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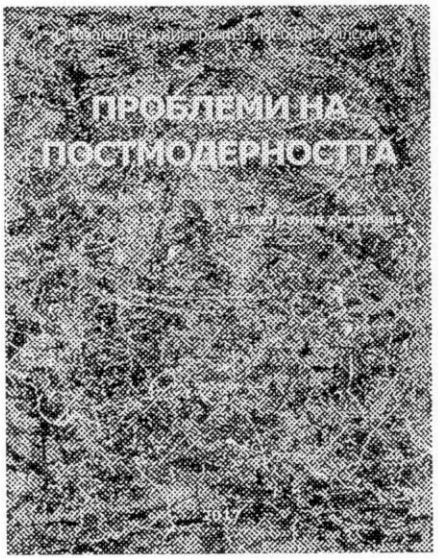

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THE INTERNET AND SOCIOLOGICAL KNOWLEDGE AMONGST STUDENTS IN R. MACEDONIA

Duska N. Matevska & Zoran D. Matevski*

Even though in the recent past there was a strong resistance against "the intrusion" of the internet in the autonomy of the existing educational institutions, recently the educational institutions are adapting and using the internet and the contemporary telecommunications technology. Taking into consideration that studying is in fact a process of transferring signs and working with and on those signs, we can conclude that there are points of contact between the education institutions and the internet. We are on the verge of the biggest changes in the area of communication. That can be seen through the larger and larger influence of the internet on the educational process. The internet "feeds" the people with new ideas and worldviews, which are destroying the traditional conventions. The traditional is boring and the educational institutions are in a position of defence because of their inability to follow the trend of change. The institutional teaching of sociology is abandoning its monopoly in creating sociological knowledge, now when the internet communication has greatly improved the traditional teaching process. The internet serves for providing knowledge of the contemporary reality, while classic teaching is responsible for the transfer of the inheritance accumulated from tradition. The two systems of creating sociological knowledge need to function as conditions for competition creating doubt and contradictions in the minds of the students. This kind of teaching creates conditions for activating all of the creative potentials of the students, which become active subjects in the studying of sociology. Because of that, the request for a reform of the education system in all levels is set as an imperative.

Keywords: *internet, sociological knowledge, students, educational institutions*

Introduction

Introducing the new media within the education as well as the establishment of new educational technology is the imperative of our pedagogic-educative system if it conduces towards becoming a part of the global world educational system (Carey, 1992). Clearly, tending to become a part of the global world system it should retain certain own features and differentness that make it to be autochthonic one. The rough changes that had occurred in the

societies on the Balkan, East and Central Europe caused euphoria of wishes and hopes for better future. The social transition, which began with transition towards market economy and democratic political institutions, was also expected to continue with inevitable changes in the sphere of both the education and culture, in general. The education of "tomorrow" had to become education of "today" in a very short time. Unfortunately, it is to be concluded that the car marked as "education", from the train called social changes, is among the last ones of the train composition. Involving the Internet within the educational system is one of the key factors of the efforts made to introduce innovations in teaching at all education levels. Use of Internet, as both external and internal factor in education, is an "eyesore" for all those, who either consciously or unconsciously, are defenders of a dogmatic and schematic type of schooling. Consequently, and regarding this, an issue arises, which is not a new one, and that refers to the introduction of new media within the educational system.

When writing was introduced in the 4th century B. C. as a new medium it encountered huge resistances in the Ancient Greek schools. The leaders of these resistances were the Greek poets who maintained the oral learning system. A question arises: 'Why, regarding this, the Greek poets were defenders of a bureaucratic and dogmatic approach? In addition to the fact that the oral teaching demanded from the poet performers to effectuate an exclusively high level of psycho-physical energy, it also required a certain bureaucratic control for keeping the facts and data, due to what the adopted knowledge had to be conserved and precisely communicated to the next generations. If anyone had tried to put under question the entire knowledge and attempted to revise it critically, than the educational system of that time would have been put under question (Carey, 1992). Consequently, Plato, in his ideal state, expelled the poets and banished the poetry from the educational system of Ancient Greece. He considered that writing as a new medium, and above all, should be used for keeping the information and data in order to enable them to be critically revised by the generation of that time as well as by the future ones. Therefore, by fighting against the schematic, dogmatic and bureaucratic educational system of that period, Plato wanted to introduce a new medium in his ideal state, that is, the writing.

