



BOOK OF ABSTRACTS



University “Ss. Cyril and Methodius”, Skopje, North Macedonia

Pedagogical Faculty “St. Kliment Ohridski”

University of Zagreb, Croatia

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QUALITY IN CONTEMPORARY EDUCATIONAL PROCESSES

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14th International Balkan Congress for Education and Science

QUALITY IN CONTEMPORARY EDUCATIONAL PROCESSES

Concepts, Strategies, Implementation, Evaluation

from 5th to 7th September 2019

Ohrid, North Macedonia

Aim & scope

The 14th International Balkan Congress for Education and Science, September 5-7th, 2019 in Ohrid, North Macedonia is the premier forum for the presentation of new advances and research results in education theory and practice.

The Congress is a prestigious event, organized to bring together academics, researchers and scholars to exchange information, discuss on the latest innovations, share experiences and research results about wide aspects of quality in the field of education.

Main topic

QUALITY IN CONTEMPORARY EDUCATIONAL PROCESSES

Due to the past and actual changes in societies world-wide, academic are faced with global challenges which concerns all areas of education – to find the solution for ever - changing reality and to provide sustainable knowledge and abilities for the new generations. The wide variety of educational standards in different countries presents various educational criteria. In our word global development is inevitably linked with the need for defining and implementing contemporary meaning of quality in education.

Questions: what is and what should be a **quality** in contemporary educational processes that have to provide useful knowledge for future generation`s well-being and development, remains.



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The Book of Abstracts entitled "Quality of Contemporary Educational Processes - Concepts, Strategies, Implementation, Evaluation" is a scientific publication presenting the commitments, results and achievements in the field of science and practice of educators and scientists in the country and in the region, with their strong contribution to the comprehensive development of education as an imperative for the further building of a democratic European society. Deeply connected with all forms of social consciousness, science is in the same time organic part of each progress.

Education is a permanent philosophical and sociological feature that sets the pedagogical principles, attitudes and ideas in the educational domain of human being. Education and upbringing represent the need and necessity of being incorporated both into the present and the future of the modern civil society, and they contributed strongly in the formation of each individual, as well as the society in general. In other words, a professionally functional and socially responsible individual shall be developed only if is being rise up throughout properly organized educational processes.

The global education is a key condition for the globalization of human values. The philosophical and sociological foundations of material and spiritual values cannot be created without education. This means that the educational system as well as the educational inclusion is being a necessity for further development of the democratic society. Education moves forward the whole dialectical development of society, its whole course from necessity to freedom, from disorganized and spontaneous to organized forms, from non-integral and unsettled forms to integrative and stable forms.

As a consequence of the past and current changes in different societies around the world, nowadays scholars are faced with a major challenges that address to all the aspects of education and processes in order to find solution for the actual reform tendencies that will not cause tectonic shocks in both educational and social system.

As a paradigm and synthesis of all that was previously mentioned, we will conclude with the ingenious thought of the great ancient Greek philosopher Plato, who says: "Verba volant, scripta manent" - "What is said dissappears, what is written remains eternal".



Keynote Speaker:



Iskra Popova, PhD

Associate Professor of Computer Science
(retired)

Department of Computer and Systems
Sciences

Stockholm University, Sweden

The invited lecture is titled:

“E-learning in Higher Education, the Quality Perspective”

Initially, it explains the different understandings of the term “e-learning” in the academia, and focuses further on the online courses and programs in higher education.

The quality perspective is being discussed through comparing various forms of learning environments as well as needs of contemporary students.

The contents have been created following the written literature and the personal experience of the author.



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Session I

Concepts for determining quality

in educational processes

- **COMMUNICATION TEACHER–STUDENT, IMPORTANT PARAMETER FOR QUALITY TEACHING**

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Considerations aimed at improving the quality of the educational process lead to the question of whether and how modern teaching is quality teaching and what we mean by quality teaching. It also raises the question of how and how much the quality is a measurable category. To achieve quality in teaching, we need to define the quality first and interpret it, and then to define directions and strategies that will create conditions for the realization of quality teaching. Quality education is constantly being upgraded, reassessed, tested, refined and adapted to the changed conditions and influences. Undoubtedly, the teacher is a factor from whom the quality of teaching depends on, but not the only factor. There are other factors, among which the student has a significant place as a subject, and in that constellation and the communication relation teacher-pupil. For proper communication there are important preconditions that need to be realized: acquaintance, equality, close and sincere connection, trust, tolerance, understanding and respect, humanistic relation, holistic approach.

In this paper, the emphasis is placed precisely on clarifying this relationship teacher-student, as a factor for successful and quality teaching, through the prism of the teachers' teacher's competences directed at the student. In this context, we list the competencies of the teacher towards the student in relation to: getting to know the student, the position and the student's condition in the teaching, communication, student progress, the educational aspects.

Key words: student, quality, teaching, teacher, competencies.



Session I

Concepts for determining quality in educational processes

- **BENEFITS OF TEACHING HUMANE EDUCATION**

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Based on theoretical studies and content analysis of existing scientific literature and humane educational resources, this paper makes an attempt at defining the concept of humane education, briefly describing its historical development and emphasizing its benefits. The advantages of incorporating humane education into educational settings are discussed with a particular focus on kindness, respect, compassion, empathy and the development of pro-social behavior. Furthermore, some implications are made for including humane education in the training of pre-service primary school teachers to raise the quality of education.

Key words: humane education, advantages, primary school pedagogy.



Session I

Concepts for determining quality

in educational processes

- **TESTING AND EVALUATION: ASSESSMENT**

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Assessment is a method used to collect information about students' achievement level in the process, or before the process, or at the end of the process. Various types of assessment tools and methods are suggested to assess learning outcomes of students. Research suggests that using only one method and relying on the findings of only one method cannot reflect the whole learning outcome and cannot be satisfactory for assessment. In addition to the different types of assessment tools and methods, each student's learning outcome cannot be evaluated and assessed in the same way due to individual differences. In this respect, the question to be asked and discussed is "how do teachers assess and evaluate students' learning outcomes?" The literature suggests that students' achievements need to be evaluated in exam-free situations as well as in exam sessions. Therefore, in this paper, it is aimed to discuss the role of the assessment issues in education system by interrelating individual differences in the learning environment by seeking answers to this question. While discussing the assessment issues by interrelating individual differences in learning and teaching environments, the study results are assumed to be helpful for teachers and educators in designing assessment tools to evaluate students' academic achievement in a contemporary and innovative way.

Key words: testing, evaluation, assessment, individual differences, learning outcome.



Session I

Concepts for determining quality in educational processes

- **IMPACT OF SOCIAL STRATIFICATION IN DEFINING FUTURE EDUCATION PROFILES**

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Social stratification plays a major role in defining future professions, particularly in the area of education for defining educational profiles in secondary and higher education. From the many researches that have been carried out, the dialectical correlation between social stratification and the successful achievement of students has been proven. The choice of future professions is the result of the division of work into society and the development of society itself. Therefore, education has a primary and fundamental function in the development of professions because in secondary and higher education they acquire knowledge, skills and abilities for the chosen profession, and with this, the process of selecting students is made on the affinities and skills they possess when selecting and orienting in future professions.

