

**THE HISTORICAL DEVELOPMENT OF THE MUSIC EDUCATION AT THE  
FACULTY OF PEDAGOGY “ST. KLIMENT OHRIDSKI” IN SKOPJE**

*Mujaser Iljazi*

**Abstract:** The Republic of Macedonia is a country with a long and rich music tradition. Choir music, music education and many independent musical activities in the Republic of Macedonia have been present ever since the distant past. The development of the education in Macedonia dates back to the period of St. Clement’s literary school and the Ohrid University.

The subject of our research is the historical development of the music education at the Faculty “St. Kliment Ohridski” in Skopje. The objective of this institution is training teaching staff in adequate conditions, contributing for the educational and cultural transformation of the Macedonian nation and the other nationalities which live in the Republic of Macedonia. The work of the vocational school for teaching staff, the Vocational Pedagogical School in Skopje began in November 1947, with the founding of the first faculty in the modern Macedonian republic. Since 1961, this institution continued working as an Academy of Pedagogy. The first musical group was enrolled in the school year 1952/1953.

**Keywords:** historical development, teaching staff, traditions, founding of the first faculties in Macedonia, music group and music work

The development of the education in Macedonia originates from the time of Clement’s literary school and the Ohrid University organized by Clement of Ohrid<sup>1</sup>. Even during the rule of the Ottoman Empire, in the XIX century, the Macedonian people succeeded in acquiring specific freedom for independent government in the area of education. For this purpose, church-scholar municipalities were created, which had independent government of the education through a large number of schools<sup>2</sup>.

The Republic of Macedonia is a country with a long and rich music tradition, namely choir music, music education and many independent musical activities. The Macedonian people expressed their musicality and need for music expression in the form of folk songs and

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<sup>1</sup>Nada Jurukova, *Cultural-educational phenomena and processes in Macedonia*, Skopje: Institute for National History 2003. p.51

<sup>2</sup>Nada Jurukova, *Cultural-educational phenomena and processes in Macedonia*, p.51

games and the music production of the Macedonian Orthodox Church. The music that was created and interpreted on the territory of Macedonia was not hermetically isolated. It was influenced by the European spiritual-music movements<sup>3</sup>.

On the 30<sup>th</sup> of September, 1944, during the war for Macedonian liberation, the commission for education of ASNOM (Anti-fascist Assembly for the National Liberation of Macedonia) brought the first Plan for work of the primary schools. According to this Plan, for the first time in the history of Macedonia, the mandatory primary education with duration of 7 years was regulated by law. In this historical document, it is stated: “The primary education with duration of 7 years has an objective to train the students use the quill pen, not only when they are students, but in the years after that as well, and to introduce them to our activities and thus with the activities of our brother nations...”<sup>4</sup>.

Many preconditions had to be met in order to fulfill these revolutionary tasks in the area of education. Aside for the reconstruction of the destroyed school premises, the basic precondition was to train teaching staff. The primary and high school education needed 330 primary school teachers, several pro-gymnasium teachers and only around ten high school professors, in Macedonian, Albanian and Turkish language of instruction.<sup>5</sup>

### **Beginning**

The faculty of Pedagogy “St. Kliment Ohridski” in Skopje based its activity on the rich pedagogical experience from the past, first as a vocational school, and then as an Academy of Pedagogy and a Faculty of Pedagogy, where teaching staff for elementary, preschool and librarianship is trained in Macedonian, Albanian and Turkish language. Meeting the first precondition for extending the mandatory primary education, the new public authority founds a year-long course for teachers in grade VII in Skopje, in 1946. 120 course attendants, graduates at the schools for teachers and the gymnasiums were trained to become teachers of specific subjects in the upper grades of primary school. This course was the core for the founding of the first vocational school for training teaching staff – The Vocational Pedagogical School in Skopje. The following year, by a Regulation of the Government of the People’s Republic of Macedonia, on 17<sup>th</sup> of September in 1947, the Vocational Pedagogical School was founded<sup>6</sup>.

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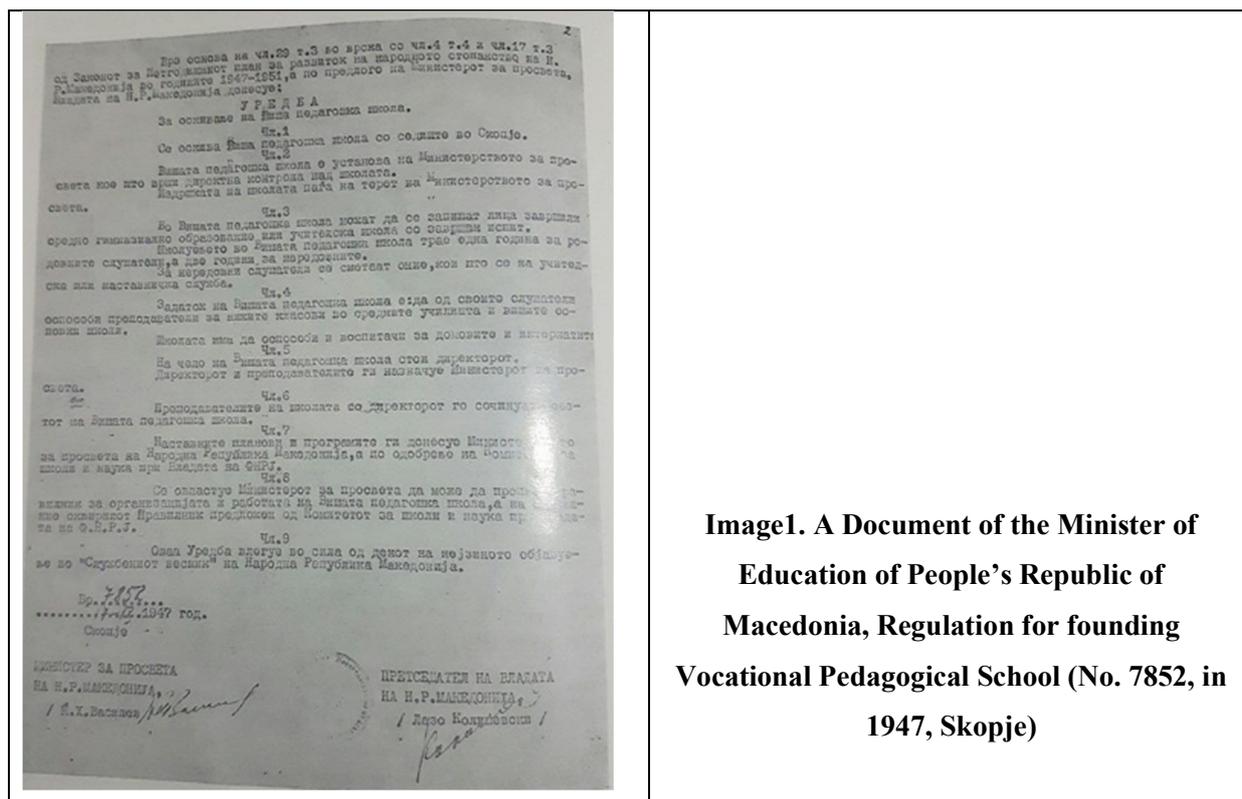
<sup>3</sup>Nada Jurukova, *Cultural-educational phenomena and processes in Macedonia*, p.286.

