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EDUCATIONAL AND ADVISORY WORK IN THE SCHOOL COMMUNITY: TEACHER PERSPECTIVE

Abstract: When it comes to the advisory educational work of pedagogues, we must point out the lack of literature and publications that would indicate the greater importance of this topic. On the other hand, the larger works that exist relate to the institutional organization of counseling work in the school. This research contributes to a prominent topic, because it examines the attitudes of teachers about advisory work in the school community. The question arises of the necessity of permanent organization of the advisory work of pedagogues, which contributes to the adequate development and strengthening of social competencies of children and youth. The results have shown that teachers who have a higher level of humanistic pedagogy focus on the permanent development of social competencies through advisory work as a focus of methodological educational activities. The paper offers new knowledge of the development of social competencies of children and youth in order to improve the quality of interpersonal relationships that are important for recognizing the level of culture, while giving several topics for new research.

Keywords: Advisory work, Educational activities, Social competencies, Self-actualization, Encouragement

Introduction

Upbringing and education are becoming an imperative for the quality of life. Adopting culture, forming attitudes and opinions, reasoning and gaining a positive view of the world are just some pedagogical values of education and upbringing. Education and upbringing are interrelated and their importance must not be neglected. Recognizing the fact that the development of students takes place and is monitored within the school framework, it is important to consider the conditions of such a life. Dysfunctionality in the student-student or student-class relationship, the presence of peer conflict relationships or disagreements can lead to various changes in the functioning of the personality.

As part of the professional team, the pedagogue is expected to be a person of trust, a person who will provide a haven, listen to problems and find solutions. By counseling, the pedagogue identifies with the student's personality, gradually penetrating the deeper side of his personality. His work should be focused on encouraging critical thinking, expanding the domain of thinking, and enabling individuals to learn from their mistakes. The process of counseling, as the most effective preventive measure, develops other personality qualities. Through conversation, directed guidance, listening, and developing communication skills, a person learns tolerance, empathy, understanding, and humane action. These and many other values should strengthen a person and develop his moral side.

The intention of this paper stems from the desire to pay more attention to advisory work and consider its pedagogical values and benefits for personal development. The method of theoretical analysis with the technique of content analysis was used to understand the theoretical setting of this topic. We believe that this topic will contribute to the development of the modern scientific

discipline of pedagogy and shed light on newer, more efficient pedagogical values and measures in modern practice.

Theoretical Approach to the Research

What is counseling an educational work? How do teachers see the competencies of pedagogues in relation to the need for permanent organization of advisory educational work? A number of questions arise from the concretization of advisory work that contributes to the adequate development and strengthening of social competencies of children and youth.

Counseling is an interpersonal relationship — it is determined by the professionalism of counselors and the activity of counselors whose problems are mostly developmental in nature, and the goal is to achieve satisfaction in life. Counseling is an activity — the application of psychological knowledge and techniques in working with people who function relatively normally, but experience problems of development and adaptation. Counseling is a process that leads to changes in behavior, beliefs and liberation from emotional distress (Jukić, 2004; Jurić, 2004).

Advisory work and counseling are defined as theoretically and methodologically based, systematic, and planned activities that require training and responsibility. It also relies on the results and implications of scientific empirical research in this area (Hatchler, 2012). Counseling work includes school and personal counseling as a recognizable area of the work of pedagogues and psychologists. The purpose of this activity is reflected in the formation of their professional identity, but also in the quality of personality development of those who are users of this type of treatment (Lambie & Williamson, 2004). Advisory work implies the participation of pedagogues in the indirect shaping of school educational and social space, on narrower and broader issues of teaching, school culture, software and organization (Bognar, 2001). According to the pedagogical approach, counseling is defined as a planned activity based on scientific knowledge, for the more complete success of which such support is needed. The act of counseling is only one logical step behind a set of meaningful educational activities of various subjects, participants, and directions that open a series of new activities. Authors Hetchler (2012) and Tomić (2006) state that counseling is a specific response and reaction to the state of human indecision. In the psychological approach, counseling is defined as a part of applied psychology and a special method of professional help to an individual, group, or organization. Counseling emphasizes learning, problem-solving, decision-making, and support for an individual or group in crises (Petz, 2005). The goals of counseling can also be considered in two directions:

1) goals aimed at alleviating weaknesses and difficulties (curative-intervention counseling) and 2) goals focus on growth and development (preventive-development counseling) (Jurić, 2004; Hečler, 2012).

