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## PLACE OF THE TEACHING METHODS IN THE CONTEMPORARY SCIENTIFIC AND EDUCATIONAL SYSTEM

**Violeta Dimova Ph.D**

Faculty of Philology, University „Goce Delchev“ – Stip, Republic of Macedonia  
[violeta.dimova@ugd.edu.mk](mailto:violeta.dimova@ugd.edu.mk)

**Biljana Ivanova M.A.**

Faculty of Philology, University „Goce Delchev“ – Stip, Republic of Macedonia  
[biljana.petkovska@ugd.edu.mk](mailto:biljana.petkovska@ugd.edu.mk)

**Abstract:** This paper will observe the place and the role of the teaching methods in the contemporary education as educational process where the teaching methods with their interdisciplinary character are gained with a status of scientific discipline whose research subject are not just the methods but the whole educational system seen as a curriculum representing the new way of planning, organizing and performing of the lectures. Theory and practice of the education as one of the basic life and cultural activities of a man determines the place of the teaching methods in the contemporary educational system and its role in the realization of the results of that process.

**Keywords:** theory, practice, education, curriculum

## МЕСТОТО НА МЕТОДИКАТА ВО СОВРЕМЕНИОТ НАУЧЕН И ВОСПИТНО-ОБРАЗОВЕН СИСТЕМ

**д-р Виолета Димова**

УГД – Филолошки факултет - Штип, Република Македонија [violeta.dimova@ugd.edu.mk](mailto:violeta.dimova@ugd.edu.mk)

**м-р Биљана Иванова**

УГД – Филолошки факултет – Штип, Република Македонија  
[biljana.petkovska@ugd.edu.mk](mailto:biljana.petkovska@ugd.edu.mk)

**Резиме:** Во овој труд ќе се задржиме на местото и улогата на методиката во современото образование како едукативен процес, во кој методиката со својот интердисциплинарен карактер се здобива со статус на научна дисциплина, чиј предмет на истражување, не се само методите, туку и целиот систем на образование, кој го гледаме како курикулум, кој претставува нов начин на планирање, организирање и изведување на наставата. Теоријата и практиката на воспитанието и образованието, како една од основните животни и културолошки дејности на човекот го определува и местото на методиката во современиот воспитно-образовен систем и нејзината улога во остварувањето на резултатите од воспитно-образовниот процес.

**Клучни зборови:** теорија, практика, едукација, курикулум

### 1. INTRODUCTION

Theory and practice of education as one of the man's essential life and cultural activities determine the place of the teaching methods in the contemporary educational system and its role as a discipline in the realization of the results of the educational process, or more precisely it determines raising of the quality in the educational results where the teaching methods have an important role. Today, the teaching methods, the area of what they are dealing with, receive greater meaning because the need for better results in the educational process is growing.

### 2. TEACHING METHODS AS SCIENTIFIC DISCIPLINE

Famous Croatian professor in teaching methods Ante Bezen regarding the circumstances of the development of the teaching methods and thoughts in Croatia says that 'it can be discussed about teaching methods trend in the education'. 'In our country – he says, the teaching methods of some syllabuses are developed differently. Some have reached the level of scientific disciplines and some are still at the way of that scientific stadium. They were influenced by different reasons – the relation between the famous and established separate relevant sciences towards its teaching methods on one hand and hiring of established teaching methods professors who teach in accordance with the processes of the contemporary education.' Unfortunately, in the Republic of Macedonia, the teaching methods are mainly treated as part of the pedagogical disciplines – Pedagogy and Didactics, not taking into consideration of their substrates, their basic scientific disciplines, which are taught at institutions for higher education which have teaching training strands. It is correct that the teaching methods are developed from the pedagogy, or didactics and instead of separating them to educational practice, they transfer themselves in pure theories. But, as far as their development is concerned, the teaching methods do have real back up neither in the pedagogy, nor in the didactics for the syllabus to which they refer. As a