Whether education will be taken as a dimension of social stratification, as few authors do, or the education system will be studied as a "social channel", world results from social research, regardless of the patterns theoretical-methodological, show a strong correlation between the socio-economic status of families and the educational achievement of their young members.

Key words: Social stratification, education, orientation, students, society.



Session I

Concepts for determining quality

in educational processes

- **МЕТОДИЧКИТЕ КОНЦЕПТИ И КВАЛИТЕТОТ НА ПОЧЕТНАТА НАСТАВА ПО МАТЕМАТИКА**

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Од почетната настава по математика се очекува да обезбеди учениците уште од мала возраст свесно да се здобиваат со математички знаења на ниво на воопштувања, соодветно на нивните возрасни можности. Тоа може да се постигне само ако наставата обезбедува доволно ниво на интелектуален развој на учениците, на нивните сознајни интереси и способности. Научните достигнувања бараат солидни курикулуми кои на учениците им пружаат можности да усвојат методички концепти, кои ќе им овозможат лесно и брзо разбирање на апстрактните математички поими. Затоа во нашиот труд се насочивме кон третман на одделни методички концепти кои, според нашето мислење, обезбедуваат резултатно остварување на целите на почетната настава по математика.

Практичното значење на проучувањето на проблематиката врзана за методичките концепти се состои во тоа што резултатите што ги добивме можат да послужат во дидактичко-методичко обликување на наставната практика. Особено во смисла на збогатување на методичките постапки, формите на активирање на учениците, како и облиците на самостојна работа на учениците во почетната настава по математика.

Со ова истражување дојдовме до релевантни сознанија за реализацијата на почетната настава по математика, како и до дефинирање на методичките концепти. Примената на квалитативната техника – партиципативно набљудување, ни овозможи опишување на реализацијата на дефинираните методички концепти. Со третманот на овие проблеми се настојува да се даде одговор на прашањето како да се изучува математиката, со цел да се добијат оптимални резултати во наставата, во зависност од условите во кои таа се реализира. Во таа смисла, утврдените специфичности во почетната настава по математика, искуствата од наставната практика, како и добиените резултати од истражувањето, ќе дадат значаен придонес во развивањето и унапредувањето на методиката на почетната настава по математика.

Клучни зборови: концепт, почетна настава по математика, наставна практика.



Session I

Concepts for determining quality

in educational processes

- **ИНТЕРАКЦИСКО-КОМУНИКАЦИСКИТЕ ОБРАЗОВНИ АСПЕКТИ ВО ФОКУСОТ НА ОБРАЗОВНИТЕ РЕФОРМИ**

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Образовните реформи со себе носат низа промени втемелени на потребите на општествениот развој и материјалната егзистенција. Сè почесто се акцентира оној момент во образованието кој преферира конкретни компетенции насочени кон академски знаења за сметка на хуманистичкиот момент во развојот на самосвесна личност. Во таа смисла, заглавен во фактите и знаењето, образовниот систем постепено ги заборава вредностите на интеракциско-комуникациските образовни аспекти, кои се препуштаат единствено на таканаречената имплицитна теорија на наставникот во „скриениот курикулум“, со што се маргинализираат и неговите еманципаторски влијанија. Со други зборови, образованието, покрај развојот на когнитивно-интелектуалната страна на личноста гледана низ системот на академските вредности, треба да дејствува и врз развојот на нејзината социјална и емоционална структура, врз етичкиот и естетскиот контекст на усвојувањето и изразувањето на вредностите и ставовите и тоа со помош на специфични интеракциско-комуникациски процеси во целокупното образовно опкружување.

Оттука, овој труд се осврнува на улогата, значењето и потребата од редефинирање на образовните цели, како и од освестување на можната субверзивност на скриената курикуларна поставеност во фокусот на современите образовни реформи.

Клучни зборови: интеракциско-комуникациски аспекти, еманципаторски влијанија, образовни реформи, скриен курикулум, академски знаења.



Session I

Concepts for determining quality

in educational processes

- **SELECTIVE MUTISM**

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Through the paper get acquainted with definition of selective mutism, history of disorder and how the disorder has been treated to date. In addition with mentioned we learn about comorbidity of selective mutism and how disorder itself can be recognized in children. Since selective mutism is often compared to timidity, the paper thoroughly describes how these two phenomenon can be distinguished. Furthermore, it is described how children with selective mutism can be included in the preschool institution. Various types of selective mutism (symbiotic, speech phobic mutism, reactive mutism and passive-aggressive) and theoretical models are presented in this paper. Along with mentioned the paper describes treatments which are used to medicate selective mutism and pharmacotherapy which is considered as excluded due to no confirmation evidence for efficacy of the treatment.

Key words: selective mutism, comorbidity, types, treatment.



Session I

Concepts for determining quality

in educational processes

- **THE USE OF ONLINE/MOBILE APPLICATIONS IN FOREIGN LANGUAGE LEARNING /TEACHING: AN EXPERIMENT INTO LEARNING FRENCH WITH DUOLINGO SCHOOL**

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The authors of this paper conducted an experiment into the use of *Duolingo School* among university students in order to learn French as a completely new language. Duolingo is a modern smart phone application for foreign language learning. Its motto is “Free language education for the world”. The instructions in *Duolingo* were in English (the language that at the time of the experiment the students had been learning for a considerable amount of time). They were asked to do at least three half-an-hour lessons until they had earned 225 points. This mini course was followed by a 10-minute self-constructed French test and a self-constructed short questionnaire.

The conference paper will be a presentation of the results of this experiment which included 86 French language course participants, 66 test participants and 64 survey participants. All the participants were students from the Faculty of Teacher Education in Zagreb studying to become either primary school teachers of English or teachers of core subjects in primary school grades 1-4, teachers of only core subjects in primary school grades 1-4 or nursery school teachers. The presentation of the results will be focused on the quantitative analysis offering insight into the parallels between the type of the course, the achievement in the test and the variables from the survey.

Key words: Duolingo School, teaching French, language anxiety, motivation, ICT.



Session I

Concepts for determining quality

in educational processes

- **PARENTAL PERCEPTION ABOUT LEARNING DIFFICULTIES**

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Children with specific learning difficulties can not achieve the same results as his or her peers in a traditional classroom setting. They need to be supported individually by their parents and teachers. The first step of the support is to understand the child's difficulties and to consider which factors might affect his/her academic performance. The aim of the study is to investigate parents' perception of their children with specific learning difficulties. The sample consisted of 25 families of pupils with special learning difficulties (first to fourth graders). The data were collected through a question form prepared by researchers. The question form included 28 questions about socio-demographic characteristics of families and parental observations and ideas regarding their child's daily routines and difficulties. The data were analyzed using descriptive statistical methods. The results of the research showed that most of the parents stated that their children had difficulty in school because of their reading, writing and speaking problems. Moreover, they claimed that their children postpone doing homework at home and are interested in other things while doing homework. Parents also reported that their children with learning difficulties were less careful and more active than their peers.

Key words: special learning difficulties, primary school, parental perception.



Session I

Concepts for determining quality in educational processes

- **FORMS OF SPORTS-ANIMATION ACTIVITIES IN EDUCATIONAL ENVIRONMENT**

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The article examines the nature and types of forms of education and organizational forms in education, as well as the possibilities for realization of sport-animation activities through concrete forms.

