

# 9<sup>th</sup> International Balkan Education and Science Congress

[www.bes2014.org](http://www.bes2014.org)

**16-18 October 2014 / EDİRNE**



## PROCEEDINGS



*9. Uluslararası Balkan Eğitim ve Bilim Kongresi*  
*9th International Balkans Education and Science Congress*  
**16-18 Ekim 2014 – 16-18 October 2014**

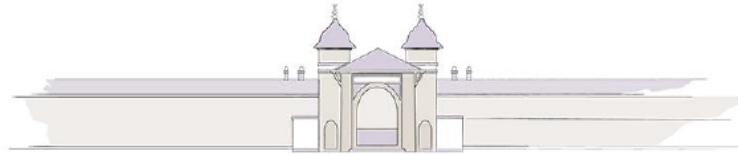
***Trakya University - Edirne***  
***<http://www.bes2014.org>***

# PROCEEDINGS

## Editors

Assoc. Prof. Dr. Tuncer BÜLBÜL

Assoc. Prof. Dr. Yılmaz ÇAKICI



## COMMITTEES

### Honorary Board

- Prof. Dr. Yener YÖRÜK, Rector of Trakya University  
Prof. Dr. Aleksa Bjeliš, Rector of Zagreb University  
Prof. Dr. Ivan Kostadinov STANKOV, Rector of Trakia University  
Prof. Dr. Velimir Stojkovski, Rector of Ss Cyril and Methodius University

### Congress Presidents

- Prof. Dr. Ali İhsan ÖBEK, Dean of the Trakya University Faculty of Education, Turkey  
Prof. Dr. Vlado Timovski, Dean of the Ss. Cyril and Methodius University Faculty of Education, Skopje, Macedonia  
Prof. Dr. Ivan PRSKALO, Dean of the Zagreb University Faculty of Education, Zagreb, Croatia  
Assoc. Prof. Dr. Krasimira MUTAFCHIEVA, Dean of the Trakia University Faculty of Education, Stara Zagora, Bulgaria

### Advisory Board

- Prof. Dr. Cevat CELEP, Kocaeli University  
Prof. Dr. İbrahim Halil DİKEN, Anadolu University  
Prof. Dr. Stefanka GEORGIEVA, Trakya University - Stara Zagora  
Prof. Dr. İsmail GÜVEN, Ankara University  
Prof. Dr. Yüksel KAVAK, Hacettepe University  
Prof. Dr. Leyla KARAHAN, Gazi University  
Prof. Dr. Kasım KARAKÜTÜK, Ankara University  
Prof. Dr. Tehvide KARGIN, Ankara University  
Prof. Dr. Hafize KESER, Ankara University  
Prof. Dr. Antonina KOLEVA, Trakya University - Stara Zagora  
Prof. Dr. Sevinç Sakarya MADEN, Trakya University  
Prof. Dr. Ferhan ODABAŞI, Anadolu University  
Prof. Dr. Fatma ÖZMEN, Trakya University  
Prof. Dr. Mustafa SAFRAN, Gazi University  
Prof. Atilla SAĞLAM, Trakya University  
Prof. Dr. Asuman Seda SARACALOĞLU, Adnan Menderes University

### **Organizing Committee**

Assoc. Prof. Dr. Tuncer BÜLBÜL, Chairman of Organizing Committee -Trakya University  
Assoc. Prof. Dr. Yılmaz ÇAKICI, Chairman of Organizing Committee -Trakya University  
Assoc. Prof. Dr. Cem ÇUHADAR, Trakya University  
Assoc. Prof. Dr. Lulzim ADEMÍ, Ss. Cyril and Methodius University  
Assoc. Prof. Dr. Metodi GLAVCHE, Ss. Cyril and Methodius University  
Assoc. Prof. Dr. Violeta KARTSELYANSKA, Trakya University - Stara Zagora  
Assoc. Prof. Dr. Elizabeta RALPOVSKA, Ss. Cyril and Methodius University  
Assoc. Prof. Dr. Hristo SALDZHIEV, Trakya University - Stara Zagora  
Assoc. Prof. Dr. Ani ZLATEVA, Trakya University - Stara Zagora  
Assist. Prof. Dr. Murat ÇELTEK, Trakya University  
Assist. Prof. Dr. Tuncay ÖZTÜRK, Trakya University  
Assist. Prof. Dr. Şahin DÜNDAR, Trakya University  
Assist. Prof. Dr. Emre GÜVENDİR, Trakya University  
Assist. Prof. Dr. Meltem ACAR GÜVENDİR, Trakya University  
Assist. Prof. Dr. Gökhan ILGAZ, Trakya University  
Assist. Prof. Dr. Hasan ÖZGÜR, Trakya University  
Lec. Tonguç BAŞARAN, Trakya University  
Lec. Sezgin KONDAL, Trakya University

### **Scientific Board**

Prof. İsmail ATEŞ, Hacettepe University  
Prof. Dr. İnalet AYDIN, Ankara University  
Prof. Dr. Mustafa AYDOĞDU, Gazi University  
Prof. Dr. Servet BAL, Fatih University  
Prof. Dr. Ali BALCI, Ankara University  
Prof. Dr. Şerif Ali BOZKAPLAN, Dokuz Eylül University  
Prof. Dr. Şener BÜYÜKÖZTÜRK, Gazi University  
Prof. Dr. Jack CUMMINGS, Indiana University  
Prof. Dr. Temel ÇALIK, Gazi University  
Prof. Dr. Necati DEMİR, Gazi University  
Prof. Dr. Çağlayan DİNÇER, Ankara University  
Prof. Dr. Cihangir DOĞAN, Marmara University

Prof. Dr. Yeřim FAZLIOĐLI, Trakya University  
Prof. Dr. Seval FER, Hacettepe University  
Prof. Dr. Ali GÜL, Gazi University  
Prof. Dr. Gelengül HAKTANIR, Ankara University  
Prof. Dr. Carolyn HILDEBRANDT, Northern Iowa University  
Prof. Dr. Georgi IVANOV, Trakya University - Stara Zagora  
Prof. Dr. Aida ISLAM, Ss. Cyril ve Methodius University  
Prof. Dr. Slagjana JAKİMOVİK, Ss. Cyril ve Methodius University  
Prof. Dr. Yücel KABAPINAR, Marmara University  
Prof. Dr. Nesrin KALYONCU, Abant İzzet Baysal University  
Prof. Dr. Hülya KELECİOĐLU, Hacettepe University  
Prof. Dr. Yasemin Karaman KEPENEKÇİ, Ankara University  
Prof. Dr. Aziz KILINÇ, 18 Mart University  
Prof. Dr. Yıldız KOCASAVAŐ, İstanbul University  
Prof. Dr. Nizamettin KOÇ, Ankara University  
Prof. Dr. Tatjana KOTEVA-MOJSOVSKA, Ss. Cyril ve Methodius University  
Prof. Dr. Gökhan MALKOÇ, Istanbul Commerce University  
Prof. Dr. Bonnie NASTASI, Tulane University  
Prof. Dr. Mustafa SAĐLAM, Anadolu University  
Prof. Dr. Bujar SAİTİ, Ss. Cyril ve Methodius University  
Prof. Dr. Mustafa SÖZBİLİR, Atatürk University  
Prof. Dr. Iřıl ÜNAL, Ankara University  
Prof. Dr. Adil TÜRKÖĐLU, Adnan Menderes University  
Assoc. Prof. Dr. Oktay Cem ADIGÜZEL, Anadolu University  
Assoc. Prof. Dr. Ömer ADIGÜZEL, Ankara University  
Assoc. Prof. Dr. Emine AHMETOĐLU, Trakya University  
Assoc. Prof. Dr. Yavuz AKBULUT, Anadolu University  
Assoc. Prof. Dr. Yahya ALTINKURT, MuĐla University  
Assoc. Prof. Dr. Duygu ANIL, Hacettepe University  
Assoc. Prof. Dr. Tolga Arıcak, Harvard University  
Assoc. Prof. Dr. Hikmet ASUTAY, Trakya University  
Assoc. Prof. Dr. Bünyamin ATICI, Fırat University  
Assoc. Prof. Dr. Sema BATU, Anadolu University  
Assoc. Prof. Dr. Mücahit COŐKUN, Karabük University  
Assoc. Prof. Dr. Mustafa ÇAKIR, Marmara University

Assoc. Prof. Dr. Şakir ÇINKIR, Ankara University  
Assoc. Prof. Dr. Atilla ÇİMER, Karadeniz Technical University  
Assoc. Prof. Dr. Ömay ÇOKLUK, Ankara University  
Assoc. Prof. Dr. Nuri DOĞAN, Hacettepe University  
Assoc. Prof. Dr. Ahmet DOĞANAY, Çukurova University  
Assoc. Prof. Dr. Gülay EKİCİ, Gazi University  
Assoc. Prof. Dr. Dummuş EKİZ, Karadeniz Technical University  
Assoc. Prof. Dr. Feyyat GÖKÇE, Uludağ University  
Assoc. Prof. Dr. Yüksel GÖKTAŞ, Atatürk University  
Assoc. Prof. Dr. Hülya GÜVENÇ, Yeditepe University  
Assoc. Prof. Dr. Serhat İREZ, Marmara University  
Assoc. Prof. Dr. Filiz KABAPINAR, Marmara University  
Assoc. Prof. Dr. Mübin KIYICI, Sakarya University  
Assoc. Prof. Dr. Emine KOLAÇ, Anadolu University  
Assoc. Prof. Dr. Özgen KORKMAZ, Mevlana University  
Assoc. Prof. Dr. Suzana KOTOVCEVSKA, Ss. Cyril ve Methodius University  
Assoc. Prof. Dr. Abdullah KUZU, Anadolu University  
Assoc. Prof. Dr. Shannon MELİDEO, Marymount University  
Assoc. Prof. Dr. Hasan Basri MEMDUHOĞLU, Yüzüncüyıl University  
Assoc. Prof. Dr. Aytunga OĞUZ, Dumlupınar University  
Assoc. Prof. Dr. Ebru OĞUZ, Mimar Sinan University  
Assoc. Prof. Dr. Sena Gürşen OTACIOĞLU, Marmara University  
Assoc. Prof. Dr. Muhlise Çoşgun ÖGEYİK, Trakya University  
Assoc. Prof. Dr. Güven ÖZDEM, Giresun University  
Assoc. Prof. Dr. Seçkin ÖZSOY, Ankara University  
Assoc. Prof. Dr. Ali ÖZTÜRK , Anadolu University  
Assoc. Prof. Dr. Vanya PETROVA, Trakya University - Stara Zagora  
Assoc. Prof. Dr. Tacettin PINARBAŞI, Atatürk University  
Assoc. Prof. Dr. Rebecca Martinez REID, Indiana University  
Assoc. Prof. Dr. Mariya TENEVA, Trakya University - Stara Zagora  
Assoc. Prof. Dr. Osman TİTREK, Sakarya University  
Assoc. Prof. Dr. Enver TUFAN, Gazi University  
Assoc. Prof. Dr. Binali TUNÇ, Mersin University  
Assoc. Prof. Dr. Vesile YILDIZ, Dokuz Eylül University  
Assoc. Prof. Dr. Kürşad YILMAZ, Dumlupınar University