<sup>4</sup>Academy of Pedagogy 1947-1972, Skopje, 1998,p.7.

<sup>5</sup>Academy of Pedagogy Kliment Ohridski, Skopje, 1947-1972, p.7.

<sup>6</sup>60 years Vocational Pedagogical School, Academy of Pedagogy, Faculty of Pedagogy, 1947-1961-1996-2007, Skopje: Faculty of Pedagogy “St. Kliment Ohridski” – Skopje, 2007, p.11.

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**Image1. A Document of the Minister of Education of People's Republic of Macedonia, Regulation for founding Vocational Pedagogical School (No. 7852, in 1947, Skopje)**

## Vocational Pedagogical School

The vocational pedagogical school, as an institution for training teaching staff (in the beginning, for training staff for the high schools as well) was founded with the regulation No. 7852 on the 17<sup>th</sup> of September, 1947.

Original - Document of the Minister for Education of the People's Republic of Macedonia, a Regulation for founding Vocational Pedagogical School (No.7852, in 1947, Skopje).

### Regulation

With the founding of a Vocational Pedagogical school.

- According to Article 1

A Vocational Pedagogical School is founded in Skopje

- According to Article 2

The Vocational Pedagogical School is an institution under the government of the Ministry of Education, which has direct control over the school. The Ministry of Education is responsible for the expenditures of the school.

- According to Article 3.

Persons who have completed high school gymnasium education or teacher education school with a final exam can enroll the Vocational Pedagogical School.

The training in the Vocational School of Pedagogy lasts one year for regular students, and two for part-time students. Part-time students are those who are engaged in teaching service.

- According to Article 4.

The objective of the Vocational Pedagogical School is: to train teachers for the lower grades in the high schools and the advanced primary schools. The school also needs to train teachers for poorhouses and boarding schools.

- According to Article 5. Според член. 5

A director is in charge of the Vocational High School. The Director and the teachers are assigned by the Minister of Education.

- According to Article 6.

The teachers and the director constitute the Council of the Vocational Pedagogical School.

- According to Article 7.

The curricula and syllabi are brought by the Ministry of Education of the People's Republic of Macedonia, after the confirmation of the committee for schools and science in the Government of the Federal People's Republic of Yugoslavia (FPRY).

- According to Article 8.

The Minister of Education has the authority to compile a Rulebook for organization and work of the Vocational Pedagogical School.

- According to Article 9.

This Regulation enters into force on the day of its publishing in the "Official Gazette" of the People's Republic of Macedonia.

No.7852. 17th of September 1947. Skopje

MINISTER OF EDUCATION OF THE PEOPLE'S REPUBLIC OF MACEDONIA  
K.H. Vasilev

PRESIDENT OF THE GOVERNMENT OF THE PEOPLE'S REPUBLIC OF  
MACEDONIA. Lazo Kolarovski

According to Article 4 from this Regulation "The objective of the Vocational Pedagogical School is: to train teachers for the lower grades in high school and the higher primary schools".

The School also needs to train teachers for the poorhouses and the boarding schools. On the grounds of this Article we can conclude that the basic activity of the School was to train

subject teachers for eight year-long primary schools and the lower grades in the gymnasiums, according to the needs of the system back then. The Vocational Pedagogical school was formed as an independent institution in the frames of the Ministry of Education of the People's Republic of Macedonia, which controlled the work of the School, and the financing was regulated in the same way with Regulation 2 (Article 2) – The Ministry of Education is in charge of it.<sup>7</sup>

Article 7 has a great historical and pedagogical importance. It states that the curricula and syllabi are brought by the Ministry of Education of the People's Republic of Macedonia, after the confirmation by the Committee for schools and science in the Government of the Socialist Federative Republic of Yugoslavia. The duration of the training is determined by a Regulation: “The training in the Vocational Pedagogical school lasts one year for the regular students, and two for the part-time students who are engaged in teaching service” (Article 3.) This Regulation gives the basic guidelines for opening and functioning of this institution.

The first school year (1947/48) began in November, 1947, with 60 regular and 8 part-time students in 5 instructional groups: Macedonian-Serbo-Croatian language, Russian language, history-geography, biology-chemistry and mathematics-physics. Professors from the Faculty of Philosophy of Skopje, which was founded before the Second World War were engaged as teachers. Because the school had no premises, the instruction in the Vocational Pedagogical School was carried out in the premises of the Science museum and the Public library, as well as in one gymnasium and one primary school<sup>8</sup>.

In the following school year 1948/49, the duration of the courses was increased from two to four semesters, both for the regular and part-time students. The number of part-time students increased to 62. Compared to the previous year, the number of the regular students dropped to 40. In the next 3 school years, the work continues with the same groups. The school year 1952/53 is characterized by the opening of 13 other study groups for training teaching staff for: Albanian language and literature; Turkish language and literature; Physical Education, Art Education; Music Education; Physics; Mathematics; Serbo-Croatian and Russian language; History; Geography; Biology and Chemistry. All of these were single-subject study groups.