The peculiarities in the selection of the forms of education, the main activities in the organization, their preparation and their implementation are examined. The specific functions of organizational forms of training for the implementation of the learning process in order to implement the educational tasks.

The National Strategy for the Development of Physical Education and Sports in the Republic of Bulgaria 2012-2022 identifies as the most favorable age for the forming impact of physical culture pre-school and school ages and highlights a number of priority tasks, some of which are: optimization of the motor regime in pre-school childcare facilities; making changes to the organization and content of extracurricular and out-of-school sporting activities for the full use of leisure time and as an effective tool against drug abuse, child criminality, violence and other social deformities; organizing sporting events during school holidays.

Sports animation in an educational environment includes gaming and sports activities for children and students taking place in the natural environment or throughout the day-care regime of educational institutions.

Key words: sport animation, educational environment, pre-school and school ages.



Session I

Concepts for determining quality

in educational processes

- **FACTORS THAT INFLUENCE IN SATISFACTION FROM WORK AS A TEACHER IN THE PRIMARY EDUCATION**

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The purpose of this study is to identify the general level of satisfaction at teachers on elementary education, to identify the extent and impact of different aspects of the work at teachers on elementary education at the overall level of satisfaction and to measure target levels at teachers who want to leave a job, and the relationship between the overall level of satisfaction from the work as a teacher and their intention to leave a work.

Also, this paper aims at:

1. Measuring the relationship between the general level of teacher's satisfaction on elementary education and the demographic characteristics of teachers, such as: age, gender, experience in education and level of education.
2. Measuring the relationship between the general level of teacher's satisfaction on elementary education and school and class characteristics, such as: school location, teaching cycle, class size.
3. Identifying the relationship between the tendencies to get quit the teachers from elementary education and the demographic characteristics of teachers, such as: age, gender, experience in education and the level of education.
4. Identifying the relationship between the tendencies to get quit the teachers from elementary education and school and class characteristics, such as: school location, teaching cycle, class size.

The study showed a statistically significant difference in the level of general satisfaction among males and females. Satisfaction is growing as the age increases.

In classis with more students, teachers exhibit a lower level of satisfaction than in classis with lower number of students.

Primary education teachers are more satisfied than teachers in high schools.

Key words: job satisfaction, dissatisfaction from work, school management, working conditions, student behavior, overload, goal to quit from work.



Session I

Concepts for determining quality

in educational processes

- **CARPE DIEM! IN THE FUTURE TEACHERS STUDYING IN MEĐIMURJE**

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This paper is a continuation of the research initiated by a group of authors on the subject of life habits and the use of time that was conducted among younger population in the Croatian region of Međimurje ("Carpe Diem! In One-Teacher Education Students", Nessebar, Bulgaria, 2017., N=31 of Roma children in primary education; "Carpe Diem! Primary School Students in Grades 1-4 from the County of Međimurje, Edirne, Turkey, 2019., N=50 non-Roma children). However, in this current paper the authors approached future teachers, students studying at the university in their 1st and 2nd year, with the question "What do you do when you do nothing?" trying to determine students' preoccupation in their free time. On a sample of 100 students (N = 100) it was established that this population when doing nothing spends time in socializing with friends or family, sleeping, contemplation, watching television, or reading. The time in which they do nothing is usually the time of rest between activities that have just passed and those that about to come. The respondents often associate this time of "pauses" with the term "boredom". On the other hand, university studies and all that is related with it this population considers to be their "job", as well as all the activities related to maintaining the living space and also helping parents. According to the obtained results, during the time when "nothing is done" hardly any of the respondents spend the time in nature or in some physical activity. In addition, although the participants were exclusively women, none of them "while doing nothing" are engaged in some manual work or some other typical female activity. From this one can also learn about their relationship towards home, marriage and family.

Key words: value orientation of the youth, leisure time, practical pedagogy, natural environment.



Session I

Concepts for determining quality

in educational processes

- **SLAVIC MANUSCRIPTS**

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Archeographic collections in the world are the treasure of the specific institution and state, but are also the literary-cultural and historical treasure of the world. In the National and University Library "St. Kliment Ohridski" - Skopje there are 4,000 original manuscripts in the Oriental collection, written in Arabic, Persian and Turkish. The oldest manuscript is from the 12th century. The Archeographic collection contains about 270 original Slavic manuscripts from the 13th-19th centuries. The oldest one is a fragment of the Lenten Triod of the second half of the 13th century, written on parchment. The descriptions of the manuscripts are presented according to the following criteria: paper, dimensions, number of sheets, script, redaction, watermarks, ornaments, cover, content, records, note. The manuscripts were written on parchment and paper. This handwritten treasure is open to study from various aspects of interests.

Key words: manuscripts, archeographic collection, parchment.



Session I

Concepts for determining quality in educational processes

- **NON-EDUCATIONAL FEATURES OF TALES**

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In recent years, the following striking results have emerged in fairy tale research; Fairy tales as the source of output are not for children. Because fairy tales violence, sexuality, severity, mobbing etc. they contain elements intensely in them. Therefore, it is necessary to distinguish between fairy tales and adaptation tales. Reading children's tales is the right of every child and must be read. In this respect, the fairy tales should be arranged according to the child and should be free from any unwanted or inappropriate elements. In this study, the unfavorable features of the fairy tales of Grimm will be discussed due to the negative elements it contains. The elements such as violence, sexuality and oppression will be shown in the text. Accurate value training should be provided through adaptation tales. Due to the negative content of fairy tales, arrangements should be made in children according to various age groups. This most rooted and richest text type of humanity should be exploited correctly and its negative aspects should be avoided. The topic that is to be discussed through this study is the principle of relativity to the child. Children's literature should include texts that should be according to the child. Therefore, the criterion of selecting texts in tales should be the relative criterion for the child. Values can be provided through these criteria.

Key words: Fairy tale, values education, literature, children, Grimm tales.



Session I

Concepts for determining quality

in educational processes

- **UNDERSTANDING AND APPROACHES TO THE METHODOLOGY OF THE PEDAGOGICAL RESEARCH IN THE INITIAL EDUCATION**

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Methodology of pedagogical researches in the initial education of educators and teachers, among other things, has special significance and several aspects, starting with the general need for inclusion of them in terms of explanation and understanding of certain educational phenomena, needs and situations in practice, to an individual level which is perceived in increasing the objectivity and appropriateness of the teacher and the educator in supporting certain educational procedures in relation to a particular child, a pupil in the actual educational practice.

The treatment of the issue of methodology of pedagogical research in the initial education is also related to the contemporary interpretations and approaches to the professional preparation of the educators, teachers in the initial period, as a prerequisite for their further professional and career development. Also, the methodology of pedagogical research is a prerequisite for building the basic, mandatory necessary knowledge, abilities and skills of educators and teachers for the quality realization of their entire profession.

In closer examination of the mentioned, a qualitative research was conducted, using a descriptive method and appropriate approaches, then analyzing content as a research technique. The sample of research refers to the analysis of the study programs for initial education of educators and teachers from the Republic of R. North Macedonia.

Key words: methodology of pedagogical research, initial education, educators, teachers.