Regarding this, there is an essentially significant parallel between the introduction of the writing in the educational system in Ancient Greece and the introduction of the Internet in

the educational systems of the modern societies. The Internet as a technology of the modern times has a strong influence upon the overall social development. Although, certain components of the Internet and total telecommunications technology has been widely accepted, however, a general conclusion is that the Internet has not become a key factor in our pedagogical and educational system. The educational function of the Internet is realized by a certain process of communication of information, facts, data, values, social norms and cultural contents that communicates the overall knowledge and entire cultural heritage from one generation to another. The influence of the Internet is much stronger than any other type of personal or inter-personal communication (student-teacher; student-student). As a mass communication medium the Internet plays a highly significant role in the modern social system. Therefore, in the field of education, teachers and parents cannot disregard the increasing influence of this medium upon the young people (pupils, students). In the sphere of the politics, economy, religion, national relationships, family, social-pathological and deviant phenomena the online portals began to publish more messages, information, analysis and comments without being either under any pedagogical censorship or control. Consequently, the information gathered via Internet is more or less different than those sourcing from the teachers and textbooks. This difference in the information mostly attracts the students as a magnet to follow the information on the online networks more often and with higher level of interest.

Certain scientific knowledge is also transferred via internet. Thus, on the one hand one can get information about current events, discoveries and inventions and on the other hand certain verified factual scientific findings are transmitted as well. In addition, the students can have an access to scientific based articles and comments in the fields of sociology, politics or any other scientific sphere. These types of information obtained via Internet are of didactic-informational character and they both inform and teach the students. In this way there might be certain discrepancy between what can be got as information from the online portals and the information that the students receive from the teachers within the formal education process. This phenomenon in the sociology is known as a cognitive dissonance (Leon Festinger). Cognitive dissonance is a fertile ground for development of a problem situation during the class. It awakes a feeling of critical revising with the students regarding all of the

acknowledged "truths" and makes them to solve on their own the cognitive dissonance in which they are involved either consciously or unconsciously. Avoiding the cognitive dissonance is particularly significant during the process of socialization, development of the personality and ethno-cultural development. The advantage of the online networks is that in a sense they are not as much intrusive and there is not any compel of either legal or moral sanctions.

During their own development, people have permanently broadened and enriched their knowledge. Internet broadcasts information and facts that are received and interpreted by the recipients and in that way they enrich their knowledge. Forming and enrichment of knowledge by means of use of the Internet is mostly realized when it is used as an external factor in education. The social knowledge transmitted via internet gradually may develop into attitudes and values or, else, to alter the existing ones. However, both of these two processes are separated and it is often possible that the students' attitudes and values would not to be changed at all during the learning by means of increasing the fund of the social knowledge. The changes of the modern philosophical, legal, moral, aesthetic and cultural values have their roots in the social structure of a given society. Anyway, the Internet is a significant factor for the development of the knowledge about the society and forming of their values.

From all above stated, a "bold" conclusion can be drawn that the Internet is a basic "therapy" that "cures" the education from its dogmatic, schematizes, pre-programmed and undemocratic approach towards teaching, which is also reflected in the role of teacher during the performance of the teaching process as well as in the way the curricula and teaching programmes are developed. All of this is achieved by the Internet by realization of its functions: information (collection, selection and communication of information to the audience); orientation (analysis and interpretation of events in space and time); education (conveyance of the entire cultural heritage from generation to generation); fun and recreation (relaxation, strengthening and changing of social norms, verifying the status and strengthening of status; monopolization; direction; protective function and etc (Dzinic, 1978). The focus of our interest is on the role of the Internet as an external factor in the educational system. The basic dilemma has been set out, i.e. whether and at which extent the information

obtained from the online network portals outside the schools can be "brought back" into the classroom and used for performance of a certain creative and dogma free lecture.

