

DAILY POLITICS AND OBSTACLE FOR THE SUCCESSFUL DEVELOPMENT IN FYROM

Dashmir Idrizi

Faculty of Economy, University of Tetovo, Tetovo, Macedonia,
E mail: dashmir_idrizi@yahoo.com

Abstract

Since higher education is one of the most important segments of social life, it is reasonable that through a retrospective of events and development of education in the Albanian language to offer the public a real insight on this issue. Legitimate right to higher education in native language is guaranteed by international acts; however, journey to the practical realization of this right within the public system in RM has been difficult and in this direction within the paper will be added to concrete activities that are undertaken, ranging from civic to formalize higher education in native language. This research contains theoretical explanations for the connection of higher education in Albanian in Macedonia, this paper has considerable theoretical significance and represents a significant contribution to higher education in Albanian language in Macedonia, given the fact that here all the activities examined, the circumstances and political environment on the matter that is the subject of research. Practical importance of this research lies in the fact that the results achieved, will serve the wider public, for more concrete knowledge about the situation that has to do with the development of formal and informal activities in realizing the right to higher education in Albanian in Macedonia. The educational system in Macedonia has been and is still a factor that contributes for the segregation of the ethnic groups and reinforcing the interethnic pressure. Such a situation is as a result of several characteristics of the educational system: 1. linguistic/ethnic parallelism; 2. ethnocentric orientation; 3. and the traditional access. In primary and high schools learning is realized in Macedonian, Albanian, Turkish and Serbian. This is the reason that the linguistic segregation in a big mass is consisted even with the ethnic one. In schools (even there where they are mixed learning is proceeded in two or three languages) there aren't offered any activities through which communication and the cooperation among students of different ethnic groups would be provided. On the contrary, in the name of interethnic conflicts obstruction the students that follow the learning in different languages are separated in shifts or in separate buildings. Lack of cooperation exists among teachers who are teaching in different languages and often they belong to different ethnic groups. The students that are following the learning in any pedagogical faculty have no opportunity to communicate and exchange experiences with students of other ethnic groups. Such a segregation of the future teachers makes the students less capable to overtake the stereotypes and the negative prejudices for the members of the other communions.

Keywords: *FYROM, higher education, development*