Session I

Concepts for determining quality

in educational processes

- **INFLUENCE OF ACADEMIC SUBJECT VISUAL ART EDUCATION ON UNIVERSITY STUDENTS' METACOGNITIVE THINKING SKILLS**

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The purpose of this study is to investigate the influence of academic subject Visual Art Education on university students' metacognitive thinking skills. The study was realized with 57 students from the Pedagogical Faculty 'St. Kliment Ohridski', Skopje, who followed the academic subject Visual Art education as a compulsory content in the 3rd year of their academic studies (5th semester). The subject incorporates the content of visual art language, visual art techniques and visual art motives; with the aim to provide adequate level of reached visual art literacy to the students, future primary school teachers.

Implementation of various modes of learning during the course is carried out with student's obligation to pass theoretical exam, as well as realization of significant body of visual art works.

This research relies on a numerous of studies that have shown that metacognitive awareness plays a significant role in the academic success of students. Based on the character of the course which rely on implementation of various thinking process, realization of practical work, analyze and evaluation, the research was conducted to connect metacognition with visual art education. We use a 'Metacognitive Thinking Skills Scale' to create a questionnaire adequate for the area of research as a data collecting tools.

The results present findings of moderate student's awareness of implementation of metacognitive strategies in realization of visual art educational content.

Key words: metacognitive thinking skills, metacognitive awareness, methods of visual art learning, visual art education, visual thinking.



Session I

Concepts for determining quality

in educational processes

- **ALTRUISM AND EMPATHY AS MEDIATORS OF THE RELATION BETWEEN INTERPERSONAL COMPETENCE AND PSYCHOLOGICAL WELL-BEING**

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This study has aimed to examine the relationship between interpersonal competence, psychological well-being, altruism and empathy. Specifically, the study was designed to determine whether altruism and empathy mediate the relationship between interpersonal competence and psychological well-being among emerging adults. Participants were 651 undergraduate students (502 females, 149 males) enrolled in various departments at a private university in Turkey whose ages ranged between 17–40 ($M = 20.42$, $SD = 2.44$). Interpersonal Competency Scale, Toronto Empathy Scale, Altruism Scale and Flourishing (Psychological Well-Being) Scale have been used. The data were analyzed by PROCESS MACRO in SPSS 22. The results revealed that interpersonal competence ($\beta = .308$, $SH = .02$, $t = 14.63$, $p < .001$, $CI [.27, .35]$), empathy ($\beta = .170$, $SH = .04$, $t = 3.95$, $p < .001$, $CI [.09, .25]$) and altruism ($\beta = .065$, $SH = .02$, $t = 3.10$, $p < .01$, $CI [.02, .11]$) were positive and significant predictors of psychological well-being. Furthermore, interpersonal competence was found to be a significant predictor of empathy ($\beta = .125$, $SH = .02$, $t = 6.52$, $p < .001$, $CI [.09, .16]$) and altruism ($\beta = .343$, $SH = .04$, $t = 8.72$, $p < .001$, $CI [.27, .42]$). The total indirect effect of interpersonal competence on psychological well-being through empathy and altruism was found to be significant (point estimation = .04, $SH = .01$, $BCa CI [.03, .06]$). These findings revealed that empathy (point estimation = .02, $SH = .01$, $BCa CI [.01, .04]$) and altruism (point estimation = .02, $SH = .01$, $BCa CI [.01, .04]$) served as mediators in the relationship between interpersonal competence and psychological well-being.

Key words: Interpersonal competence, empathy, altruism, psychological well-being, emerging adults.



Session I

Concepts for determining quality in educational processes

- **PRESCHOOL AND PRIMARY SCHOOL TEACHERS AS INNOVATORS IN RECOGNIZING AND DEVELOPING CREATIVE FEATURES IN CHILDREN**

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In this paper we find possibilities which preschool and primary school teachers use with the purpose to find certain sparks of giftedness in preschool and primary students, especially in mastering language and perception of short literary text with lyric, epic and dramatic contents. Children between seven and eleven years of age experience the mentioned genres of their school readings in specific way. When expressing their experience, they enrich themselves, a poem or a story and listeners around them. Literary text lives in their imagination and that freedom of expression enables them to understand that their personal attitude and world, art and the joy of soul is manifested in linguistic play. Density and innovation in the work of preschool and primary teachers will help to bestow to young generations the knowledge which is being revealed through a variety of games that shine out the beauty created not only by birth, but insightful and creative work as well.

Key words: preschool teacher, primary teacher, giftedness, recognition, development, language, children.



Session I

Concepts for determining quality

in educational processes

- **ATTITUDES OF TURKISH TEACHER CANDIDATES TOWARDS MOBILE LEARNING: EXAMPLE OF TRAKYA UNIVERSITY**

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It is an undeniable fact that mobile technologies are the area in which this technological age includes the fastest development. The benefits of Mobile Technologies for individuals are quite high. The benefits of these developments are also benefited in the field of education. One of the most important of these benefits is mobile learning. Mobile learning is a process of teaching and learning through technological devices such as laptops and tablet computers and smartphones. The success of using the M-learning approach is closely related to students' readiness and attitudes to mobile learning. Students who have positive attitudes towards mobile learning and high attitudes will have more success. Thus, the positive impact of mobile learning on educational activities will be felt more prominent. In this context, the aim of this study is to examine the attitude levels of prospective teachers who are studying Turkish Language Teaching Program regarding mobile learning. In this context, the study group consisted of 144 Turkish teacher candidates studying in the Faculty of Education affiliated to a public university in Thrace region during the spring term of 2018-2019 academic year. In the study designed as a survey, descriptive statistics, Mann Whitney U and Kruskal Wallis test were used. According to the results of the analysis, it is seen that the university students' attitude towards mobile learning is above the middle level when evaluated on the total score of the scale. In addition, there was no significant difference between the groups in terms of class and gender variables. When the results are considered, we can say that students' attitudes towards mobile learning are positive. However, in future studies, it will be important to determine the factors affecting their positive and negative attitudes towards mobile learning.

Key words: Turkish language teaching, attitude, m-learning, mobile technologies.



Session I

Concepts for determining quality

in educational processes

THE DIFFERENT ROLE OF STUDENTS IN CONTEMPORARY SCHOOLS

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The aim of this paper is to verify the position of pupils in elementary and lower secondary schools in Prizren and the Župa region in the Bosnian language classes. Through this research we want to gain insight into pupils' involvement in making decisions in school as well as to find out what is the relation between students and teachers, the relationship between teachers themselves and what is the safety of students in school.

The research was carried out in six primary and lower secondary schools where 120 students were involved from the sixth to the ninth grade. The choice of students is random both for the success they gain and for the class they attend. As we have stated, school is a place where all active subjects need to create good relationships for the purpose of better results. The pupil should be allowed to socialize, to participate freely and responsibly in the school work. Therefore, the pupil will gain experience and will benefit the school, the community to which it belongs and the whole society. The school management and teachers are the most responsible for the good position of pupils in school.