In this context, a key question arises: How much the information obtained via Internet regarding certain social categories (state, law, morality, people, nation, religion, political parties, and family) correlate with the acknowledgments about these same social categories, but which now the students receive from teachers and textbooks provided by teaching curriculum and programme. In case if there are differences between these two types of information, than fertile grounds are established for promotion of the scandalous novelty as a basic teaching method. Although, the use of Internet as an external factor within the education is established as an imperative in order to cut down the dogmatic approach in teaching and introducing of the innovations within the pedagogical-educational system, both of which are considered as a necessity, according to our opinion there are two basic political issues that are a milestone for this progress of the educational system. First, most of those that are to make such decisions verbally support such technological innovations within the education, but they do not forward them by careful planning indispensible for realization of the set out goals. The teaching curricula and programmes are not in correlation with the innovations that they were trying to introduce into the educational process only in a declarative manner. Second, the process of the teaching method has not been changed in a way that would provide a maximum use of Internet as an external factor in the education. Mainly the frontal teaching is applied as well as the monologue as the basic teaching method.

Method

The subject of the research is to determine more accurately the extent of the impact of the Internet (especially through Internet portals) upon sociological knowledge with the students of secondary education in the Republic Macedonia, regarding basic sociological categories adopted by the curricula for the subject Sociology.

The outcome of in such a manner determined subjects are the goals of the research, as follows:

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- To determine the extent at which the Internet provides relevant sociological information via its online portals;
- To conceive the extent at which the high school student are affected by the influence of Internet regarding the sociological cognition and the level of their ability to select the appropriate contents;
- If such acknowledgments are determined, than the extent of their significance for adoption of the teaching contents, regarding the subject of sociology in the high schools, shall be examined;
- To determine the extent at which the teaching contents of the subject of sociology are in function with regards to the sociological interpretation of the social reality presented through the internet communication;
- To determine the usefulness of the sociological knowledge obtained via Internet in the course of the teaching sociology as a subject;
- To consider the implications of the impact of internet communication upon the – methodical-didactic changes in teaching sociology and possible requirements for more flexible and democratic approach in its performance as well as building of a new concept for the same.

Based on the presented theoretical framework, the subject and goals of the research, our starting basic hypothesis is as follows:

The Internet has an increasingly important role in the acquisition of sociological knowledge among the high school students and in this sense significantly affects the adoption of sociological categories and contents in teaching sociology in our country.

The following are to be pointed out as specific hypothesis:

- The students gain more knowledge of basic sociological categories through the Internet that are autochthonic with regard to numerous characteristics and are distinguished by their uniqueness and autonomy;
- As for numerous sociological categories there are evident differences between sociological knowledge that students acquire through the teacher and textbook within teaching of sociology (in the formal education) and that

knowledge for the same social categories that students now acquire via Internet (in the non-formal education):

- The role of the internet as an external factor in the teaching of sociology in the secondary school education is gradually increasing, all this, also having in consideration its role as an internal educational process;
- The knowledge of sociology obtained via Internet gradually and constantly develops both the critical and creative attitude of the students towards the social reality as well as its comprehension.

The survey, taken as a methodological procedure, which we consider to be the most appropriate for this research, provided us a complete picture of transformation of the information about social phenomena obtained from the internet into belief as well as of transformation of that belief into concrete behavior in the social system, in general, and particularly into the pedagogical-educational system. The results of the survey helped us to study the structure of recipients and their attitude towards this information about the sociological issues. Additionally, we tried to determine the impact of this structure on the process of information and absorption of the sociological terms, concepts, categories and definitions.

Therefore we conducted a survey on 300 high school students in the Republic of Macedonia. The survey was conducted in nine secondary schools, in same number of towns in the Republic of Macedonia. In Strumica, Struga, Resen, Ohrid, Kavadarci, Kicevo, Tetovo and Bitola 30 students were subject to questionnaire while and 60 students in Skopje. One class from all schools was selected (except in Skopje, where two classes were selected). In case when the class had less than 30 students than additional students from other classes were included in the questionnaire.

