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ЗА ПЕДАГОГИЈА



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PLENARY SPEAKERS

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Methodology of Pedagogy – Pillar of Pedagogical Science

Abstract: The methodology is a necessary pre-requisite for the development of each science because its progress relies on the scientific knowledge, research, and findings that methodology enables. Therefore, in light of the significant anniversary in which we celebrate 75 years since the foundation of the Institute of Pedagogy at the Faculty of Philosophy in Skopje, we dedicate this paper to the methodology as a pillar of pedagogical science. The paper reveals the milestones in the process of the development of methodology of pedagogy in Macedonia, pointing out the crucial persons for the establishment and progress of methodology as a scientific discipline and as a course for undergraduate, postgraduate, and doctoral students at the Institute of pedagogy and other university study programs. We also draw attention to the global research tendencies and their reflection in the research work in Macedonia.

The paper covers a few more essential aspects of the topic such as the need and importance of this discipline for the development of research competencies among students, pedagogues, teachers, and educators as one of the primary tasks of university education. Through the courses in the field of methodology, students adopt the principles of scientific work and acquire their first own experiences with empirical research in the field of education.

At the end of the paper, we highlight the barriers and main challenges as well as the prospects for further improvement of methodology as an imperative condition for the development of pedagogical science.

Keywords: Methodology of pedagogy, Research tendencies, Research competencies

Introduction

In light of the significant anniversary in which we celebrate 75 years from the foundation of the Institute of Pedagogy at the Faculty of Philosophy in Skopje, we dedicated this paper to the methodology of pedagogy as a condition and incentive for the development of our institute and the pedagogical science in general. Each science can be developed only if its methodology is developed because the progress of science relies on the scientific knowledge, research, and findings that methodology enables.

For these reasons, on this anniversary, we made a review of the development of the methodology at the Faculty of Philosophy and the Institute of Pedagogy, through the stages that this science went through, and the key periods and key persons significant for its current status.

The text covers a few more essential aspects as well: research tendencies in the world and their reflection on the development of the methodology of pedagogy in our country and the impact of this discipline on the development of research competencies among students, pedagogues, teachers, and educators as one of the primary tasks of university education.

Development of the Methodology of Pedagogy in the Republic of Macedonia

The Institute of Pedagogy of the Faculty of Philosophy in Skopje is the first higher education institution for the training of pedagogues, but also for the formation of teaching staff who possess research knowledge and skills necessary for the development of pedagogical science. (Miovska-Spaseva, 2016) Therefore, the Institute of Pedagogy has played a leading role in the development of scientific research and pedagogical research in Macedonia during the past 75 years. Since the very foundation of the studies in pedagogy in 1946 (Филозофски факултет во Скопје, 2006), contents that were aimed to train students for research work were included in the framework of the obligatory courses of General Pedagogy and Didactics. Methodological and epistemological aspects were also included in the course of Logic, which had the status of a compulsory subject and was implemented by professor Bogdan Sheshikj from the Faculty of Philosophy in Belgrade, author of the widely used textbook on General Methodology.

Figure 1

A student record from the academic year 1952/53

The image shows a student record book with two pages. The left page is a table with columns for 'Наставник / Docens', 'ПРЕДМЕТ / Index scholarum', and 'Бодови по предмет / Note / Index scholarum'. The right page is a table with columns for 'Наставник / Docens', 'Матрица / Matrix scholarum', 'Фреквенција / Frequency', and 'Бодови / Points'. Both pages have handwritten entries in Cyrillic script. A circular stamp is visible on the bottom right of the right page.

Наставник / Docens	ПРЕДМЕТ / Index scholarum	Бодови по предмет / Note / Index scholarum
Бранка Стојановиќ	Тегоретика	2
Бранка Стојановиќ	Тегоретика - граматика	2
Бранка Стојановиќ	Логика	2
Бранка Стојановиќ	Слобода	4
Бранка Стојановиќ	Вештина	4
Бранка Стојановиќ	Вештина	4
Бранка Стојановиќ	Историска	2
Бранка Стојановиќ	Историска - историја	4

In the academic year 1962/63, exactly six decades ago, the Methodology of Pedagogy was introduced as a distinct course in the study program of pedagogy, therefore an even more significant phase in the development of methodology began. For establishing the Methodology of Pedagogy as one of the fundamental scientific disciplines of our studies, professors Anatoli Damjanoski and Natka Mickovic are credited as the first implementers of this course, later implemented by professors Natasha Angeloska Galevska and Elizabeta Tomevska Ilievska. The contents of methodology were also included within the higher education programs for teachers and educators of the former Pedagogical academies. With the transformation of their two-year programs for teachers and educators into four-year programs, the course of Methodology got the status of a mandatory or optional subject at all Pedagogical Faculties in the country. While at some faculties it is represented with only a basic course with a smaller number of teaching hours (Универзитет “Св. Климент Охридски” – Битола, 2016) at other faculties, a larger number of teaching hours per week are dedicated to methodology

and even additional subjects such as Action Research in Education are offered as optional courses. (Универзитет “Св. Кирил и Методиј” – Скопје, Педагошки факултет, 2022)

