

EDUCATIONAL SYSTEM IN THE REPUBLIC OF SERBIA

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Abstract: Of the education system (educational system), regardless of certain differences in the interpretation of its contents in the scientific literature basically covers all educational levels in a country.

Children are enrolled in primary school at age six or seven years. As pre-school and primary education is compulsory, primary school lasts eight years. Secondary school education is the third part of the first part of optional education in Serbia. Faculty University last three (or four) years to *bačelorata*, five to master, and eight to doctorates.

Special education in Serbia, including special education, bilingual education, all-day classes and adult education.

Keywords: education, educational sister, degrees of education

INTRODUCTION

The term education system (educational system), regardless of any differences in the interpretation of its contents in professional literature (Pedagogical Encyclopedia, 2/1989; Russian Pedagogical Encyclopedia, 1999) basically encompasses all educational levels in one country: preschool education, primary education, secondary education, higher education and adult education (permanent education). This means that every modern education system assumes all non-school forms of education (non-formal and informal learning and education, etc.).

The novelty is that education systems formed during the nineteenth century in most countries in Europe over time have been given an alternative to private education systems. Therefore, in the present conditions, the educational system in the world and in our country implies public (state) and private education at all levels. It is also indisputable that *the education management system is an integral part of the educational system, which expresses not only through its direct participation in the regulation of work, coordination, accreditation and control of educational institutions, but also in various forms of their financing* (Kulić, 2011:125).

Children are enrolled in elementary school from six to seven years. As well as pre-school, and primary education is mandatory. Elementary school lasts eight years and is divided into two periods:

- first cycle of elementary education (1st to 4th class)
- second cycle of elementary education (5th to 8th class).

In lower (younger) classes, pupils are randomly divided into classes, and have only one teacher - teacher or teacher, and one classroom for all subjects. The only exception is the lessons of English and Religious Studies, for which students have special teachers. At the end of the first cycle, students receive a teacher or a teacher of physical and educational education.

In higher grades, students receive special teachers and teachers for each subject, and classes are held in the subject cabinets.

When a student finishes the eighth grade, he can choose whether he wants to continue education. However, the National Strategy for the Development of Education by 2020 (compiled in 2011) provides for compulsory and secondary education. The final exam for elementary school students is mandatory from the school year 2011/12. years. It consists of a math test and a Serbian language (or a mother tongue for national minorities). Students enroll in primary school grades, which are obtained by summing up average grades at the end of the sixth, seventh and eighth grades, which are added to the points obtained on the submission of a small maturity, and the resulting sum is divided by four. Thus, it is possible to get a maximum of 70 points based on the success in elementary school and 30 points obtained in a small matura.

Secondary school represents the third part of education in general and the first part of optional education in Serbia. There are two types of secondary schools - gymnasiums and vocational schools. In both cases, pupils receive classrooms where they have items for which no teaching equipment is needed, while for other items there are cabinets and workshops - a chemistry laboratory, an experimental room in physics and a workroom in biology, for example.

The gymnasium lasts for four years, provides general and broad education, and students receive a gymnasium. Only a small number of jobs are accessible to students who have completed a gymnasium without further education. Three special grammar schools are: Mathematical Gymnasium, which enrolls students older than

12 years (7th grade of elementary school), philological gymnasiums, which offer specialized language education, as well as sports gymnasiums, for pupils (athletes) who are actively engaged in sports;

Vocational schools specialize students in certain fields and reward them with a professional degree. There are two types of professional courses - four years (relatively broad education with the possibility of further continuation) and three years (almost entirely directed education without great opportunities for further continuation).

Students in gymnasium choose a direction that determines the scope of materials from certain subjects. Most gymnasiums have a natural-mathematical and social-language course. However, there are still directions, such as general type, informational direction, philological direction, and many others.

Higher education institutions in Serbia enroll students based on the success in secondary school and the results of the entrance examination for a particular faculty. There are three types of higher education institutions.

The high vocational school (formerly: the Higher School) lasts for three years, and it is like the craft universities present in the rest of the world. Craft universities last for 3-8 years, as are all other faculties, and offer the usual higher education diplomas - Bachelor, Master and Ph.D. The difference is that these high schools in Serbia last only three years and offer special higher education diplomas. However, Serbia signed the Bologna Declaration in 2003, so high (more) schools should be reformed into institutions identical to universities.