With the opening of the groups for Albanian language and literature and Turkish language and literature new possibilities for creation of minorities opened as well. According to the data in the archive material, in the school year 1953/54, in the group for Albanian

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<sup>7</sup>60 year Vocational Pedagogical School, p.11.

<sup>8</sup>60 year Vocational Pedagogical School, p.12.

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language and literature there were 11 regular and 10 part-time students. The candidates with 2 years of working experience enrolled as part-time students. In the school year 1954/1955 at the Vocational Pedagogical School some single-subject groups were canceled, such as: Mathematics, Physics, Biology, Geography and History, Turkish language, Physical education and Serbo-Croatian language<sup>9</sup>.



**Image.1 The Academy of Pedagogy before the earthquake**



**Image, 2. The Academy of Pedagogy “St. Kliment Ohridski” - Skopje**

**Training teaching staff**

From the first five years of the work of the Vocational Pedagogical School sufficient experience was gathered, as well as basic material-instructional basis to turn the Vocational Pedagogical School into such an educational institution that will train teaching staff for all instructional disciplines for the eight year-long primary school. 17 instructional groups were

<sup>9</sup>Academy of Pedagogy Kliment Ohridski Skopje 1947-1972, p.7.

operational in the school year 1952-53. In this year, instructional groups were formed for the following subjects and areas: single-subject groups for Albanian and Turkish language, Physical education, Art and music education, Physics, Mathematics, as well as one two-subject instructional group for Serbo-Croatian and Russian language. There are four other single-subject study groups for training teachers for the subjects History, Geography, Biology and Chemistry from the previous two, i.e. one school year in the Vocational Pedagogical School<sup>10</sup>.

The gradual cancelation of the lower grades in the gymnasiums and the strong progress of the network of the eight year-long primary schools that took place in the fifth and sixth decade in the previous century in the Republic of Macedonia, increased the demand for teaching staff for the primary schools and its most rational use in the pedagogical-educational process. The principle of two-subject groups was supposed to train teachers to teach one subject in the primary schools, and the training for this in the Vocational Pedagogical School lasted three to five school years.

In the school year 1953/54, the single-subject study groups for Physics, Biology, Mathematics, Geography and History were canceled. Because of the lack of adequate vocational instructional staff and lack of interest for enrollment, in the same year the instructional groups for Physical education, Turkish language and the two-subject group Serbo-Croatian language are canceled.

The following eight instructional groups continue working in the years 1954-1959: Macedonian language with Serbo-Croatian language, French language with Macedonian, i.e. Serbo-Croatian language, Albanian language, History-Geography, Biology-Chemistry, Mathematics, Physics, Music and Art education. In the school year 1958-59 an instructional group for English language was introduced and the group for Russian language as a single-subject group was reintroduced. In this period, the group for French language became single-subject group.

The reform of the eight year-long education in the Socialist Federative Republic of Yugoslavia resulted in need for specific changes in the training of the teaching staff. In the next two years, important structural changes were made in the studies at the Vocational Pedagogical School. Based on the new statute of the Socialist Republic of Macedonia and the Law for the Institutions for high education of the Socialist Republic of Macedonia, the Vocational Pedagogical School became Academy of Pedagogy in 1961<sup>11</sup>.

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<sup>10</sup>Academy of Pedagogy Kliment Ohridski Skopje 1947-1972, p.10

<sup>11</sup>60 years Vocational Pedagogical School, p.11.

### **Academy of Pedagogy**

The Academy of Pedagogy “St. Kliment Ohridski” – Skopje was founded as the result of the reforms and needs for training teaching staff, which will be in function of the school reform. Based on the new law for the institutions for high education in the Socialist Republic of Macedonia, as well as the new statute of the Institution, the Vocational School of Pedagogy was transformed into Academy of Pedagogy and continued the educational activities of the Vocational Pedagogical School.<sup>12</sup>

In the first academic year of its functioning (school year 1961/62), a group for elementary education was introduced. The opening of this group was followed with great interest not only by the enrolled student, but also by the general social community. This kind of teaching profile did not exist since then, because the teacher training schools were the only institutions training teaching staff for elementary education. Another group that was opened in the Academy of Pedagogy is the group for general-technical education. In the school year 1962-1963, the groups History-Geography and Biology-Chemistry were also opened. The Academy of Pedagogy successfully affirmed itself as an important institution for training teaching staff with vocational education of several profiles in Macedonian, Albanian and Turkish language.

The comparison of the statistical data indicates that the number of the enrolled and graduated students was rapidly growing. The number of the graduated students increased proportionally with the growth of the instructional groups at the Academy of Pedagogy. In the period 1947/57, 649 students graduated at the Vocational Pedagogical School (an average of 65 per year), whereas in the period 1957/67, 2420 students graduated (an average of 242 per year), meaning that the number of graduates increased four times. The number of graduates at the Academy of Pedagogy increased from year to year. In the period 1967-1977, 4078 students graduated at the Academy of Pedagogy, an average of 408 per year. During the period of thirty years (1947-1977), a total of 7199 teachers graduated, from which 6161 in Macedonian language of instruction and 986 in Albanian language of instruction.

These data show that this important institution was inexhaustible source for creating teaching staff for primary education not only for the Republic of Macedonia, but outside of it as well. The teaching staff that was trained at the Vocational Pedagogical School – the Academy of Pedagogy acquired contemporary knowledge from vocational, pedagogical-psychological and didactic-methodological areas and was ready to adequately organize the

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<sup>12</sup>Academy of Pedagogy Skopje 1947-95, p.13.

educational activities, which was very needed in the primary education<sup>13</sup>.

The number of graduated students during the successful 30 years long work of the Vocational Pedagogical School and the Academy of Pedagogy, according to subjects is: Elementary education 690; Macedonian-Serbo-Croatian language 988; Albanian language and literature 425; Turkish language and literature 58; French language and literature 466; Russian language and literature 305; English language and literature 201; History and Geography 939; Biology and chemistry 1020; Mathematics and Physics 560; General-technical education 404; Art education 442; and Music education 452<sup>14</sup>.

