

**INTERACTION BETWEEN INTERESTS, MOTIVATION AND CHOICE OF
PROFESSIONAL FOCUS IN HIGHER EDUCATION BY STUDENTS: SCOPE OF
SOCIAL SCIENCES**

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Abstract: According to Maria Montessori education it is not something that the teacher does, but a natural process which develops spontaneously in humans. Within the Republic of Macedonia in higher education, students study subjects regardless of their interests. Experiences of other countries are different, which will be further elaborated in the framework of labor, and it will be used on the analysis and interpretation of the conducted empirical research. Each student is required to acquire a knowledge of each area and allow it to find that it is interested in and what he/she want in the future to study and to work in some area. According Plumrah, the value of education is not measured by the number of books read, but the further use of it. Students have the opportunity objectively to perceive the gift that they possess a certain subject, but practice shows that they too need to practice and from the perspective of multidisciplinary, which will try to build on its concept, as opposed to the selected direction study. Moreover, if students are allowed to choose their courses outside the set range of the curriculum, the entire high-education process would be much more interesting, teaching would have felt much more comfortable, and thus society will get individuals that are highly expert in your field. It takes time to detect the inclination of the students, their abilities, interests and way of thinking. Moreover, while the system aims at uniformity in study of subjects, society has failed to detect preferences held by students. What in this domain is necessary to point out, it alludes to the foundation that students need, based on their affinities, to choose their subjects. The same is not underlined certain items responsibility to not be taught in the curriculum of the student. It is important to emphasize the need for the introduction of synchronized multi-disciplinary program that, for example, students who studied natural sciences would have received basis in a particular domain, and social sciences.

The purpose of this paper is to give a clear overview of the situation of higher education in The Republic of Macedonia, in terms of the pursuit of the application of a multidisciplinary approach to the creation of the curriculum in the educational process of the students. Based on the foregoing, this paper shows empirical research, conducted at the target group with different nationalities. It is for students of informatics majors who have selected items from the management area, in order to upgrade their knowledge.

Keywords: multidisciplinary, professional development, higher education, students.

INTRODUCTION

Studying the specifics in adopting the curriculum by students in higher education, to encourage the interest and will to do it, is particularly topical and important issue that deserves closer theoretical and scientific insight. Given that teaching consists of different selection of items which also come from different educational material and which are adopted in oral and written form, requires students to first learn the laws regarding the opportunities offered by a move and still be able to create greater or lesser inclination thereto. Considering the fact that we live in a time of global connectivity, using a multidisciplinary approach in the curriculum is one of the essential educational codes that need to be true and accurate overwhelmed by students.⁶⁶

It is essential to study the capacity of students in terms of adopting different course units. More specifically, it is necessary to examine the appropriateness of the adopted curriculum in appropriate subject for higher education (adjusted to current year), to achieve the purposes and objectives and in terms of capacity for acceptance of the program by students. Adoption and showing interest for each subject individually, indicating the need of individual approach by each student. However, the curriculum must include appropriate methods and techniques to develop clear thinking and effective expression in the adoption of the relevant specifications.

⁶⁶ Ćurčić V. (1997), Adolescencija, revolucija i evolucija u razvoju, KBC "Dr Dragiša Mišović", Dedinje, Beograd, crp. 34

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The application of the functional approach in order to encourage interest among students about a subject, aims to achieve compatibility between the opportunities and needs of the student in relation to a unit. Therefore, educational institutions should focus on modern technical instruments and approaches that will contribute to easier (nursing) and developing creative abilities of students. Providing a positive atmosphere of cooperation and offering affordable models by teachers stimulate activities among students that precedes the mastery of the subject. Then, the student responds and it pays attention to the offered program, focusing on the basic idea, not interpretive errors that may currently occur.⁶⁷

CHALLENGES IN ADOPTING SUBJECT CURRICULLUM IN THE HIGHER EDUCATION

Mastering of courses in higher education takes place in different socio-cultural circumstances. First of all, it comes to age, the gift for the study of the subject, motivation and learning strategy and the methods and techniques that are used in this interactive process.