At the end of this section, it should be underlined that it is a fact that the research of the sociological knowledge of students, the differences between these types of knowledge acquired through teaching and the Internet as well as the extant of applying the extracurricular sociological information within the teaching process were based on 18 social categories. The choice of these categories was made on the basis of their coverage in the educational curriculum and program for the sociology as a subject included in the secondary schools (per

number of hours) all this based on their social relevance regarding the modern age and their level of coverage on the internet portals.

Results

The acquisition of knowledge is dynamic, processual aspect in creating knowledge about social reality. In this sense, the study of sociological findings shall have a differentiated approach in observing the certain types and functions of knowledge with regards to different social factors, since only in this way, the complex and multidimensional relationship between society and knowledge can be completely experienced. Hereinafter, the process of obtaining the sociological knowledge via Internet, by one compact social group as is the high school youth, is of a crucial importance for this research.

We have analyzed the changes in the existing and creation of new knowledge about the social reality over eighteen sociological categories. We considered them to be significant once with regards to two aspects. The first is their relevance in the contemporary Macedonian society thus providing more space on the internet portals. The second aspect is that they cover a wide portion in the curriculum and educational programme of sociology as a school subject. It was necessary as to enable us to identify the possible differences between sociological knowledge acquired through the Internet and those obtained by formal teaching. Furthermore, we are going to observe the attitudes of the students that were participants in the survey regarding the importance of the Internet in deepening of their knowledge for each sociological category taken individually.

Table No.1 Evaluate the importance of the Internet with regards to your knowledge for the following sociological categories

	Extent of importance					
Sociological categories	Very important	Important	Less important	Unimportant	No answer	Total
State and Law	136 (45,3%)	119 (39,7%)	32 (10,7%)	7 (2,3%)	6 (2,0%)	300 (100%)
Religion	100 (33,3%)	122 (40,7%)	59 (19,7%)	11 (3,7%)	8 (2,7%)	300 (100%)

Moral	87 (29,0%)	126 (42,0%)	62 (20,3%)	13 (4,3%)	13 (4,3%)	300 (100%)
Nation	119 (39,7%)	118 (39,3%)	41 (13,7%)	10 (3,3%)	12 (4,0%)	300 (100%)
Family	157 (52,3%)	100 (33,3%)	22 (7,3%)	10 (3,3%)	11 (3,7%)	300 (100%)
Social stratification	58 (19,3%)	120 (40,0%)	83 (27,7%)	26 (8,7%)	13 (4,3%)	300 (100%)
Political parties	117 (39,0%)	106 (35,3%)	57 (19,0%)	12 (4,0%)	8 (2,7%)	300 (100%)
Other social organizations	38 (12,7%)	123 (41,0%)	105 (35,0%)	19 (6,3%)	15 (5,0%)	300 (100%)
Science	146 (48,7%)	115 (38,3%)	25 (8,3%)	4 (1,3%)	10 (3,3%)	300 (100%)
Art	110 (36,7%)	127 (42,3%)	46 (15,3%)	6 (2,0%)	11 (3,7%)	300 (100%)
Social values	71 (23,7%)	142 (47,3%)	63 (21,0%)	12 (4,0%)	12 (4,0%)	300 (100%)
Production process	98 32,7%)	122 (40,7%)	55 (18,3%)	11 (3,7%)	14 (4,7%)	300 (100%)
Professions	74 (24,7%)	134 (44,7%)	61 (20,3%)	4 (3,0%)	22 (7,3%)	300 (100%)
Bureaucracy and technocracy	65 (21,7%)	116 (38,7%)	76 (25,3%)	23 (7,7%)	20 (6,7%)	300 (100%)
Intelligence	110 (36,7%)	118 (39,3%)	46 (15,3%)	8 (2,7%)	18 (6,0%)	300 (100%)
Economic life	124 (41,3%0	120 (40,0%)	32 (10,7%)	3 (1,0%)	21 (7,0%)	300 (100%)
Social deviations	162 (54,0%)	81 (27,0%)	22 (7,3%)	12 (4,0%)	23 (7,7%)	300 (100%)
Social changes	149 (49,7%)	100 (33,3%)	25 (8,3%)	3 (1,0%)	23 (7,7%)	300 (100%)