Assoc. Prof. Dr. Mukadder YÜCEL, Trakya University  
Assist. Prof. Dr. Funda Gündoğdu ALAYLI, Trakya University  
Assist. Prof. Dr. Fatma AKGÜN, Trakya University  
Assist. Prof. Dr. Nurettin AYDINER, Trakya University  
Assist. Prof. Dr. Zerrin BALKAÇ, Trakya University  
Assist. Prof. Dr. Eylem BAYIR, Trakya University  
Assist. Prof. Dr. Ethem Nazif BAYAZITOĞLU, Trakya University  
Assist. Prof. Dr. Lütüfiye CENGİZHAN, Trakya University  
Assist. Prof. Dr. Hüsnü CEYLAN, Trakya University  
Assist. Prof. Dr. İbrahim COŞKUN, Trakya University  
Assist. Prof. Dr. Ahmet Naci ÇOKLAR, Necmettin Erbakan University  
Assist. Prof. Dr. Aysun ÇOLAK, Anadolu University  
Assist. Prof. Dr. İbrahim DİNÇELİ, Trakya University  
Assist. Prof. Dr. Emrah Oğuzhan DİNÇER, Trakya University  
Assist. Prof. Dr. Seda DONAT, Trakya University  
Assist. Prof. Dr. Hüsnüye DURMAZ, Trakya University  
Assist. Prof. Dr. Demirali Yaşar ERGİN, Trakya University  
Assist. Prof. Dr. Deniz Mertkan GEZGİN, Trakya University  
Assist. Prof. Dr. Fatih GÜNAY, Trakya University  
Assist. Prof. Dr. Nesrin GÜNAY, Trakya University  
Assist. Prof. Dr. Şemseddin GÜNDÜZ, Necmettin Erbakan University  
Assist. Prof. Dr. Sabri GÜNGÖR, Kafkas University  
Assist. Prof. Dr. Ersin GÜNGÖRDÜ, Karabük University  
Assist. Prof. Dr. İsmail KILIÇ, Trakya University  
Assist. Prof. Dr. Kerem KILIÇER, Gaziosmanpaşa University  
Assist. Prof. Dr. Oya Onat KOCABIYIK, Trakya University  
Assist. Prof. Dr. Handan KÖKSAL, Trakya University  
Assist. Prof. Dr. Onur KÖKSAL, Selçuk University  
Assist. Prof. Dr. Ömer KUTLU, Ankara University  
Assist. Prof. Dr. Asude MALKOÇ, Trakya University  
Assist. Prof. Dr. Aslıhan OSMANOĞLU, Trakya University  
Assist. Prof. Dr. Muharrem ÖZDEN, Trakya University  
Assist. Prof. Dr. Kenan ÖZDİL, Trakya University  
Assist. Prof. Dr. Hasan ÖZYILDIRIM, Trakya University  
Assist. Prof. Dr. Ebru SELÇİOĞLU, Trakya University

Assist. Prof. Dr. Emel SİLAHSIZOĞLU, Trakya University  
Assist. Prof. Dr. Serkan ŞENDAĞ, Akadeniz University  
Assist. Prof. Dr. Tayfun TANYERİ, Pamukkale University  
Assist. Prof. Dr. Murat TAŞDAN, Kafkas University  
Assist. Prof. Dr. Nilgün TOSUN , Trakya University  
Assist. Prof. Dr. Yıldırım TUĞLU, Trakya University  
Assist. Prof. Dr. Ayfer UZ, Trakya University  
Assist. Prof. Dr. Levent VURAL, Trakya University  
Assist. Prof. Dr. Banu YAMAN, Trakya University  
Assist. Prof. Dr. Suat YAPALAK, Trakya University  
Assist. Prof. Dr. Birol YİĞİT, Trakya University  
Dr. Hassan ALİ, Maldiv National University  
Dr. Monika DOHŇANSKÁ, Dubnica Technology Institute  
Dr. Slávka HLÁSNA, Dubnica Technology Institute  
PhD. Belgin UZUNOĞLU YEGÜL, Trakya University



İçindekiler Tablosu/Contents

<b>Bildiri ID: 1. Women in Economy</b> Drita MEHMEDI .....	1
<b>Bildiri ID: 2. Life-long Education and Adult Education. European Policies and Strategies</b> Martin RANCHEV .....	6
<b>Bildiri ID: 5. Sınıf Öğretmenliği Eğitiminde Müzik Dersleri</b> Sevan NART .....	10
<b>Bildiri ID: 9. The Module "Word Processing" in the Training of Students of Pedagogical Studies in Information Technologies</b> Mima TRIFONOVA .....	17
<b>Bildiri ID: 11. Concept of the Curriculum According to the Adapted Physical Activity for Future Preschool and Primary Teachers</b> Galena TERZIEVA, Vesselina IVANOVA .....	23
<b>Bildiri ID: 12. Status Of Speechreading Skills In Hearing Impaired Students Integrated In Mainstream Schools</b> Diyana GEORGIEVA .....	27
<b>Bildiri ID: 14. The Point of "Tolerance" Between Teachers and Parents of Children with Chronic Illnesses</b> Elena BUYUKLIEVA .....	32
<b>Bildiri ID: 15. Cooperation as a Form of Social Interest in Children at the Age of 5-7 Raised in Foster Care Institution</b> Nedelina ZDRAVKOVA .....	38
<b>Bildiri ID: 16. Development of Higher Education in the Context of Globalization</b> Elena LAVRENTSOVA .....	42
<b>Bildiri ID: 18. Motor Education at Preschool Age – Actuality and Tendencies</b> Veselina IVANOVA, Galena TERZIEVA .....	46
<b>Bildiri ID: 19. Spread the Delay in Mental Development at the Age of Primary Schooling, the Distribution and Dynamics in Stara Zagora</b> Veska SHOSHEVA, Krasimira BENKOVA, Stefka DINCHIYSKA, Anton STOYKOV, Milena ILIEVA .....	50
<b>Bildiri ID: 20. Autisman Dretention in Mental Development, Dynamics and Problems in Diagnosis</b> Mitko SHOSHEV .....	53
<b>Bildiri ID: 21. Laboratory Work in the Training of Students Majoring in Preschool and Primary School Education</b> Vanya PETROVA, Angel SLAVCHEV, Margarita PENEVA .....	56
<b>Bildiri ID: 22. Project Based Learning Using Information and Communication Technologies</b> Christomir ZAFIROV .....	61
<b>Bildiri ID: 31. Kosova'da Orta Öğretim Düzeyinde Yabancı Dil Türkçe Öğretimi Açısından Misafir Aile Programı Etkinliği</b> Salih OKUMUŞ, H.Hüseyin DEMİR .....	65
<b>Bildiri ID: 32. Kosova'da Yabancı Dil Olarak Türkçe Öğretiminde Bir Dinleme/İzleme Etkinliği: Türkçe Dizi Filmler ve Etkileri</b> Salih OKUMUŞ, H.Hüseyin DEMİR .....	78
<b>Bildiri ID: 35. For Some Aspects of Macedonian Multiculturalism in Textbooks for Primary Education</b> Snezana MIRASCIEVA, Vlado PETROVSKI .....	86

<b>Bildiri ID: 36. Productive Strategies – A Tool for Forming the Transversal Competences of the Students Grade 1 – 4 in the Course of Education in Mathematics</b> Maria Petrova TEMNIKOVA.....	90
<b>Bildiri ID: 39. Bilgisayar Bilimleri Uzaktan Eğitim Öğrencilerinin Ulusal ve Uluslararası Değişim Programlarından Yararlanma Talepleri, Beklentileri ve Bu Programlara Uygunluklarının İncelenmesi</b> Cenk ATLIĞ.....	95
<b>Bildiri ID: 44. Presentation Of Health Professions At Medical College Of Trakia University - Stara Zagora</b> Hristina Milcheva, Mariya Dimova .....	100
<b>Bildiri ID: 45. 5-7 Yaş Arası Çocuklarda Hoşgörü ve Empati Oluşumunda Oyunun Rolü</b> Play as a Form and Means for the Formation of Tolerance and Empathy in Children of Age 5-7 Years Nadie KARAGYOZOVA .....	105
<b>Bildiri ID: 54. Bulgaristan'da Örnek Bir Eğitim Kurumu Medresetün Nüvvab</b> Erhan VATANSEVER, Zerrin BALKAÇ .....	109
<b>Bildiri ID: 56. Cumhuriyetin Halk Eğitimine Örnek Olması Bakımından “Edirne Halk Dershaneleri”</b> Veysi AKIN .....	113
<b>Bildiri ID: 59. Some Interdisciplinary Scientific Approaches about the Importance of Music in the Function of Musical Education</b> Aida ISLAM, Stefaniya LESHKOVA – ZELENKOVSKA.....	119
<b>Bildiri ID: 60. Medyada 12 Yıllık Zorunlu Eğitim Sistemi</b> Zuhal DEMİR, M. Yüsrü ARSLAN.....	123
<b>Bildiri ID: 63. Acceptance of Diversity: A Case for Inclusion</b> Seyithan DEMIRDAG .....	131
<b>Bildiri ID: 73. Lojistik Konusunda Önlisans Düzeyinde Verilen Eğitimlerin Ülkemiz Açısından Değerlendirilmesi</b> İlhan ATIK.....	136
<b>Bildiri ID: 74. New Approaches in Vocational Education and the Effects of Logistics Sector upon the Employment</b> İlhan ATIK, Metin ATAK .....	142
<b>Bildiri ID: 78. Native Language Interference in Learning and Using English Phrasal Verbs, Seen from the Perspective of the Semantic Approach, on the Overall English Learning Outcomes</b> Florin AJDINI.....	147
<b>Bildiri ID: 84. Orff Schulwerk Seviye Geliştirme Kursu Katılımcılarının Profillerinin Belirlenmesine ve Bakış Açılarının Ortaya Konmasına Yönelik Bir Durum Çalışması</b> Özlem ÇELEBİOĞLU MORKOÇ.....	152
<b>Bildiri ID: 85. Tanzimat Dönemi Eğitim Sistemi</b> Zerrin BALKAÇ.....	158
<b>Bildiri ID: 86. Anne-Çocuk Arasındaki Bağ ve Çocuğun İlk Müzik Deneyimi; Ninniler</b> S. Özlem KAYA, Berna ÖZKUT .....	163
<b>Bildiri ID: 100. Bulgaristan Cumhuriyetinin Ana Okullarındaki Karışık Yaş Grupları - Gerçekler ve Eğilimler</b> Yüliya DONÇEVA, Fatme YAMAKOVA.....	169
<b>Bildiri ID: 101. Temel Eğitimin Başlangıç Aşamasındaki Bilgi ve İletişim Teknolojilerinin Entegre Özelliği</b> Yüliya DONÇEVA, Fatme YAMAKOVA.....	173

