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THE IMPACT OF THE TELEVISION SHOWS ON THE CULTURE OF STUDENTS' COMMUNICATION

Abstract: The culture of communicating television hosts in television shows from Macedonian production can have an impact on the culture of communicating students from primary and secondary education. Therefore, television hosts on television shows, as agents of socialization of the young population, can contribute to the formation of the culture of communication and thereby bear responsibility for the quality, type and nature of the information they transmit to the air. Continuous development and development of technology, as well as changes in audience tastes, impose a need for constant improvement and upgrading of the knowledge of television hosts, especially in terms of their communication culture, both in terms of verbal in terms of non-verbal speech. In this regard, the success of the mission of television hosts should be expected to emerge from fulfilling moral and normative obligations in the process of creating quality television shows. The choice of emissions should contribute to the proper psycho-physical development of students. Quality show is the product of the artist's skill, and reflects the audience's viewership and positive grades. The results of the research conducted have shown that the culture of communicating among television shows has an impact on students' communication culture.

Keywords: Television shows, Television hosts, Culture, Communication, Students

Introduction

Today the media is an important part of human every day. Television is part of the electronic media and is a whole of speech, sound and image. It is a medium that has enormous power with its influence. The TV is one of the favorite items in the inventory in homes, but also the most exploited one. Not only adults, but also students who spend a long time in front of that magic box that opens the windows to the unknown. Television can affect children educationally, constructively but it can also have destructive influence. What the impact will be like it depends on what emissions are broadcasted on television channels and how much attention is paid to the communication culture.

Television shows are an integral part of the television program. The communication culture applied in television shows has an impact on the formation of human personality, and above all in the development of students, so the type and quality of television shows that are constantly displayed on television are of great importance.

Many debates argue whether watching television shows is a waste of time; whether they produce (negative or positive) influence on students; Do different program content have an impact on behavior in everyday life and so on.

It is unjustified to skip the positive role of programs in the educational sphere, in the expansion of students' horizons, in the adoption of the world's hand, bringing countries (as they say) from the first and third world. The channels are often mentioned as a positive example: "Discovery", "National Geography", "Animal Planet", thanks to which a person can see things that are otherwise difficult or almost unavailable through the mirror on television.

Television shows can have a positive impact on students because they:

- give the opportunity to view educational programs;
- give the opportunity to get acquainted with different civilizations and cultures;

- give students entertainment opportunities;
- contribute to accelerating the learning process contributing to development of the imagination;
- successfully promote family values;
- stimulate students to think.

Different television shows can have a different impact on students:

- Educational shows can affect socialization in students of younger age, as well as learning skills;

- Documentary shows can develop a critical opinion of society and the world;

- Culture programs can open the world of music and art to students, as well as enable them to watch movies that may not be available to them in the video, covering different cultures, etc.

All of the above positive impacts can be had if there is a good editorial policy and program scheme created by professionals educated for their development.

For students as viewers, it is most important to produce shows that meet their emotional requirements and tastes, to conform to their objective and subjective opportunities, which are largely determined by age, excellent qualities, from affinities, aspirations, cultural and social environment, from experience, and especially from the emotional, intellectual and social maturity of each individual.

Continuous care for students in all fields, and even through television as the most powerful medium, with a good and quality program, not only enriches emotional life through positive experiences, but also has a multiple positive impact on them.

Unfortunately, most of the shows are dominated by dark topics, murder, wars, fires, terrorism, political and economic crises, crime, explicit scenes with pornographic content, vulgar speech, etc. All this negatively reflects on students as emotional subjects and their development in positive individuals.

Editorial policy is the most important factor to decide whether to accept or reject the disputable content in television shows that are badly affecting the developing students.

Many psychological research has confirmed that violence shown in television shows has a negative impact on student development. The three biggest effects of seeing violence are:

- students can become less susceptible to the pain and suffering of others;
- can become frightened by the world around them;
- contribute to aggressive behavior towards others.

