

**FILOZOFSKI  
FAKULTET**



**FACULTY  
OF PHILOSOPHY**

**5**

**MEĐUNARODNI  
NAUČNO-STRUČNI SKUP  
KULTURNI IDENTITET  
U DIGITALNOM DOBU**

**INTERNATIONAL  
SCIENTIFIC AND EXPERT  
CONFERENCE  
CULTURAL IDENTITY  
IN THE DIGITAL ERA**

**ZENICA, 03. i 04. 04. 2014. godine  
HOTEL DUBROVNIK  
BOSNA I HERCEGOVINA**

**PROGRAM IZLAGANJA REFERATA  
SCHEDULE OF PAPER PRESENTATIONS****SEKCIJA I / SESSION I****Voditelji / Chairs****Hazema Ništović, Lidija Bakota, Danica Pirsl, Nebojša Vasić****KULTURA JEZIKA**

1. **Danica Pirsl**, Fakultet sporta, Niš, Srbija  
*Snaga digitalne ere i snaga diskursa*  
*Power of Digital Age and Power of Discourse*
2. **Lidija Bakota**, Učiteljski fakultet, Osijek, Hrvatska  
*Komunikacija na materinskome jeziku – ključna kompetencija cjeloživotnoga učenja*  
*Communication in Mother Tongue – Key Competence of Life-Long Education*
3. **Mirela Omerović**, Pedagoški fakultet, Sarajevo, BiH  
*Dikcija i govor*  
*Diction and Speech*
4. **Branka Brčkalo**, Filozofski fakultet Pale, Istočno Sarajevo, BiH  
*Važnost jezičke kulture studenata koji se obrazuju za poziv profesora razredne nastave*  
*Importance of the Linguistic Culture of Students who are Being Educated for the Profession of Teacher in Primary School*
5. **Mensura Sejdić**, Tešanj, BiH  
*Oblici neverbalne komunikacije u kulturi jezika*  
*Forms of Nonverbal Communication in the Culture of the Language*
6. **Maida Jusić**, Zenica, BiH  
*Elementi gestikulacije u kulturi jezika*  
*Elements of Gestures in a Culture of Language*
7. **Jovana Jakanović**, Zenica, BiH  
*Analiza govornih uloga u svakodnevnoj e-mail komunikaciji*  
*The Analysis of Speech Roles in Everyday E-mail Communication*

## LINGVISTIČKI OGLEDI I ANALIZE

8. **Remzija Hadžiefendić-Parić**, Zagreb, Hrvatska  
*Riječce (partikule, čestice) u bosanskom jeziku*  
*Particles in Bosnian Language*
9. **Alen Kalajdžija**, Institut za jezik, Sarajevo, BiH  
*Kontrastivna analiza usmenopoetskih kolokata u vezi s bojama u Hörmannovoj zbirci usmene epike i epu Ženidba Smailagić Meha*  
*Contrastive Analysis of Oral Poetry Collocates in Relations to Colours in Hörmann's Oral Epic Poetry Collection and the Epic of "Marriage of Smailagić Meho"*
10. **Edina Solak**, Filozofski fakultet, Zenica, BiH  
*Bečki književni dogovor i situacija u Bosni*  
*Vienna Literary Agreement and Situation in Bosnia*
11. **Amina Pehlić**, Islamski pedagoški fakultet, Zenica, BiH  
**Hazema Ništović**, Filozofski fakultet, Zenica, BiH  
*Nominacija jezika u književnom djelu Alije Nametka*  
*Nomination of Language in the Literary Work of Alija Nametak*
12. **Zenaida Karavdić**, ANUBiH, Sarajevo, BiH  
*Inherentni pravopis bosanskog jezika u internetskoj komunikaciji*  
*Inherent Orthography of the Bosnian Language in the Internet Communication*
13. **Jasmin Hodžić**, Srednja mašinsko-saobraćajna škola, Mostar, BiH  
*Sintaksički ambigvitet kao izvor bosanskog humora*  
*Syntactic Ambiguity as a Source of Bosnian Humor*
14. **Zrinka Čoralić, Mersina Šehić**, Pedagoški fakultet, Bihać, BiH  
*Poslovično blago kao odraz identiteta jednog naroda*  
*The Proverbial Treasure as a Reflection of One Nation's Identity*
15. **Muhamed Arnaut**, Filozofski fakultet, Zenica, BiH  
*Trajanje jezičkog identiteta Bosne*  
*Continuance of Bosnian Linguistic Identity*
16. **Edina Špago-Ćumurija, Džemal Špago, Adi Maslo**,  
Univerzitet „Džemal Bijedić“, Mostar, BiH  
*Fleksibilnost jezičnog koda privatnih visokoškolskih institucija u FBiH*  
*Flexibility of Linguistic Code of Private Higher-Education Institutions in FB&H*
17. **Lejla Dervišević**, Gimnazija „Ismet Mujezinović“, Tuzla, BiH  
*Perspektive standardizacije internetskog jezika*  
*Standardization Perspectives of the Internet Language*
18. **Emsada Muratović**, Zenica, BiH  
*O nekropoli u Glumini kod Zvornika*  
*Necropolis in Glumina Near Zvornik*