<b>Bildiri ID: 102. The Connection Of Questions To Some Psychophysical And Developmental Characteristics Of The Students</b> Leonora JEGENI.....	177
<b>Bildiri ID: 103. Longitudinal Determination of the Differences of the Motor Abilities of Female Students Aged 10 and 12</b> Marjan MALCEV .....	182
<b>Bildiri ID: 104. Cultural Accommodation of English Translations into Albanian, Its Relevance to the Overall Translation Cohesion</b> Florim AJDINI.....	187
<b>Bildiri ID: 105. Multiculturalism and Intercultural Values in Education</b> Emil SULEJMANI.....	192
<b>Bildiri ID: 106. Cultural and Psychosocial Determinants of the Verbal Abilities of Children: The Role of the Experience in the Family and Environment</b> Lulzim MURTEZANI.....	196
<b>Bildiri ID: 107. Mother Language Curriculum and Syllabus in Elementary School in the Republic of Macedonia</b> Lulzim ALIU .....	200
<b>Bildiri ID: 109. Turkish Loan Words in the Latest Generation of Textbooks for the Subject Macedonian Language</b> Blagica PETKOVSKA.....	206
<b>Bildiri ID: 110. Webquest–A Tool for Acquiring Functional Language Literacy in Elementary Education in the Republic of Macedonia</b> Anita SHTERJOSKA.....	213
<b>Bildiri ID: 111. Bazı Kişisel Değişkenlere Göre Sınıf Öğretmenlerinin Okulun Organik Örgütsel Yapısına İlişkin Algılarının İncelenmesi</b> Yusuf CERİT, Nuri AKGÜN, Tuncay ÖZDEMİR, Kaya YILDIZ .....	218
<b>Bildiri ID: 115. The First Foreign Language (English Language) in the Education System of the Republic of Macedonia</b> Lulzim ADEMI.....	223
<b>Bildiri ID: 116. The Educational Software in the Republic of Macedonia and Its Use in Albanian Language Classes</b> Lulzim ADEMI, Lulzim ALIU .....	227
<b>Bildiri ID: 117. Sınıf Öğretmenlerinin Serbest Etkinlikler Dersine İlişkin Görüş ve Sorunları: Bir Durum Çalışması (Şırnak İli Örneği)</b> Musa SARGIN, Mehmet TAŞDEMİR .....	231
<b>Bildiri ID: 118. Sınıf Öğretmenlerinin Eleştirel Düşünme Becerisi Öğretimine İlişkin Görüşleri</b> Volkan ERDOĞAN, Kaya YILDIZ, Yusuf CERİT, Tuncay ÖZDEMİR.....	237
<b>Bildiri ID: 121. Modern Methods Of Teaching Of Social Sciences, Tourism And Economy</b> Mariana Lambova, Tonguç Başaran.....	243
<b>Bildiri ID: 123. Pupils' Creativity Enhancement through School Prints Techniques in the Process of Visual Arts Education in Macedonia</b> Burhan AHMETI .....	250
<b>Bildiri ID: 124. Sanat Eğitiminde Kültürel Kuram</b> Mehtap KODAMAN.....	255

<b>Bildiri ID: 129. Education Technology - A Necessity of the Modern Education Process</b> Sabit VEJSELI, Muamer ALA .....	259
<b>Bildiri ID: 131. Turkish Loan Words as Denominations for the Colors in the Macedonian Language</b> Elizabeta RALPOVSKA.....	264
<b>Bildiri ID: 132. Developing the Interethnic and Intercultural Competencies of the Elementary Education Students in the Republic of Macedonia through the Syllabus</b> Rozalina POPOVA-KOSKAROVA .....	268
<b>Bildiri ID: 133. Commercialization of Children's Toy</b> Asya VELEVA .....	272
<b>Bildiri ID: 134. Inclusive Education – The Human Aspect of Education</b> Teuta SABANI.....	276
<b>Bildiri ID: 135. Playing Games as an Interactive Environment for Education and Training</b> Maria BECHEVA, Nikola VAKRILOV.....	281
<b>Bildiri ID: 136. The Slavonic Archeographic Collection in Nub “St. Kliment Ohridski” In Skopje and Educational Publishing</b> Violeta MARTINOVSKA .....	285
<b>Bildiri ID: 137. Eğitim Örgütlerinde Kültürel Çeşitlilik: Ampirik Bir Uygulama</b> Işıl USTA, Agah Sinan ÜNSAR.....	287
<b>Bildiri ID: 138. Characteristics, Methods and Classification of the Music – Didactic Games</b> Vladimir TALEVSKI, Ivana TEMELKOSKA.....	292
<b>Bildiri ID: 139. The Importance of the Emotional Competence of the Team Interaction among Healthcare Professionals</b> Marieta TODOROVA, Nely PETROVA.....	297
<b>Bildiri ID: 140. Tarih Yazımı ve Öğretimi Bağlamında Herodotos ve Thukidides</b> Hacı ÇOBAN.....	302
<b>Bildiri ID: 141. An Instructional Design; “Character Education” for Higher Education Students</b> Nida TEMİZ.....	306
<b>Bildiri ID: 142. Students' Opportunities to Use ICT during the Teaching Process and their Computer Skills</b> Jasmina ARMENSKA, Nace STOJANOV, Goce ARMENSKI.....	312
<b>Bildiri ID: 143. Contemporary Dimensions of the Principles of Family Education</b> Desislava Vasileva STOYANOVA .....	318
<b>Bildiri ID: 147. Kız Teknik ve Meslek Liselerinde Görev Yapan İngilizce Öğretmenlerinin Görüşlerine Göre Mesleki İngilizce Derslerinin Değerlendirilmesi</b> Sevil BÜYÜKALAN FİLİZ, Elif ANDA.....	322
<b>Bildiri ID: 152. Testing and Evaluation in the Practical Training of the Students in the Specialty of Midwife</b> Kremena MITEVA .....	329
<b>Bildiri ID: 153. The Role of the Teacher in the Education of the Health Professionals</b> Kremena MITEVA, Albena ANDONOVA.....	333
<b>Bildiri ID: 154. Characteristics of the Logical-Mathematical Cognition of the Children in the Early Childhood Development</b> Vesna MAKASHEVSKA.....	337

<b>Bildiri ID: 158. Views and Opinions of Teachers Regarding the Impacts of Music Folklore on Pupils from Grade I to Grade V</b> MPhil. Ubavka MILOSESKA .....	341
<b>Bildiri ID: 159. Sanat Yoluyla Eğitim ve Sanat için Eğitim</b> Ayşe ÖZEL .....	347
<b>Bildiri ID: 160. Yapılandırmacı Yaklaşımına Yönelik Akademik Başarı Testi Geliştirme Çalışması</b> Belgin UZUNOĞLU YEGÜL .....	352
<b>Bildiri ID: 165. “Gazlar ve Sıvılar” Konusunun Beyin Temelli Öğrenme Yaklaşımına Uygun Öğretiminin 10. Sınıf Öğrenci Başarısına Etkisi</b> Canan CENGİZ, Faik Özgür KARATAŞ, Büşra TEMİZ, Gülşah AKAN .....	358
<b>Bildiri ID: 166. Kadın Öğretmenlerin Lisansüstü Eğitim Yapma Sürecine İlişkin Görüşleri</b> Nuray SEVİNÇ, Ezgi GÖL .....	363
<b>Bildiri ID: 167. Montessori - Multicultural Education as Educational Choice</b> Marieta PETROVA .....	370
<b>Bildiri ID: 174. Female Wedding Songs from the Village of Simnica near Gostivar</b> Mujaser ILJAZI .....	374
<b>Bildiri ID: 175. Effective Classroom Managers are Made: Comparison of Novice and Experienced Teachers’ Perspectives on “Withitness” and “Classroom Rules” in Classroom Management</b> Mustafa Onur CESUR .....	380
<b>Bildiri ID: 176. A Neglected Dimension in Teacher Training Program: Professional Deontology</b> Hakan DILMAN .....	387
<b>Bildiri ID: 177. Social Work in School to Overcome the Aggressive Behavior among Students</b> Desislava Vasileva STOYANOVA, Valentina Nikolova VASILEVA .....	392
<b>Bildiri ID: 178. Deformities of the Spine and Chest of the Primary School Students in the Republic Of Macedonia</b> Biljana GLIGOROVA, Gjoko SPASEVSKI .....	396
<b>Bildiri ID: 180. Designing a Multicultural Environment in Primary Education</b> Florina SHEHU .....	402
<b>Bildiri ID: 184. Ortaöğretim Öğrencilerinin Öğretmenlerinde Gördükleri Estetik Liderlik Davranışları</b> Ejder GÜVEN, Soner POLAT .....	407
<b>Bildiri ID: 185. Teacher’s Intercultural Competence in the Classroom</b> Izeta BABACIC .....	418
<b>Bildiri ID: 187. Fen Bilgisi Öğretmen Adaylarının 5e Öğrenme Modeline Uygun Hazırladığı Ders Planlarının Değerlendirilmesi</b> Ayberk BOSTAN SARIOĞLAN .....	423
<b>Bildiri ID: 188. Bir Grup Fen/Matematik Öğretmeninin Kavramların Öğretimi ve Geliştirilmesi İle İlgili Görüşleri</b> Aytekin ERDEM, Gürcan UZAL, Yaşar ERSOY .....	428
<b>Bildiri ID: 191. Bir Grup Fen Öğretmeninin Laboratuar Uygulama ve Deney Tasarlama Becerileri Konusundaki Görüşleri</b> Gürcan UZAL, Aytekin ERDEM, Yaşar ERSOY .....	433