Friedrich Nietzsche's attitude is that "culture is the unity of artistic styles in all life manifestations of one nation." (Mints, 1988) With this, communication is one of the links in the cultural and artistic and expressive lifestyle.

Culture is perhaps the widest of all the terms used in the historical social sciences. This term covers a very large range of meanings, which probably makes it so complex.

Culture represents everything that is in common within a group, and at the same time, it is assumed, is not common (or at least not quite) outside of it.

Culture consists of two components: traditional norms, beliefs, values and behaviors on the one side and an individual on the other that actively affects changes in cultural traditions and with its interaction becomes a basic driver in changing traditional elements of culture. It can be concluded that culture is a set of material and spiritual values that are influenced by traditional frameworks and modern changes that form the acceptable behavior of members of a society.

The characteristic way of behavior of the individual is not of cultural value if it is not part of the group's customs and behaviors. Social norms of behavior represent the rules of conduct in a culture.

Culture is abstract and manifests itself in behavior and results of human behavior.

General culture is a complex sphere that reflects the ways and experiences of the spiritual development of all areas of life, and thus in the political area, which is of great importance for

collective existence and selection of paths and goals of the common development of nations and other social groups. It covers the values, beliefs, attitudes of symbols, inclinations and patterns of conduct in terms of politics and political issues as well as those issues related to the general conditions of common life in a society and the choice of direction and objectives of overall social development.

But not the behavior itself, nor the material results of that behavior, but the culture also contains specific values characteristic of an epoch or a particular social group and community and is one of the most precious benefits of mankind.

We know that the time we live in is a time of unprecedented epochal dynamics where we are witnessing an objective planetary process that is the result of the Technological Information Revolution. The fact is that in the past 30 years, under the influence of globalizing factors, the understandings and definitions of many economic, political, social and cultural axioms have completely changed.

Globalization is the occurrence of interdependence, indicating that our lives are more influenced by the events and decisions that are made away from us, at another end of the world. The central feature of globalization is that geographical distance is less important and that territorial boundaries (those between states – nations) also lose meaning. Does this mean that local and national are subordinate to global?

The phenomenon of globalization as well as its rapid progress has its implications in culture as well.

Cultural globalization as a process began and practically and scientifically concerned it as a phenomenon. Globalization fears the loss of cultural identity under the influence of certain superior media, and there is a danger that the whole world will become a single media culture, a world in which we will all see the same thing, we will dress similarly, we will use the same phrases as and the danger of losing one's own identity.

Globalization of media culture contributes to the negative impact of the culture of communicating in the young population by distortion of the Macedonian literary language and the insertion of impurities from foreign languages that apply to speech expressions thinking they are "cool".

Communication is a notion that signifies a process of exchanging comprehensive experience (information and reporting, ideas, attitudes, beliefs) between individuals and groups. Every communication is conditioned by the nature of the subject, age, profession, education, linguistic culture, sex, culture and political order.

One of the basic traits of man that differs from the zoological world is the ability to communicate.

Harold Laswell sees communication as a process of permanent information exchange, i.e.: The sense of communication is contained in the exchange of messages, the functions of which are warning, advice, information, conviction, opinion and enjoyment. (Mattelart, 2003)

Communicating also means the fullness of the relationship between members of society, and that relationship comes to three cases: in psychosocial, material and mass communication.

For communication there is a required sender and recipient of the message. During history there is a development of mass communication funds – the media (lat. Medium = environment, center) that allow distance communication. The media has a role in conveying the message between the sender and the message recipient.

What attracts special attention in communication and has a key role in forming human opinion on others is:

- language (use of literary language or dialect);
- Proper pronunciation of words;
- Speech flaws;

- Talking from the heart;
- Energy – with which the message delivered (tense or relaxing);
- body language (what position is the body and parts of the body of the information supplier);
- How the supplier holds the message;
- placement and reliability;
- rhythm and rhyme;
- Understanding and clarity;
- Agenda (plan for what should be transferred);
- External phenomenon – appearance/clothing and dress (style, color, suitability for the situation).