By their approach, with understanding and engagement, they can influence the creation of a climate in a school that will develop co-operation, respect, tolerance and responsibility. Depending on how much we allow students to get involved in making decisions and other school activities inasmuch we will have so much better interpersonal relationships and better functioning of the school. The parents are slightly interested and they are an important factor for all the events which come to pass both inside and outside the school. All of this is largely influenced by the parents' bad opinion about school, low employment of parents, poor teachers' salaries that are not maximally dedicated to the school and also the environment in which students spend time after school.

Key words: school, the pupil's position in school, participation, decision-making.



Session I

Concepts for determining quality

in educational processes

- **IMPLEMENTATION OF ICT IN ELEMENTARY MATHEMATICS**

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Students and teachers now have a wider access to information communication technology (ICT) than before but the presence of ICT in the classroom does not equate to improved student outcomes. For the successful integration of ICT, the role of the teacher is critical, because it is the teacher who decides when, where, how, and who, will use ICT. Evidence from the literature and syllabuses examined shows that there are a range of factors influencing ICT integration of mathematics in the classroom. In the present study, the goal is to investigate the factors that influence elementary school teachers' use of ICT in their classroom practices.

The research used a questionnaire that included statements related to each one of the above concepts. This questionnaire was distributed to 173 teachers in elementary schools in Tetova, Gostivar, Kicevo, Debar and Struga. The research findings show that more than seventy percent of the participating teachers have positive perceptions of their competence in ICT and English language as one of necessary requirements of ICT use. Further, they have positive attitudes towards the integration of ICT in teaching and learning Mathematics. The findings indicate also that the teachers are ready for the integration of technology in their teaching. The results also show that in most schools there are conditions for ICT use in teaching. This study proves (Pearson coefficient) the hypothesis that teachers' attitudes about ICT in classroom is not depended on teachers experience, teachers' gender and teachers' school location (urban/rural). According to the hypothesis, ICT integration has no obstacles to be implemented in the teaching process.

Key words: teacher, teaching, Elementary Mathematics, ICT, teaching tools.



Session I

Concepts for determining quality in educational processes

- **FUNCTIONS OF SPORTS ANIMATION IN AN EDUCATIONAL ENVIRONMENT**

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In the recent years, a number of publications have alerted and warned the public about the anxious health of the young generation as a consequence of ubiquitous hypodynamia. The realization of one of the aims of the modern society regarding the human health is related to the popularization of the importance of physical education and sport in all their forms.

The animation activity, using the means and methods of physical education, is important and is widely used as a form of active recreation. The famous physician, "the father of physiology", I. M. Sechenov proves that the planned exercise of physical education and sport during leisure time leads to increased working capacity, reducing fatigue, "energizing" nerve centers and improving self-esteem. Properly organized recreation contributes to the strengthening of human health.

The article examines the importance of sports animation in an educational environment and the physical and mental health of pre-school and school age children. Sports animation in an institutionally-organized environment is a form of pedagogical activity aimed at satisfying the children's needs from recreation, motor and entertainment interests, providing interaction between participants in organizing leisure time within and outside the education system. The aim of the sport-animation activity in working with children is to achieve entertainment, pleasure, positive emotions and psychic unloading from the school work, improving motor skills.

In the article, the functions of sports animation in an educational environment are explored in details.

Key words: sport animation, educational environment, functions, health's importance.



Session I

Concepts for determining quality

in educational processes

- **СТРУЧНИТЕ СЛУЖБИ ВО УЧИЛИШТЕТО ВО ФУНКЦИЈА НА УНАПРЕДУВАЊЕ НА КВАЛИТЕТОТ НА ОБРАЗОВАНИЕТО**

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Специфичната и мошне значајна професија – стручен соработник, во која ги вбројуваме: училишните педагози, психолози, дефектолози, социолози и библиотекарите е поврзана со сите сегменти од работата на училиштето. Оттука, тие треба да имаат огромен удел во креирањето на развојните и превентивните стратегии, како и во внесувањето иновативни приоди во работата на целото училиште. Нивниот професионален ангажман го анализираме од аспект на учениците, што подразбира: следење и поддршка на развојот и учењето на учениците, како и насоки за нивна професионална ориентација. Од аспект на колегите – наставници, што подразбира: поддршка за планирање, реализација на воспитно-образовниот процес, како и поддршка во работата со учениците. Од аспект на соработката со родителите, што подразбира: советувања, консултации и едукација, како и вклучување на родителите во животот и работата на училиштето. Од аспект на соработка со пошироката заедница, што подразбира: соработка со локалната заедница и со стручните институции. Од аспект на личниот професионален развој, но и поддршка во професионалниот развој на наставниците; како и од аспект на аналитичко-истражувачката работа со цел унапредување на училишната структура, организација и училишната клима.

За да одговорат пред мошне сложените работни предизвици, стручните соработници треба да поседуваат некои општи компетенции, но и специфични компетенции врзани за нивниот тесно-стручен профил, што подразбира и нивно постојано стручно усовршување.

Статистиките покажуваат дека во голем број училишта не се комплетно екипирани стручните служби, ниту пак се запазени приоритетите во нивното дејствување. Исто така, кога дел од специфичното поле на дејствување на некој од нив останува непополнето, најчесто се премостува со преземање ангажман од недоволно стручни лица, со што се намалува ефектот што би се постигнал со навремено стручно превенирање.

Оваа потреба особено се однесува на училишните дефектолози, а е потенцирана со воведувањето на сè поголемата инклузија на децата со посебни образовни потреби во редовната настава.



Клучни зборови: училиштен педагог, училиштен психолог, училиштен дефектолог, училиштен социолог, училиштен библиотекар.

Session I

Concepts for determining quality in educational processes

- **THE ELEMENTS OF PHYSICAL VIOLENCE IN THE GRIMM FAIRY TALES: A STUDY IN THE CONTEXT OF HUMAN – ANIMAL**

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Even if the purpose of the emergence of the fairy tales is to entertain the adults, this type of literature entered into the field of children by getting out of the adults' fields. That is why, the fairy tales has been rearranged in a way that is suitable for the children in terms of the content. What comes to the mind for the first time as to the child literature is the fairy tales and it is considered to be an important type of literature in the development of the children's inner world and personality and the formation of the emotions of mercy and love. However, although this type of literature is tried to be made suitable for the child reader and listener, it's possible to come across a lot of elements which are not appropriate for the children. One of these elements is the physical violence.

In this study, the element of the physical violence towards animals from the humans in the Grimm Fairy Tales will be examined. In this study in which 200 fairy tales will be examined, the findings will be gained through the method of document scanning. Those which result in death and don't result in death will be examined by determining the rate of the fairy tales containing physical violence towards animals from humans. According to the results, it will be discussed if the fairy tales are suitable for the children in terms of the violence towards animals from the humans.

Key words: Fairy tale, physical violence, Grimm fairy tales, animals, value education.



Session I

Concepts for determining quality

in educational processes

- **КВАЛИТЕТОТ НА ОБРАЗОВАНИЕТО ПОЧНУВА ОД УЧИЛНИЦАТА**

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Квалитетот во образованието е предизвикувачки и актуелен проблем на денешницата, и тој во позаострена форма се наметнува секој ден. Во прилогот ова го третирам како процесуално прашање а не како паѓање на квалитетот во образованието. Потребата за оптимализација на квалитетот е нужно бидејќи тој е фактор за споредување и приближување кон европските општества.