According Kuslivan, any study of the subject consists of active and passive part. The active part is an expression of the realized communication, while passive part is stored in the minds of students, that is supra-individual. The lack of knowledge of the specifics of the process of mastering a curriculum matter, can cause difficulties in finding an appropriate way to interpret the subject curriculum, but also must be deducted from the context and the difficulty of acquiring the same as a result of the Situation factor.⁶⁸

The total process of learning the subject in higher education should be analyzed in terms of the impact of pedagogical dimension in the education of the student. The adoption of accurate and precise rules of the educational system is the basic prerequisite to be considered when analyzing the possibilities to encourage interest among students in relation to each teaching material. In this context, initial perceived reason to challenge the success of mastering the course is the exposure level of the student. In this case it is a period in which the student is exposed to a knowledge of the subject, it would mark an additional contribution in stimulating interest in learning it. Understanding this "space" that occurs when students, in terms of thinking about the emergence and lifelong learning of the student, a latent psychological structure that manifested as a result of trying to learn the course. This condition is the key to future opportunities to master a certain subject and encourage interest in the same or easier overcoming of the obstacles.⁶⁹

The reasons for learning the subject and encourage interest in the subject in higher education deriving from socio-cultural (external factor) and emotional processes (internal state). Consequently, the area of living, environment, insight into the usefulness of the subject in everyday life and the wider context of life, is of great significance in facilitating the process, ie overcoming the obstacles. On the other hand, the internal emotional state contributes to its own synchronization with the idea of learning, ie learning course. This means that the student should not be considered the teaching of a subject for psychic phenomena (aversion to obtain the mastery of a subject), but as a real event which helps in facilitating the choice of future profession.

Kuslivan, interprets social context of encouraging interest in a subject and his mastery as essential to a proper understanding of this interactive process (of learning and using the accurate knowledge). Namely, according to his research, there are three types of social structure that has influence in the acquisition of positive habits to learning the subject by students in higher education. It is a socio-cultural environment, specific social factors and situational factors. The socio-cultural aspect refers to the role of the subject in the wider society (in their own country and the region), or whether the essence of its use and usefulness is also widespread. Furthermore, social class and ethnic identity have great influence in determining the causes of encouraging interest and mastery of a subject in the concretization of certain methods and techniques derived from individual needs. For social interaction is more important the Situation factor ie the need of each student to be perceived as an individual with its own characteristics, which actually refers to an approach to work.

What we must not allow is the emergence of ie "Social distance", ie "Psychological distance" of the student to the course. This phenomenon is described by Schumann and Van - Road and Bennati, called "Model Schuman

⁶⁷ Luković S. (2012), *Primenjena Psihologija*, Beograd, Matice, strp. 67

⁶⁸ Kuslivan, S. (2003) *Managing Students Attitudes and Behaviors in Primary School*. New York: Nova Science Publishers, strp. 78

⁶⁹ Kuslivan, S. & Kuslivan, Z. (2004), *Perceptions and Attitudes of Students in Primary School's techniques and teaching methods*. *Tourism Management*, Vol. 21, No. 3, 251-269

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acculturation" as one of the main obstacles to the subject where is highlight the "discomfort" in learning and using the knowledge gained.⁷⁰

Any detailed interpretation of the individual and common reasons for adopting the content of a subject by students in higher education, is contributing to comprehensive mastering the subject and encouraging the continued interest thereto.

ADEQUACY OF THE SUBJECT CURRICULUM OF HIGHER EDUCATION TO THE NEEDS AND ABILITIES OF THE STUDENTS

The establishment of a quality teaching process in adopting the course aims to integrate knowledge and skills of students for successfully tackling specific problems that occur and internal individual components in this domain. Moreover, if you respect the promotion of national and international cooperation between societies, ie the development of personality with its own identity and experience, the preferred application IS an intercultural approach. Defining access for each target group, especially for each individual, is a complex process that includes psychological and pedagogical challenges.