The Academy of Vocational Studies in performing activities combines educational, research, professional and artistic work. The Academy of Vocational Studies can carry out basic vocational studies and specialized professional studies. The higher education institution has the status of an academy of vocational studies if it has at least five accredited study programs of vocational studies from at least three fields.

The faculties of the university last three (or four) years to Bachelor, five to master (3 + 2 or 4 + 1 year), and eight to a doctorate (three-year doctoral studies). An exception is the medical faculty that lasts six years to the title of Doctor of Medicine (MD), which is later continuing with a three-year specialist internship and a two-year specialization (MD / Spec) or three-year double doctoral studies (MD / PhD).

Special education in Serbia includes: special education (education of children and persons with disabilities, poor socioeconomic status, or children with mental disorders), bilingual education (education in Serbian and another language), whole-day teaching (teaching which, lasts from morning to night) and adult education.

About sixty private schools operate in the territory of the Republic of Serbia, in accordance with the laws on education, of which fifteen are basic ones. Several thousand students attend them. Unlike state schools with a maximum number of students in a class of 30 students, that is, a minimum of fifteen children, private classes can be up to eight or two times less than the state school. The pupils travel to them by a school minibus, they keep books and accessories in school, have a larger number of sections and extra-curricular activities, and stay longer in school, as classes have more pauses for meals and homework assignments. The certificates and diplomas students receive are accredited by the relevant ministry.

The working conditions are the same as for state schools, but the founder, in order to obtain a confirmatory solution, must write an elaborate and send it along with a bank guarantee per cycle of education. Private schools, as well as state schools, must have a curriculum, a library, a gym, a kitchen, a dining room and a courtyard spacious enough and equipped for all children. The first private elementary school in Serbia started its school year 2005/06. years.

Institutional education of preschool children has developed in different ways in the areas of today's Serbia, in accordance with cultural and historical conditions. The first preschool institution was opened in Subotica in 1844, and the first kindergarten in Vrsac in 1881. Of course, the idea of the need for preschool children was born long before, and it is no coincidence that it first develops in Vojvodina (then within the Austro-Hungarian monarchy). Pre-school institutions were first developed in cities, which was conditioned by different understandings of the need for preschool education. During the founding, official, semi-official or even unofficial programs were used that were conducted in pre-school institutions, and only with the appearance of the Mate Mate Kosovec's Regulations on Serbian Religious Entertainments (1890), as well as the Materials for Various Professions of Milan Milan Stojisic from 1898, to the Collection of All Work at the Serbian Religious Entertainment Center for Families, Entertainment and Entertainment, legal documents are provided regulating the work of the parties of that time. In 1898, the same was done, the Law on National Schools, which ordered the opening of entertainment venues in elementary schools. According to this law, there were lower and more elementary schools, and the lower primary school, or its first degree, was a kindergarten. The task of these parties is to teach and educate male and female children from 5 to 7

years of age and prepare them for learning at school. Attending state entertainment is mandatory for all children of the mentioned age.

Further development of preschool education (second period) was created after World War II, when the 1948 Decree on the establishment of nurseries and kindergartens, as this institution for the first time granted a title kindergartens. The main goal was their accommodation and meals children, while learning songs and games was a secondary goal and in the spirit of the time. All these institutions were opened to the Soviet model. Preschool education is carried out for a period determined by the program of preschool education. Program preparation child from primary school as part of preschool education (hereinafter: the preschool program) is four hours a day, for at least nine months.

The oldest culture and the first school is located in the old East several thousand years before our era. The school in its development differentiates several periods; it is primarily the first, pre-institutional period, ie the transfer of work experiences, customs and beliefs. Kondorset (Marquis de Kondorset, 1743-1794) in the Legislative Assembly of France submitted their educational project in which he advocated a general obligation of compulsory schooling and free education. Its school system he conceived in four stages: 1) Primary School for four years, for all children, regardless of gender and caste affiliations; 2) schools second level, for a trainee and trafficking; 3) Institutes, high schools in which were studied agriculture, manufacturing, and the basic concepts of medicine; and 4) Lyceum or high school. Similar considerations parts and Russian pedagogues of the time, and we list the famous Leo Tolstoy (Lev Nikolayevich Tolstoy, 1828-1910), who was at Yasnaya Polyana developed the idea of school without coercion, where the children live and work freely. This school was created as a protest against the old school, and the entire operation is based on free choice and children's interests.