The most common problems that the subjects of the counseling process face are: the need to communicate with others, dissatisfaction with themselves, dissatisfaction with the environment or relationship with it, specific difficulties and problems, and the need to confirm the correctness of their decisions and actions.

Specifics of advisory work:

1. Advisory work is a specific pedagogical activity that requires a special pedagogical approach.
2. Advisory work is done by an expert (pedagogue, psychologist, social worker) who is qualified for this activity.
3. Advisory work implies knowledge of the goals of education, the subjects being taught, and the techniques and procedures of educational activities.
4. Educational action, corrective and therapeutic work are an integral part of personality education (Kristančić, 1982; Tomić, 2006; Hetchler, 2012)

5. Advisory work can already be understood, especially when we talk about advising an individual to choose a certain school, profession, mastering the technique of learning, and the like.
6. In the process of counseling work, the personality of educators is maximally engaged and motivated to contribute to their development and the development of others.
7. Advisory work contributes to enabling young people to freely choose, make decisions, and take responsibility for the implementation of decisions and the consequences that arise from them (Kristančić, 1982; Bognar, 2006; Zuković, 2017).

The principles of pedagogical activity represent the basic guidelines that the pedagogue respects to realize educational activity according to the established goals, the requirements of the theory of education, and the needs, possibilities, and interests of the pupils. They are not universal models that always bring the desired results, but they are principles that an expert creatively applies to achieve better results in his daily work. One of the key ethical principles of counseling is to respect and accept the personality of the counselor. The counselor must accept the person with his or her behavior, specifics, characteristics, and experiences (Lambie & Williamson, 2004). Another ethical principle is truth-orientation, which implies that the counselor must take a truth-based position. This process includes the necessity for the counselor to face truths that may not be favorable for him or that he may not have noticed until then (Bognar, 2001; Relja, 2010). The third ethical principle is the commandment of freedom in the sense that a person decides independently which way he will direct his actions or solve a problem (Bognar, 2001; Mandić, 1986).

The school, as one of the educational factors, operates with its institutional activities with several goals: spreading and maturing the mental qualities of the individual, mastering moral and ethical values, socializing the individual into a community, and mastering their mental abilities (motivation and ambition). Through the educational role of the school, society transmits values from one generation to another and thus ensures the spiritual and cultural survival of a particular community and society (Relja, 2010; Narančić, 2017). Transferred to the school area, counseling can, in addition to solving problems, also influence the development of personality. Advice, exchange of ideas, opinions, attitudes, and encounters of different emotions between counselors and counselees are some desirable traits that need to be encouraged.

Educating humanity means cultivating generosity, love for others, and developing social and emotional intelligence. How the quality of education is achieved are praise for the good work of students, encouragement to help others, organization of collecting help from people close to the environment, showing warmth and love for students by teachers, talking about their own and other people's feelings, recognizing other people's feelings and helping to solve problems (Relja, 2010).

Counseling should provide an opportunity to get to know and develop the moral side of your personality. In this regard, counseling should achieve freedom of moral choice, responsible behavior of the individual, formation of the moral character of the individual, development of moral feelings and moral will, and adoption of appropriate ethical knowledge, values, and norms (Jovanović & Minić, 2015).

The basis for the formation of moral components is moral education. This can be achieved if we talk about morality as a system consisting of a subsystem that consists of moral consciousness and conscience, moral desire and autonomy, morals and principles. The list of components of moral education is being extended, so some authors (Corbi, 2006; Jevtić, 2012; Jukić, 2013) emphasize the rational, emotional, and voluntary components.

Moral reasoning, thinking, beliefs, and convictions are based on moral principles. The purpose of this rational component is reflected in the ability of a person to act according to the requirements that arise as a product of the social community and which are by their value system (Jevtić, 2012). The voluntary component is the synthesis of previously adopted values. The way a person behaves is a picture of those emotions that he has previously adopted into his value system

(Jukić, 2013). The emotional component is based on the moral feelings and duties that arise from it. Corby (2006) believes that the essence of this component is in freeing the individual from the guilt that arises as a product of moral rules.

It is important for advisory work how much the pedagogue can understand the needs and problems of his students, and how much he shows honesty in respecting their personalities in the process of mutual communication (Relja, 2010).

What are the important competencies of a pedagogue as a person who contributes to the quality of personality development?

1. Understanding one's own emotions — a pedagogue who knows his emotions, his good and bad sides, is able to critically judge and evaluate his actions and correct possible mistakes. This trait allows him to work on developing his personality and skills.
2. Ability to self-motivate — to find the strength for further work and to show love for the vocation and the student means to feel satisfaction in work and pride for teaching and giving yourself to students.
3. Empathy or understanding the emotions of others — the basis of educational work is the recognition of students' emotions and the need to act using appropriate educational methods.
4. The possibility of establishing emotional connections with others — openness in communication, warmth, cordiality and helping skills enable and facilitate the socialization of students. (Jurić, 2004; Relja, 2010).