The aspirations of The Republic of Macedonia for membership in the European Union point to the need for respect for common actions and recommendations of the Council of Europe in the classroom. Consequently, it is important in terms of encouraging and promoting European mobility, mutual understanding and cooperation and to overcome prejudice and discrimination. Based on this direction, which comes from European legislation requires harmonization and adoption of national policies of countries (among which is the Republic of Macedonia for aspirations towards the European Union) in order to secure lasting cooperation with European society.

Starting from the basic directions and goals of creating a curriculum for higher education, it should be adjusted to the EU directives and to the area of use. It was also required insight into the specifics of the region and in individual and collective performance of students (their lifestyle acceptable values and socio-cultural barriers in communication).

The adoption of a particular subject in higher education according to curriculum tailored to the needs and possibilities of society, aims to create a framework in which students develop the ability for self-study and improvement of the teaching process. In this context, we should pay attention to the characteristics of different target groups of students who are part of the teaching process. These include social and culture and ethnic identity because of better adoption of the benefits of learning a particular teaching matter and promptly deal with all the challenges.

The program should include elements relating to individual and group specifics, especially as each group equally is not responding to opportunities to eliminate these barriers. One of the key aspects in the removal of these barriers is the excessive number of students in the classroom. All this is contributing to the adoption of teaching material and appropriate behavior to students in accordance with the same.

One particularly important areas that need to be implemented under the program is the convenience to cultural and educational content. The curriculum should be covered with objects of everyday life of the students, which will enable their easier integration into their own society with particular understanding of the habits of the modern world.

The main criterion for harmonization of curricula of courses in higher education in order to encourage interest and affinity of students to master them is the continual monitoring of each student individually in order to assess its level of knowledge and progress and adapt the lessons based on his/her personal preference and opportunities.

EMPIRICAL INSIGHT INTO THE ADVENT OF SUBJECTS FROM A FIELD OF SOCIAL SCIENCES WITHIN THE FRAMEWORK OF THE FACULTY OF INFORMATICS

Empirical research that is applied in this paper was conducted within the University for Information Science and Technology "St. Paul the Apostle" in Ohrid, The Republic of Macedonia. The target group is addressed to students who come from different countries: Macedonia, Albania, Cameroon, Nigeria, Ghana and others. The main objective of the research is to pinpoint the role of social subjects in specializations which are from a different context, such as science. In this way highlights multidisciplinary of the global time as an important factor in the creation of comprehensive students which will be able to face all life challenges.

⁷⁰ Van – Patten, Bill, Benati, G. (2010), Alessandro. Key Terms in Second Language Acquisition. London: Continuum

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The main frame of the research is moving in terms of the aspect of how students in computer science majors accept subjects of management and economics.

On the University for Information Science and Technology “St. Paul the Apostle” in Ohrid, The Republic of Macedonia, we try to do as possible it is, better and more professional engineers, who will have the skills to handle the various situations that will bring the work/job in the future. This can be achieved by the introduction of elective courses from the social sciences that will help the students to expand their horizons and enrich their knowledge.

Courses in Economy and Management are very significant for engineers. Nowadays, a lot of engineers want to start own business and for that they should have basic knowledge in this two courses. Very important to know is that resources are scarce (no matter if that is time, money, raw-materials etc.). Because of that it is necessary to know how to allocate and reallocate them. If engineers want to place some new product or service on the market they should know how the market works, or how works the function of the demand and supply on the market in general. Also, they must know how to promote the product or service on the market and how to sell to the customers, which is the basic knowledge in Marketing. There is need to know the value of the money and the possibilities of export and import.

Beside this, economics and management, as part of social sciences is good to be learned, because they give to the people enriched knowledge and a wider field of view on the things in the world.

In this paper we use data from the survey conducted on 43 students from different years and study programs on the University for Information Science and Technology “St. Paul the Apostle” in Ohrid, The Republic of Macedonia. It was mixed group with 23 male students (or 53%) and 20 female students (or 47%). 49 % of them have not study economics and Management before University or in number 21 and 51 % of the students has study this subject before University or expressed in number it is 22.