According to the response of the students, the importance of the Internet is at the highest level regarding the social deviations (alcoholism, drug addiction, prostitution, etc.) for 54.0% of respondents, then 52.3% of respondents consider the internet high level of importance for the family and regarding the social changes the percentage of the respondents is 49.7%. One half of the students consider the Internet to be very much significant for their knowledge of the above mentioned three areas of sociological issues.

Additionally, they are followed by the sociological problems associated with social changes, which nowadays, is a quite an actual topic. Students finding themselves in a specific social situation, where the privatization of social capital is also part of a large project of the civil society values recurrence, try to find themselves as being a part of that social project. They are interested in the political pluralism and particularly in the rights for human freedom. They would like to get involved at equal bases within the process of adoption of the democratic rules, new political culture and freedom in information. The students are dived into a confusing state of several discordant ideological and value orientations that essentially determine their attitudes, opinions and relationships towards the broader social reality. On the one hand, the old moral values lose their "ground beneath the feet" and new problematic forms and frames are created, and, on the other hand there is a tendency to retrieve those oldest and "eternal" moral values, which have their basis in religion. In such a confusing situation the young people are facing forward a difficult task to create their own view about the world. In order to create it, they are particularly interested in information from this sphere of social life

In our opinion, the high level of importance of the above stated sociological categories is a result from three factors. The first relates to the relatively high degree of presence of the information regarding these social categories on the online portals. The second factor is about the actuality of these problems in the time when we live and the enormous interest of the young people in the occurrence and development of these phenomena. It can be said that they are quite interested in solving the issues regarding this sphere. And, in the end, the insufficient presence of these issues within the formal teaching programme of sociology in the high schools appears to be the third factor. The number of lectures dealing with these social categories is a not sufficient due to what the students compensate this gap by the information they obtain from internet.

Especially important for our research is to try to determine whether there are even minimal differences between the findings for the social issues that high school students receive from their teachers and textbooks on the sociology teaching classes as well as the information that these students receive from the online portals regarding the same issues. Thus, in some aspects there might be certain differences between the institutionalized (formal) education and non-institutionalized (informal) one. The answers of the surveyed students on the below questions shall serve as an initial point for further conclusions, as presented in Table 2.

Table No. 2

At what extant do the sociological knowledge obtained through the formal education differ from those acquired from the Internet?

Grading of difference						
Sociological categories	Very Different	Different	Less different	No difference	Without answer	Total
State and Law	60 (20,0%)	70 (23,3%)	89 (29,7%)	73 (24,3%)	8 (2,7%)	300 (100%)
Religion	56 (18,7%)	57 (19,0%)	83 (27,7%)	96 (32,0%)	8 (2,7%)	300 (100%)
Moral	49 (16,3%)	65 (21,7%)	75 (25,0%)	100 (33,3%)	11 (3,7%)	300 (100%)
Nation	58 (19,3%)	60 (20,0%)	65 (21,7%)	105 (35,0%)	12 (4,0%)	300 (100%)
Family	65 (21,7%)	51 (17,0%)	72 (24,0%)	102 (34,0%)	10 (3,3%)	300 (100%)
Social stratification	52 (17,3%)	68 (22,7%)	77 (25,7%)	89 (29,7%)	14 (4,7%)	300 (100%)
Political parties	46 (15,3%)	74 (24,7%)	92 (30,7%)	78 (26,0%)	20 (3,3%)	300 (100%)
Other social organizations	34 (11,3%)	60 (20,0%)	110 (36,7%)	87 (29,0%)	9 (3,0%)	300 (100%)
Science	48 (16,0%)	49 (16,3%)	82 (27,3%)	110 (36,7%)	11 (3,7%)	300 (100%)