Figure 2

Key stages in the development of methodology at the Institute of Pedagogy



The opening of postgraduate studies in pedagogy in the academic year 1980/81 is significant for the enrichment and enhancement of research work. At the beginning of the 21st century, the Institute of Pedagogy took active participation in the implementation of the principles of the Bologna Process thus all the courses and study curricula were revised, updated, and aligned with the European Credit Transfer System. (Institute of Pedagogy, 2022). Moreover, the start of the third cycle of doctoral studies in 2011/2012 provides continuous methodological training for candidates throughout their entire studies, starting from the undergraduate courses. Methodological training is not only part of formal education but it is also included in informal and non-formal education, acquired through the lifelong learning concept.

Research activities of the Institute are also exposed in the cooperation with the relevant state institutions and with non-governmental organizations and associations, then, through the implementation of scientific research projects, organization of the congresses, seminars and informal forms of training, production of literature (textbooks, manuals, didactic materials), as well as participation in international associations.

Figure 3

Founders of methodology as a compulsory course at the Institute of pedagogy: Anatoli Damjanovski and Natka Mickovic



In addition to professors Anatolij Damjanovski and Natka Mickovic, other methodologists from related institutes of the Faculty of Philosophy also contributed to the development of the

methodology, and in the mutual cooperation in the development of modern study programs, especially those with an interdisciplinary character. In that context, we should mention the names of the professors-methodologists from the Institute of Philosophy: Mitko Ilievski, Violeta Panzova, and Ana Dimishkovska, then Petre Georgievski and Vesna Dimitrievska from the Institute of Sociology, Violeta Petroska Beshka and Nikolina Kenig from the Institute of Psychology and all others who contribute to the affirmation of this science through research projects and by successfully mentoring of students, on undergraduate, graduate and doctoral level.

Through the courses in the field of methodology, students, future pedagogues, educators, and teachers adopt the principles of scientific work and acquire their first own experiences with empirical research in the field of education. Within these courses, the first attempts to plan and design scientific research are made, as each student is required to create a research design that foresees the application of quantitative and qualitative techniques with appropriate research instruments. In addition to the instructions that students receive from the professors during their studies, future teachers develop their knowledge and skills for research work through practical teaching in schools where they observe classes and do mini-research, through the preparation of seminar theses and graduation work, as well as through reading texts in professional journals and books that the professors indicate as mandatory and optional literature.

Research Tendencies in the World and Our Country

From the very beginning, the Institute of Pedagogy strives to follow the contemporary research trends and the innovations of world science to be implemented as quickly as possible in the contents of the methodological courses. (Angeloska-Galevska, 2013; De Landsheere, 1986). For example, at the end of the last century together with the popularization of the qualitative research paradigm in the world, a doctoral dissertation was defended on the topic of the Contemporary approach to qualitative research in education – Participant observation in a classroom (Angeloska-Galevska, 1997). The thesis was worked on under the mentorship of prof. Natka Mickovic, based on the theoretical and empirical research work at the Research and Graduate School at the University of Manchester and at the University of Warwick in England at the eminent Center for Development and Pedagogical Research – CEDAR directed by professor Robert Burgess, a well-known name in the field of qualitative methodology.

The first published textbook on Qualitative Methodology in Macedonian language dates back to 1997 and it is a roadmap and guide for students in planning and conducting research with qualitative research methods such as participant observation, open interviews, focus groups, contextual content analysis, video analysis, conversation analysis, life-history method, etc. (Angeloska-Galevska, 1997a). The involvement of practitioners, teachers, and educators in action and evaluation research in upbringing and education is particularly significant. As action research became widespread in the world, a doctoral dissertation on this topic was undertaken for investigation at the Institute of Pedagogy. The thesis was titled Action research for the improvement of upbringing and education and it was defended in 2005 under the mentorship of Natasha Angeloska Galevska. Within the theoretical and empirical research, the author Dean Iliev elaborates on how teachers can think in a scientific way using their ongoing reflection on their classroom practices and finding the best solutions in their pedagogical work. (Iliev, 2005; Iliev, 2006)

The meta-analysis of the conducted research and the used methodology shows that the decades-old enthusiasm for using the survey as a research technique with standard statistical procedures is still present, but with endeavours for methodological triangulation of quantitative and qualitative methods in order to obtain more objective and valid results.