<b>Bildiri ID: 193. Heart Defects (Congenital and Acquired) and Their Prevalence in School Age Children in the Republic of Macedonia</b> Gjoko SPASEVSKI, Biljana GLIGOROVA .....	438
<b>Bildiri ID: 194. Öğretmenlerin Öğrenme-Öğretme Ortamlarında Bilişsel Farklılık Stratejilerini Kullanma Düzeyleri</b> Hilal KAZU, Nuray YILDIRIM .....	441
<b>Bildiri ID: 196. Yüksek Okulda Tıp Uzmanlarının Kontrol Ve Değerlendirmede En Tercih Edilen Yöntem</b> Alie Havaljova, Okean Kostov, Nejdie Ismail .....	448
<b>Bildiri ID: 197. Yüksek Okulda Tıp Uzmanlarının Eğitiminde Üçüncü Kademedir Hasta</b> Alie Havaljova, Okean Kostov, Nejdie Ismail .....	450
<b>Bildiri ID: 198. Meslek Yüksek Okulu Öğretim Elemanları ve Öğrencilerinin Durumlu Öğrenme Yaklaşımını Kullanma Düzeyleri</b> İ. Yaşar KAZU, Emine BOZU EKŞİ .....	454
<b>Bildiri ID: 202. “Beş Şehir/ İstanbul ”da Aktarılan Değerler</b> Asuman AKAY AHMED .....	461
<b>Bildiri ID: 203. Öğretmen Adaylarının Etkili Dinleyici Profilleri</b> Hilal KAZU, Demet DEMİRALP .....	471
<b>Bildiri ID: 205. Multiculturalism and Innovative Approaches in Art Education</b> Maja Raunik KIRKOV .....	477
<b>Bildiri ID: 206. Technology Training Model for Electronic Musical Instruments of the Future Students- Primary Teachers</b> Tsanimir BAYCHEV .....	481
<b>Bildiri ID: 207. Implementation of the Formative Assessment in Combined Classes</b> Jove Dimitrija TALEVSKI, Violeta JANUŠEVA, Milena PEJČINOVSKA .....	487
<b>Bildiri ID: 210. Lise Öğrencilerinde Sanal Zorbalığa Duyarlık ve Sanal Mağduriyet Düzeyleri Arasındaki İlişkinin İncelenmesi</b> Şenay SEZGIN NARTGÜN, Sümeyra Dilek UYLAS, Sefer YERLİKAYA .....	492
<b>Bildiri ID: 211. The significance of Continual Enhancement of Teachers’ Skills at Research Procedures Application in Primary Education</b> Milena PEJČINOVSKA, Jove Dimitrija TALEVSKI, Violeta JANUŠEVA .....	499
<b>Bildiri ID: 212. Teaching Macedonian As A Foreign Language</b> Violeta Januševa, Jove D. Talevski, Milena Pejčinovska .....	504
<b>Bildiri ID: 213. Öğretmenlerin Sınıf Yönetimindeki Olumlu Davranışlarının Öğrenci Başarısına Katkısına İlişkin Öğrenci Algıları</b> Şenay SEZGIN NARTGÜN, Sefer YERLİKAYA, Sümeyra Dilek UYLAS .....	510
<b>Bildiri ID: 221. The Satisfaction of the Students from the Education for Promotion of Health Knowledge</b> Albena ANDONOVA .....	518
<b>Bildiri ID: 222. Lecture – Modern Aspects</b> Albena Andonova, Kremena Miteva .....	521
<b>Bildiri ID: 224. Project - Based Education of the Students in the Specialty of "Midwife"</b> Zdravka ATANASOVA .....	525
<b>Bildiri ID: 225. The Student s’ motivation in Health Care to Improve their Communication Skills</b> Zdravka ATANASOVA, Silviya KYUCHUKOVA .....	532

<b>Bildiri ID: 226. Sınıf Öğretmeni Adaylarının Bilgisayar Yeterlilik Düzeylerinin ve Eğitimde Teknoloji Kullanımına Yönelik Algılarının Belirlenmesi</b> Muhammet YILMAZ, Lütfi ÜREDİ, Sait AKBAŞLI .....	536
<b>Bildiri ID: 230. Sınıf Öğretmeni Adaylarının Girişimcilik Eğilimleri Üzerine Bir Araştırma; Mersin Üniversitesi Sınıf Öğretmenliği Bölümü Örneği</b> Fatma ARIK, Lütfi ÜREDİ, Sait AKBAŞLI .....	544
<b>Bildiri ID: 236. “Protect Yourself from Brucellosis”, a Chapter that should be Part of Health Education for Children of Rural Areas in Southern Albania</b> Laura MEZINI, Zamira VLLAHO, Henri KORRO, Bledar LATE .....	549
<b>Bildiri ID: 239. The Care Trends in Elderly Population</b> Bagryana ILIEVA .....	552
<b>Bildiri ID: 240. Developing in the Students With Medical Specialties Training Competencies for Working With Children Deprived of Parental Care</b> Sylvia Kyuchukova .....	558
<b>Bildiri ID: 241. “Knowing Our Learners: Language Learning Strategies and the Affective Filter Hy</b> Igballe MIFTARI .....	561
<b>Bildiri ID: 242. The Methods of Playng Games in the Training of the Medical Specialists</b> Sylvia Kyuchukova, Zdravka Atanasova .....	567
<b>Bildiri ID: 244. Roma Families and Bulgarian School (Case Studies on Motivational and Educational Counseling of Roma Parents and Children in the Psychological Offices at Schools)</b> Denitsa ALPIEVA .....	570
<b>Bildiri ID: 251. Türkiye ve İsveç Eğitim Sistemlerinin Yönetsel Açılardan Karşılaştırılması</b> Mahmut POLATCAN .....	576
<b>Bildiri ID: 255. Öğretmen Adaylarının Müzik Öğretimi Öz Yeterlilik Algılarının İncelenmesi</b> Belgin UZUNOĞLU YEGÜL .....	583
<b>Bildiri ID: 256. Yunanistan Eğitim Sistemi Üzerine Bir İnceleme: Amaç, Yapı ve Süreç Bakımından Türkiye Eğitim Sistemiyle Karşılaştırılması</b> Ahmet SAYLIK .....	590
<b>Bildiri ID: 259. History of Preschool Institutions and of Pre-Elementary Teachers in the Municipality of Gjilan</b> Adelina HAJRULLAHU, Merita ZEJNULLAHU .....	597
<b>Bildiri ID: 265. Teachers’ Autonomy In Vocational Training School Units</b> Anastasios MARATOS, Aggeliki LAZARIDOU .....	601
<b>Bildiri ID: 266. Modern Education Policies in the Context of Promoting Concepts for the Development of Gifted Children</b> Biljana KAMCEVSKA .....	605
<b>Bildiri ID: 268. The Issue of Identity in the Contemporary Macedonian Literature</b> Jovanka DENKOVA, Mahmut CELIK .....	609
<b>Bildiri ID: 270. Okul Öncesi Öğretmen Adaylarının Zekâ Puanları ile Öğrenmeye İlişkin Tutumları Arasındaki İlişkinin İncelenmesi</b> Gülçin GÜVEN, Dilan BAYINDIR, Ezgi AKŞİN, Elif YILMAZ, Türker SEZER .....	612
<b>Bildiri ID: 274. Taşınmalı Ortaöğretim Uygulaması Sorunları ve Çözüm Önerileri Hakkında Yönetici Görüşleri(Kız. Ereğli Örneği)</b> Ayhan DİREK, Volkan ERDOĞAN .....	617