Art	48 (16,0%)	60 (20,0%)	80 (26,7%)	102 (34,0%)	10 (3,3%)	300 (100%)
Social values	40 (13,3%)	65 (21,7%)	81 (27,0%)	98 (32,7%)	16 (5,3%)	300 (100%)
Production process	45 15,0%)	65 (21,7%)	40 (30,0%)	87 (29,0%)	13 (4,3%)	300 (100%)
Professions	42 (14,0%)	67 (22,3%)	87 (27,0%)	100 (33,3%)	10 (3,3%)	300 (100%)
Bureaucracy and technocracy	35 (11,7%)	66 (22,0%)	90 (30,0%)	94 (31,3%)	15 (5,0%)	300 (100%)
Intelligence	53 (17,7%)	60 (20,0%)	76 (25,3%)	98 (32,7%)	13 (1,3%)	300 (100%)
Economic life	58 (19,3%)	73 (24,3%)	59 (19,7%)	93 (31,0%)	17 (5,7%)	300 (100%)
Social deviations	76 (25,3%)	39 (13,0%)	52 (17,3%)	120 (40,0%)	13 (4,3%)	300 (100%)
Social changes	67 (22,3%)	54 (18,0%)	70 (23,7%)	92 (30,7%)	16 (5,3%)	300 (100%)

The first glance at the table brings us to the most general conclusion that the answers "less different "and "no difference" are of the highest percentage. Thus a wrong conclusion might be drawn i.e. that the differences are small and that all further observations about this area of review are meaningless. However, this is not the case. If the Table is more thoroughly examined it can be seen that the percentage of all four degrees of differences are quite close regarding their values. Differences of a larger scale are rare among the answers "No difference" as well as the number of answers under "Very Different".

In favor to this is the fact that the percentage of answers "different" and "less different" is almost identical for the most of the social categories. As for the most of the categories, the percentage of the four answers is very close. All this brings us to a conclusion that there are not especially large differences between information obtained from teachers and

those obtained from the Internet. In many cases they coincide. However, a relatively high percentage of answers "very different" and "different" with a most of the sociological categories indicates that there is a statistically significant difference between these two types of information i.e. knowledge. Both types of knowledge that that were under our consideration differ at lowest extent in science (36.7%), arts (34.0%). The biggest are the differences regarding the social changes (22.3%), state and law (20.0%) and economic life (19.3%), which is of particular importance for this research. The data regarding the social deviations, nation, family are also interests ones. The percentage of diametrically different answers is at rather a high degree ("very different" and "no difference". In case if on the other hand the answers "very different" are added with "different", and on the other hand we sum up those answers with "less different" and "no difference" that the obtained total sums are almost equal.

It can be said that in the case of the so-called conditionally expressed "more static" sociological categories the degree of difference between the two types of knowledge is lower. Such is the case with social organizations, science, art, manufacturing process, careers, bureaucracy and technocracy, intelligence. As for the conditionally expressed "changeable" sociological categories, such as: state and law, religion, moral, nation, family, social stratification, economic life, social deviations and social changes, the differences regarding both of the types are more significant as considered from a statistical aspect. Interesting results are obtained if we compare the data for differences of sociological knowledge for certain social categories and the data regarding the importance of the Internet with the knowledge of the students for those same categories. In cases when the Internet is more important for acquisition of notions for certain social categories, more significant differences appear between the two types of knowledge regarding these same categories. The increase of the significance results in increasing the corpus of the first two answers i.e. "very different" and "different". The total number of the answers "very different" and "different" is drastically decreased with those students that gave the answer "little important". This can be well seen from the Table regarding the economic life, social deviations, and especially in the chart that reflects the condition of the social changes. In any case, one can conclude that there are certain significant differences between the two types of acquired knowledge. This creates with

the students a sort of cognitive dissonance. As for numerous social categories the main factor for solving the cognitive dissonance is the teacher of high level of creativity who participates in solving the same together with the students destroys the dogmatic and schematized teaching process.

The following data will try to prove that the quality of teaching sociology significantly depends on the use of the Internet as an external factor. The extent of use of extracurricular sociological information by the teacher will be presented b the following data.