These data show that many students graduated in the 14 instructional groups (two-subject groups). In the first ten years period, many of these graduated teachers worked in the high schools. The number of the teaching staff increased parallel to the number of students. In the school year 1951-52, 11 regular and 22 part-time professors carried out the instruction. In 1957-58, the number of the teaching staff was 43, from which 25 were regular and 18 part-time professors. In 1977, the teaching staff included 92 teachers, 77 from which were regular professors and 15 were part-time professors. The number of the professors according to the language of instruction was: Macedonian 66, Albanian 25, and Turkish 2.

The managerial organs of this institution always bore in mind the quality of the instruction and the teaching staff. In the process of enrollment they analyzed the vocational-scientific, pedagogical and other qualities of the candidates. According to their pedagogical and scientific work they were given adequate professor titles at the Vocational Pedagogical School. In the school year 1976-77, there were 2 PhDs and 11 Masters<sup>15</sup>. 12 laboratories were fully equipped, together with workshops, three modern artistic ateliers and 6 boxes for music education.

The literary fund of the library was 17.700 books, and 130 periodicals were introduced each year.

In 1982, law regulations were brought for increased duration of the training of the subject teachers in the primary schools. This was done in order to increase the quality of education of this staff according to the developmental processes. These changes led to changes in the function and the structure of the academies of pedagogy, including the Academy of Pedagogy "Kliment Ohridski". The groups for subject instruction are moved to the teacher training faculties (except for the group mathematics-physics, which is moved at

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<sup>13</sup>Academy of Pedagogy Skopje, 1947-95. p.13-14.

<sup>14</sup>Academy of Pedagogy Skopje, 1947-95. p.17.

<sup>15</sup>Academy of Pedagogy Skopje, 1947-95. p.13-14.

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the Faculty of Mathematics, i.e. Physics in 1990), and the groups for training elementary teachers remain at the Academy. The instruction for this group was carried out by 15 teachers.

In 1983, the equipment from the subject cabinets is given for use to different educational institutions.

In 1986, the premises (amphitheaters, classrooms and cabinets) are given to other faculties, according to their needs: the Faculty of Art, the Faculty of Defense, the Faculty of Architecture, the Faculty of Mechanical Engineering, the Faculty of Mathematics, the Faculty of Philosophy (the Faculty of Defectology).

In 1994, the last generation of students is enrolled at the Academy of Pedagogy.

In 1995, the two-subject course for elementary teachers was transformed into four year course and a new group for preschool educators is formed. The Academy of Pedagogy is transformed into Faculty of Pedagogy. “St. Kliment Ohridski”. The instruction is held in Macedonian and Albanian for all subjects, and in Turkish for the subjects: Turkish language with culture of speaking, Literature for children in Turkish language, and Methodology of the Turkish language.

The first generation of students for the groups preschool education and elementary education with four year-long courses is enrolled. Regular titles are introduced: dean, vice dean, management body – Board of the Faculty, and body of experts – the Academic Council.

For the first time, the exercise lectures are held by assistants.

In 1997/98, the first generation of students of the Faculty of Pedagogy were at the third year of studies. The instruction was carried out by 23 teachers and 19 assistants. 15 teachers and 7 assistant gave lectures in Macedonian, 7 teachers and 7 assistants gave lectures in Albanian, and 1 teacher and 1 assistant gave lectures in Turkish. 18 employees were engaged in the administrative-technical activities, 2 were engaged in the library and one vocational worker with high education was engaged in the technical cabinet.

### **Faculty of Pedagogy “St. Kliment Ohridski” – Skopje**

The Faculty of Pedagogy “St. Kliment Ohridski” in Skopje is founded by a Decision of the University Management “Ss. Cyril and Methodius” in Skopje, No. 08-856/3, held on the 13<sup>th</sup> of June, 1995<sup>16</sup>.

Based on the decisions of the Elaborate for training educators and elementary teachers and the Permission of the Ministry of Education and Physical culture (No. 12-2227/2), the University Management on the 11<sup>th</sup> assembly, held on the 13<sup>th</sup> of June, 1995 brought a

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<sup>16</sup> 60 years Vocational Pedagogical School, p.21.

decision to found this Faculty<sup>17</sup>.

The basic activities and function of this Faculty involve forming highly-trained educators and teachers for the needs of the preschool education and the elementary education in the Republic of Macedonia. The long-term need for this staff was established by the Elaborate for training educators and elementary teachers. This Decision regulates the vocational, scientific and pedagogical-psychological competencies of the staff as well as the research activity of this Faculty (Article 2).

According to the law and other regulations, the Decision states that the Faculty Board consists of 9 members, from which at least 4 have an academic title. It is formed by the University “Ss. Cyril and Methodius” in Skopje. The Registry Board elects the teachers and collaborators and carries out the preparation for the beginning of the work of the Faculty (Article 3).

This decision also validates the premises and the equipment. The academic work at the Faculty is carried out on the premises and with the equipment of the Academy of Pedagogy “St. Kliment Ohridski” in Skopje (according to Article 4)<sup>18</sup>.

Apart from this Decision, another important moment for this Faculty is the Decision for verification of the Faculty of Pedagogy (No. 12-2980/3) on the 23rd of December in 1996. This Decision is historically important for the Faculty because of the functional and practical verification, which created legal and pedagogical basis for further functioning in the frames of the University “Ss. Cyril and Methodius” in Skopje<sup>19</sup>.

The Faculty of Pedagogy is an academic institution for training teachers for primary education (elementary education and preschool education). Also, a need arised for improvement of the quality and the level of the pedagogical staff. The training in the faculties of pedagogy in Macedonia lasts 4 years, i.e. 8 semesters. The training is carried out at the Faculty of Pedagogy “St. Kliment Ohridski” in Skopje, the Faculty in Bitola, and the Faculty in Shtip. The instruction is carried out in Macedonian, Albanian and Turkish. The ECTS is used at all three faculties. The syllabi include mandatory, elective and facultative subjects.<sup>20</sup>

### **Instructional group for Music Education**

Each historical period incorporates unique characteristics of the social, political and economic elements typical for the period, which determine the flow of many social

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<sup>17</sup> 60 years Vocational Pedagogical School, p.21.

<sup>18</sup> 60 years Vocational Pedagogical School, p.21.

<sup>19</sup> 60 years Vocational Pedagogical School, p.21.