<b>Bildiri ID: 276. Meslekleşmeden Kadrolaşmaya Okul Yöneticiliği</b> İbrahim KALYONCU, Mehmet AKTİN .....	623
<b>Bildiri ID: 277. Factor Structure of the Biomotor Space of the Fourth-Grade Female Students in the Republic of Macedonia</b> Bujar SAITI, Agon SAITI .....	631
<b>Bildiri ID: 278. 2013 MEB Okul Öncesi Eğitim Programına Göre Çocukların Gelişim Özellikleri, Gelişim Takip ve Değerlendirmeye Yönelik Öğretmen Görüşlerinin İncelenmesi</b> Gülden Uyanık BALAT, Funda ÖNAL, Nesibe Nur ALHAN .....	635
<b>Bildiri ID: 279. Work Project European Track - A Factor for Enhancing Practical Training of Students</b> Milena TSANKOVA, Bozhanka BAYCHEVA .....	643
<b>Bildiri ID: 280. Forming of Communication Skills in Students from Early School Age</b> Bozhanka BAYCHEVA, Kameliya KOYCHEVA .....	649
<b>Bildiri ID: 286. Flipped Classroom – A Pedagogical Model for Active Learning</b> Gabriela KIRYAKOVA, Lina YORDANOVA, Nadezhda ANGELOVA .....	656
<b>Bildiri ID: 287. Application of Physics in Volleyball</b> Petya PETKOVA, Teodora SIMEONOVA, Petko VASILEV, Mustafa MUSTAFA, Darina BACHVAROVA, Nadezhda YORDANOVA and Yanko YANKOV .....	662
<b>Bildiri ID: 288. Educators Views about the Inclusion of the Children with Special Educational Needs in the Regular Groups of the Kindergarten</b> Despina SIVEVSKA, Jadranka RUNCEVA .....	665
<b>Bildiri ID: 289. The Teacher and the Gifted Child</b> Jadranka RUNCEVA, Despina SIVEVSKA .....	670
<b>Bildiri ID: 292. Creativity in Teaching- An Innovative Approach in Education</b> Lulzime Lutfiu KADRIU .....	674
<b>Bildiri ID: 293. Gamification in Education</b> Gabriela KIRYAKOVA, Nadezhda ANGELOVA, Lina YORDANOVA .....	679
<b>Bildiri ID: 294. Pedagojik Formasyon Alan Öğrencilerin Öğretmenlik Mesleğine ve Çağdaş Öğretmen Algılarına Yönelik Tutumları</b> Osman TITREK, Şerife ÇETİN, Damla BÜLBÜL, A. Gökhan ASLANTÜRK .....	684
<b>Bildiri ID: 295. Using Model Poems in Elementary Classroom: Benefits and Obstacles</b> Daniela ANDONOVSKA-TRAJKOVSKA .....	691
<b>Bildiri ID: 296. Galileo'dan Lorentz'e, Newton'dan Einstein'a Fen Bilgisi Öğretmenliği Öğrencilerinin Özel Rölativiteyi Kavrama Durumları</b> Müge AYGÜN, Ümmü Gülsüm DURUKAN .....	697
<b>Bildiri ID: 297. Are General Practitioners Satisfied With Their Postgraduate Training Program?</b> Gergana PETROVA, Gergana FOREVA, Radost ASENOVA .....	703
<b>Bildiri ID: 298. Eğitim Örgütlerinde Yönetici ve Öğretmen Gözüyle Öç Alma</b> K. Funda NAYIR .....	707
<b>Bildiri ID: 299. Motivation Rate Among Postgraduate Students in General Medicine</b> Gergana PETROVA, Gergana FOREVA, Radost ASENOVA .....	713
<b>Bildiri ID: 300. Physical Capability and Coordination of Students in grades 5 - 8</b> Teodora SIMEONOVA, Petya PETKOVA, Nadezhda YORDANOVA, Yanko YANKOV, Petko VASILEV, Mustafa MUSTAFA, Darina BACHVAROVA .....	716



<b>Bildiri ID: 306. Noktalama İşaretlerinin İlköğretim II. Kademe Türkçe Dersi Öğretim Programlarına ve Ders Kitaplarına Yansımaları</b> Şenol SANCAK, Mehmet ALVER.....	721
<b>Bildiri ID: 312. Ortaöğretim Öğrencilerinin Siber Zorba Davranışların Anne Baba Tutumları Arasındaki İlişkinin İncelenmesi</b> Nilgün BELLİCİ, Erol YALÇINKAYA.....	729
<b>Bildiri ID: 314. Ortaokul Öğrencilerinin Fen ve Teknolojiyle İlgili Merak Ettikleri Soruların Konulara Göre Dağılımının Belirlenmesi</b> Gamze DOLU, İbrahim VESEK.....	735
<b>Bildiri ID: 315. Fen Bilgisi Öğretmen Adaylarının Görüntü Çizimi ve Görüntünün Özellikleri Haklarındaki Bilgilerinin Belirlenmesi</b> Ümmü Gülsüm DURUKAN, Müge AYGÜN.....	740
<b>Bildiri ID: 319. The Use of Action Researches for Developing Multiculturalism in the Primary Education</b> Florina SHEHU, Marieta PETROVA.....	745
<b>Bildiri ID: 320. Makedonya'da Türkçe Eğitim</b> Mahmut CELİK, Jovanka DENKOVA.....	749
<b>Bildiri ID: 321. Gastronomi Eğitiminde Yeni Bir Yaklaşım: Sınıf Dışı Eğitim</b> Mehmet SARIOĞLAN.....	753
<b>Bildiri ID: 327. Meslek Yüksekokulu Öğrencilerinin Nano-Teknoloji ve Uygulama Alanlarıyla İlgili Görüşleri</b> Nazlı ÜLKER, Faik Özgür KARATAŞ.....	758
<b>Bildiri ID: 333. Ortaokul 7.Sınıf Öğrencilerinin Dörtgenleri Sınıflandırma Konusundaki Becerilerinin Uzamsal Yetenekleri Açısından İncelenmesi</b> Merve Koçyiğit.....	764
<b>Bildiri ID: 335. Educational Context and Continuity in the Transition of Children from Preschool toward Primary Education</b> Tatjana Koteva – Mojsovska.....	771
<b>Bildiri ID: 342. 2013 MEB Okul Öncesi Eğitim Programına Göre Fiziksel Ortamın Düzenlenmesine Yönelik Öğretmen Görüşlerinin İncelenmesi</b> Gülden Uyanık BALAT, Nesibe Nur ALHAN, Funda ÖNAL.....	776
<b>Bildiri ID: 346. Bando Okulları Komutanlığı'nda Çok Kültürlü Müzik Eğitimi</b> Bahadır ÇOKAMAY.....	784
<b>Bildiri ID: 348. Psikolojik Danışma ve Rehberlik Hizmetleri ile Mesleki Gelişme Etkisi Konusunda Öğretmen Adaylarının Algıları</b> Filiz AKAR.....	791
<b>Bildiri ID: 350. Çalışanların Örgütsel Destek Algılamaları: Dershane Öğretmenleri Üzerinde Bir Araştırma</b> Adil OĞUZHAN, Agah Sinan ÜNSAR, Bünyamin SAKAL.....	797
<b>Bildiri ID: 351. Hikmet Barutçugil'in Ebrularında Efsun Çiçeği</b> Feryal BEYKAL ORHU, Şule TEKEŞİ.....	803
<b>Bildiri ID: 352. Yöneticilerin Milli Eğitim Bakanlığı Stratejik Planlama Uygulamalarına Yönelik Değerlendirmeleri (Tekirdağ İli Örneği)</b> Kenan ÖZDİL, Hakan BULUT.....	810

<b>Bildiri ID: 354. Okul Yöneticilerinde Tükenmişlik (Tekirdağ/Süleymanpaşa Merkez İlçesi Örneği )</b> Kenan ÖZDİL, Dilek BAŞTÜRK TÜRKSOY .....	823
<b>Bildiri ID: 355. Öğretmenlerin Stres Kaynakları ve Stresle Baş Etme Yolları (Edirne İli Keşan İlçesi Örneği )</b> Sinem ENGİN ÖZDİL, Halime TURNA .....	835
<b>Bildiri ID: 357. Pedagojik Formasyon Öğrencilerinin Öğretmenlik Mesleğine İlişkin Öz Yeterlik İnançları</b> Nuri AKGÜN, Tuncay ÖZDEMİR, Mahmut Remzi SOYSAL, Sümeyra Dilek UYLAS .....	847
<b>Bildiri ID: 360. Docimological Categories in the Education Process</b> Suzana NIKODINOVSKA – BANCOTOVSKA .....	853
<b>Bildiri ID: 361. The School Libraries in the Function of Successful Realization of Modern Education</b> Suzana KOTOVCEVSKA .....	856
<b>Bildiri ID: 368. Interculture and the Literary Discourse</b> Mito SPASEVSKI .....	860
<b>Bildiri ID: 373. Öğretmen Adaylarının Mesleki Öz-Yeterlik Algıları ile Teknopedagojik Eğitim Yeterlikleri Arasındaki İlişki</b> Suat YAPALAK .....	864
<b>Bildiri ID: 374. Öğretmen Adaylarının Epistemolojik İnanç ve Güdülenme Stratejileri Arasındaki İlişkisi</b> Suat YAPALAK .....	869
<b>Bildiri ID: 375. Contributions of Estimable Educationalist of the 2nd Constitutionalist Period Sati Al-Husri to Turkish Education System</b> Sabri Can SANNAV .....	873
<b>Bildiri ID: 376. The Prominent Educationist of the Second Constitutional Era, Emrullah Efendi and His Contributions to Turkish Education System</b> Sabri Can SANNAV .....	877
<b>Bildiri ID: 381. Sınıf Öğretmeni Adaylarının Dörtgen ve Aile İlişkileri Algıları</b> Funda GÜNDOĞDU ALAYLI, Elif TÜRNÜKLÜ, Elif Nur AKKAŞ .....	882
<b>Bildiri ID: 382. Köy Okullarındaki 7. Sınıf Öğrencilerinin Bilimsel Süreç Becerileri, Bilimsel Tutum, Fen Öğrenmeye Karşı Motivasyon ve Akademik Başarılarının İncelenmesi</b> Hüsnüye DURMAZ, Seçkin MUTLU .....	888
<b>Bildiri ID: 383. Multiculturalism and Interculturalism in Education</b> Snezana JOVANOVA – MITKOVSKA, Biljana POPEŠKA .....	895
<b>Bildiri ID: 384. Self-Evaluation in Pre-School - Situation, Challenges</b> Snezana JOVANOVA-MITKOVSKA .....	902
<b>Bildiri ID: 386. An Enquiry of Some Factors Referring to the Children with Special Educational Needs</b> Plamen PETKOV, Zhivko ZHEKOV, Svetlana IGNATOVSKA, Nalyan CHAKAROVA-SAAMIEVA .....	908
<b>Bildiri ID: 387. Neuropsychological Evaluation of Children with Special Educational Needs</b> Plamen PETKOV, Ivan KARAGIYOZOV, Kalina ALEXIEVA .....	913
<b>Bildiri ID: 389. Okul Öncesi Eğitim Kurumlarında Bulunan Öğrenme Merkezlerinin Milli Eğitim Bakanlığı Programına Uygunluk Durumunun İncelenmesi</b> Fatma ALİSİNANOĞLU, P. Tuğba ŞEKER, Rana Nur BAŞKAL, Serap ERDEM, Gözde KARAHALİLOĞLU .....	918