19. **Mirela Bašić**, Zenica, BiH  
*Značaj Oporuke gosta Radina*  
*The Significance of Guest Radins Testament*
20. **Ajla Abdulah**, Zenica, BiH  
*Analiza posljednjeg pisma kraljice Jelene Grube*  
*Analysis the Last Letter of Queen Helen Gruba*
21. **Indira Smajlović-Šabić**, Filozofski fakultet, Tuzla, BiH  
*Srednjovjekovni bosanskohercegovački antroponimi u svjetlu teorije prototipa i kognitivne taksonomije*  
*Anthroponyms in Medieval Bosnia and Hum, from the Perspective of the Prototypes Theory and Cognitive Taxonomy*
22. **Sanida Musić**, Kakanj, BiH  
*Leksika u poeziji Marka Vešovića*  
*Lexis in the Poetry of Marko Vešović*

#### KNJIŽEVNI OBZORI

23. **Ibnel Ramić**, Filozofski fakultet, Zenica, BiH  
*Pjesme o "prerušenoj djevojci" u bošnjačkoj usmenoj tradiciji*  
*Songs about a "Disguised Girl" in the Bosniac Oral Tradition*
24. **Naida Osmanbegović**, Filozofski fakultet, Zenica, BiH  
*Ženska poezija ili poezija žena u izborima suvremene poezije*  
*Women's Poetry in the Elections of Contemporary Poetry*
25. **Emina Salibašić**, Tešanj, BiH  
*Interkulturalnost u romanu „Travnička hronika“ Ive Andrića*  
*Intercultural Dialogue in Ivo Andrić's Novel Travnik Chronicle*
26. **Vernes Subašić**, Zenica, BiH  
*Narativni identiteti u književnim djelima Alice Munro*  
*The Narrative Identities in Literary Works Alice Munro*
27. **Iris Smajuković**, Zenica, BiH  
*Etika nove osjećajnosti u kulturi digitalnih otkrića*  
*Etics of New Sensibility Within the Culture of Digital Inventions*

#### METODIČKI PRISTUPI JEZIKU I KNJIŽEVNOSTI

28. **Valentina Majdenić**, Učiteljski fakultet, Osijek, Hrvatska  
*Završni rad / refleksija u nastavi medijske kulture u osnovnoškolskim udžbenicima*  
*Creative Work / Final Thoughts on the Teaching of Media Culture in Primary School Textbooks*

29. **Alica Arnaut**, Filozofski fakultet, Zenica, BiH  
*Ishodi učenja u nastavi maternjeg jezika*  
*Students Learning Outcomes in Mother Tongue Teaching*
30. **Fehim Terzić**, Pedagoški zavod, Zenica, BiH  
*Pismena priprema za nastavni sat bazirana na ishodima učenja iz jezičko-komunikacijskog obrazovnog područja*  
*Lesson Plan Based on Learning Outcomes of Linguistic-Communicative Education Area*
31. **Emina Hadžić**, Pedagoški zavod, Goražde, BiH  
*Digitalni mediji u obrazovanju: mogućnosti, potrebe i nastavna praksa u školama*  
*Digital Media in Education: Opportunities, Needs and Education Practice*
32. **Delila Ramić**, Zenica, BiH  
*Metoda igre u razvoju govora djece predškolskog uzrasta*  
*Method Plays in Speech Development for Preschool Children*
33. **Almedina Čengić**, Pedagoški fakultet, Sarajevo, BiH  
*Scenska (kazališna) djela za djecu, lutkarska prestava i igrokaz, u funkciji usavršavanja kulture jezika i govora*  
*Stage (Theater) Works for Children, Present and Puppet Play, Work Training Language and Culture of Speech*
34. **Marko Ek**, Ugostiteljsko-turistička škola, Osijek, Hrvatska  
*Metodički pristup interpretaciji pjesničke zbirke Grigora Viteza „Kad bi drveće hodalo“*  
*Methodical Approach to the Interpretation of Poetry Collections Grigor Vitez „Kad bi drveće hodalo“*
35. **Sanja Soče**, Pedagoški fakultet, Sarajevo, BiH  
*Savremena metodička teorija i praksa u funkciji poboljšanja kvaliteta čitanja učenika u razrednoj nastavi*  
*Modern Methodic Theory and Practice Improving the Reading Quality of the First to Fifth Grades Pupils in Primary School*
36. **Amela Isanović**, Srednja hemijska škola, Tuzla, BiH  
*Primjena lutke kao odgojno-obrazovnog, terapijskog i motivacijskog sredstva u nastavi i vannastavi*  
*The Application of Puppets as an Educational, Motivational, and Therapeutic Medium Inteaching and Extracurricular Activities*
37. **Aleksandra Tomić**, Filozofski fakultet, Novi Sad, Srbija  
*Hajduk Stanko u osnovnoj školi*  
*Brigand Stanko in the Primary School*
38. **Bojana Anđelić**, Filozofski fakultet, Novi Sad, Srbija  
*Metodička obrada pripovetke "Lilika" Dragoslava Mihailovića*  
*A Teaching Approach to the Short Story "Lilika" by Dragoslav Mihailović*
39. **Nermina Delić**, OŠ „Harmani II“, Bihać, BiH  
*Problemski pristup u obradi romana "Tišine" Meše Selimovića*  
*A Problem Approach to the Elaboration of the Novel "Silence" by Meša Selimović*

