

BOLOGNA DECLARATION AND ITS APPLICATION IN HIGHER EDUCATION IN MACEDONIA

Irena Kitanova

Faculty of Education Science, University “GoceDelcev”, Stip, Macedonia
E mail: irena.kitanova@ugd.edu.mk

Abstract

In the period since 2000 until today the changes in the system of higher education have become part of educational policy where the idea of implementing the Bologna process moves between complete contestation and (un) critical conspiracy. Although pedagogical, didactic and methodical issues about the implementation of the Bologna process in the Macedonian system of higher education largely remained on the sidelines, it is encouraging to know that this process supports instruction directed toward the student which changes the role of the higher education teacher and the role of student likewise. In this context a teacher in higher education is faced with the need for a new concept resulting from his/her professional role, where creativity represents an important professional competence requiring of university education teacher requires advanced education to face the challenge of a new paradigm, which essentially consists changes creative teaching. With the signing of the Bologna Declaration and the new Law on Higher Education becoming effective, this gallantry became part of the international, particularly European area of higher education. In order to improve the mobility and employability within that space, matching (compatibility) and comparison (comparability) of the higher education system is required. One of the most important tasks awaiting every teacher is to implement the total innovations of this new system in the development of the new syllabus (of a particular subject). Considering the fact that the creativity of a higher education teacher is the basic prerequisite for the development of student creativity, the starting point for achieving changes that comprise undergraduate and graduate education, as well as the continuing professional and lifelong learning of a higher education teacher. The creativity of a higher education teacher, and the creativity of each person, is subject to many influences which in school conditions are much more pronounced. Additional education and development influence the creativity of the higher education teacher giving practical solutions for developing creative work through various forms, methods, experiences, etc. However, it is necessary to pay attention to the needs and particularities of the higher education teacher.

Keywords: *Bologna declaration, ECT system, high education, teachers, competitions*