На почетокот на овој прилог се дадени воведни белешки и се поставени прашања и премиси за квалитетот во образованието. Потоа се презентираат резултатите од истражувањето за улогата на наставниците, учителите во промените на образованието и обезбедување квалитет, со посебен акцент за квалитетот на образованието кое започнува од училиницата.

Во целиот труд, експлицитно и имплицитно, се укажува на потребата за обезбедување квалитет во наставата во сиот образовен систем, почнувајќи токму од училиницата. Емпириските резултати укажуваат на мноштво фактори за квалитетот во наставата, но четири се на прво место: 1. Технологијата на изведување на наставата, вклучително и современите наставно-програмски содржини, 2. Високиот успех на одделението, 3. Наставникот не е единствениот фактор за квалитет во образованието и 4. Квалитетот се мери само од квантитативен аспект со непрецизни инструменти.

Клучни зборови: квалитет, училиница, настава, образование, учител, наставник.



Session I

Concepts for determining quality

in educational processes

- **TEACHER OPINIONS ON INSTRUCTIONAL LEADERSHIP COMPETENCES OF SCHOOL ADMINISTRATORS IN PROCESS OF TECHNOLOGY INTEGRATION IN EDUCATION**

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The purpose of this research is to put the instructional leadership competencies of school administrators in the context of teacher perspectives in the process of technology integration in education.

Within the scope of the study, missing data analysis was performed to determine whether there were any missing data in the collected data from 232 teachers. As a result of analysis, 64 teachers' data were extracted from the analysis. For the analysis of the data, SPSS 20.0 software was used. The level of significance during the analyzes was accepted as 0.05. Parametric tests were preferred in the analysis of data in the study. It is accepted that when the values of the skewness and kurtosis are between -1 and +1, the scores do not deviate from the normal distribution excessively, and thus the normality assumption is satisfied.

One-factor analysis of variance was not conducted to determine whether the school's leadership of instructional and technological leadership differed from school to school because the normality hypothesis was not provided in the survey. This analysis was carried out with the non-parametric Kruskal Wallis H-test. In evaluating the instructional and technological leadership of school administrators, unrelated samples were used to determine whether there was a difference according to the gender of the teachers.

As a result of the research, the instructional leadership of the administrators was confirmed at a high level in the research conducted to determine the instructional leadership and technological competence of the school administrators in the technological development. Teachers see enough instructional leadership of managers.

Key words: Technology integration, instructional leadership, technology leadership.



Session I

Concepts for determining quality

in educational processes

- **THE ROLE OF TRANSLATION IN THE SOCIALIZATION OF THE INDIVIDUAL**

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Man is a social being and is a member of socialization. It takes part in life by learning the value judgments, behaviors and attitudes of the society. It gains a certain personality. The individual acquires these gains through various social institutions. In this context, socialization is a process of interaction. They can not survive alone. Because if human beings are away from the socialization interaction, their individual development is all negatively affected.

The individual has different experiences and information in the same society. They even have different personality. This is due to the different contributions of the institutions that make up the community to the development of the individual. Although the individual is a social product of a particular culture, the social relations that the individual has established have a positive or negative effect on its development. Communication is very important in the process of socialization for the individual.

In today's world, global factors play a role in the socialization of the individual. Globalization leads to cultural differentiation in the social development and life styles of individuals.

In addition to a sociolinguistic agreement, translation has become a social behavior that enables differences in a common life to sustain their existence and to enable individuals to meet on a common basis in the process of socialization. The scope of the expanding translation phenomenon is explored in relation to other disciplines and undertakes tasks to serve humanity as in the historical process.

In this study, the role of translation activity for the socialization of the individual will be examined in terms of institutions, cultural and differences. Interpretation of translation activity in the context of individual adaptation to society, multilingualism and multiculturalism in terms of changing world life will be examined as a qualitative research.

Key words: socialization, globalization, multiculturalism, translation.



Session I

Concepts for determining quality in educational processes

CULTURE AND LANGUAGE TEACHING: ELT STUDENTS' PERSPECTIVES

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This study investigates cultural awareness of the students attending English Language Teaching Departments at a Turkish University. Since language is a part of culture, the integration of culture into language teaching is considered as a crucial issue. In this study, learners' views on culture, culture learning, coursebooks and the ways they recognize culture were to be investigated. For data collection, a questionnaire with 53 items was designed by the researcher and administered on 113 students. The research findings revealed that the students from ELT Department had positive attitudes towards culture learning and believed that culture is the crucial part of and language learning. Another optimistic outcome was that the students have the importance of cultural awareness in language learning. It is assumed that the results of the study will highlight language educators in terms of students' awareness of culture learning.

Key words: Culture, culture learning, cultural awareness, language, language learning.



Session I

Concepts for determining quality

in educational processes

THE SCHOOLING AND INCLUSION IN SPECIAL EDUCATION

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The students who need special education are underserved in relation to opportunities to develop literacy due to the serial reasons and teachers feel themselves not being prepared to teach literacy skills to this population. With the increase in the number of students who need special education, it has become crucial to study the nature of schooling experiences that provide these students access, the fullest access possible, to learning activities and experiences that develop their literacy. This current study tries to give brief information about schooling in special education and inclusion in general. First part of the study focuses on the parts related to the special educational services in the report of 2017-2018 Education Reform Initiative in Turkey circumstances. Second part of the study discusses the literature review on inclusion in special education and mentions the studies done in the last five years (2015-2019). The third and the last part analyses the data and give some suggestions in order to raise the quality of the educational process.

Key words: special education, inclusion, early childhood, quality in education.



Session I

Concepts for determining quality

in educational processes

- **AN OVERVIEW OF THE LAW ON UNIFICATION OF EDUCATION IN THE FRAMEWORK OF TURKISH EDUCATION HISTORY**

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Republic of Turkey foundation in October 29, 1923 and to train the citizens reformist, populist, nationalist, secular, free and wider range of perspective in the field of education, provide primary education to be generalized. Future generations have pursued the in the training level contemporary and aims to equip them with rational knowledge. Renovations and legal arrangements were made in the light of the aforementioned ideas in the local schools and foreign schools, which are due to the support of the Westernization policy as well as the nationalism policy.

Republic, which was seen as the most important of the legal regulations, was taken with the Law on unification of education, which was adopted on March 3, 1924 - in other words, "Combining the Training". Within the frame work of this law, first aligning its own schools, the states on tried to remove all religious concepts and movements in order to prevent missionary activities by including foreign schools in this policy. The Republic of Turkey has done this arrangement, the state's first constitution April 20, 1924 Fundamental Law Organization in all education and training in situations with the provisions of Article 80 embodies the controls on the rights.

In this study, newly established by the Ottoman Empire reflection on education movement started modernization in the 18th century the Republic of Turkey's example of a Unification Law of Education, the steps taken in this regard, in general terms, examining, Mustafa Kemal Ataturk's ideas about education and especially training in union philosophy. The results of the reflection of the Republican era education were evaluated. Basic idea of the study, the regulations applied in domestic and foreign schools, innovations and the attitude of the state in these studies have been examined carefully and it has been tried to draw attention to the point in Turkish Education History.

Key words: Education, Unification of Education, Ataturk, Law, Republic of Turkey.