<sup>20</sup>K. Kamberski, From a textbook to university, Skopje, 1994; “Macedonian Encyclopedia”, 2009, p.1125.

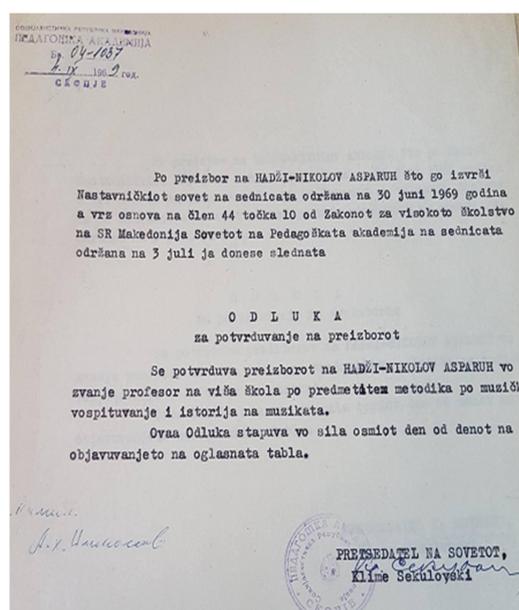
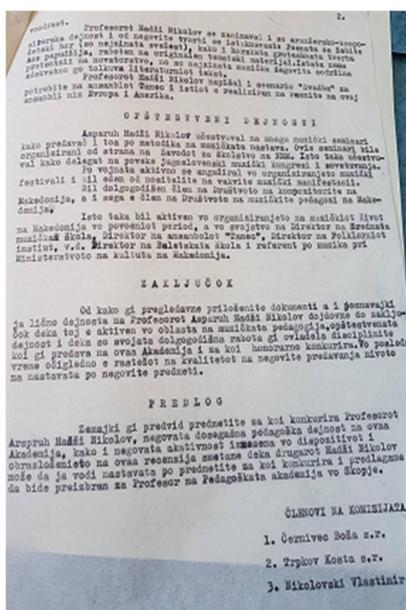
phenomena and processes.

In the period covering the wars, the growing trend of creative and innovative work in art and culture was ceased. In Macedonia, the influence of the surrounding traditions was clear, including the area of music<sup>21</sup>. This period gives the essence of the cultural and musical development, which was increasingly established in the city of Skopje.

As previously mentioned, in this period Skopje became the center of the cultural development and of the cultural events and happenings. In the sphere of music, Skopje is established as a place where many musical events happen and where many choirs and groups are formed. It is a city that cultivates musical work and creation.<sup>22</sup>

The following period is unique and peculiar due to the circumstances of the Macedonian nation, just like most of the countries in Europe and the world. The period of World War II is characterized by wars for freedom and the music culture resulted in such songs.

The songs have elements about heroism and the fight for freedom. They praise socialism and the working class. The songs were present in many marches created in this period. For example, the March of the First Macedonian Brigade. The text was written by Vlado Malevski. Another example is the March of the Third Brigade with text written by Aco Shopov and music composed by the composed Panche Peshev. All creative work of Peshev is related to the revolutionary spirit. This is what Todor Skalovski wrote about him: *“Peshev is one of the first Yugoslavian composers who understood the values of the massive war songs in the revolution and the fight for freedom”*.<sup>23</sup>



<sup>21</sup> Dragoslav Ortakov *“Music art in Macedonia”*. Graphical Institute Goce Delchev, Skopje, 1982.

<sup>22</sup> Dragoslav Ortakov *“Music art in Macedonia”*. Graphical Institute Goce Delchev, Skopje, 1982.

<sup>23</sup> Branko Karakash, *“The musical authors in Macedonia”*. Skopje, 1970.

Mishchenko – Vodeb Mihajlo Nadezhda, professor at the Vocational School, born on the 24<sup>th</sup> of August, 1927 in Kraljevo. She graduated at the Musical Academy in Zagreb in 1956 at the department of theoretical disciplines. She started working at the Academy of Pedagogy on the 1<sup>st</sup> of October, 1967.

Koneva Dimitar Natalija, professor at the Vocational School, born on the 21<sup>st</sup> of July, 1914 in Kharkiv, the Soviet Union. She graduated at the Faculty of Philosophy in 1937, and Musical Academy in Belgrade in 1941 – piano. She started working at the Academy of Pedagogy on the 1<sup>st</sup> of March, 1968. She taught piano.

Национален центар на педагошката академија  
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**ПЕРСОНАЛЕН ЛИСТ**  
*Наталија Димитриевна Конева*  
— Педагошка академија на Република Македонија —

**I. Општи податоци**

Роден е на: 21 место: 7911 година: 1914 год.  
Место на раѓање: Харков др: С.С.С.Р.  
Националност: македонка државност: македонска

Врста образование: \_\_\_\_\_  
Учество во НОБ: \_\_\_\_\_

За 1960 година, зборуваат  
Уставување на персоналниот лист: \_\_\_\_\_  
Датум: \_\_\_\_\_ (М, П)  
Место: \_\_\_\_\_

По копирење на Националниот лист во 1978, Сектор  
гарант за овласт. издавач: бр. 40-2892/1 од 28-04-80 г.

Наталија Конева 99

ДО ПЕДАГОШКА АКАДЕМИЈА "МИЛИТ  
ОХРИДСКИ"

С.Н.О.П.З.Е

Во врска со објавениот конкурс за избор и реизбор на  
наставниците за предметот КЛАВИР, објавен во "Нова Македонија"  
од 27.5.1973 г. Наставничкиот совет на Педагошката академија во  
Скопје, на својата седница, одржана на 28.5.1973 година определи  
стручна рецензентска комисија во состав: Асперух Хаџи-Николев  
проф. и Леша Пиперновска хонорарен професор на ПА.

На објавениот конкурс се пријавиле следните кандидати:  
Наталија Конева проф. на Педагошка академија во Скопје и Ботва  
Горги професор во гимназијата "Ночо Рацин" во Т.Валец.