## MODELI U UČENJU I POUČAVANJU JEZIKA

40. **Nebojša Vasić**, Filozofski fakultet, Zenica, BiH  
*Interaktivnost u nastavi stranih jezika*  
*Interaction in the Foreign Language Teaching*
41. **Memnuna Hasanica**, Filozofski fakultet, Zenica, BiH  
*Razlozi nerazumljivosti stručno jezičkih termina kod prevođenja stručnih tekstova iz oblasti prava*  
*The reasons of incomprehensibility of professional linguistic terms in the translation of texts in the field of law*
42. **Mejra Softić**, Islamski pedagoški fakultet, Zenica, BiH  
*Pozicija arapskog jezika u politici realizacije programa učenja stranih jezika u BiH*  
*Position of Arabic Language in Politics of Realisation of Foreign Language Teaching Programs in Bosnia and Herzegovina*
43. **Aida Tarabar**, Filozofski fakultet, Zenica, BiH  
*Sadašnji status i perspektive nastave engleskog jezika na tehničkim fakultetima*  
*Current Status and Perspectives on Teaching English at Technical Faculties*
44. **Tilen Smajla**, OŠ „Vojke Šmuc“, Izola, Slovenia  
*Oduševljenje CLIL-om*  
*The Thrill Through CLIL*
45. **Mirna Begagić, Vildana Dubravac**, Filozofski fakultet, Zenica, BiH  
*Kolokacijska kompetencija učenika stranog jezika*  
*Foreign Language Learners' Collocational Competence*
46. **Zineta Lagumdžija**, Pedagoški fakultet, Bihać, BiH  
*Frazemi u književnom djelu - Uloga kompjutera u korpusnom istraživanju*  
*Phraseme im Literarischen Werk - Eine Computerbasierte Korpusuntersuchung*
47. **Tijana Vasiljević Stokić**, Slobomir P Univerzitet, Doboj, BiH  
**Vesna Polovina**, Filološki fakultet, Beograd, Srbija  
*Jezičke kompetencije i metalingvistička kompetencija u nastavi engleskog jezika kao stranog*  
*Linguistic Competence and Metalinguistic Competence in Teaching English as a Foreign Language*
48. **Edina Rizvić-Eminović**, Filozofski fakultet, Zenica, BiH  
*Nominalna obilježja engleskih deriviranih nominala*  
*Nominal Properties of English Derived Nominals*
49. **Katica Balenović**, Sveučilište Zadar, Odjel u Gospiću, Hrvatska  
*Usvajanje engleskih članova u govornika hrvatskog i sličnih slavenskih jezika*  
*Acquisition of English Articles by Speakers of Croatian and Similar Slavic Languages*
50. **Nataša Kurtuma**, Filozofski fakultet, Novi Sad, Srbija  
*Kontrastivni prikaz gramatika u nemačkom jeziku*  
*The Contrastive Presentation of Grammars in German Language*

51. **Mirela Karadža**, Srednja mašinsko-saobraćajna škola, Mostar, BiH  
*Mjesto gramatike u srednjoškolskoj nastavi engleskog jezika: didaktičko - metodički pristup*  
*The Place of Teaching English Grammar in High School: Didactic-Methodical Approach*
52. **Adnan Bujak**, Filozofski fakultet, Zenica, BiH  
*Kondicionali - pregled*  
*Conditionals - an Overview*
53. **Martina Rodela**, Faculty of Education, Koper, Slovenia  
*Semiotic Means as Interaction Instruments Used with Elementary School Pupils as Addressees of Student Books' Texts Regarding Rules of Orthography in Slovenian Language*  
*Semiotiska sredstva za stvaranje interakcije s osnovnoškolcem kao primateljem udžbeničkih tekstova o pravopisnim pravilima slovenskog jezika*
54. **Mihaela Gojković**, Slobomir P Univerzitet, Doboj, BiH  
*Pol i usvajanje vokabulara - prikaz slučaja*  
*Gender and Vocabulary Acquisition - a Case Study*
55. **Izela Habul-Šabanović**, Pedagoški fakultet, Sarajevo, BiH  
*Primjena 'bloga' u nastavi engleskog jezika*  
*Applying 'Blog' in English Language Teaching*
56. **Sead Zolota, Minela Kerla**, Sarajevo, BiH  
*Metode, tehnike i principi u onlajn podučavanju stranih jezika*  
*Methods, Techniques and Principles in Online Foreign Language Teaching*

**PROGRAM IZLAGANJA REFERATA  
SCHEDULE OF PAPER PRESENTATIONS****SEKCIJA II / SESSION II****Voditelji / Chairs****Damir Kukić, Esad Delibašić, Dario Saftich, Faruk Kozić****NOVI MEDIJI – VIRTUALNI SVIJET**

1. **Dario Saftich**, EDIT, Rijeka, BiH  
*The Relationship Between Books and Modern Media*  
*Odnos knjige i suvremenih medija*
2. **Ivan Tanta**, Veleučilište VERN, Zagreb, Hrvatska  
**Gordana Lesinger**, Sveučilište J.J. Strossmayera, Osijek, Hrvatska  
*Kako preživjeti u virtualnom svijetu - „osnove komuniciranja“ putem nove simbolike*  
*How to Survive in the Virtual World - "Fundamentals of Communication" Through New Symbolism*
3. **Ljubomir Zuber, Aleksandar Mandić**, Filozofski fakultet Pale, Istočno Sarajevo, BiH  
*Etika i online mediji*  
*Ethics and Online Media*
4. **Dženan Skelić**, Filozofski fakultet, Zenica, BiH  
*Tijelo kao simbol u filmovima David Lyncha*  
*Body as a Symbol in David Lynch Movies*
5. **Luka Alebić**, Sveučilište J.J. Strossmayera, Osijek, BiH  
*Analiza e-udžbenika i suvremenih prezentacijskih sustava u odnosu na klasični udžbenike u kontekstu teorije vizualnih komunikacija*  
*Analysis of the E-books and Modern Presentation Tools in Relation to the Classic Textbooks in the Context of Theories of Visual Communication*
6. **Sanela Porča**, OŠ „Miroslav Krleža“, Zenica, BiH  
**Seid Jusić**, OŠ „Čamil Sijarić“ Nemila, Zenica, BiH  
*Digitalni mediji kao instrument manipulacije masama*  
*Digital Media as an Instrument for Mass Manipulation*
7. **Mirjana Simić**, Institut za srpsku kulturu Leposavić, Kragujevac, Srbija  
*Uloga interneta u govornoj komunikaciji*  
*The Role of the Internet in Speech Communication*