Table No. 3

Does the sociology teacher use sociological information presented via Internet?

Yes, always	73 (24,3%)
Sometimes	169 (56,3%)
No, never	54 (18,0%)
No answer	4 (1,3%)
Total	300 (100%)

Prior to the analysis of the results it shall be only mentioned that in order to get a view of how teachers use the Internet as an external factor in teaching, we shall use the students' attitudes for which this type of information is the most necessary one. We did not want to ask for an answer to this question in the form of a questionnaire from the teachers and principals, fearing from their subjectivity in responses. More than the half of the surveyed students considers that their teachers "sometimes" use the sociological information obtained via online portals. If this is complemented with the high percentage (24,3%) of those students that consider that their teachers "always" use these type of information, than the output is the image of the gradually increasing awareness of the teachers for the enormous role of the Internet and the telecommunication technology within the teaching process of sociology. Still, there is additional work to be done for further innovation of the didactic-methodical principles in order to enable this type of extra-curriculum information to become into function in the best possible manner. The conclusion can be drawn that the teacher uses the internet

information for those sociological categories that are most interesting for the students, which was mentioned in the above part of the text and tables. Thus, the opinions as interests of both of the basic subjects of the teaching process (the teacher and student) are correlated. This is the basic pre-condition as for successful function of the methodical idea, scandalous mater, problematization and actualization.

The below data present the extent at which the introducing of the entire telecommunication technology as an external factor within the educational process has been accepted by the teachers and students in the course of sociology classes.

Table No. 4

Do you as a student during the sociology classes need to express the sociological information obtained beyond the formal education?

I have a huge need	32 (10,7%)
I need	89 (29,7%)
I partially need	128)42,7%)
I do not have any need for that	48 (16,0%)
No answer	3 (1,0%)
Total	300 (100%)

Table No. 5

In case you have any need, does the teacher enable you to do realize this need?

No, never	9 (3,6%)
Sometimes	51 (20,5%)
Almost never	79 (31,7%)
Always	110 (44,2%)
Total	300 (100%)

Table No.6

At what extent can the extracurricular sociological information contribute in clarifying certain social categories?

Much, almost for all sociological categories	65 (21,7%)
More for some and less for others	141 (47,0%)
Only for some of them	50 (16,7%)
Partially contribute	39 (13,0%)
Do not contribute at all	2 (0,7%)
No answer	3 (1,0%)
Total	300 (100%)

We can conclude that the majority of students need knowledge obtained outside the formal teaching. Although the largest number is of those who "need" (42.7%), still the percentage of those who "need" such knowledge is an important one. The largest percentage of those students who partially need this type of information most probably dues to the fact that the need such extracurricular information for a certain number of sociological categories which mostly attractive for them. This is completed with the data from Table 6 where 47.0% of surveyed students consider that the extracurricular sociological information can contribute to clarifying the sociological categories, although for some more and for others less. Internet as an external factor has mostly contributed to those social categories that can reach the students in a simpler way both in time and space dimension. This is achieved by placing the information at the level of being actual and problematic ones. This relates to the sociological categories which are in a way more familiar to the students. Almost half of the students declared that the teacher always lets them to discuss on certain social issues, comparing the two types of information. However, only the formal use of the information obtained via internet does not lead towards the expected results. The following effects are to be achieved as to enable their real values to be significant.

First, by using the Internet in teaching sociology the optimal combination of use of frontal, group and individual form of teaching, should be achieved. If one unilaterally or predominantly one of the forms, then it does not represent an effective use of internet information. All forms of educational work have their own advantages and disadvantages.

Affirmation of the advantages, on the one hand, and overriding the weaknesses of a certain form of educational work, on the other hand, arise when the teacher also knows the conditions under which the best results can be achieved. Combining and applying the three forms will enable the students to develop themselves as a versatile educated persons and it will also enable more rational spending of students' efforts and achievement greater results. The dominance of the frontal form of teaching work in teaching sociology is evident. According to some information it covers over 80% of the teaching work. It should be reduced to a lower extent. Both the group and individual form probably requires higher level of mastership of the teacher and by line of least resistance these forms are avoided. Individual form should be especially promoted through the homework. Thus, the so much laudable and at the same time so little applied work with gifted students will become maintained.