The result of the survey give the answer of the question: Why students choose Economics or Management as elective course, and we get more diverse answers. Most of the students think that it is good to increase the knowledge and improve skills in this science (13); others think that the knowledge of this courses is very useful (9); part of the students think that it will help them in their career (5); some of them think that it will help them in planning of turning a new business and work in own company (4); there were students that think that it is important (3); that it is more interesting than the other subject (3); that help relation of business to IT (2); that they must choose something (2); that they can have knowledge for solving problems (1) and that it is good for their futures studies (1).

Whole group students have opinion about the help that this courses can gives them to their career. 91 % of the students think that it will help them (or in number 39); 7% think that maybe it will help them (or in number 3); and just 2% of the students think that it will not help them (or in number 1).

Students think that the gain knowledge on this two courses (Economics and Management) can use and apply in their work to have a successful career and ability to planning some projects (25); to open own business and have own company (11); to help on multiply ways (3); to understand and learn business planning and risk (2); to have some skills and solve problems (2).

About the better chances in finding job and more successful career compared with the students that didn't choose these two courses 65% (or 28 students) agree with this and they think that it will allow them successful career; 19% (or 8) don't think that these courses will make them better career and 16% (or 7 students) are not sure and they think that maybe it can be so.

For the necessity of the courses of Social sciences at the University 74% (or 32 students) think that it is necessary, 19% (or 8) think that it is not necessary, and 7% (or in number 3) of the students are not sure and they think that maybe it is necessary.

Concerning to the number of courses in social sciences on the University 19% (or 8 students) think that should be reduced, bigger part or 49% (in number 21 students) think that the number is good and there is no need of change and 32% (or 14) think that it is good to increase the number and introduce some new courses like: psychology, pedagogy and criminology. Referring to the introducing other courses in social sciences 51% (or 22 students) are agree with that and support it, 47% (or 20) are against introducing new courses and 2% (or just 1 student) can't decide and is unspecified.

The hypothesis that is drawn in terms of this paper, is the following: If social subjects especially in the area of management and economics apply in the syllabus within the IT direction, then it can be expected the students to acquire the multidisciplinary skills and thus be willing to achieve success in the global market.

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The main questions that we used to prove the following hypothesis:

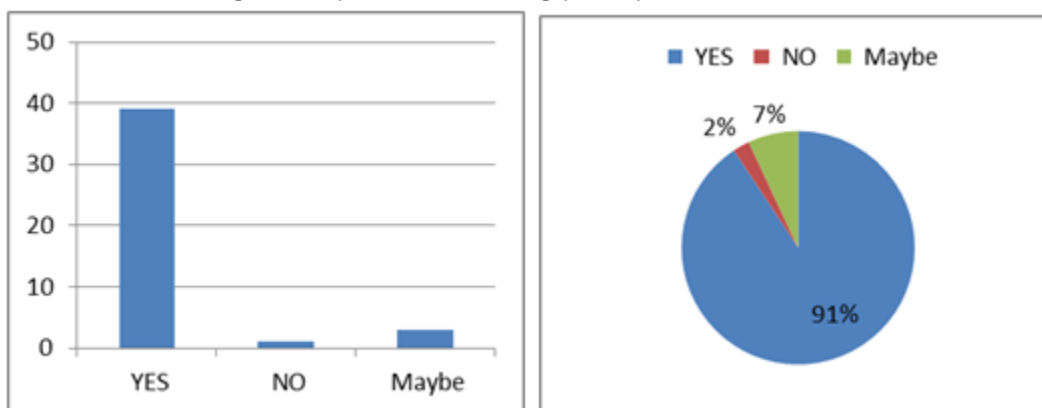
Graph 1: Why did you choose Economics / Management as minor elective course?



In terms of the percentage representation of the respondents' answers, they are following:

- Important/ Very important – 3 respondents
- Plan to turn business/ Open company and foreign investment/ Own company – 4 respondents
- More interesting than other – 3 respondents
- Help relation of business to IT/ Is related with IT – 2 respondents
- Increase the knowledge/ To improve my knowledge/ Want learn new/ Gain knowledge/ Improve skills in this science/ Knowledge and grade in certificate – 13 respondents
- Knowledge is used in every career/ I can use everywhere/ Every job needed/ Very useful – 9 respondents
- Must something – 2 respondents
- Help my career/ Will help me and is important – 5 respondents
- For futures studies – 1 respondents
- Solves problems – 1 respondents

Graph 2: Do you think it will help you in your career?