The communication process is followed by numerous and varied difficulties, obstacles and deviations of cultural and functional character. (Campbell, 1985) They all adversely affect the efficiency of the communication process. That is why they are named in the literature as barriers to efficient communication. The barrier to effective communication is any factor that impedes the exchange of information between the sender and the recipient. Barriers in effective communication hinder the recipient from understanding the intended meaning of the sender's message.

Due to their negative impact on communication efficiency, numerous authors have paid attention to the emerging forms, content and impact of communication barriers to communication results.

A factor that affects communication is the phenomenon of “filters” or in other words everyone has their own perception of the world that is formed according to culture, upbringing, values, beliefs, society, etc. Because people differ from each other, their filters differ. The filters usually remain and do not change easily. The filter is strengthened in order to justify the actions and decisions that are made.

Speech is a mean of communication, a mean of personal expression and a form of behavior. The skill of speech depends on the success of the communication and the size of the satisfaction that speech provides.

The speech served by some hosts of television shows abounds in distortion of unwanted words, which can be seen from the current researches and literature, most debates and shows by experts in that field, research done to support that attitude, which is part of the methodology for confirming the hypothetical framework of this paper.

Literary spoken language can hardly be recognized in a speech practiced by most journalists in shows. It is only important to say a more sophisticated form of word than to understand or define the purpose for which it is pronounced.

Speech language is a significant image of society. It is a mean of thinking, belief, knowledge and practical action and behavior. Changes in society are also linked to changes in language – the vocabulary, grammar and meaning of words are changed. Language is an indicator of territorial and cultural status, social interaction, and value orientation of the individual and social group. Of particular importance is the interactive function of language for survival and development of the national community.

Today in the Macedonian language, during official and general use, mostly through the means of wide communion, words are mixed – alien, which we have accepted and have taken from the past in everyday speech. Since we did not have our own independent Macedonian state in the distant past, nor did the Macedonian Language Protection Authority exist, there was no law on the use of the Macedonian language as it is today.

The spoken side of the language is initially depicted in a family that has accepted non-Macedonian words and expressions, continues in the school where one hour of Macedonian is overshadowed by the incorrect speaking of teachers from other teaching subjects. The speech anomaly continues to throw its sheath through the media, including television, which is the still most influential factor in the distinction of Macedonian speech.

Perhaps as a consequence of the race of television houses after popularity and increasing the repertoire of television shows, and with the expansion of the circle of translators, the rigor of language criteria has decreased. The stage dialogue of average literary, theater, film ie. A media level cannot even be imagined without a language filter, without the necessary transposition and sublimation in a more or less consolidated speech.

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The irresponsible behaviors of the place and function of the pure language of the media scene could easily be corrected and completely removed from practice, if only a little more enhanced the criticality of the audience not only to acting directorial qualities, but also to its linguistic side.

As a possession of such self-confidence and self-confidence of the “media phela” (people from the media), a distorted Macedonian language is gradually created, which will lose the literary literal, as the accent of the emphasis is, with the linguistic mix. Without the well-expressed and plastic transmitted literary word that is necessary language communication are not possible true artistic achievements on the television scene.

Today, with endless disorders of the judicial norms, we find no Macedonian syntactic order, a completely non-Macedonian way of accent, absence of speech, accent units, disrupts the rhythm and melodic of the Macedonian sentence, so as an end result is a speech that is only seemingly composed of Macedonian words, but with non-Macedonian melody.

No one is probably wondering what problem teachers and school teachers face to teach their students to speak their native literary language properly, when they listen to television as (not).” (Milcin, 2000) “On 27.10.2011, a debate was held at the Institute for Macedonian Language. At the meeting, entitled “Macedonian Language and the Funds of Public Information” within the year of the Macedonian language, with the participation of professors from the Faculty of Philology “Blaze Koneski”, writers, linguists, students.