## KULTURNA BAŠTINA

8. **Salih Jalimam**, Pravni fakultet, Zenica, BiH  
*Mikrohistorija u kontekstu kulturnog identiteta*  
*Microhistory in the Context of Cultural Identity*
9. **Esad Delibašić**, Filozofski fakultet, Zenica, BiH  
*Prema novom modelu bosanskohercegovačke kulturne politike*  
*Towards the New Model of Bosnian Culture Policy*
10. **Esminka Burek**, Ministarstvo ONKS, SBK, Travnik, BiH  
*Refleksija duhovnih zavoda na bosanski kulturološki identitet u vrijeme Austro-Ugarske*  
*Reflection of Religious Institutes on the Bosnian Cultural Identity in Austria-Hungary*
11. **Edin Bujak**, Filozofski fakultet, Sarajevo, BiH  
*Nematerijalna dimenzija stećaka: narodne predaje i vjerovanja o stećcima kroz primjer stećaka Zenice i Jajca*  
*Non-material Dimension of Stećci: Folk Tales and Beliefs about Stećci through the Example of Stećci from Zenica and Jajce*
12. **Dino Arnaut**, Ekonomski fakultet, Zenica, BiH  
*Očuvanje jezičkog naslijeđa pomoću tehnologije*  
*Using Technology to Preserve Language Heritage*

## KULTURA I OBRAZOVANJE

13. **Bruno Ćurko**, Institut za filozofiju, Zagreb, Hrvatska  
*Digitalno doba - kritičko mišljenje - neformalno obrazovanje*  
*The Digital Age - Critical Thinking - Formal Education*
14. **Tihana Lubina**, Sveučilište J.J. Strossmayera, Osijek, Hrvatska  
**Ivana Brkić Klimpak**, OŠ „Antun Mihanović“, Slavonski Brod, Hrvatska  
*Obrazovna uloga knjižnica u digitalnom dobu*  
*Educational Role of Libraries in the Digital Age*
15. **Josip Ćirić**, Sveučilište, Zadar, Hrvatska  
**Jasminka Brala-Mudrovčić**, Sveučilište Zadar, Odjel u Gospiću, Hrvatska  
*Elektronička učionica – očekivanja i strahovi*  
*Electronic Classroom – Expectations and Fears*
16. **Majra Lalić**, **Merima Jašarević**, Univerzitet „Džemal Bijedić, Mostar, BiH  
*Uloga obrazovanja u kreiranju kulturnog identiteta u digitalnom dobu*  
*The Role of Education in Creating a Cultural Identity in the Digital Age*
17. **Nedžad Dukić**, Prirodno-matematički fakultet, Sarajevo, BiH  
**Nezir Halilović**, Rijaset Islamske zajednice, BiH  
*Doprinos informacijskih tehnologija kvalitetu pripreme kandidata iz matematike za prijemni ispit u medresama*  
*The Contribution of Information Technology and Proper Preparation of Candidates in Mathematics for Entrance Exam in Madrassas*

18. **Zrinka Sablić, Klara Lisec**, Veleučilište VERN, Zagreb, Hrvatska  
*Utjecaj digitalizacije u poučavanju na motivaciju za učenjem*  
*The Impact of Digitization in Teaching on the Motivation for Learning*
19. **Anela Hasanagić, Tugba Yilmaz**, Internacionalni univerzitet, Sarajevo, BiH  
*Samopoštovanje mladih i korištenje internet društvenih mreža*  
*Relationship Between Self-Esteem and Usage of Internet Social Networks among Adolescents*
20. **Emina Talić-Hakanović**, PU „Abakus“, Zenica, BiH  
*Odnos kreativnosti i društva*  
*The Relation Between Creativity and Society*
21. **Ermin Kuka**, Univerzitet, Sarajevo, BiH  
*Planiranje i programiranje neformalnog obrazovanja u digitalnom svijetu*  
*Planning and Programming of Non-formal Education in the Digital World*
22. **Melida Župljanin**, Internacionalni univerzitet, Novi Pazar, Srbija  
**Edita Klimenta**, OŠ „Stefan Nemanja“, Novi Pazar, Srbija  
*Specifične uloge medija u procesu razvoja ključnih kompetencija koje je nužno tretirati kroz ishode učenja*  
*The Specific Role of Media in the Development of the Key Competencies which are Necessary to be Treated through Learning Outcomes*
23. **Fatima Karišik-Kriještorac**, Internacionalni univerzitet, Novi Pazar, Srbija  
*Odgovno - obrazovni aspekti novih medija*  
*Activities - Educational Aspects New Media*
24. **Aksinja Kermauner**, Faculty of Education, Koper, Slovenia  
*Education in Digital Era – also for the Blind and Visually Impaired*  
*Edukacija u digitalnom dobu - čak i za slijepe i slabovidne*