Рецензентската комисија отмено ги разгледа приложе-  
ните документи и трудови, ја поднесува следната

**РЕЦЕНЗИЈА**

Кандидатот НАТАЛИЈА КОНЕВА е родена 1914 година во  
Харков (Русија). Гимназија завршила 1932 год. во Белград. Фило-  
зофски факултет во Белград завршила 1937 год. Музична школа  
"Монраец", на која е пријатан ранг на Академија; завршила 1941  
година во Белград. Стапи на работа во машка гимназија "Цветан  
Димов" во Скопје 1946 год. од каде по потреба на служба била  
преместена во Средно музично училиште во Скопје 1950 год. каде  
останала до 1948 год. Од 1954 год. работела во Педагошката ака-  
демија во Скопје како хонорарен професор по клавир, а 1968 год.  
е избрана за редовен професор по клавир при групата за музичното  
воспитување. Стручен испит за звање професор го положила 1957 год.  
во Белград.

Нон пријавата за конкурсот, кандидатката Наталија  
Конева ги приложи следните стручни трудови од овој изборен период:

1. МОРФОЛОШНИ ОСОБИНИ НА РАНАТА ВО ВРСНА СО ПРОБЛЕМОТ  
НА КЛАВИРСНАТА ТЕХНИКА. Статијата беше припремена за Зборник на  
Педагошката академија. Во неа кандидатката се обиде да ги поврзе

Klime Sotir, MA, professor at the Vocational School, born on the 30<sup>th</sup> of June, 1937 in Struga. He graduated at the Musical Academy in Belgrade at the department for composers. He is employed at the Academy of Pedagogy in 1965. From the 1<sup>st</sup> of October, 1967, he started giving lectures about harmony and musical forms.

КРАТКА БИОГРАФИЈА

Sotir Klime Golabovski se rodil na 30.X.1937 godina vo Struga.Vo svojata trinaeseta godina se doselil vo Skopje kade redvno pochnal da ja izužuva muzikata.Od 1955 godina pa se do 1959 godina toj rabotel ~~knjazevskimi~~ kompozicije vo klase na profes Vlastimir Nikolovski.Vo 1959 godina, toj se zapisal na ljubljanskata muzička akademija na odeskot kompozicija vo klase na prof.akademij Lucijan Marija Škerjanc,koje uspejal da ja završi dve godini ~~razlik~~ predvreme.Vo 1962 godina toj se zapisal na istata muzička akademija i vo klase na intiot profesor na tret stepen, a ~~vo~~ naedno se zapisal kako redoven student na filozofskiot fakultet vo Ljubljana na odesete čista filozofija i sociologija.Na 10.juni 1964 godina toj ~~knjazevskimi~~ magistriral na spomenatata muzička akademija.

Sega, Golabovski raboti vo radio-televizija Skopje a stanuva vo Naselbata Karpoš II, zgr.5/a, Vl.II, stan III, Skopje. Pokraj redovnata služba toj deluva vo mnogu opštествeni organizacii medžu drugoto e i člen na republičkiot odbor za unapreduvanje na kulturnite dejnosti; predsedatel na muzičkata mladina na Skopje, člen na društvo na kompozitorite, člen na društvo na folkloristite makedonija i tkn.

Врз основа на чл.112 ст.2 од Законот за високото образование на СРМ и чл.179 од Статутот на Педагошката академија "Климент Охридски" Скопје, Наставно - научниот совет на Академијата на XI-та редовна седница одржана на 13.10.1980 год. по опроведената конкурсна постапка, по предлог од рецензентската комисија, едногласно донесе

О Д Л У К А  
за преизбор на наставник во звањето  
професор  
I

м-р СОТИР ГОЛАБОВСКИ, проф. на виша школа во Педагошката академија "Климент Охридски" Скопје, се преизбира за наставник во хармонија, музички форми и контрапункт на предметот на групата музичко воспитување во звањето професор на виша школа.

Преизборот според оваа одлука се смета од 1.10.1980 година од која дата именованиот ги има сите права и обврски кои произлегуваат од Самоуправните општи акти на Академијата.

II

Советот на Педагошката академија "Климент Охридски" Скопје, врз основа на чл.50 ст.1 точка 7 од Статутот на Академијата на XI-та редовна седница одржана на 28.10.1980 год. едногласно донесе одлука и го потврди преизборот на м-р Сотир Голабовски за наста вник во ПА "Климент Охридски" Скопје, по предметите хармонија, музички форми и контрапункт и музичко воспитување во звањето професор на виша школа, сметано од 1.10.1980 година.