Session I

Concepts for determining quality

in educational processes

- **CLASSROOM MANAGEMENT IN THE CONTEMPORARY TEACHING**

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The issue of classroom management has been, it is and will be, one of the key topics of every global society aimed for a qualitative education of young generations from which the future of the country is created in all socio-economic aspects. Basing to the fact that how is the education in one country, as well is the development of that country, in parallel with this we can say that how is the class management as well are the successes of that school, with particular emphasis for students of that classroom. In contemporary teaching, its main impact is class leadership and its guidance by a contemporary teacher with attributes that make it distinct from the past, always changing the position of its students as a form of cooperation for each kind of rule, classroom tasks that can assign together with his students.

Being a teacher of this era is considered to be challenged as the category of these teachers are surrounded by technological innovations, which are necessarily required to be the didactic tools of the classroom and the teaching process too, in each school subject. In the Balkan Countries for the Education System of Bologna there are many criteria and rules that are required to exercise the calling workers: educator, teacher and professor. Against this countries such are Kosovo and Macedonia under the application of this system and the numerous curricular educational reforms made since 2003, are continuing to make this category of teachers feel challenged by these educational changes, especially in the field of class management, mostly for the deafening of teachers, obliging the use of technological equipment in classroom lectures.

Key words: collaboration, management, organization, planning, challenge.



Session II

Quality development **Strategies** in education

- **КВАЛИТЕТЕН УЧЕБНИК – ИЗВОР НА КВАЛИТЕТНО ЗНАЕЊЕ**

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Неспорно е дека освен креативниот и мотивираниот наставник незаменлива улога во спроведувањето на квалитетни образовни процеси има и современиот учебник. Современиот учебник треба да придонесува за поттикнување на активноста и за развојот на учениците на когнитивен и афективен план во процесот на стекнување знаења, умеења, навики, способности и сл.

Сите иновации кои се преземаат во воспитно-образовниот процес нужно претпоставуваат постојано осовременување и иновирање на учебниците. Учебниците мора веднаш да се ослободат од дидактичкиот материјализам и формализам, од неприфатливите постапки на учење, како и од сите содржини што го задушуваат слободниот развој на учениците. Изработката на квалитетен современ учебник е клуч за успехот во воспитно-образовната работа. Современиот учебник треба да ги презентира современите научни сознанија преку дидактичко-методски постапки кои ќе го ставаат ученикот во активна положба да создава и да мисли. За успешна реализација на функцијата на учебникот од исклучително значење е неговата структура, односно адекватното компонирање на елементите на структурата. Исто така, од начинот на претставување на наставните содржини зависи квалитетот на учебникот. Конкретно, тоа подразбира начин на излагање кој ќе овозможи лесно помнење на фактите, разбирање на поимите, законите, правилата, дефинициите и поттикнување логичко мислење.

Во овој труд ќе се обидеме преку презентирање конкретни сопствени авторски примери да одговориме на повеќе прашања: на пр., како да се групираат елементите на структурата на учебникот со цел да се обезбеди потребната систематичност, колкав обем на информации треба да нуди квалитетниот учебник, како да се аргументираат и да се изложуваат наставните содржини, каква треба да биде дидактичко-методската апаратура, како да се оспособуваат учениците за негово самостојно користење и сл.

Клучни зборови: учебник, знаење, структурни елементи, аргументација, дидактичко-методска апаратура.



Session II

Quality development **Strategies** in education

- **READING WITH UNDERSTANDING – PROBLEM FOR STUDENTS OF PEDAGOGY**

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This article raises the question of the reading literacy of the pedagogue students, future teachers in the initial stage of the basic education. It is a natural continuation of a study on the reading literacy of mature students who have crossed the threshold of the higher school. The skills to read and interpret scientific texts related to the work of the future teacher are discussed. Their skills for tabular presentation of text information as well as interpretation skills according to PISA levels were studied.

Correlations are sought at the high levels of understanding related to analysis and subsequent reflection on text.

Key words: reading with understanding, scholarly text, PISA, student of pedagogy.



Session II

Quality development **Strategies** in education

КОРИСТЕЊЕТО НА МЕДИУМИТЕ КАЈ ДЕЦАТА ОД 2-6 ГОДИНИ

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Дигиталната технологија и медиумите го менуваат начинот на денешното живеење, воспитување и образование. Дигиталните технологии го променија она што значи да бидеме писмени и да стекнуваме искуства во однос на писменоста. Технолошката, медиумската и информациската писменост се само дел од вештините кои се важни за модерното живеење. Сите овие предизвици бараат ново знаење и нови компетенции. Денешните деца трошат многу повеќе време со дигиталната технологија отколку времето што го поминуваат во детската градинка, училиштето и со своите родители. Децата од најмала возраст поседуваат телефони, играат игри без ограничувања на своите таблети и паметни телефони. Родителите не контролираат каков вид игри играат нивните деца, колку време поминуваат пред телевизор и како го поминуваат слободното време. Децата го моделираат однесувањето на нивните родители и се воведуваат во дигиталната технологија на многу порана возраст отколку децата претходно. Многу психолози и педијатри покренуваат многу важни прашања дека во овој дигитален универзум родителите и предучилишните установи треба да развиваат нова култура за користење на дигиталните технологии и правила за децата. Во ова истражување ние посветуваме внимание на медиумите и нивната улога врз развојот на предучилишните деца. Дали треба да користат електронски медиуми? Колку време е посакувано, односно соодветно? Како правилно треба да се користи технологијата? Кои се последиците од неправилното користење?

Овој труд ги анализира мислењата на родителите на деца на возраст од 2-6 години (1 030 испитаници), воспитувачите (130 испитаници) во предучилишното воспитување. Истражувањата укажуваат дека медиумската едукација може да влијае и да ги заштити децата од негативните аспекти на медиумските содржини.

Клучни зборови: медиумска писменост, деца, родители, воспитувачи.



Session II

Quality development **Strategies** in education

- **IMPLEMENTATION OF STRATEGIES FOR INTERNATIONAL SCIENTIFIC COOPERATION IN ERASMUS + PROJECT**

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The study presents standards for international cooperation in research and innovation implemented in on-going Erasmus+ project "Development of Literacy and Language Learning for Disadvantaged Young Learners (DEAL)" with the contribution and active participation of the team of university professors from: Faculty of Teacher Education, University of Zagreb, Croatia; Faculty of Philosophy, University of Maribor, Slovenia and Pedagogical Faculty "St. Kliment Ohridski", University "Ss. Cyril and Methodius" in Skopje, North Macedonia.

Fostering international cooperation in research and innovation is a strategic priority for the EU to allow access to the latest knowledge and the best talent worldwide, tackle global societal challenges more effectively, create business opportunities and use a scientific discoveris as a tool for global development.

With the proactive engagement of the European Commission in improving the framework conditions for worldwide cooperation in research & innovation, we include several strategies as: reciprocal access to programmes, mutual access to resources, fair intellectual property rights systems and mechanisms for co-funding.

International intellectual outputs (IO1 and IO2) are presented and discussed.

Key words: international team management, internationalism, international innovation, international team intellectual outputs, strategies for international scientific cooperation.