An unnatural word, unpredicted translations, uncontrolled downloading words from English are some of the dozen examples that linguists have cited as the most common language disorders in electronic and print media.

Most of the linguists pointed out that mistakes and disorders in the language are happening because the media today does not respect the status and opinion of the lecturers, and that some public media and do not engage proofreaders at all. (Makarijoska & Trenevski)

The purpose of upbringing, viewed throughout history, is primarily man. In the deepest, historical essence, upbringing means shaping human behavior and training for accepting social norms and rules. The upbringing as the widest category in itself is implementing education and teaching.

The upbringing “Learn to Learn” is the main reason why this process is complex and long lasting. It begins with the first steps of the child and lasts until his final mental and physical maturation. This nature of upbringing creates a complex system, which covers many Flats: the level of emotions (because something is experienced), a level of cognitive processes (learning process), level of action (something is done, is achieved, and created) and motivation.

Education, as part of life expectancy, has grown into the process of permanent development of human personality, knowledge and truths, development and stimulation of abilities and active learning.

Since birth, man is not only genetic but also sin genetically programmed. He is a “child of the conversation”, guided by the need to communicate with the environment. It is in the basic need of man to be verbally and non-verbally receiving environmental messages.

Children’s educational process begins at the earliest age at home and parents, and then continues to the school where the child becomes a student and spends almost half of their time. However, an important factor in the process is the television that draws his attention to his program.

The student enriches his experiences acquired in the family under the influence of a socio-cultural environment in which he moves and communicates. As moral, cultural and other values get a mark in the middle, the same strong stamp is carried by emotions. Student relationships with other age categories, in addition to personal, have a social character.

We can feel that the future of this society, among other things, depends on our ability to master information and communications and learn to read the media critically.

The need to introduce the concept of media literacy in the education system of modern societies is inevitable. Awareness of the necessity in the educational process for students about the proper consumption of television broadcasts in Macedonia is constantly growing which is a good start.

Media education aims to convey students the knowledge and skills to use and interpret the media and media messages in everyday life, i.e. to develop media literacy.

Media literacy involves a framework for accession, analyzing, evaluating and creating media messages in various forms.

Media literacy builds an understanding of the role of the media in society, as well as essential skills for research and self-expression of citizens in democracy.

In the modern world it is as important as the so-called “traditional” literacy – to know how to write and read. Through media literacy he acquires both critical understanding and creative/active participation in the media sphere. It should be noted that media education involves learning the media, not media learning.

A great participation in the educational process of the students in terms of how and how to view and accept the things presented on television there is and the parent.

One way to protect students from an inappropriate program at the time they are in front of TV’s is the need for our more often socializing with them, talking with them about the actualities, the real world, suggesting that life is neither a film nor a series, a clarification on the role of television as well as its positive and negative impacts.

Students from primary and secondary education are prone to rapid acceptance and learning, so the process of influencing them takes place very quickly. It does not matter whether they see shows that respect basic human rights, customary, moral and ethical norms, emissions, which pay attention to the culture of communication through the use of appropriate expressions, words, language, speech, etc.

Research done 2011 the results shown in the paper “Impact of Culture on Communication in Television Shows from Macedonian Production on the Culture of Communication of Students from Primary and Secondary Schools in the Republic of Macedonia” (V’chkova, 2012) confirmed the general hypothesis that “the culture of communication with hosts and hosts in Television shows from Macedonian production have an impact on the culture of communication with primary and secondary education students in Macedonia.”

In a survey of 175 respondents from different ethnic and social backgrounds, 55% (97) answered that the culture of communication in television shows has an impact on students, 26% that no and 19% do not know. When asked if the culture of communication in television shows has an impact on their friends 72, 6% answered that there is and 27.4% that there is not.

