

## KNOWING PERSONAL CHALLENGE OR PROGRESS OF WORK EXPERIENCE

**Наумовски Љупчо**

*Faculty of law, „Ss.Kliment Ohridski“ Bitola*

*l\_naumovski@yahoo.com*

### ABSTRACT

Our Macedonian government has a slogan: „Knowledge is power, knowledge is power.“ Yes, educated young man carries the actual real progress in the state or society. Starr is the principle that knowledge is inextricably linked to the educational spirit. In the past those who were literate could read and write, while illiterate people were classified those who did not know to read and write. Here a question arises:

Is today the work opens a Pandora's box of relationship education and knowledge?

The area and the work is de facto the complex mechanism of knowledge, because who knows now owns capital and is an important source of wealth. Why? So today we have a case to have completed all relevant educational institutions, but in practice unfortunately come with zero point of knowledge. Paper bureaucracy, or practical knowledge-based education that will contribute to successful and responsible new „knowledge - workers who create value and wealth, but through the prism of purchased degrees, but by investing their own intellectual capital.

*Keywords: knowledge, education, work, society, quality.*

### Introduction

Today's expansion of „newly acquired knowledge“ leads us to thinking, what is an educated person, because the present is different in the way we learn and educate. To successfully completed vocational school or an appropriate faculty does not mean that you have achieved the goal of achieving a credible performance. Why? Therefore, the science moves forward, as daily market out new technological solutions, though more perfect than the previous. All this is based on current understanding of the new emphasis teoetsko process of education, but not the new capture of new technology. Therefore we are able to keep serious scientific debate about the social justification of school education in the context of an educational society, the possibilities and patterns of change in education (schools, colleges).

Man learns to be able to create and achieve success at his job. He formed his knowledge, because without it no successful operation, nor achieve the goal. Learning is the acquisition of knowledge in the field, who wants to work, create and be a successful person. Knowledge of the first, it is impossible to describe, it can afford to be measured and calculated, but realistically it today changing nature of production, work employment or any other form of activity.

„Academics define knowledge as dry steam only what is written. But it really is not knowledge, it is the raw data. Knowledge is information that changes something or somebody - or a basis for action, or by an individual (or institution) has makes it capable of different and more successful action. however it is a bit of new knowledge... the rapid growth of interdisciplinary work could serve as evidence that new knowledge is acquired within the disciplines around which we organize, learning and research in the doctrine of the 19<sup>th</sup> and 20<sup>th</sup> centuries<sup>1</sup>.

Where man is wrong in learning? Most people believe that the formation of their professional education maximized. No acquisition of vocational education, man obtained a qualification that directs you to start working. Here, the education system has a key role in vocational training in the field of man, for which he chose. Education encompasses all levels, a reflection of the times in

---

<sup>1</sup> Draker, P. (1992). *Nova zbilja*. Zagreb: Novi liber. 223-224.

which we live. Achieving success in working in a man is the result of acquired knowledge and great interest in upgrading. And where will upgrade the knowledge, if not science. Science deals with the problems that arise from everyday living. Especially great importance in science has located new technological solutions in all spheres of life.

New developments in science offer new insights. Technological progress is successful result of new scientific projects. New achievements in all spheres of life require upgrading the man who obtained the necessary education. Hence the need for continuing education to everyone. No successful business without kontimnuirano educated, because technological development going forward, thanks to new scientific advances.

No successful person in its operation if not continuously monitor new scientific advances, through so-called, „Continuous Education“.

Knowledge is objectively based confidence in the veracity of a court or the courts.

The classical Greek philosophy knowledge is contrary opinion (*doxa*). The highest form of knowledge is *SOPHIA*, which for Plato represented the general knowledge and knowledge of Aristotle's first principles or first causes of things.

Philosophers in their papers distinguish between the recognition process and as a result the knowledge process.

We immediately made it clear that we have the juxtaposition of the term:

- Knowledge - ignorance,
- Knowledge - opinion,
- Knowledge - belief.