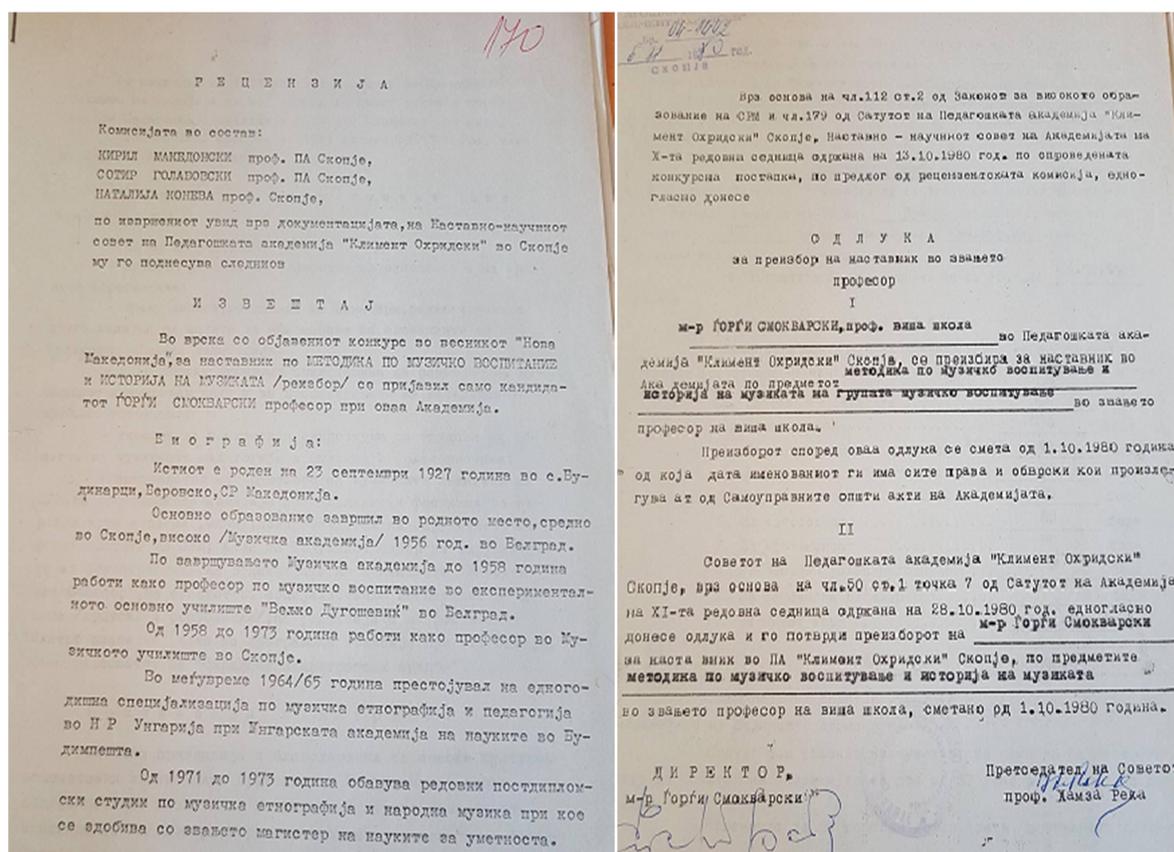
ДИРЕКТОР,  
м-р Горги Смокварски

Председател на Советот  
проф. Хазна Века

Stefan Gajdov (1905-1992). He is one of the founders of the music culture. He acquired stratified musical education, becoming a composer, conductor, musical organizer, and of course as a music pedagogue, especially with the first textbooks for the subject Music in primary education.

Gjordji Smokvarski (1927 – 2010) is one of the most prolific music pedagogues in the field of textbooks for music education. He acquired his education in Belgrade, where he worked for a short period. After that, he worked as a professor in vocational musical subjects in musical high schools, and as a professor at the Academy of Pedagogy “St. Kliment Ohridski” in Skopje. His biography is versatile: he was a researcher and a creative music pedagogue, author of many textbooks, composer of works for choir, a conductor, a musical organizer, etc.<sup>24</sup>

<sup>24</sup> Vladimir Talevski “Methodology of the Music education”. – Authorized lectures- preschool education. Skopje 2012. P. 12.



Tode Radevski was born in 1936 in the village of Bujkovci in Skopje. He acquired his education in Skopje. He graduated at the Teaching school, at the Academy of Pedagogy, at the department for music and he also graduated at the Vocational Musical School, at the department for instruction and theory. T. Radevski is the founder of the modern Macedonian pedagogy, didactics and the methodology of the instruction in Music education.

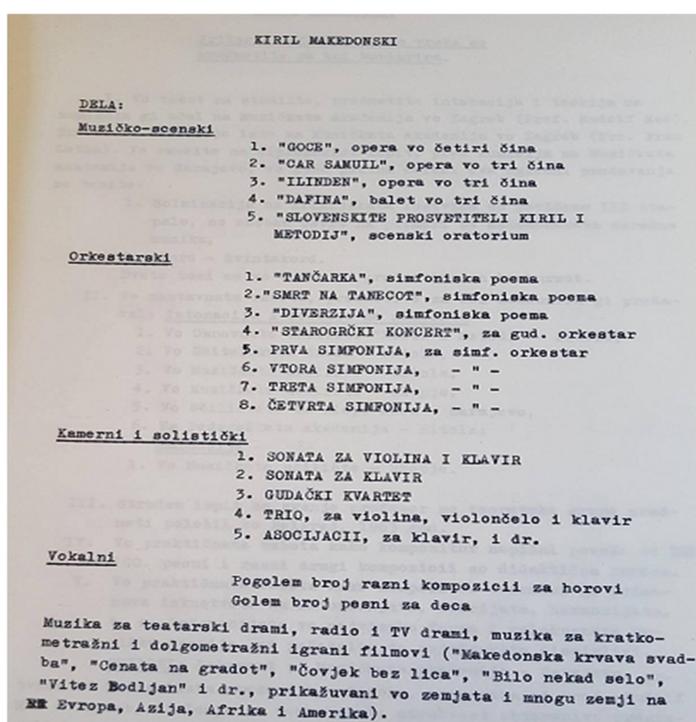
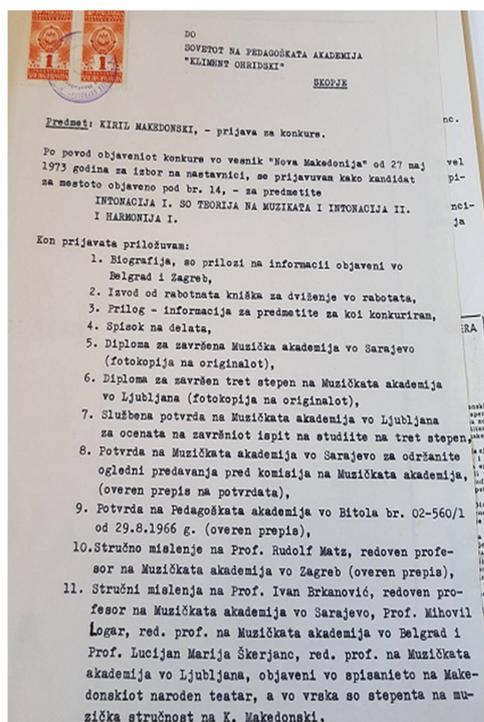
His work was continuous and prolific. He spent half of the time as a teacher, and the other as a music councilor at the Pedagogical institute of Republic of Macedonia. He took part in all reforms of the educational process from 1958 to 1996, when he retired.

He elaborated the fundamental music tendencies in vocational and scientific works for teachers: two methodologies for music education, 14 manuals for elementary education, as well as textbooks for Music for preschool education and elementary education. All of his textbooks are contemporary, based on concepts and meet all didactic-methodological criteria. All of his textbooks pay special attention to the expression of the cultural and musical identity of the country<sup>25</sup>

Kiril Makedonski born on the 19<sup>th</sup> of January, 1925 in Bitola, died on the 2<sup>nd</sup> of July, 1984 in Skopje. He was a Macedonian composer, author of the first national opera "Goce",

<sup>25</sup> Vladimir Talevski "Methodology of the Music education". – Authorized lectures- preschool education. Skopje 2012. P. 12.

which had a premiere in Skopje in 1954. Aside for chamber music, he composed music for radio-dramas, theatre plays, short movies, as well as for the Macedonian movie “Macedonian Blood Wedding”. He started working at the Academy of Pedagogy “St. Kliment Ohridski” in Skopje, in 1973, at the department of music education. He was professor for harmony and intonation.