## KULTURA I FILOZOFIJA

25. **Željko Škuljević**, Filozofski fakultet, Zenica, BiH  
*Kulturozofija Nikole Skledara zasnivanje jedne „filozofije dijaloga“*  
*Culturosofia of Nikola Skledar Establishing “the Philosophy of Dialogue”*
26. **Spahija Kozlić**, Pravni fakultet, Zenica, BiH  
*Društvena alhemija i potčinjeno mišljenje u digitalnom dobu*  
*Social Alchemy and Submissive Reasoning in the Digital Era*
27. **Džana Rahimić-Bužo**, Filozofski fakultet, Sarajevo, BiH  
*Filozofsko obrazovanje i evropski identitet*  
*Philosophy and Education and European Identity*
28. **Elvira Islamović**, Pedagoški fakultet, Bihać, BiH  
*Obrazovanje kao prakticanje (ne) slobode*  
*Education as the Practice of (Un) Freedom*

29. **Mirza Okić**, Sarajevo, BiH  
*Umjetnost u kulturnim obrascima Rut Benedikt*  
*Art in Ruth Benedicts Cultural Patterns*

## KULTURA I DRUŠTVO

30. **Faruk Kozić**, Filozofski fakultet, Zenica, BiH  
*Demokratija i ljudska prava kao tema u akademskom ambijentu*  
*Democracy and Human Rights as a Subject in the Academic Community*
31. **Dževad Drino, Benjamina Londrc**, Pravni fakultet, Zenica, BiH  
*Bosanskohercegovačka pravna kultura - što je to?*  
*Bosnian-Herzegovinian Legal Culture - What is it?*
32. **Živorad Milenović**, Učiteljski fakultet u Prizrenu, Niš, Srbija  
*Verska nastava u funkciji obrazovanja za demokratiju i građansko društvo u osnovnoj školi*  
*Religious Education Work Education for Democracy and Civil Society in Primary School*
33. **Naira Jusufović**, Pedagoški zavod, Zenica, BiH  
*Nenasilna komunikacija po Marshallu Rosenbergu u funkciji obrazovanja za demokraciju i građansko društvo*  
*Teaching the Principles of Democracy and Civil Society Through Nonviolent Communication by Marshall Rosenberg*
34. **Maja Rukavina**, Sveučilište Zadar, Odjel u Gospiću, Hrvatska  
*Pregled stanja i pretpostavke za građanski odgoj i obrazovanje u Republici Hrvatskoj*  
*View the Status and Conditions for Education in Croatia*
35. **Nusreta Omerdić, Mediha Riđić**, Univerzitet, Travnik, BiH  
*Obrazovne mogućnosti i perspektive demokratskog i građanskog društva u tranziciji*  
*Educational Possibilities and Perspectives of Democratic and Civil Society in Transition*
36. **Azra Ništović**, Univerzitet „Džemal Bijedić“, Mostar, BiH  
*Tretiranje bosanskohercegovačke porodice u evropskom pravnom kontekstu*  
*Treatment of Bosnia-herzegovina's Family in European Legal Context*
37. **Милош Дамјановић**, Средња медицинска школа, Косовска Митровица, Србија  
**Славиша Бишевац**, ОШ „Јован Цвијић“, Зубин Поток, Србија  
*Духовни идентитет Јевреја на Косову и Метохију*  
*Spiritual Identity of the Jews in Kosovo and Metohija*
38. **Amela Abidović-Mačković**, Zavidovići, BiH  
**Amir Suljičić**, Filozofski fakultet, Zenica, BiH  
*Kultura nacionalnog identiteta*  
*The Culture of National Identity*
39. **Diana Fatkić**, Fakultet humanističkih nauka, Mostar, BiH  
*Na marginama društva*  
*On the Margins of Society*

**PROGRAM IZLAGANJA REFERATA  
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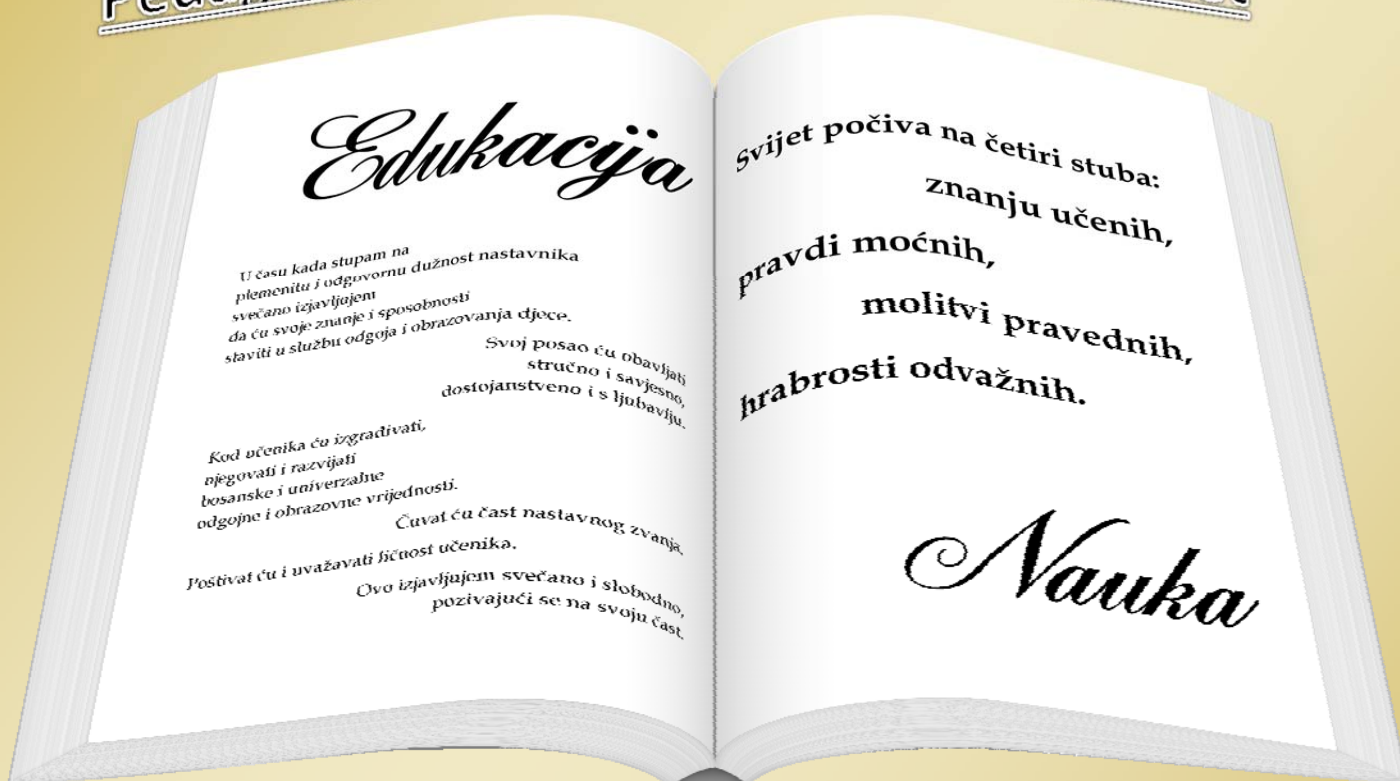
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Pedagoška akademija Pedagoški fakultet