discipline it was created as separate part of the education and science thanks to the needs which pedagogy with its traditional structure could not articulate successfully enough. During the last years of the 20<sup>th</sup> century in the Republic of Macedonia, we can actually talk about the development of the teaching methods of some subjects, but as a result on the strong efforts of professionals in their own sciences, not as a result of the efforts of the pedagogy. Thus, the awareness of the teaching methods importance as educational autonomic discipline is growing and it connects the findings of all disciplines that are interested in that field in order to have more successful educational process. According to this we want to emphasise the fact that there is a greater interest at the young scientists who take master and doctrine thesis in teaching methods of the subject in which they professionally and scientifically educated themselves. Here we refer to the subjects: Macedonian language and literature, English language, German language in primary and secondary schools, as well as philosophy and the appropriate teaching methods. A great step further can be noticed, considering the realizations about the scientific base of teaching methods, only in the humanistic scientific field, while for the subjects referring to the natural sciences we do not have any data or information yet about the interest of studying and researching this pedagogical- practical, synthetically scientific discipline which builds its epistemological basis over its substrates and then over the other sciences, among which are pedagogical - psychological disciplines which help the teaching methods to determine the framework of the subject of its educational researches. At the beginning of the 21<sup>st</sup> century, there was a change in the pedagogy and its branch the didactics, at the territory of the Balkan, as a result of introducing the curriculum as new way of planning, organizing and performing of the teaching process. The curriculum originates from the USA where the pedagogy does not have the meaning as it has in Europe. There, in the second half of the 20<sup>th</sup> century, a new science started to developed, named educology, science for educational systems and system of educational knowledge which differs from the pedagogy in the process and approach of researching the education. While the pedagogy was developing as monodisciplinary science, dedicated to school learning and studying, the educology sees the education as open system researched by the help of the theory of systems and connects the knowledge of the educational psychology, philosophy, sociology, economy, anthropology and other sciences which research the education according the principle of interdisciplinarity. An important structural and methodological difference between them is that the educology is based on resourceful knowledge of single educational sciences while in pedagogy they are treated as helping sciences whose knowledge is taken by the pedagogy and reinterpret them in its system (Pastuović, 2012, str. 258). Although the educology does not recognize the term teaching methods which belong to the pedagogical terminology and paradigm of the education, its concept of the educational sciences, unlike the pedagogy enables constant development in the field of the teaching methods interest and that is a complete scientific view of the educational practice of the teaching subject. The educology enables that in its disciplinary structure which beside scientific, normative and analytic educology has practice educology in which the practical theories of knowledge, skills and competences are present. (Pastuović, 1999; Bežen, 2008). Practice educology researches and enables practice knowledge that can be macro-practical and micro- practical. The macro-practical knowledge is almost same as pedagogy and didactics because they refer as general practice, but they remain to be general theories of the education while micro – practical knowledge is similar to the teaching methods of the syllabuses because they are directly connected to practice through which they check their theoretical knowledge and influence the existing once and those which are developing. Here is important to emphasise that these knowledge and skills refer to the whole knowledge of the general science of the syllabus and adjusted to the knowledge of the educational sciences. Narrowing the space of the pedagogy against the affirmation of the teaching methods from empirical to theoretical level is a consequence of interdisciplinary strengthening in education research. Pedagogy and didactics replace the interdisciplinary theories which naturally connect different scientific contents, whole disciplines, which are very distant in a scientific way between them. According to the scientists' opinion the difference between the didactics and the theory of curriculum is that the didactics is more oriented to the teacher, and the theory of the curriculum to the student and general context of the education (Cindrić, Miljković, Strugar, 2010.; Pastuović, 2012., str. 281). The teaching methods refer to that kind of interdiscipline, or it can be said that the teaching methods of separate subjects, about which can be talked about today, not only as a separate scientific branches, but as an educational paradigm, take a view into the educational system and sciences which they deal with. In a meaningful way, the teaching methods of some traditional syllabuses take credit for the affirmation of the autonomous methodical way of thinking. In the philosophy teaching methods, as well as in literature teaching methods, in their theoretical level, have analysed the importance of the general science in the subject teaching process and emancipation of the teaching methods from didactics. Literature teaching methods, as well as master and doctrine thesis from these fields, create great theoretical and practical opus confidently confirming the separate subject of these teaching methods. The research done by already established teaching methods professors give precise view of the autonomous methodical way of thinking which gives an important dependence on the educational process from the structure and the way of thinking in the science by which the teaching content is being taken, or more precisely by the sciences of language and literature not just the general didactics schemes which refer to all subjects.



### 3. CONCLUSION

In the end we can only conclude that the teaching methods, as part of the education, can be described today as: 1. Teaching methods are constituent part of the educational theory and practice as a system of knowledge and skills needed for performing of the educational process, and performing of separate teaching subjects. Teachers need to know methodical knowledge and skills and because of that they are crucial part in the education and competences of all educational levels teachers. There is no teaching process, or a lesson which does not include the need of some teaching method. 2. Methodical problematic is autonomous in theory and in practical performance of education because the teaching methods are the only discipline where in both, theoretical and practical way, it connects the educational contents and the knowledge of educational sciences and builds real methodical models. As a result of this, this discipline cannot be put in any other science which research education, not even in pedagogy or didactics, but it is interdisciplinary branch which connects general and educational sciences. Because of that it cannot be part of any general science of the teaching subjects nor can it be treated as helping discipline of its own general science. 3. Teaching methods are acknowledged disciplines in the official system of sciences set as branches in the interdisciplinary fields of natural and humanistic sciences.

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