English term **TO KNOW** (you know, ascertain) comes from the Greek word *gignoskein* (to judge, determine, decide).

Max Scheler distinguished:

- Educational knowledge
- Working knowledge (knowledge contribution), and
- Knowledge acquisition (knowledge for survival).

The Scheler based view that any form of said knowledge can never be compensated, rather than to represent another form. When the moment one or two forms would constricted so that it will form pretending all, then at the same time major damage to the unity and harmony of man and even with the physical and spiritual nature of man.

Strict knowledge of the work and contribution brings the entire world civilization today with all the technology and industry, all communication between people in an international way and form. Man even in ideal perfection of positive scientific process could remain absolutely empty as

mental being. He could even be back again in a barbarism<sup>2</sup> .... because all his working knowledge of all the possibilities of the human being as a vital ultimately serve the educational knowledge through the establishment of nature... and a real working knowledge from school to the real educational learning for man to perceive must not rule, because it would lead to undesirable consequences that would like to imagine.

Unfortunately Scheler concluded that the humanist idea of education must be sorts of knowledge and of course serve.<sup>3</sup>

## CONCLUSION

From Output can be concluded that:

- No peak of knowledge, but it continued to be supplemented by various trainings, seminars, workshops etc..
- Will maintain quality without acquiring new knowledge, which coming of scientific institutions;
- Science in the market continuously throwing new technology solved by better earlier, for which the employee must continuously absorb new knowledge.

## REFERENCES

1. Stojanovic, D.,1997: *Moguci pravci razvoja obrazovanja i vaspitanja za zastitu, obnovu i unapregjivanje zivotne sredine*. PMF, Novi Sad.
2. Cvitkoviš, I. (2001). *Sociologija spoznaje*. Sarajevo: DES.
3. Draker, P. (1992). *Nova zbilja*. Zagreb: Novi liber.
4. Draker, P. (2001). *Moj pogled na menadžment*. Novi Sad: Adizes.
5. Šeler, M. (1996). *Ideja čovjeka i antropologija*. Zagreb: Globus.
6. Rensis L.,2011, *Management Systems and Styles Retrieved*, November,4.
7. Fagerberg, J.,2003, *Innovation, A Guide to the Litarature, Centre for Technology, Innovation and Culture*, University of Oslo.

---

<sup>2</sup> Šeler, M. (1996). *Ideja čovjeka i antropologija*. Zagreb: Globus. Strana 99.

<sup>3</sup> „Ako su veliki kulturni krugovi u svojoj dosadašnjoj povijesti vazda jednostrano razvijali tri vrste znanja –tako Indija znanje iskupljenja i vitalnoduševnu tehniku zadobivanja moši űoveka nad samim sobom, Kina i Grűka obrazovno znanje, Zapad od poűetka 12. stolješa radno znanje pozitivnih posebnih znanosti – onda je sada stigao svjetski űas u kojem si moraju prokrűiti put u poravnanje i nadopunjavanje tih jednostranih smjerova duha. Budušnost povijesti űovjekove kulture stajat űe pod znakom toga poravnanja i tog nadopunjavanja, a ne pod znakom jednostranog odbacivanja jedne vrste znanja nasuprot ostalima, i ne pod znakom iskljuűivog njegovanja historijske „osebujnosti— svakog kulturnog kruga. Usplamtjelu baklju, silovitu űivotnu baklju orijentiranja u svijetu, koju je prva zapalila Grűka pitagorejska prirodna znanost i koja je u smjenjivanju kulturnih razdoblja Zapada izrasla do plamena űto obasjava cijeli svijet – ukoliko se on kao ‚milieu‘ űovjeka još direktno ili indirektno otkriva na temelju zakljuűivajušeg mišljenja – nikada više neše ugastiti nikakva romantika, nikakva krššanska i nikakva indijska ili neka druga ‚istoűna‘ romantika.— Šeler, M. (1996). *Isto, strane 98-99*.