## FILOZOFSKI FAKULTET

## ZENICA

# 1994 - 2014

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## THE CURRICULUM AND SOCIETY

### Abstract

*Through curricula, society expresses and determines its identity. The curriculum is always a more or less successful picture of what society was in the past, what it is now and what it wants to be in the future. A number of stakeholders and individuals cannot be indifferent to questions like: why, what and how to do it. The basic purpose of determinations (why), content (what) and methods (how) are a kind of a pedagogical vision of the future of a society and determine that members of a society can be and what human potential can be developed. It largely depends on a successfully prepared curriculum. The question of which we will indulge in this paper is the culture of excellence in university teaching. Whether the quality of university teaching came to the level of metaphysics and became the essence of herself? Bologna process as a modern European trend is designed to cover effective models for teaching the student clearly knows what he teaches and learns why. Do we use models of motivation for academic achievement of students and teachers at universities in Macedonia? Is there a culture of quality? The results of the survey which included students in their final years and graduates as well as business community, showed that more than 60% of graduates have deficiencies in key professional working skills. More than 51% of students said they have not gained any practical skills during their studies. Young people in the region (1) does not possess the appropriate skills for employment, mainly skills that are listed by employers, and (2) there is no relationship between universities, students and society.*

*Keywords: curriculum, education, educational policy, society.*

## КУРИКУЛУМ И ДРУШТВО

### Апстракт

*Кроз наставне програме и планове друштво изражава и одређује свој идентитет. Наставни план и програм је увек више или мање успешна слика онога што је друштво било у прошлости, шта је сада и шта жели да буде у будућности. Учесници и појединци не могу бити равнодушни на питања као што су: зашто, шта и како да се то уради. Основна сврха одређивања (зашто), садржаја (шта) и метода (како) је да од васпитања и образовања направе једну врсту педагошке визије будућности друштва и да одреди шта чланови друштва могу да буду и који људски потенцијал може да се развије. То у великој мери зависи од успешно припремљеног наставног плана и програма. Питање у које ћемо се упустити у овом раду јесте култура изврности у универзитетској настави. Да ли је квалитет универзитетске наставе дошао на ниво метафизике и постао суштина самог себе? Болоњски процес као модерна европска тенденција дизајниран је тако да обухвати ефикасне моделе за подучавање ученика тако да студент јасно зна шта учи и сазнаје зашто учи. Да ли ми користимо моделе мотивације за академско постигнуће студената и наставника на универзитетима у Македонији? Да ли постоји култура квалитета? Резултати анкете која је обухватила студенте у њиховим последњим годинама и дипломе, као и пословну заједницу,*

*показало је да више од 60% дипломаца има недостатке у кључним професионалним радним способностима. Више од 51% студената је изјавило да нису стекли никакве практичне вештине током студија. Млади људи у региону (1) не поседују одговарајуће вештине за запошљавање, углавном управо оне вештине које су наведене од стране послодаваца, и (2) не постоји веза између универзитета, студената и друштва.*

*Кључне речи: курикулум, образовање, образовна политика, друштво.*

The new millennium was ushered in by a dramatic technological revolution. We now live in an increasingly diverse, globalized, and complex, media-saturated society. According to Dr. Douglas Kellner at UCLA this technological revolution will have a greater impact on society than the transition from an oral to a print culture (Kellner, 1995). Today's kindergarteners will be retiring in the year 2074. We have no idea of what the world will look in five years, much less 60 years, yet we are charged with preparing our students for life in that world. Our students are facing many emerging issues such as global warming, famine, poverty, health issues, a global population explosion and other environmental and social issues. These issues lead to a need for students to be able to communicate, function and create change personally, socially, economically and politically on local, national and global levels.

Are new generations trained to be totally dependent on one global system whose functioning is not likely to affect!? As a project-globalization affects the family and the educational system? Are they today under unprecedented pressure of the tyranny of the moment, the dictatorship of the time coming from both inside and out!? It is obvious that there is a wave of dismantling of the educational systems on a global level. Why is it today instead of knowledge about the morality, the modern generations growing up without a sense of morality? Instead of gaining knowledge about the work, the modern generations acquire degrees without capacity for independent work.