Therefore, our task as parents, pedagogues and citizens of Macedonia is to get acquainted with the real situation of the influence of television on primary and secondary education students, as well as finding a way to improve the situation with the proper use of the Macedonian language and media culture of Communication.

Conclusion

Television as the most powerful medium has a major impact on the overall development of children, especially students, from their earliest age to their maturation. That is why there are numerous studies conducted by communists around the world about the great influence of television on school aged children, and many of them set the dilemma of the positive or negative impact of television.

From the research conducted by the Broadcasting Council, it can be concluded that programs intended for students are very little represented. The absence of an appropriate program is reimbursed by overproduction of low-budget programs with uniform content, without paying attention to the student as a subject that goes through an emotional and social development period and which with an appropriate program should encourage a positive culture of behavior and communication.

Television hosts that do not respect the standards and regulations can be observed on television. From the analysis of the shows, some television hosts do not nurture the Macedonian literary language, which can be seen from the show they lead to dialect or use foreign words – internationalism.

Very often it can happen on television to broadcast a show on a term that is inappropriate for a certain age of viewers.

The influence of television on students is felt in their cognitive and intellectual development, creativity and imagination, acquisition of verbal abilities, acquiring reading skills, social and emotional development, sensory development, visual and hearing senses, childhood sense of astonishment and in general on their health.

For students as viewers, it is most important to produce programs for which they meet their emotional requirements and flavors, as well as to comply with their objective and subjective opportunities, which are largely determined by age, affinities, aspirations, cultural and cultural and The educational environment in the social environment, from experience, and especially the emotional, intellectual, and social maturity of every individual.

No matter how educational – the educational process of the required level for the functioning of the overall social system, for its maintenance and raising it is the impact of the culture of communicating on television shows. The results of the research conducted show that the culture of communicating in television shows has an impact on the culture of communicating students from primary and secondary education. This shows that media education of students in primary and secondary education is inevitable.

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VELKOVA-MANOVSKA Klaudija

THE NECESSITY OF IMPLEMENTING EDUCATION FOR SUSTAINABLE DEVELOPMENT IN EARLY CHILDHOOD

Abstract: We live in a present time in which we face great challenges on a daily basis. Therefore, to respond to these huge challenges and overcome them, it is necessary to find solutions that completely support brand new and more sustainable ways of living. It is an unquestionable fact that children around the globe are also exposed to such issues. For this reason, there appears a need for introducing Education for Sustainable Development starting from the early years. This kind of education equips students with knowledge, skills, values and behaviors, which help them in making informed and reasonable decisions to solve current and upcoming obstacles.

In this paper, the necessity of Education for Sustainable Development implementation in all systems of education (including early childhood education) is emphasized, which can be achieved by: supporting ESD, promoting sustainable development in formal, non-formal and informal education, developing the competencies of the professional staff, providing appropriate tools and educational materials, and promoting research and cooperation. During the research on this matter, besides the analysis of pedagogical documentation, ESD declarations and early learning curricula, the views and understandings of head teachers, teachers, students and parents will be examined. The international initiatives and programs that fulfil the idea of sustainability, may certainly confirm that the empirical application of Education for Sustainable Development is a promising mission. Through the principles mentioned in the Early Learning and Development Program in our country, the author sees the connection, as well as the possibility, for implementing ESD in the kindergartens and centers for early childhood development in the Republic of North Macedonia.

Keywords: Sustainable development, Education for Sustainable Development, Early childhood, Global goals

Introduction

Sustainable development has been defined since 1987 as: "Development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (UNESCO, 2012).

From the 3rd to the 14th of June 1992 in Rio de Janeiro, a UN Conference on Environment and Development was held. At this conference, the Education for Sustainable Development was formally established. The ESD establishment became the basis for adopting future declarations and documents, such as Agenda 21, which is an all-embracing plan of actions to be taken at global, national and local level by UN agencies, governments and leading organizations and networks in order to reduce the human impact on the environment.