<b>Bildiri ID: 391. Patchwork Algoritması ile Yazılmış Masaüstü ve Mobil Bilgi Gizleme Uygulamalarının Dayanıklılık ve Histogram Analizi</b> Sinan SERBESTOĞLU, Andaç ŞAHİN MESUT .....	925
<b>Bildiri ID: 395. Multicultural Education – One of the Concepts and Philosophies for Inclusion in Early Child Development</b> Biljana CVETKOVA DIMOV, Tatjana ATANASOSKA, Marzanna SEWERYN-KUZMANOVSKA.....	931
<b>Bildiri ID: 396. Kimya Eğitiminde Kavram Karikatürleri Kullanımı: Gazlar Konusu</b> Gamze DOLU, Handan ÜREK.....	935
<b>Bildiri ID: 399. Ortaöğretim Demokrasi ve İnsan Hakları Programının Değerlendirilmesi</b> Pervin Oya TANERİ.....	941
<b>Bildiri ID: 400. Some Regular in the Development of Adult Education in Bulgaria</b> Valentina Nikolova VASILEVA .....	947
<b>Bildiri ID: 401. Nörodidaktik ve Nörobiyolojik Gelişmeler Açısından Erken Yaşta Yabancı Dil Eğitiminin Önemi</b> Mukadder Seyhan YÜCEL .....	950
<b>Bildiri ID: 402. New Approach in the Practical Training of Students for Prevention of Spinal Deformities in Kindergartens</b> Ruska PASKALEVA, Hristina MILCHEVA, Katya MOLLOVA, Mariyana PETROVA, Anushka UZUNOVA .....	955
<b>Bildiri ID: 404. Motivation and Participation of Students from Specialty « Rehabilitation Therapist » In Additional Internships and Practices</b> Ruska PASKALEVA.....	959
<b>Bildiri ID: 409. The Lexis in the Literature for Children</b> Biljana MALENKO .....	965
<b>Bildiri ID: 411. Astronomi Dersinin Fen Bilgisi Öğretmen Adaylarının Yıldızlar Hakkındaki Kavramsal Anlamalarına Etkisi</b> Emrah OĞUZHAN DİNÇER, Derya ÇOBANOĞLU AKTAN.....	970
<b>Bildiri ID: 412. Müziksel İşitme Okuma Yazma Derslerinde Bilgisayar Destekli Programın Öğretim Yönteminin Etkililiği</b> Eda NAZLIMOĞLU.....	976
<b>Bildiri ID: 413. Özel Okul ile Devlet Okulunun Öğrencilerin Görüşüne Dayalı Olarak Eğitim Yönünden Karşılaştırılması</b> Nurcan ÖZKAN .....	984
<b>Bildiri ID: 414. Characteristics of Successful Systems for the Evaluation of Teachers' Work</b> Sonja PETROVSKA.....	990
<b>Bildiri ID: 415. Process Quality of the Preschool Education Centers</b> Belkis TEKMEK.....	994
<b>Bildiri ID: 417. İlk ve Ortaokullarda Çevre Eğitiminin İncelenmesi</b> Ertuğ CAN, İbrahim SERENÇELİK .....	1000
<b>Bildiri ID: 418. Öğretmen Adaylarının Eğitsel İnternet Kullanımının Çeşitli Değişkenler Açısından İncelenmesi</b> Hasan ÖZGÜR, Fatma AKGÜN.....	1009

<b>Bildiri ID: 419. BÖTE ve Uzaktan Eğitim Öğrencilerinin Bilgisayar ve İnternet Kullanımına İlişkin Etik Dışı Davranışlarda Bulunma ve Maruz Kalma Durumları</b> Fatma AKGÜN, Hasan ÖZGÜR.....	1015
<b>Bildiri ID: 420. Yazın Dersinde Kısa Film İncelemesi</b> Hikmet ASUTAY .....	1023
<b>Bildiri ID: 422. Almanca Yapı Bilgisine Yönelik Karşılaştırmalı Bir Uygulama</b> Handan KÖKSAL.....	1027
<b>Bildiri ID: 427. Web-Siteleri Yardımıyla Almanca Yabancı Dil Becerilerinin Geliştirilmesi ve Yaşam Boyu Öğrenme</b> Yıldırım TUĞLU .....	1033
<b>Bildiri ID: 428. Almanca Dil Kurslarında İşitsel Materyallerle Dil Becerilerin ve Kelime Haznesinin Geliştirilmesi</b> Yıldırım TUĞLU, Banu TABAK .....	1038
<b>Bildiri ID: 429. Bir Testin Sınıflama Doğruluğunun Kümeleme ve ROC Analizi ile İncelenmesi</b> Ömay ÇOKLUK, Fazilet TAŞDEMİR .....	1044
<b>Bildiri ID: 433. Preparation and Qualification of Teachers - European Models and Bulgarian Specifics</b> Iliana PETKOVA.....	1050
<b>Bildiri ID: 434. Proje, Performans ve Araştırma Ödevelerinde Etik: Öğrenciler Ne Söyledi?</b> Yıldırım AYDIN, Sabri SİDEKLİ, Kasım YILDIRIM .....	1056
<b>Bildiri ID: 435. Vefa Değeri: Öğrenciler Ne Söyledi?</b> Sabri SİDEKLİ, Yıldırım AYDIN, Sevgi ÇAKIR .....	1062
<b>Bildiri ID: 439. Öğretmen Adaylarının “Öğretmenlik Uygulaması” Dersine Yönelik Görüşlerinin İncelenmesi (Trakya Üniversitesi Örneği)</b> Yücel Atıla ŞEHİRLİ .....	1069
<b>Bildiri ID: 443. Türkiye’de Psikolojik Danışma ve Rehberlik Eğitimi: Nitel Bir Değerlendirme</b> Seda DONAT BACIOĞLU .....	1082
<b>Bildiri ID: 446. Çocuk Üniversitesi Programına İlişkin Veli Görüşlerine Dayalı Bir Program Değerlendirme Çalışması</b> Şule ÇEVİKER AY .....	1089
<b>Bildiri ID: 451. Bir Durum Çalışması: Çocuk Üniversitesi Programı, Öğrencilerin Beklentileri ve Değerlendirmeleri</b> Şule ÇEVİKER AY .....	1096
<b>Bildiri ID: 452. Okul Öncesi Kurumların Önemi ve Bu Kurumların Çocuk Üzerindeki Etkileri</b> Berrin MAZICI .....	1103
<b>Bildiri ID: 458. İşbirliğine Dayalı Okul Yönetimi: Alacabal İlkokulu Örneği</b> Muhammet YILMAZ, Fatih DEMİR, Ömer ASLAN.....	1114
<b>Bildiri ID: 459. Matematiği Sevdirmek İçin Kriptoloji</b> Derya ARDA .....	1120
<b>Bildiri ID: 463. Toplam Kalite Yönetimi: Köşe Bucak Matematik Projesi Uygulama Örneği</b> Fatih DEMİR, Ömer ASLAN, Muhammet YILMAZ.....	1126
<b>Bildiri ID: 464. Cartographic Literacy for Pedagogy Students</b> Marian DELCHEV .....	1134

<b>Bildiri ID: 465. Self-assessment of the professional competencies for social work by Social pedagogy students</b> Tsveta DELCHEVA .....	1140
<b>Bildiri ID: 466. Is the Multiculturalism in The Process of Globalization an Objective? Or a Tool? Different Interpretations of Multiculturalism and Its Reflections upon Education</b> Cemile ARIKOGLU-ÜNDÜCÜ .....	1146
<b>Bildiri ID: 468. Hesap Verebilirlik Diline Dair Bir Çalışma</b> Münevver ÇETİN, Şamil TATIK, Sıtar KESER, Ayşe DURMAZ .....	1155
<b>Bildiri ID: 469. Representation of fractions in the mathematics textbooks: A comparative look in Kosovar, Albanian and Macedonian mathematics textbooks</b> Eda VULA, Fitore PODVORICA .....	1162
<b>Bildiri ID: 471. Sanat Eğitiminde Yenilikçi Yaklaşımlar İçinde Etkili Öğrenmede Öğrenci ve Öğretmenin Rolü</b> Hatice KETEN .....	1169
<b>Bildiri ID: 472. Türkiye’de Eğitim Politikaları Alanında Yapılan Lisansüstü Tezlerin İncelenmesi (2002-2014)</b> Güven ÖZDEM .....	1176
<b>Bildiri ID: 479. Ortaokul Matematik Ders Kitaplarının Probleme Dayalı Öğrenme Yaklaşımının Uygulanabilirliği Açısından Değerlendirilmesi</b> Neslihan USTA, Fatih TAŞ .....	1184
<b>Bildiri ID: 488. Akademik Yazında Pragmatik Tutum: Eğitim Yönetimi Alanına Bir Bakış</b> Binalı TUNÇ, Gündüz GÜNGÖR .....	1193
<b>Bildiri ID: 491. Sınıf Öğretmenliği Öğrencilerinin Akademik Motivasyonları ve Öğrenme Yaklaşımlarının Akademik Başarılarını Tahmin Etmesi</b> Barış Çetin .....	1202
<b>Bildiri ID: 492. Teknolojik Araç ve Sistemlerin Okulların “Gözetiminde” Kullanılmasına Dair Olgubilimsel Bir Çalışma</b> Binalı TUNÇ, Pınar ULUTAŞ .....	1209
<b>Bildiri ID: 496. Kelime Hazinesi ve Okuma Arasındaki İlişkinin İncelenmesi</b> Bengisu KAYA .....	1218
<b>Bildiri ID: 502. Üniversite Birinci Sınıf Öğrencilerinin İngilizceye Yönelik Motivasyonlarının Çeşitli Değişkenler Açısından İncelenmesi</b> Emine Şeyda SÜME .....	1224
<b>Bildiri ID: 510. Araştırma Etiğine İlişkin Senaryo Denemeleri: Bir Örnek Uygulama</b> Ömay ÇOKLUK, Gizem UYUMAZ .....	1232
<b>Bildiri ID: 512. Günümüz Sanat Eğitimi Bağlamında Güncel Sanat Dersleri ve Öğrenci Projelerinden Örnekler</b> Ülğaz (ÖZGEN) TOPCUOĞLU .....	1239
<b>Bildiri ID: 513. Vaka Temelli Öğrenmeye İlişkin Öğrenciler Neler Düşünüyorlar? Eğitim Psikolojisi Dersi Uygulaması</b> Ayten EREN ARTAN, Sevilay YILDIZ .....	1245
<b>Bildiri ID: 517. Türkiye Ve Japonya Eğitim Sistemlerinin Karşılaştırılması</b> Sevilay YILDIZ, Mehtap YILDIRIM, Fatih YALÇIN, Demet BAYCAN, Ender KAHRAMANOĞLU .....	1252