The prediction for moral education in school is the relationship between students and teachers on the one hand and students and pedagogues on the other. The pedagogical relationship is determined by specifics such as the intention to help, representing the interests of students, educators' responsibility for the quality of the pedagogical relationship (quality dialogue), the relationship of trust, justice, and patience (Lambie, & Williamson, 2004), teacher personality and moral character (Jurić, 2004). Counseling is an integral part of the professional practice of all professionals who are focused on supporting others in their personal growth and development. In this context, the essence of counseling work is reflected in helping individuals or groups to recognize their strengths, to interpret their actions and lifestyle, and to make the right decisions accordingly.

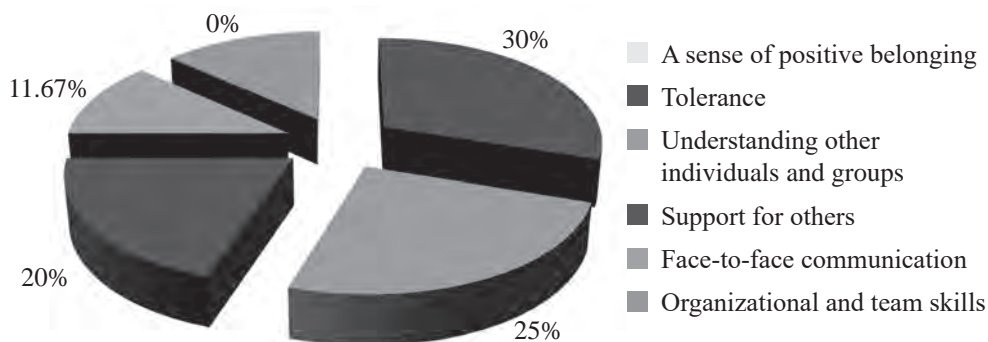
Whether a child will be socially competent depends on his ability to regulate emotions, knowledge, understanding of the environment, social skills, and ability to behave accordingly. A socially competent child can take advantage of incentives from the environment and achieve good developmental results that enable him to participate in his community.

Based on the importance of organizing the advisory work of pedagogues in strengthening the social competencies of children and youth, the subject of this research is to examine the attitudes and opinions of teachers towards the implementation of advisory work of pedagogues in strengthening the social competencies of children and youth through cooperation between pedagogues and teachers. The general assumption refers to the necessity of permanent organization of the advisory work of pedagogues, which contributes to the adequate development and strengthening of social competencies of children and youth. For the successful realization of advisory work, it is necessary to engage all participants in the educational process. The permeation of these forms of counseling is certainly of great importance to the pedagogue himself, who in the process should establish good relations with teachers, children, and parents. Establishing positive relations in these relations will affect the outcomes of counseling work, but also the self-confidence and motivation of pedagogues in the further realization of counseling work, since he has a great responsibility because counseling work is certainly one of the complex pedagogical activities. On the other hand, emphasizing only one of the mentioned forms of counseling would lead to a partial one-sided view of the problem and neglect of other subjects of the educational process that are necessary for the successful functioning of the preschool institution. That is why it is necessary

to permeate all forms of counseling because it contributes to the adequate realization of counseling work and achieves a more complete impact on students and children.

Graph 1

Differences in the attitudes of teachers about the components of social competencies



Social competencies are necessary for children and young people to be able to interact with peers and adults and thus improve their competencies. We can notice that most teachers, regardless of their years of work experience, believe that social competencies should strengthen respect for diversity and tolerance. Such attitudes show that children and young people must develop the skills of respecting numerous differences between people, be able to accept those differences and to avoid misunderstandings. Also, many teachers believe that social competencies need to develop respect for other individuals and groups, which is again related to the fact that each child is an individual for himself, but also that children should be taught to understand and recognize the thoughts and feelings of others. When necessary, to understand the needs of other children. Competence that is important for functioning in modern society refers to organizational and team skills. When it comes to developing a sense of positive belonging to a nation and civilization, we will notice that no teacher thinks it is necessary to develop this social competence, which is again a bit confusing, because this competence includes skills related to the sense of belonging to the environment in which children live. Knowledge and nurturing of language, customs, and culture, but also coping in different communities and cultures. The development of all these social competencies can certainly be effectively achieved in the children's team. Teachers and pedagogues are in charge of that, as experts and bearers of educational activities. The basic role of teachers and pedagogues is to provide children with opportunities to develop productive interpersonal relationships, and for children to adopt social competencies as their models of behavior. Thanks to that, the socially competent population will harmonize their behavior with others, find a common language, exchange information... Teachers showed that competence, in their opinion, would be important for the development of the children's population, but overall, in educational institutions, it is necessary to develop all the above competencies for children and young people to be successfully included in social life.