The need for quality teaching staff for the subject Music in the eight year-long primary schools imposed the opening of the department of music in the Vocational Pedagogical School in 1952/53.

There has been great interest ever since the opening of this department. Each year, there are three to four times more applicants than available places for enrollment. An admission exam is given, a selection is made, and only those who are most musical are enrolled.

In the beginning the department started working only with one regular professor and several part-time teachers. The working space was not functional. Aside for the difficulties at the start with the teaching staff, the lack of instruments and mechanical teaching tools, as well as the inadequate teaching premise, still it was very successful.

According to Ortakov, this orientation is the result of the acquiring of adequate composing techniques and trends, thus making it a subject of interest not only of individual composers or music collectives, but also to the highest pedagogical institutions in

Macedonia.<sup>26</sup>

The conditions improved from year to year, resulting in successful work. After one decade from the opening of the department, it was clearly noticeable that the Music instruction and the music work were improved in many eight year-long primary schools in the Socialist Republic of Macedonia. The new music teachers who graduated at the Academy of Pedagogy brought life to the schools and the places where they worked. School choirs and orchestras were organized, which soon resulted in annual competitions for choirs and orchestras.

In the second decade from the opening, the department extended its activities. Not only students from the Socialist Republic of Macedonia enrolled, but other from the Socialist Republic of Serbia and Vojvodina, the Socialist Republic of Bosnia and Herzegovina, and the Socialist Autonomous Province of Kosovo. At the time, there were four regular professors and four part-time professors.<sup>27</sup> It is important to mention that in the course of several years, the students at the department of music received annual rewards for success by the Academy of Pedagogy.<sup>28</sup>



**Image 3. A concert by the students at the department of music education**

In 1953, the Department of Music at the Vocational Pedagogical School (The Faculty of Pedagogy, at present) was opened. It was founded by Hadji-Nikolov Asparuh<sup>29</sup>. 294 teachers graduated at the department of music until 1972. Hadji-Nikolov Asparuh received many

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<sup>26</sup> Dragoslav Ortakov, *"The Music Art in Macedonia."* Graphical Institute Goce Delchev, Skopje 1982. P. 90.

<sup>27</sup> The data about the graduates include the April session in 1972/73. P.18.

<sup>28</sup> Academy of Pedagogy 1947-1972, p.37.

<sup>29</sup> Dragoslav Ortakov "The Music Art in Macedonia", 1982, Macedonian Revue, Skopje, P.85.

rewards and acknowledgments for the successful work of the teachers in the eight year-long primary schools.

**His works:**

1. За некоји корографски моменти во нашите ора. НМ, Скопје 10.VII. 1947 год. [Some chorographical elements in our folk dances. NM, Skopje 10.VII. 1947.]
2. За собирањето и запишувањето за нашите фолклорни творби, НМ, Скопје 26.X. 1947год. [For the collecting and writing down of our folk works, NM, Skopje 26.X.1947]
3. Стари играорци –извор на нашето оригинално народно оро. НМ,Скопје 3. VIII.1947год. [Old folk dancers – a source of our original folk dance. NM, Skopje 3.VIII. 1947]
4. Франческа да Римини на музика П. И. Чајковски и Болеро музика на М.Равел-по повод привремената балетска изведба во Скопје. КЖ, Скопје 4.VI. 1951 год. [Francesca da Rimini on the music of P.I. Tchaikovsky and the bolero music of M. Ravel – for the occasion of temporal ballet performance in Skopje. KZH. Skopje 4.VI.1951]
5. Стројникот либрето за музичката пантомимска посторала од македонскиот народен живот, е изведувана на програмата на ансамблот „Танец” декларирано во заводот на авторски права. [The Matchmaker libretto for the musical pantomimic pastoral from the Macedonian public life is performed on the program of the Ensemble “Tanec”, declared in the Institute for Author rights.]
6. Музичко воспитување за I, II, III одделение ПД, Скопје 1961, стр 96. [Music education for Grades I, II, III, PD, Skopje 1961, p.96]
7. Музичко воспитување за IV одделение ПД, Скопје 1961, стр 6 [Music education for grade IV, Skopje 1961, p.6]
8. Хаџи Николов, Аспарух, Музичко воспитување за I, II, III, оделение. ПД, Скопје, 1961. [Hadji-Nikolov, Asparuh, Music education for grades I, II, III. PD, Skopje, 1961.]
9. Музичко воспитување за IV, оделение. ПД, Скопје 1961. (Педагошка академија 1947-1972. Скопје, 1998, стр.89. [Music education for grade IV. PD, Skopje 1961. (Academy of Pedagogy 1947-1972. Skopje, 1998, p.89<sup>30</sup>]

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<sup>30</sup> Academy of Pedagogy 1947-1972. Skopje, 1998, p.89.

- educational phenomena and processes in Macedonia*. Skopje: Institute for National History]
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  4. 60 години Виша педагошка школа, Педагошка академија, Педагошки факултет 1947-1961-1996-2007, Скопје: Педагошки факултет „Св Климент Охридски“- Скопје, 2007. [60 years Vocational Pedagogical School, Academy of Pedagogy, Faculty of Pedagogy 1947-1961-1996-2007, Skopje: Faculty of Pedagogy “St. Kliment Ohridski” – Skopje, 2007.]
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  6. Ортаков, Драгослав. „Музиката уметност во Македонија”. Скопје : Македонска ревија, Скопје 1982 [Ortakov, Dragoslav. “The Music Art in Macedonia”, Skopje: Macedonian revue, Skopje, 1982.]
  7. Каракаш Бранко. „Музичките творци во Македонија”. Скопје 1970 год. [Karakash Branko. “The music authors in Macedonia”. Skopje 1970]
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