<b>Bildiri ID: 529. Yaşam Boyu Öğrenmede Televizyonun Rolü Bağlamında Bir Gündüz Kuşağı Programı: "Gülben"</b> M. YüsrarARSLAN, Zuhar DEMİR.....	1260
<b>Bildiri ID: 530. Necati Cumah'da Rumeli Coğrafyası</b> Esat Can, Salih Okumuş .....	1267
<b>Bildiri ID: 532. Demokratik Okul Kültürü Stratejisi ve Faaliyetlerinin Denendiği Pilot Okulların Demokratik Okul Kültürü Oluşturma Bakımından Uygunluğu (Edirne Örneği)</b> Ethem Nazif BAYAZITOĞLU.....	1275
<b>Bildiri ID: 536. International Mobility of the Students from Medical College -Trakya University, Stara Zagora in Turkey</b> Marya DİMOVA Hristina MILCHEVA .....	1278
<b>Bildiri ID: 538. Religious Education in Function of Multiculturalism from Macedonian Perspective</b> Snezana MIRASCIEVA, Daniela KOCEVA.....	1281
<b>Bildiri ID: 544. Eğitimde Anadil: Uluslararası ve Ulusal Belgeler ve İki Dilli Eğitim İstekleri</b> Yücel Atıla ŞEHİRLİ .....	1285
<b>Bildiri ID: 547. Coğrafi Mekan Planlamada Coğrafya Eğitiminin Rolü</b> Ersin GÜNGÖRDÜ .....	1300
<b>Bildiri ID: 565. Öğrenme Güçlüğü Olan Bireylerde Kendini İzleme Stratejisiyle Yapılmış Araştırmaların İncelenmesi</b> Mehmet YAVUZ, İbrahim COŞKUN .....	1304
<b>Bildiri ID: 566. Öğretmen Adaylarının Fizik Problemi Çözmede Kullandıkları Öz-Düzenleme Stratejileri ile Fizik Dersi Öz-Yeterlik Algılarının İlişkisi</b> Murat ÇELTEK .....	1312
<b>Bildiri ID: 567. Öğretmen Adaylarının Öğretim Teknolojilerine Yönelik Tutumları ile Öğretmenlik Mesleğine Yönelik Öz-Yeterlik Algılarının İlişkisi</b> Murat ÇELTEK .....	1318
<b>Bildiri ID: 574. The Problems from Mathematical Olympiads in the Teaching of Students - Future Primary School Teachers</b> Hristo MELEMOV .....	1323
<b>Bildiri ID: 575. Semantic Classification of the Turkish Names of the Villages in the Smolyan Region</b> Elena NIKOLOVA, Vanya KRASTANOVA, Miroslav MIHAYLOV .....	1327
<b>Bildiri ID: 576. Archaisms and borrowings of languages in contact in the regions of the Balkans</b> Zarije NUREDINI.....	1333
<b>Bildiri ID: 577. Developing Intercultural Communicative Competence in Foreign Language Teaching</b> Blerta DEMİRİ.....	1336
<b>Bildiri ID: 578. Opportunities for the Development of Emotional Intelligence of Student- Teachers with Art Music</b> Penka MARCHEVA .....	1343
<b>Bildiri ID: 579. Educational Aspects of Portfolio in the Development of University Students-Future Music Teachers</b> Penka MARCHEVA .....	1346
<b>Bildiri ID: 580. Pedagogical skills essential for working in "interfaith classroom" in elementary school (Or: how to teach the knowledge of religions in elementary school?)</b> Rumyana NEMINSKA .....	1350

<b>Bildiri ID: 581. Factors of School Effectiveness</b> Mariya TENEVA .....	1354
<b>Bildiri ID: 582. Permanent Education of Teachers</b> Simona PALCHEVSKA .....	1358
<b>Bildiri ID: 584. Social Media In Education</b> Violeta Georgieva .....	1362
<b>Bildiri ID: 586. Dilbilim Kuramları ve Kuramların Uygulama Boyutu: Bir Dizi Film Betimlemesi</b> " Kadın İsterse" Nur CEBECİ .....	1367
<b>Bildiri ID: 589. E-Learning And E-Services For Student-Kosovo Case Study</b> Lulzim SHABANI .....	1372
<b>Bildiri ID: 590. Characteristics of social inclusion model for overcoming destructive tendencies of student behavior in 4.-5. Class</b> Maria SIMITEVA .....	1378

## SOME ASPECTS OF MACEDONIAN MULTICULTURALISM IN TEXTBOOKS FOR PRIMARY EDUCATION

Snezana MIRASCIEVA<sup>1</sup>

Daniela KOCEVA<sup>2</sup>

**Abstract:** The issue of multiculturalism in its popularity extends in almost all scientific fields. So the interest in this paper is focused on the level of representation of multiculturalism in textbooks in primary school. Considering the fact that textbooks are workbooks for the student, this paper shows some of the covered knowledge that indicates the presence of certain elements of multiculturalism in the areas of music, religion, and literature. With the analysis of textbooks in core content and didactic apparatus, and in the context of the commitment to multiculturalism as a phenomenon in itself that encompasses language, religion, traditions, customs, and cultural features we have compared the field of music, literature, and religion. The survey includes textbooks for mother tongue, society, environment, music education, specific content of mathematics textbook, and the list of required reading for elementary school. The analysis is performed under the names of authors (writers for children, musical performances, works of art), content pertaining to the characteristics of different religions, and present names in textual tasks in mathematics. The obtained data showed that there are elements of multiculturalism present in textbooks, but with different percentages. Specifically, religious content is introduced in the curriculum of primary education from an early age, and in the second developmental period it is defined through a separate subject which has the status of an elective subject.

*Key words:* textbook, multiculturalism, intercultural dialogue.

### INTRODUCTION

Multicultural education is a progressive approach for transforming education that holistically critiques and addresses current shortcomings, failings and discriminatory practices in education. It is grounded in the ideals of social justice, educations equity and a dedication to facilitating educational experiences in which all students reach their full potential as learners and as socially aware and active beings, locally, nationally, and globally. Multicultural is a term consisting of two terms, namely multi and culture. Thus, the meaning of multiculturalism is a diversity of cultures. In order to understand the meaning of culture in multicultural education it is important to build an understanding of the characteristics of a culture and its cultural region. Culture characteristics include general as well as specific characteristics - culture as something to be studied, culture as forming a natural complement, culture as something that is done together with individuals from other groups, and culture as something that is adaptive. Understanding multicultural education has broad implications in the educational process because education itself is generally understood as a lifelong process.

### MULTICULTURALISM IN EDUCATION

Multiculturalism is a systematic and comprehensive response to cultural and ethnic diversity with educational, linguistic, economic and social components, and specific institutions and mechanisms. J. Banks explains that multicultural education has several interrelated dimensions. Namely, the first dimension is content integration which integrates a variety of cultures and groups to illustrate the basic concepts and theories in various subjects. The extent to which teachers use examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in their subject area or discipline is very important. Secondly, the knowledge construction process, which brings students to understand the cultural implications in a subject. The knowledge construction process moves to a different level because here teachers help students to understand, investigate, and determine the implicit cultural assumptions and frames of reference and perspectives of the discipline they are teaching. In other words, teachers help children understand. The extent to which teachers help students to understand, investigate, and determine how the implicit cultural perspectives and biases within a discipline influence the ways in which knowledge is constructed within it. Third, equity pedagogy is adjusting teaching methods with students' learning in order to facilitate their academic achievement racial, cultural or social terms. With equity pedagogy, teachers can change their methods to enable students from diverse racial groups and both genders to be equally successful. Teachers modify their teaching in ways that will facilitate the academic achievement of students from diverse racial, cultural, and social-class groups. Fourth dimension is prejudice reduction which identifies students' racial characteristics and determines the teaching methods. The matter in this dimension is the characteristics of students' racial attitudes and how they can be modified by teaching methods and materials. The fifth dimension of multicultural education is empowering

<sup>1</sup> Faculty of Educational Sciences, University "Goce Delcev" Stip, Macedonia  
snezana.mirascieva@ugd.edu.mk;

<sup>2</sup> Faculty of Educational Sciences, University "Goce Delcev" Stip, Macedonia  
daniela.jakimova@ugd.edu.mk



school culture and social structure in total. The last dimension is related with a school culture that empowers students from diverse racial, ethnic, and cultural groups. The following crucial question is imposed: How should teachers who aim to employ not only equity pedagogy, but all of multicultural education, re-conceptualize their roles? In other words, teaching should not be about the teacher as the source of all knowledge and students as passive recipients, so how does a teacher redefine him/herself? If we talk about pedagogy of liberation, we are talking about teachers and student becoming learners together. If a teacher is of a different culture or background than the students, how can she or he work to better teach them? The really important thing here is that it is not the race or ethnicity of teachers, but a set of cultural characteristics that make them effective with children. The first step is to make a multicultural classroom and promote multicultural competencies. A multiculturally sensitive classroom provides every student with opportunities to achieve his or her potential. It allows students to understand and appreciate their own culture while recognizing its similarities and differences to other cultures and perspectives in society. Important components of a multicultural classroom include (1) explicit awareness of cultural influences in society, (2) academic content that is relevant to cultural groups, and (3) skills to communicate effectively across cultures. A common myth is that only schools with notable ethnic or racial differences need to embrace multicultural competencies. All teachers can prepare all students to become multiculturally competent citizens in a diverse society. How to begin developing multicultural competency? Developing a multicultural approach to education is an ongoing process, not an instantaneous accomplishment. There is no limit to how multiculturally competent a teacher can become because improvement is always possible. Some suggestions follow for an ongoing development of a multiculturally sensitive classroom:

- Evaluate the methods, books, and curriculum you use. Check to see if your lesson plans and text books offer a variety of perspectives and ideas concerning multicultural concepts.
- Engage the students in the learning process. Find out what they know and what they would like to know, and then explore different perspectives together.
- Ask probing and critical questions to yourself and your students to learn where and how you and they were exposed to information on certain subjects.
- Critically evaluate historical views from different perspectives. Relate concepts to the students' lives in society right now.
- Understand the various cultures of students in your classroom and reflect on how the differences or similarities may affect your classroom and instruction.