If we have changes that are faster and deeper, than we have bigger problem with transmission of culture, tradition, or even children and young people become "free" to shape their own values and content of their own life. They form a "world of their own qualities."

Today, the basic unit of time is constantly shortening. Computers work in nano and picosecond. Those are mega changes which are reflecting the culture, precisely the transfer in education? We are accustomed to live under the dictatorship of the moment!?

For students who have already developed a sense of picosecond and nanospace, new telecommunications and new media, for them is unacceptable educational system that is realized in the classical school space (classroom) and traditional school time. This space is already unbearable for them, and time is running slow.

Family and education system are the only institutions that are slowest and least susceptible on fast and furious change. They are the two pillars of the character development of the child.

In the eighties of the last century major reforms in education in the U.S., Asia and Europe were initiated. The aim of those reforms was to constitute competent educational systems by the beginning of the third millennium that will be free from ideological barriers and mutually compatible. The essence of reforms consisted in enabling generations, through the educational system, to learn functional knowledge, to acquire curiosity and creativity for bold feats, risk, high professionalism and responsible behavior, for tolerance and interculturalism among people and nations, for both individual breakthroughs and teamwork, i.e. a new man for the upcoming new age.

In former Yugoslavia, at that time many discussions were led pro et contra reforms, developing an animosity towards change in general, and the result of that was the return of the education system to the position from 1974.

All countries which, without exception, began the changes in that period are today countries where there are standards, genuine values and a decent quality of life. The point is clear: through education, particularly through teacher education a lot of countries began preparing for today.

### **Identification of the concept of curriculum**

Society expresses and determines its identity through the curriculum. The curriculum is always a more or less successful picture of what society was in the past, what it is now and what it wants to be tomorrow, i.e. in the future. Therefore, the responsible social organizations and individuals cannot be indifferent to questions such as: **why, what and how to make a change?** The basic determinations of purpose (why), content (what) methods (how) of upbringing and education are a kind of a **pedagogical vision** of the future of a society and they determine what members of a particular society can be and what human potential can be developed.

The curriculum is a set of clearly defined activities in educational work (objectives, tasks, content, organization, methods, techniques, media, strategies, etc.). Its fundamental characteristic is

"*student focused on learning*,"<sup>1</sup> but precisely articulated (algorithmically). That is why not all planning and programming can be called a curriculum, but only the one that meets the methodological requirements, criteria and technology for developing a curriculum.

The **Pedagogical Dictionary**<sup>2</sup> explains that the term *curriculum* (lat. Curriculum-course) in a wider sense includes "a *general plan of the material, i.e. teaching contents and courses that the school shall provide for the child, thus preparing him/her for the acquisition of an appropriate degree or certificate.*"

Representatives of various didactic and theoretical directions have narrower or wider understanding of the curriculum depending on the priorities that are set and the procedures which, together with the curriculum, are considered proper and useful (**Blankerc** 1969 **Robinson** 1970, 1971 and **Muller**, etc.).

### **Quality culture of university teaching**

Higher education is the only source that sends all the experts in the field of education to the "academic labor market". Any remodeling in the workings of the tertiary activity affects the events in the secondary and primary activity, and vice versa. And that is a repeatable and unstoppable process. In higher education, institutions that educate professionals in the field of education and study the process of education in an interdisciplinary manner are the basis for research and innovation in these scientific fields. Success and failure, raise and fall-personal and national-on domestic and international scene is determined from the quality that a person has. The history of civilizations is familiar with a lot of dark actors, pests, experiments from which all systems were falling down, conflicts who provoke wars etc. We live in a time when we have to understand the euphoric statement from Toynbee „Education or catastrophe” (Ratkovic,1997).

The cardinal question of the contemporary world is the quantity and quality of the relationship (interactive) between the permanent process of promotion and shake up the manufacture (material and spiritual) and society and changing the person so he can critically accept, rational and creative

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<sup>1</sup> en.wikipedia.org/wiki/Ralph\_W.\_Tyler

<sup>2</sup> Педагошки Речник, Институт за Педагошка истраживања у Београду, Београд, 1967

use and simultaneously creating new material and spiritual products. To signify, in the focus of interests of science, economy, culture and politics is how to create homo creator.

Starting from this, comes the question which par excellence is the question of pedagogy, that is - how do we orient in creating civil and professional performances to young and adults...how to pedagogy of human resources?

According to this a change is needed in the process of education, revolution in thinking for the need of education after finishing university. Why? Because that's an imperative of time in which we live and which shows us that every development is determined from the knowledge.

Education system still generates a classic experiment (qualified worker, technologist, technician, doctor, psychologist, teacher, lawyer etc.). That doesn't suites to the reconstruction and expansion in the economy and civil department who are giving services.

Because of that, the institutions have to response to this default which positively is becoming bigger in the society. There from, profession should be in context with lifelong learning. That means that teachers should be supported to continue their professional development through their entire carrier<sup>3</sup>.

In the last decade the field of curricula for the education has witnessed some novelties which are introduced by the Bologna process and which are based on the methodology for the reconstruction of the European higher education area.

The most significant news is the sharpening of the focus on the results of the study programs expressed in competences (knowledge, skills, and abilities). This means that a study program should necessarily state general (generic) and subject - specific competences, which, together with descriptors (indicators) of levels of study decide on the qualification of a graduate.