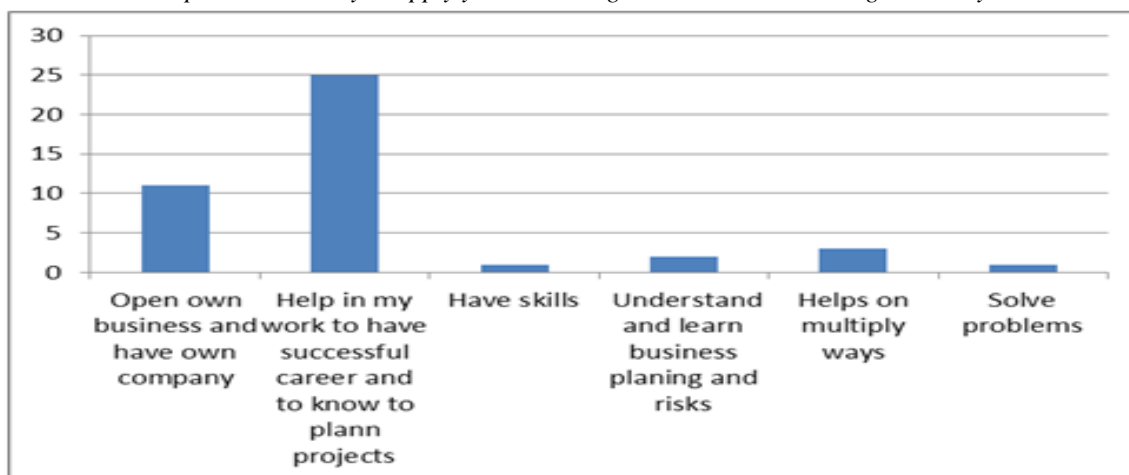


In terms of the percentage representation of the respondents' answers, they are following:

- 39 of the respondents answered with “YES”
- 1 of the respondents answered with “NO”
- 3 of the respondents answered with “MAYBE”

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Graph 3: How will you apply your knowledge in Economics / Management in your career?



In terms of the percentage representation of the respondents' answers, they are following:

- Open own business/ Have own company – 11 respondents
- Good career and job/ Successful career/ Protect the job/ Help in my work/ For planning and work on projects/ Understand structure in company – 25 respondents
- Have skills – 1 respondents
- Business planning to learn/ Understand business and risks – 2 respondents
- I can apply everywhere/ Helps on multiply ways – 3 respondents
- Solve problems – 1 respondents

Based on the above, it recognizes that a large percentage of respondents agree that despite being educated in the direction of informatics science, for them it is especially useful knowledge in subjects like management and economics in order in the future to be able to lead their own businesses and easier to adapt to the global challenges.

CONCLUSION

The application of the functional approach in order to encourage interest among students about a subject, aims to achieve compatibility between the opportunities and needs of the student in relation to a unit. Therefore, educational institutions should focus on modern technical instruments and approaches that will contribute to easier (nursing) and developing creative abilities of students. Providing a positive atmosphere of cooperation and offering affordable models by teachers stimulate activities among students that precedes the mastery of the subject.

This is particularly important in circumstances where it is necessary to encourage a multidisciplinary approach to higher education students, regardless of the direction we have chosen. In this work, the focus is in the need of use of subject in the domain of social sciences in other branches, such as computer science majors.

In this paper, the author try to indicate the multidimensionality of the social sciences and the positive effect of some separate sciences like Economy and Management like subsystems/ subgroups of that whole multidimensional structured system. This research is helping to describe and explain the benefits of the social sciences and show us the necessity of gaining that knowledge, which have a positive effect on a range of desirable student outcomes: cognitive, skills, participatory and effective outcomes.

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