in their problems. If this is not the case, there

are various deviant events that lead to various conflict situations and the end is always negative. Children always want to be accepted by their parents. To be praised or rewarded. It means confirmation of effort and commitment. Why I stress this because attention is important for greater motivation and normal mental development.

Among the many educational factors that significantly influence the upbringing, development and upbringing of children, the family has a primary and irreplaceable role. However, a small number of parents do not have enough of an upbringing role in the family. Hence the need to educate parents in order to increase their pedagogical education as an important prerequisite for raising their awareness and responsibility for proper upbringing and preparation for children's life training.

The power of parental education is great because it is a community in which members are connected by close emotional bonds. In the family, the child learns his / her identification for the first time. The most important thing for the child is to awaken the motivation, the will, the desire and the desire to learn, to master something new. Learning lasts a lifetime so it is necessary for the child to instill a love of learning. Every parent wants his or her child to learn well, to be successful in society, and to maximize affirmation in life. Since the family is a basic cell in which a child develops and grows, its impact is a very important factor in student success.

The family should be a positive educational factor so that the child can live in a healthy family environment and be properly educated. Family can be a very positive factor in a child's personality development, but it is certainly a factor that causes failure in socializing a child and even the appearance of antisocial behavior. The peculiarity of upbringing in the family is that the upbringing in it has more of a spontaneous nature and less of a rational-organized and directed process. Conditions in a family cannot be understood as a closed system, because it is a social cell in which more or less all the events and contradictions in a society are reflected.

Relationships in the family are those between husband and wife, parents and children, and relationships between the children themselves, and emerge among the most important assumptions that ensure success or failure in performing family functions. A particularly important element in a successful educator-educator relationship is their mutual affection. The problem of inequality in relationships varies with the time and place of upbringing. The lower the age of the child, the greater the disparity in parent-child relationships. Inequality is conditioned by a number of factors including age, mental and physical maturity, experience.

The basic means of family upbringing are activity and communication. The child is born with hereditary predispositions, whose development in abilities and personality traits depend on a number of factors, and above all on the so-called realization factors that include the environment, the activity of the individual and upbringing. In practice there are several variants of family business (documents tips Documents, Jul 28, 2015):

- parents suggest that their children engage in an activity that they have chosen;
- children and parents decide together what to work on;
- parents are involved in child activities.

When organizing this activity, the parents should follow the following rules:

- set a goal;
- look for ways in which this can best be achieved;
- draw up a plan of duties;
- clarify matters;
- control the activity; to stimulate and evaluate.

The personal qualities of the parents are of particular importance for the full development of the child.

Special areas for students to meet

Students also come across special areas such as:

- Watching TV, Using Computers, Mobile, Internet, Facebook. They keep them away from playing and learning. They often make them able to behave irresponsibly in the family, school, and environment and readily accept certain negatives with far-reaching consequences for their lives and psychophysical and mental development.
- Child and money, the relationship of rich and poor students, the impact of money on certain negative phenomena, whether children are of higher social status and are better students. Does student-bank collaboration create austerity habits ... is money for children.
- The party environment is increasingly prevalent among teachers, students and parents.
- Personal and collective security protection, especially for primary school students during and after school, etc.

The Importance of Democracy in Primary Education

Democracy in school implies respect for the principle of active participation of students in school life.

The school should enable students to actively participate in all school related activities. This means (USAID, 2012):

- a) providing an atmosphere and conditions that will stimulate students to form their own opinion and to freely express that opinion;
- b) building mechanisms and procedures that will allow students to influence school decisions and events.

This principle also includes the right of every child to seek, receive and impart information, to participate in decision-making processes and to associate with other children in order to more properly formulate and manifest their needs and interests. This means empowering students to participate creatively in problem solving, although it is a bit more difficult and difficult to accomplish in primary education.

Participation is democratic when students are free to express their opinion in the decision-making process and when decisions are based on the opinion of the majority comprising more than half of the students to whom the decision applies or more than half of their elected representatives. Student participation is of particular social importance given that it is the best means by which students can learn how to participate democratically in school and community life.

A school that builds students ready for democratic action, among other things (USAID, 2012):

- encourages continued cooperation among all stakeholders, both adults and children;
- promotes equality, both when it comes to rights and responsibilities;
- develops a sense of responsibility for adhering to school norms and values, as well as overcoming problems at school that are part of daily living (for example: the presence of different forms of violence, security issues, classroom discipline and during vacations, smoking cessation, alcohol consumption and other psychoactive substances, etc.);
- encourages student participation in various processes that involves developing their teamwork competencies, working together, advocating for common interests and making shared decisions;
- develops social skills and reinforces students' critical thinking;
- develops a sensitivity to needs, both to one's own and to others, and
- builds respect for and acceptance of diversity.

Students involved in school life feel themselves to be an important part of it, feel that they care for them and that they return with their active participation, which further leads to the continuous development of the school. The commitment to building students ready for democratic action benefits not only children but also adults in the school who receive:

- experience how to collaborate with students and help them develop the qualities needed for their independent democratic action;

- knowledge of the needs of students, which should be taken into account when making decisions that have consequences for the children themselves, in order to safeguard the interests of the children and to avoid wrong solutions that are not in accordance with their needs;
- knowledge of different problem-solving alternatives - students often offer a different view of things adults are not even aware of, although it can be crucial to improving or resolving things;
- Insights into students' perspectives - how some things really work in the school, or how good they are (for example: how certain rules work or how well certain content is in a textbook) can only be known if there is a partner relationship between adults and children;
- tolerance of differences, or the willingness to accept a variety of differences that can be encountered in working with students, both among themselves and in their relationship with adults;
- knowledge of how to share power with students, in which areas and to what extent this happens, depending on the age, interests and abilities of the students themselves - power sharing is limited but must be genuine so as not to lose confidence to the students that their participation in decision-making and taking action is not in vain or used for quite other purposes than those that matter to them,
- Better relationships with students - although it may be feared that partnering with students may reduce respect for adults, practice has shown that those teachers who respect students by establishing equality with them are actually respected by their students. colleagues who do not enter into such relationships with students.

Students can participate at the individual level when acting as individuals, or at the group level, when representing the interests of the whole group. According to the way students are involved, a distinction is made between direct participation, when everyone has the opportunity to express their opinion directly and indirect participation, when students are represented by one or more of their representatives.

Students can participate in almost all domains of school life, such as those related to:

- teaching (for example: how to improve success and assessment, how to improve the quality of teaching or some working conditions, such as schedule);
- extracurricular activities (for example: where to go for an excursion, how to mark an event, how to organize a joint party, what sections to organize in the school, how to allocate funds for extracurricular activities);
- student relationships (eg: how to improve classroom / classroom relationships, how to resolve a conflict);
- relationships with adults (for example: how to solve problems in the relationships of some teachers and students), and
- physical conditions in the school (for example: how to arrange school, how to improve toilet hygiene, how to take care of school advertisement, how to secure new books in the library).

Conclusion

Education is a systematic process through which children acquire knowledge, experience, skills and an appropriate approach. The school plays a key role in the education system as the carrier of the educational process. The school should enable students to participate actively in all school activities. Participation is democratic when students are free to express their opinion in the decision-making process. Students involved in school life feel themselves to be an important part of it, feel that they care for them and that they return with their active participation, which further leads to the continuous development of the school.

The school as an organization should organize all the resources, time and space, as well as the staff, to create the conditions for maximizing the effects of student learning through classroom instruction. The organization of instruction should establish an optimal relationship with the following factors: people, teachers, students, space and time, forms and types of work.

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