To develop social competencies, team support activities should most often be used. That is, for children to be able to achieve a certain goal, they need to act together. As we have stated, social competencies are best learned in social situations and social environments, and that certainly offers work with a group of peers in a team. All activities for strengthening social competencies initiate joint activities of children, whether it is group projects of children, group introduction of children, team support games, or games in pairs. Since the activities that can strengthen children's social competencies are numerous and diverse, pedagogues choose the ones that, in their opinion,

can contribute to that in the best way. Namely, children need a wider interaction than their family can provide, and aware of that, actors in educational institutions meet this need. In this way, tolerance and respect for diversity are strengthened. Considering that we started from the assumption that activities that initiate mutual acquaintance and the establishment of partnerships are used to strengthen children's social competencies, we can say that we have confirmed this hypothesis. As a rule, children easily give their trust, so at all times you should use the opportunity to convince the child that he can speak freely. Therefore, when children get the impression that they can speak freely and express their thoughts and feelings, that they are not afraid of being condemned to disapproval, the counseling conversation itself will certainly have a positive outcome.

The approval and encouragement of the teacher by the pedagogue, in those actions that have a positive effect on his work, can be a good way to encourage him. Identifying his success causes satisfaction in the teacher and has a stimulating effect on his work, on cooperation with the pedagogue, and also on investing efforts in those activities that require additional engagement and commitment.

The pedagogue has the competence to crystallize his role in a wide range of partnerships with the actors of the educational process, especially when it comes to pedagogical and instructional work. This paper is an attempt to affirm the need for pedagogues, to show that their necessary existence is justified, and to respond to frequent and general criticisms of the work of pedagogues with arguments.

Conclusion

The advisory work of pedagogues is a creative process, which has the task of encouraging development, eliminating problems and difficulties in development and searching for the best ways of self-actualization of personality. Considering the attitude towards the subject of the counseling process, there are two basic approaches — directive and non-directive. A directive approach to counseling requires less child participation than a non-directive one. Already in the first contact, when he uses the directive method, the pedagogue takes matters into his own hands. He examines, asks questions and draws conclusions, and decides what the next steps are in gathering information. After gathering information about the child, he defines the problem and lets the child know that he is taking action and action, and will communicate what the next steps are. The basic approach here is the ability to convince the child that he will be best helped in this way. The weakness and partly its advantage, is that this approach, in essence, values the social environment more, values what suits the environment more than the individual. Acceptance of the rules of the environment by the individual will be facilitated if he understands the environment in which he is and if he values the existing norms (Suzić, 2005). When it comes to the advisory educational work of pedagogues, we must point out the scarcity of literature and publications that shed light on this topic. On the other hand, most of the existing work refers to the institutional organization of counseling work in the school. With their attitudes, the teachers contributed to the elucidation of the highlighted topic. The question arises of the necessity of permanent organization of the advisory work of pedagogues, which contributes to the adequate development and strengthening of social competencies of children and youth. It has been shown that teachers who have a higher level of humanistic pedagogy focus on the permanent development of social competencies through counseling work as the focus of methodological educational activities. The question is whether there can be teaching (education) at all without upbringing? Each class is educated in a certain way. The problem is not that the teaching has an educational character, but that it explains in which direction and in what way it is necessary to act in an educational way in the process of education. The essence of educational problems is reflected in a better and more modern organization of the work of students and teachers, in the development of motivation that allows

the group of different motives to be dominated by those who are most desirable for education; in creating conditions for expanding and solving the possibilities of educational activities in the educational process, and above all, in creating more favorable conditions for more successful, efficient solving of the problem of individualization and socialization. In modern, increasingly complex conditions of life, work and upbringing, one should look for the most diverse and efficient methods, methodical procedures, and means of upbringing.

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ARCHAEOLOGICAL EVIDENCE FOR EDUCATION IN ANCIENT MACEDONIA

Abstract: Thousands of years ago, people attached great importance to the upbringing and education of children and young people. Despite the different approaches to these processes in different cultures, the main goal was mutual – to build a mentally healthy and physically strong