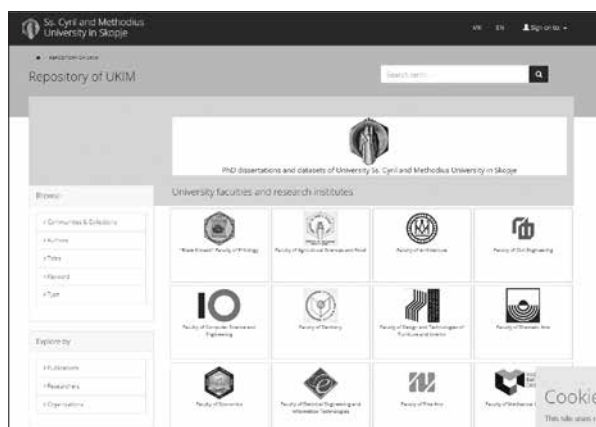
Through research, the teacher improves the practice, thinks about it, and acquires more responsibility for his work. Research competencies are especially important for teachers in inclusive

classrooms where a differentiated approach is needed in the assessment and evaluation of the achievements of students with special educational needs. (Angeloska Galevska & Ilić Pešić, 2018)

Pedagogues and teachers should be trained for research work both during initial education and through various forms of professional development. This will enable them not only to improve their pedagogical work but also to gain a more critical attitude toward the introduction of innovation in education. Many years ago, Maria Montessori carried out experimental verification of educational methods before starting their application in practice. Unfortunately, it still happens today that wide educational reforms are applied without previous verification of their effects in practice.

The time of the pandemic, despite all the negative aspects, has perhaps provided certain positive opportunities, such as intensifying the processes of creation of digital resources and establishing open science. Valuable open educational resources have been created in a short time, open access to scientific data and professional literature has been provided every day, open reviews and evaluations of papers have become new practice and entire education becomes open, meaning that it has become accessible to anyone, at any time and by any device.

Figure 4
Repository of UKIM



In relation to this, the repository of the Faculty of Philosophy and the Ss. Cyril and Methodius University offers a precious collection in which scientific works created over decades have become permanently preserved and accessible to everyone. (Repository of UKIM, 2022)

Contemporary science sets new demands and traces new directions. Some authors call it a revolution of accessibility or *access revolution* (Suber, 2012). Open access brings new opportunities, enables and facilitates the communication of scientists from various countries, increases the visibility of authors and the transparency of their work, spreads their research results, and reduces the possibility of plagiarism or unwanted duplication of research activities.

Very soon, the openness of the research process will become a required component in the evaluation of research and research papers. Researchers will be obliged to store their data and the entire research material including the statistical procedures and instruments in a space (a cloud) within the repositories and to make them available to the public.

Conclusion

Research competencies are a significant part of the academic programs including the studies at the Institute of pedagogy. Methodological training of future researchers begins in the first cycle of studies through the mandatory or optional methodological courses in all the pedagogical

faculties in Macedonia. Studying the basics of methodology and practical training for research work during the undergraduate studies is vital for the growth of research curiosity and it is the basis for quality and in-depth scientific research in master's and doctoral studies. It is especially beneficial to encourage students at the undergraduate level for applied and comparative research. In addition, the University, faculties, and institutes should work on the continuous creation of electronic data banks for research in various scientific fields, as well as databases for master's and doctoral theses. The Ss. Cyril and Methodius University in Skopje has successfully begun this practice in the last few years through the electronic repository.

In the last decade, universities and faculties are ranked based on several criteria, where one of the main criterion is the conducted research and the published reports of the research results in renowned professional and scientific journals. Therefore, it is important to train the young university staff in planning and implementing scientific research, as well as writing articles and reports according to academic standards. The main problem of the university is that the academic staff is quite old on average, and there are fewer and fewer young assistants and researchers who will be able to contribute to the future development of research, and consequently to the better ranking of our universities.

The scientific research work would be much more intensive if it were not for the heavy workload of the university staff with teaching and administrative work. The relatively small number of teachers and collaborators compared to the large number of students and subjects does not leave enough space for scientific work. The continuous assessment and numerous administrative obligations imposed by the Bologna way of studying irreversibly consume the time that could be devoted to scientific work.

Future perspectives

Scientific work in the last decade remained marginalized due to insufficient support and overloaded teaching and administrative duties. The shortage of funds allocated by the state for science and research is supplemented by European programs and other funds.

University programs require an increase of methodological subjects from the first cycle of study with the continuous upgrading of research knowledge and skills until the third cycle of studies.

The scientific approach should be used by every pedagogue, teacher, and educator, while critically following the innovations in pedagogical theory and practice. The acquired research competencies through the methodological courses enable analysing and researching practices, monitoring students, observing and examining the relationships in the classroom and finally deciding which practice gives the best results for both the pedagogues and the students.

In the future, it is necessary to increase the awareness of the need for open science as well as the skills and resources for its practicing, while reducing the resistance to greater visibility through sharing data and texts. In this way, we will ensure the development of pedagogical science and quality education that future generations deserve and expect.

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