After centuries of isolation and marginalization of persons with disabilities, and their exclusion from all Social, flows, that have taken place in the historical development of society, especially in prehistory, ancient and medieval times, we come to the new century, when we can talk about taking care of these people , feudalism when they appear the beginnings of organized care and their education to the age of capitalism, especially after the First World war, followed by a new impetus in the direction of comprehensive and systematic acceptance and integration of these persons in schools it.

Today in our country operate two parallel systems of education, regular education system (for the majority of the population) and the system of special education (for students with disabilities). These, special (special) schools, are different depending on the type of disability you have children, and many of them are boarding character. Data of the Ministry of Education, Science and Technological Development of Republic of Serbia stated that in the school year 2014/15. year in these schools were a total of 4,955 students (of which 3,818 students of primary education and 1,137 secondary school student). According to the data, some form of special education attend just over 7,185 students (here are included and special classes in regular schools), or less than 1% of the total student population.

The expert group of the Ministry of Education of the Republic of Serbia (2002) is in line with the social model recommended the dates of children who need special social support. The definition of this category is that these children without the help of appropriate social services are unlikely to reach or maintain the expected level of physical, intellectual, emotional and social development. Children with disabilities are children for which a fault was due to organic disorders in mental, sensory, speech and language and physical development, or as a consequence of chronic and systemic disease. Children at risk are those in which the delay in the development created as a result of extremely adverse social, cultural and economic conditions of life.

Common to all these children is that they are equally marginalized, and the first two are segregated. This classification leads to a clear theoretical and methodological basis for activities aimed at improving education.

This Expert Group, definisie the basic concepts that appear in the education of children with disabilities: Integration of children with disabilities in regular schools or in the wider social environment involves insertion of the child in the current system as it is without adjusting the specific needs of the individual. Our integration experience dating from the mid-eighties when some republics and set the legal framework for the implementation of integration.

Framework in which it is understood and defined by inclusion, is set from a social perspective from which you are looking at disability and special needs as something that is not individual characteristics of the individual, but also the characteristics of the social environment. The definition of inclusion is based on the social model of disability and positive model of access to educational resources the child has. Inclusion of persons with disabilities

and other special needs means the required changes and adaptation of social institutions and the society in general, in order to address the needs of these persons and their special needs. Inclusive education is primarily related to the practice and the right of children with disabilities to be educated together with all the other children and attend schools in their neighborhood which would otherwise go to have developmental difficulties.

Special education in special schools (education centers, habilitation and rehabilitation) would be retained for those students with disabilities who have severe and multiple disabilities and imposed such high educational barriers that they need a very large support and close connection of education with rehabilitation. Within special education are proposed three different programs of study (A, B and C), whereby the program A was able to move beyond the closest to regular system and would represent a kind of the preparations for it.

There is the possibility of transferring between the two said program, that is, slippage of the channel, in accordance with the defined goals of individual educational plan, or with his mastering. The biggest reason for the existence of separate (special) schools, in the opinion of the Expert Group, and a report from Salamanca, is that the employees in special schools have the expertise needed for early detection and identification of children with disabilities. These schools can serve as a resource and training centers for staff in regular schools. Finally, special schools and special classes in regular schools can continue to provide the most suitable education for the relatively small number of children with disabilities that can not be adequate to meet in regular classes or schools (Salamanca, 1994).

Today, in the Republic of Serbia, the education of children with some form of disability to perform regular system (schools) and separate (special) schools. It is important to say that the system of education of children with disabilities ranging from pre-school education, primary education, secondary education to higher education (in accordance with their capabilities and desires). If we define the type of disability, we see that within them by the various levels of education, while in mental retardation have the highest level of education is defined as a vocational training (level II); other categories have higher levels of education (hearing impaired children (II, IV and VI level, with the possibility of finishing and high school), in blind and other disability does not limit their education. From this, we see the great flexibility of our educational system, which is set up so that the child with disabilities that allows, according to its own capabilities and preferences, may be formed either on a regular type (majority) of the system or by a separate system, according to the type of disability which has. For all children who can not (for various reasons) to cope with the regular education program, is made so.