The multicultural education has three main goals: to increase educational equality for both gender groups, for students from diverse ethnic and cultural groups, and for exceptional students; to develop the knowledge, skills, and attitudes needed to survive and function effectively in a diverse global world and to develop cross-cultural competencies. In that sense, Banks (1999, 17) described the following as characteristics of multicultural schools:

1. Attitudes, perceptions, and beliefs, and actions of the school staff. The teachers and school administrators have high expectations for all students and positive attitudes toward them. They also respond to them in positive and caring ways.
2. Formalized curriculum and course of study. The formalized curriculum reflects the experiences, cultures, and perspectives of a range of cultural and ethnic groups as well as of both genders.
3. Learning, teaching, and cultural styles favored by the school. The teaching styles used by the teachers match the learning, cultural, and motivational styles of the students.
4. Languages and dialects of the school. The teachers and administrators show respect for the students' first languages and dialects.
5. Instructional materials. The instructional materials used in the school show events, situations, and concepts from the perspectives of a range of cultural, ethnic, and racial groups.
6. Assessment and testing procedures. The assessment and testing procedures used in the school are culturally sensitive and result in students of color being represented proportionately in classes for the gifted and talented.
7. The school culture and the hidden curriculum. The school culture and the hidden curriculum reflect cultural and ethnic diversity.
8. The counseling program. The school counselors have high expectations for students from different racial, ethnic, and language groups and help these students to set and realize positive career goals.

#### MULTICULTURALISM IN MACEDONIAN TEXTBOOKS FOR PRIMARY EDUCATION

One way to introduce multiculturalism in school is curriculum transformation in assumptions, beliefs, and structures within schools regarding several directions: how students learn, human abilities, and the nature of knowledge. There are four levels of a transformed curriculum: the contributions approach, the additive

approach, the transformation approach, and the social action approach. The contributions approach focuses on holidays, heroes, and discrete cultural elements. The additive approach focuses on the content, concepts, and themes, and perspectives are added to the curriculum without changing its structure. The transformation approach focuses on the structure of the curriculum and it is changed to enable students to view concepts, issues, events, and themes from the perspective of diverse ethnic and cultural groups. In the social action approach students make decisions on important social issues and take actions to help solve them. Students and teachers make paradigm shifts and view their own and world experience from the perspectives of different racial, ethnic, cultural, and gender groups. But, curriculum transformation is a difficult and complex problem. So, the interest in this paper is focused on the level of representation of multiculturalism in textbooks in primary school. Considering the fact that textbooks are workbooks for the student, this paper shows some of the covered knowledge that indicates the presence of certain elements of multiculturalism in the areas of music, religion, and literature. With the analysis of textbooks in core content and didactic apparatus, and in the context of the commitment to multiculturalism as a phenomenon in itself that encompasses language, religion, traditions, customs, and cultural features we have compared the field of music, literature, and religion. The research includes textbooks for mother tongue, society, environment and learning about music education and specific content of mathematics textbook, and the list of required reading for elementary school. The analysis is performed under the names of authors (writers for children, musical performances, and works of art) content pertaining to the characteristics of different religions, and present names in textual tasks in mathematics. The obtained data showed that there are elements of multiculturalism present in textbooks, but with different percentages. Specifically religious content is introduced in the curriculum of primary education from an early age, and in the second developmental period it is defined through a separate subject which has the status of an elective subject. Namely, in the research, we analyzed contents in the textbooks for mother tongue (Macedonian), mathematics, society, introduction to the environment, and music education. In the survey we analyzed the content of textbooks in the mother tongue, mathematics, society, introduction to the environment and music education. The analysis is carried out according to the presence of the authors of literary works in textbooks (according to their ethnic origin). The subject of the analysis are textbooks for students from the first five grades as follows: textbooks in mother tongue, society, introduction to the environment and music education, as well as some contents of mathematics textbook and the list of mandatory readings in primary school. The analysis is carried out according to the names of the authors (writers for children, music pieces, works of art), contents that relate to the characteristics of individual religions, and the names present in the textual problems of mathematics. Of the total number of authors, 30% of the authors of other ethnic communities (20% in the textbook of the subject Society for the fourth grade, 30% of the textbooks in mother tongue, 15% of the textbooks on music education and 40% in the textual problems of textbooks in mathematics). And, in relation to personal names which are specific in certain ethnic communities as one of the dimensions of multiculturalism, the analysis has shown that they are represented with 20% in all the textbooks, which speaks of a certain degree of representation of the elements of multiculturalism, which expresses the respect of the principles of multiculturalism in Macedonian textbooks. It is interesting that in music education and Macedonian language textbooks elements of folklore are represented. In both songs (folk songs) and stories (folk stories) contents and objectives of the curriculum are encompassed, respecting traditions of other ethnic communities (Vlach, Roma, Albanian, Turkish) present in our country. This once again confirms the fact that we can talk about the elements of multiculturalism in Macedonian textbooks for primary education. Со што уште еднаш се потврди фактот дека можеме да говориме за елементи на мултикултурализам во македонските учебници за основно образование.

#### CONCLUSION

All European countries are multicultural entities, and growing religious diversity is an important dimension of this. Analysis of the role of religious and moral education in schools can lead to a better understanding of the challenges and opportunities of dealing with multicultural societies. Multiculture is mix of a lot of societal phenomena such as religion, culture, language, tradition... One of the elements of multiculturalism is religion. Religion is one of several factors guiding parents' choice of school for their children. Not surprisingly, religion is a more dominant factor in choice for families from minority faith groups – but even here it is complex, as parents may wish not only to preserve their religious tradition but also to maintain their cultural identity or to provide a 'safe haven' to protect their children from being treated as different. There are some efforts for integrating multicultural education into the curriculum. The first question is what and where in the curriculum this integration can be placed. Namely, the contents in the curriculum can include the ways of reducing prejudice in treatment and occurrence of certain racial and ethnic prejudice. Secondly, there is the knowledge of the history of the development of society and the reactions of other ethnic groups. History contains things that are positive and negative things likewise that need to be known by students in an effort to determine the condition of the people today. At the same time, racial prejudice is turned on since the beginning of the growth of children. Namely, the power contained in the association group can eventually be able to reduce prejudice.

The second element in the structure of multicultural is culture itself. Culture is always associated with what happens in real life on an intercultural and multicultural scale. For these reasons, school has a significant role in forming of multicultural school environment. School as an institution of formal education is seen as a gateway for cultural development for students. As a gateway, the school should have the power to create positive cultural strategic accordance with the philosophy of the community. If this approach to education was implemented, it would itself bring about a strong school culture in the face of social problems in the community. In that sense, students must have readily available resource materials in order to get accurate information. Learning centers, libraries, and resources should include a variety of resources on history, literature, music, food, folklore, views of life and art of different ethnic and cultural groups. Ethnic and cultural diversity in schools' informal programs should be reflected in assembly programs, classrooms, hallway and entrance decorations, cafeteria menus, counseling interactions, and extracurricular programs. School dances that consistently provide only one kind of ethnic music, for example, are contrary to the spirit and principles of multicultural education as are curricula that teach only about the ideals, values and contributions of one ethnic or religious group. Participation in activities such as cheerleading, booster clubs, honor societies, and athletic teams should be open to all students. In fact, the participation of students from various racial, ethnic, and cultural backgrounds should be solicited. Such activities can provide invaluable opportunities not only for the development of self-esteem, but for students from different ethnic and cultural backgrounds to learn to work and play together. In the end, we cite Fullan that in the process of examining the individual and collective settings, it is necessary to contend with both the "what" of change and the "how" of change. Meaning must be accomplished in relation to both these aspects. It is possible to be crystal clear about what one wants and be totally inept at achieving it. Or to be skilled at managing change but empty-headed about which changes are most needed. To make matters more difficult, we often do not know what we want, or do not know the actual consequences of a particular direction, until we try to get there. Thus, on the one hand, we need to keep in mind the values and goals and the consequences associated with specific educational changes; and on the other hand, we need to comprehend the dynamics of educational change as a sociopolitical process involving all kinds of individual, classroom, school, local, regional, and national factors at work in interactive ways. The problem of meaning is one of how those involved in change can come to understand what it is that should change, and how it can be best accomplished, while realizing that the what and how constantly interact and reshape each other. We are not only dealing with a moving and changing target; we are also playing this out in social settings. Solutions must come through the development of shared meaning. The interface between individual and collective meaning and action in everyday situations is where change stands or falls. (pp 5-6, M. Fullan, 2005 third edition)

So we agreed with the well-known fact that the elements in textbooks are not enough to verify the application of the basic principles of multiculturalism. Instead, the school should respect the basic principles of multicultural education in order to meet the needs of modern society.

#### REFERENCES

- Banks, J.A. (1999). *An Introduction to Multicultural Education* (2nd ed.). Boston: Allyn and Bacon.
- Barna, L.M. (1997). Stumbling blocks in intercultural communication. In LA Samovar & RE Porter (eds.), *Intercultural communication: A reader* (8th ed. pp. 337 -346). Belmont, CA: Wadsworth
- Bennett, M. J. (2011). *Developing Intercultural Competence for International Education Faculty and Staff*. Oregon Portland, Intercultural Communication Institute (paper presented on AIEA Conference, February 22, 2011)
- Костова, Ч.С. (2006). *Интеркултурно възпитание*. София: „Веда Словена – ЖГ“
- Петровски, В. Мирасчиева, С. (2013). *Мултикултурализам и интеркултурна комуникација*. Штип: Универзитет „Гоце Делчев“
- Piršl, E. (2007). *Interkulturalna osjetljivost kao dio interkulturalne kompetencije*. во V. Previšić, N. N. Šoljan, N. Hrvatić (ur.). *Pedagogija – prema cjeloživotnom obrazovanju i društvu znanja*. Zagreb: Hrvatsko pedagoškijsko društvo, 275-292
- Radojković, M., Miletić, M. (2005). *Komuniciranje, mediji i društvo*. Beograd: Stylos
- Samovar, A. L. & Porter, E.R. & McDaniel, R.E. (2010). *Intercultural Communication: A Reader*, Thirteenth Edition. Boston: Wadsworth
- Fullan, M. (2005). *The New Meaning of Educational Change, THIRD EDITION*. London: Routledge Falmer, New York: Teachers College, Columbia University
- Учебници по македонски јазик, математика, општество, запознавање на околината, музичко образование превземено од [www.e-ucebnici.mk/osnovno](http://www.e-ucebnici.mk/osnovno) на 10.08.2014