Hence, future employees must acquire a range of competences, including knowledge, values and skills needed to achieve the highest academic standards in their subjects or areas of study program. They should also be aware of the theory and practice of education relevant to their workplace. A study program provides information about what knowledge, skills, values and attitudes should be

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<sup>3</sup> Образование и обука 2010 - Лисабонска стратегија за ургентни прашања

included in the teaching-scientific process and how it should be done. At the same time, a study program emphasizes the need for cooperation at all levels of staff education.

Study programs highlight all educational contents and experiences that society and higher education institution deem valuable and important to be offered to students in the course of the educational process. A study program aims to articulate different goals and contents, learning, and methods of evaluation that are important for the development of an individual and the society.

Thus the reaction of the whole social, scientific and professional community, their interests, debates and comments when they discuss reforms in the educational work or changes to curricula is perfectly normal. These are very sensitive issues.

What in fact is a study program? – “A study program” is a sum of relatively connected teaching subjects or other teaching units (modules and other teaching contents) belonging to one area of study with which a student acquires a qualification enabling him/her to practice some profession or to continue his/her studies. "Study area" is one of 22 areas defined in ISCED classification of study areas according to UNESCO.

The objectives of the study program must be specified through the achievements of students and their skills and competences: (1) knowledge (which they learned and understand), (2) practical competences (what they know and can do), i.e. it must move from the so-called input - oriented study program (defined by what the professor teaches) to the so-called output - oriented program (defined by the skills and competences acquired by students).

The definition of students' achievements and competences (learning outcomes and competences) as reference points when designing a study program is the primary tool used in order to be involved in the European area of higher education at an equal level.<sup>4</sup>

Bologna process as a modern European trend is designed to cover effective models for teaching the student clearly knows what he teaches and learns why. Do we use models of motivation for academic achievement of students and teachers at universities in Macedonia? Is there a culture of quality? The results of the survey which included students in their final years and graduates as well as business community, showed that more than 60% of graduates have deficiencies in key professional working skills. More than 51% of students said they have not gained any practical

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<sup>4</sup>The reform of curricula according to Bologna, Prof. PhD Elizabeth Bahtovska, Bologna bulletin (2008). National TEMPUS Office.

skills during their studies. Young people in the region does not possess the appropriate skills for employment, mainly skills that are listed by employers, and there is no relationship between universities, students and society.

There is a need of innovation in university teaching, development of effective methods and a continuum of learning for a lifetime. Learning systems must adapt to changing lifestyles. First, it means a complete review and reform of teacher education and their training.

The survey was conducted over the business sector and as well as students in the East of Macedonia. Hereby, the summary analyses will be presented about 65 received surveys from 100 distributed surveys to the business sector and 103 students involved out of 200 (students are in their 3<sup>rd</sup> and 4<sup>th</sup> year of studying considering that almost all of the University programs include total of 4 years of study).

Results obtained from student surveys considering the question about the level of preparedness for the business environment are on a satisfactory level. Students answered that the University gives them good (34%), satisfactory (30%) and great (22%) preparation for the right business environment. Only 2% of the students have replied that they have no idea if the current University is giving them the adequate preparation. This outlines the ability of the students to recognize the quality of their University program offering.

Since full time students don't have the opportunity to work in our country according to the law regulative, 60% of the students replied that they have not been looking for job opportunities, but those who have were facing serious issues regarding the lack of key professional skills and work experience.

It is concerning that 51% of the students have no practice work included in their university programs which is alarming since the students opinion on the importance of the practice work is highly rated – 60% altogether find practical work useful for establishing contacts in the area in which they are to grow and also find practical work crucial for developing practical and professional skills. This information should be of high importance for the Universities in order to be more devoted on the implementation of the practical work program into their study programs.

We find it very interesting the fact that 43% of the surveyed students want to professionally realize themselves in their hometown and therefore we give credit to the dispersed study programs for the



above mentioned. Students are aware of the importance of the practical work for their future development and integration into the business sector that the 70% of positive ranking of students is related to the need for more practical work. Universities have a lack of adopted study programs according to the labor market needs as well as lack of cooperation with employers and business owners. On the other side results shows the readiness and interest of the business sector in cooperating with the Universities adopting their programs to the labor market needs. Universities must use this hint in order to create a strong professional body (as a missing link) that will manage these activities and represent the connection between the Universities and the business sector.

Companies in Macedonia do need a better qualified staff and share the opinion that the region offers good potential of trained and qualified professionals. That is a bit contradictory because previously they stated that the Universities have a lack of adopted study programs according to the labor market needs. The results shown below suggest that the business sector is ready for cooperation with universities but the Universities are the ones that have to be aware that they should be the initiators of this cooperation and take managerial position in it.

There are even 18% questioned employers that replied negatively and stated that it is not their job to accept working with students from higher education institutions and are not willing to cooperate. The business sector agrees on the fact that practical work is an important part of the education (46%) and 37% want to constantly cooperate with Universities on this subject. Companies also share the opinion that hard skills and team work are a crucial skill for an employee to be successful.

## **Conclusion**

With this analysis we can confirm the scope of this survey which is the focus on the role of universities as factors for growth and competitiveness and their effective partnership with the business sector. The survey data proves that young people in the region do not possess certain employability skills, mainly hard skills which are stated from the business sector, and secondly, there is not a link between Universities, students and the business sector. Therefore we suggest creating of a professional body by Universities that will fulfill the gap and lead the cooperation between students and companies.

Innovations in teaching and learning and developing effective methods of learning and teaching of the continuum of learning for a lifetime, become key to success. Learning systems must adapt

to changing lifestyles. First, this means a full review and reform of teacher education and training for job and training of those who hold courses or teachers. Their role is increasingly in the direction to be mentors, leaders, mediators.

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