Individual Education Plan (IEP), which allows them, according to their own capabilities, learn the outcomes that are set as the goal of mastering the curriculum. And in the IOP in these objectives set flexibly, so that the child may in the course of training to change the IOP-e, depending on whether it exceeded the goals set outcomes or not. For all children who can not (for various reasons) to cope with the regular education program, is made so. Individual Education Plan (IEP), which allows them, according to their own capabilities, learn the outcomes that are set as the goal of mastering the curriculum. And in the IOP in these objectives set flexibly, so that the child may in the course of training to change the IOP-e, depending on whether it exceeded the goals set outcomes or not. For all children who can not (for various reasons) to cope with the regular education program, is made so. Individual Education Plan (IEP), which allows them, according to their own capabilities, learn the outcomes that are set as the goal of mastering the curriculum. And in the IOP in these objectives set flexibly, so that the child may in the course of training to change the IOP-e, depending on whether it exceeded the goals set outcomes or not.

CONCLUSION

The expression system of education (education system), regardless of certain differences in the interpretation of its contents in the scientific literature basically covers all educational levels in one country: preschool education, primary education, secondary education, higher education and adult education. This means that every modern educational system assumes all non-school forms of education (formal and informal learning and education, etc.). The novelty is that the education systems formed during the nineteenth century in most countries in Europe in time to get an alternative to private education systems. Therefore, in the present conditions and the education system in the world and in our country involves public (state) and private education at all levels. Undeniably, too, that the management system of education is an integral part of the education system, which is expressed not only through its direct involvement in the regulation of labor, coordination, control and accreditation of educational institutions, but also in various forms of their financing (Kulic, 2011: 125). Elementary

school lasts eight years and is divided into two periods: - the first cycle of basic education (1st to 4th grade) - the second cycle of primary education (5th to 8th grade). In the lower (younger) grades, students were randomly divided into departments, and have only one lecturer - teacher or teacher and one classroom for all subjects. The only exception is teaching English language and religion, for which students have special teachers. At the end of the first cycle, students receive a teacher of physical education and *zdravstvenog*. High school is the third part of education in general and the first part of optional education in Serbia. There are two types of secondary schools - grammar schools and vocational schools. High school lasts four years, provides general and broad education, students receive a diploma gymnasium. Only a small number of jobs accessible to students who have completed high school without any further education. Three special gymnasium are: Mathematical High School, which enrolled students older than 12 years (the seventh grade of primary school), Philological Gymnasium, which offer specialized education related to languages, as well as sports gymnasiums for students (athletes) who are actively involved in sports; Higher education institutions in Serbia enroll students on the basis of success in high school and entrance exam results for a particular college. There are three types of higher education institutions. High Vocational School (formerly High School) lasts three years and is like a craft universities present in the rest of the world. The College of Professional Studies in performing activities combines the educational, research, professional and artistic work. University college last three (or four) until *bačelorata*, five to the master (3 + 2 or 4 + 1), the eight or doctorate (study program is). Special education in Serbia include: special education (education of children and people with disabilities, low socio-economic status, or children with mental disorders), bilingual education (education in Serbian and another language), all-day classes (classes that, with breaks, lasts from morning to evening) and adult education. Inclusive education implies full inclusion of students with special needs in classes with other students, with the possibility to be provided with additional support in various forms: special support student by a teacher while working with the entire department; the introduction of teaching assistants who at the time parallel to the teacher helps students with special needs; occasional separation of students with special needs in small groups he works with specially trained teachers; occasional individual work of students and professional team involved, and special education teacher; education in the regular classroom, a rehabilitation treatment in specialized institutions; and other forms of assistance and additional support. a rehabilitation treatment in specialized institutions; and other forms of assistance and additional support. a rehabilitation treatment in specialized institutions; and other forms of assistance and additional support.

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