Discussion

The fast development of the different forms and the mass communication and especially the Internet in combination with the development of the entire telecommunication technology opened new horizons regarding the links and mutual influence of both the education and communication. During the present modern time it is difficult to deny the educational influence of the Internet even in the cases when the content of the information are not of distinctively educational character. Accordingly, the educational and socialization role of the communication enforce its means to be treated as a social welfare. Internet has such a powerful capacity of spreading the most various information and knowledge so that not any of the social communities (including ours as well) can afford to be left without it. The links between communication and education, which are gradually increasing every day, make us to ask ourselves how to improve and make more productive the relationship between the Internet and knowledge of social reality. This research gave a modest contribution in answering to this question. Communication via the Internet is one of the essential features of the modern democratic society. The Internet in its own way, avoids the channels of communication and the structure of authority in the sphere of education, establishing a "direct" contact with the students. In the sphere of education and socialization, both parents and teachers cannot prevent the "easy" access of the young people to the contents on the Internet online portals.

While in the recent past, there was strong resistance against the "intrusions" of the Internet in autonomousness of the existing educational institutions, nowadays the case of adaptation and use of new media and entire telecommunication technology for educational goals is more frequent. Having in mind the fact that learning in its essence is a process of transferring the signs and of work on and with the signs we can determine the common points between the school and the Internet. The role of the school as a formal institution of the educational system and of the alternate schooling, as an informal way of education aims to form and develop for the recipients he knowledge about the reality that surrounds them. All this is the base for forming and construction of the sociological categories acquired through the Internet. Although these extracurricular sociological findings are autochthon regarding some of their own features and characteristics, still, they are not completely distinguished from the schooling sociological knowledge. On the contrary, both types of knowledge about the social reality (curricular and extracurricular) mutually are interwoven and always go together complementing each other.

The common bond between the Internet and teaching sociology is more intensely established in the interest of comprehension of the given program. The main task of the school is to teach the young people what is the world that surrounds them like, and this inevitably involves a perspective drawn from the past and tradition. On the other hand, the Internet is facing the modernization. Their methodical unit consists in disclosing the social opportunities that have never been used so far. In other words, Internet portals serve to "purchase" contemporary knowledge about the social reality, while the classical teaching method becomes responsible for conveying the heritage accumulated by means of tradition. The level of applying the sociological knowledge acquired through the Internet in teaching sociology is relatively high. It reflects in the mutual use of both types of knowledge. Within this bond, the basic function of the educational system is to put in order the elements of knowledge that are scattered in all directions of communication networks. If one paraphrases Daniel Bell, then we could say that the Internet is one of the means that feeds people with new patterns and notions, breaking down the traditional conventions. What is considered to be a traditional one has been declared to be boring while the orthodox institutions, such as the

family and school, are in a position to defend them due to the inability to follow the trend of change in timely manner.

However, at this point, when the Internet so better improved the traditional school work, the institutional sociology teaching must abandon its monopoly in creation of social knowledge. Both of the systems of creating social knowledge shall function in conditions of competition, causing doubt and contradictions in the minds of students. Such type of teaching creates conditions for activation of all creative potentials of students who become active subjects in teaching sociology. Therefore, it is an imperative to us to fulfill the requirement for reformation of the educational system which is an indispensable tendency of radical social transformation of the social real-socialistic system (Георгиевски, 1994). Consequently, the need for methodical-didactic innovations within the sociology teaching process can be observed at two levels. The first refers to the fact that the introduction of the extracurricular sociological knowledge within the formal education innovates the sociology teaching process and brings the sociological issues closer to the students both from the aspect of spatial ant time dimension. Second, the use of the internet sourced sociological information is meaningless without a complete innovation of the methodical-didactic principles. In addition, the innovation implies introduction and appropriate use of methodical idea scandalous issue, questioning and in actualization. The dialogue as the basic method and group and individual forms of educational work will dominate in such form of teaching process.

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