Session II

Quality development **Strategies** in education

- **TEACHING COMPARATIVE LITERATURE IN THE 21ST CENTURY: WAYS AND MEANS; CONTROVERSIES**

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While constantly (and on very solid grounds) targeting primary and secondary education, specialists worldwide rarely examine with the same zest the higher educational system. No doubt, such asymmetry is perfectly (and easily) understandable. One explanation resides in numbers: in any society, those following a tertiary education path represent just a (more or less sizeable) fraction of the population enrolled in the educational system of the country. Secondly (and most importantly), each higher education institution has its own standards of excellence and its own policies, that can vary greatly, on sole condition of maintaining a comparatively (and rather indefinable) “adequate” level of quality. Consequently, it is much more difficult to establish general guidelines concerning specifically *what* and *how* should be taught (and, concurrently, learned) at university. Programmes and teaching strategies differ as much as the people shaping, and respectively, applying them.

As a Comparative Literature teacher, I wish to reflect here on a few things that I believe are relevant in the context, influencing the quality of my work. On one hand, I would like to mention some challenges that I personally have to deal with in my profession: ever-larger audiences in class; generations of students increasingly conquered by the visual culture and “hooked” on electronic devices; significant (even radical) shifts produced over the last two decades in both teachers’ and learners’ expectations, on the background of major, profound cultural mutations in contemporary world. On the other hand, I would point out (and plead for) several progressive solutions, that I (continue to) find suitable and very efficient during the teaching process, in spite of them being vilified by some colleagues of mine, who, resenting the “too fashionable” views, adamantly favour more traditional (“verified”) approaches.

Key words: tertiary education; teaching Comparative Literature; challenges; solutions; controversy.



Session II

Quality development **Strategies** in education

- **SOCIOCULTURAL COMPETENCE OF THE TEACHER OF A NEW TYPE**

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The study presents an approach based on the competence of the teacher to implement sociocultural communication and the adoption of a methodology whose focus is the identification of the individual within the opposition of his own - a stranger. There is a need for a comparison that stimulates the reflection of children over the characteristics of the contacting cultures, at which the cultural experience of one people is compared with the experience of the other through the prism of standards. There are representatives of different cultures, allows you to reflect the diversity of contexts in the results and outline ways to improve sociocultural communication.; Possibility to have in view of their points of view, revealing cultural peculiarities and creating an environment of mutual understanding and obtaining knowledge about "otherness process of the quantitative research project., and this is a new way of thinking, characteristic features of a modern teacher. In the research project, the idea that sociocultural competence becomes the basis for the professional development of a modern teacher is argued.

The aim of the study is to study the factors of formation of the sociocultural competence of the teacher in the Bulgarian audience with respect to other European peoples and cultures. On this basis, it is envisaged to create a virtual space, e - a platform where one can learn about other peoples and cultures, organize events, create and evaluate content of national cultural character.

Conclusion: this approach and the application of the strategy of formation of sociocultural competence enrich intercultural communication, stimulate modern teachers to expand their values, prepares them for creative activity; be a free creative person, able to think, communicate and navigate in complex problems of interaction between peoples and cultures.

Key words: Sociocultural competence, cultures, communication, otherness.



Session II

Quality development **Strategies** in education

- **REFUSAL OF EDUCATION IN THE CONTEMPORARY SOCIETY OF KNOWLEDGE**

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We live in a dynamic world characterized by the rapid development of science and technology, mobility, uncertainty, undecidedness. The personal development of the individual, as well as the development of society as a whole, are conceived in terms of the possibility of purposeful application of knowledge. We live in a modern society called the knowledge society. In this society, the self-sufficient accumulation of theoretical knowledge is not enough for a full human existence. What is of value is the ability of the person to use the knowledge in a practical way. This defines the direction of the new educational paradigm aimed at not only acquiring a certain minimum of knowledge, but also the formation of skills and competences through which the person can achieve a full realization in the labor market, as well as in the social aspect. Against the background of these challenges to the personality in the knowledge society, a part of the children, adolescents and young people voluntarily give up the educational service provided by the school institution.

The article reveals the reasons why students drop out of the education system.

The subject of the study is dropping out of school.

The subject of the study is the educational reasons for dropping out of school.

Methods of research: content analysis, questionnaire, statistical methods for processing the received data.

A study was carried out with 152 pupils from the main educational level of schools in the Stara Zagora Region. The results indicate that a significant proportion of the reasons for dropping out of school is taken up by the educational reasons. Pupils rank the leading positions among these reasons to be the poor classroom discipline, the complex learning content included in school textbooks and the incomprehensible teaching of some teachers.

Key words: education, dropping out of school, educational reasons for dropping out of school.



Session II

Quality development **Strategies** in education

- **LEARNING THROUGH DOING - THEORETICALLY GROUNDED AND EASILY IMPLEMENTED**

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The article presents the pedagogical aspects and difficulties of the otherwise well-founded theory of the advantages of active learning in the scientific literature. Nurtured by the extensive philosophy of education and the psychology of learning, this theory is widely popularized as a foundation on which modern education should take place. An attempt is made to summarize the main components of learning through action, as well as the difficulties faced by the Bulgarian teacher who seeks to include them in his or her specific work, also taking into account the requirements of the particular Bulgarian school environment at present. The transition to the new system of work calls for working upon personal qualities and demands toward the teacher, as well as for the theoretical and practical preparation of future teachers for their professional activity. The proposed solution to the problem of the difficulty in applying the theory of active learning is sought in the achievements and the experience of teaching practitioners implementing the doing-through-learning idea in our school reality.

The methods used in the study are: pedagogical experiment, observation, content analysis.

Key words: Educational philosophy, learning through doing, teacher's professional qualities, constructivism, active participation of the students.



Session II

Quality development **Strategies** in education

- **DEVELOPING REFLECTIVE THINKING AND INCREASING MOTIVATION THROUGH ACTION RESEARCH**

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In language teacher education process, affective domains of prospective teachers need to be taken into account while training them for teaching profession, since affective domains shape their learning process. Of those domains, motivation is the most striking prompter for prospective teachers. But motivation may diminish in some occasions and lead to unexpected behaviors in classroom practices such as classroom presentations, discussions, and microteaching sessions in methodology courses.

Since motivation is a kind of affective domain that regulates learning behaviors, increasing motivation levels of prospective teachers by developing reflective thinking on the part of prospective teachers is an inevitable matter in the methodology courses of teacher training departments. Therefore, in this study which is designed as a replicated study in nature, it is aimed to search for the effectiveness of action research cycles and reflective thinking and to discuss and compare the results of the former study and this replicated study .As in the former study, the data in this study displayed that the prospective teachers gained self-confidence and self-efficacy. They felt that they were intrinsically motivated for the methodology course, since they thought each topic was useful for them in terms of professional development.

Key words: action research, motivation, self-reflection, autonomy, teacher training.



Session II

Quality development **Strategies** in education

- **TO DISCOVER THE WORLD – A CONCEPTION OF COMPLETENESS IN PRIMARY SCHOOL**

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The report examines the idea of creating an educational model which is aimed at developing a model of curriculum on integrated topics combining the knowledge and skills of the various subjects studied in elementary school as a holistic educational system. The aim of the project is to create an educational model as an innovative practice for getting a complete picture of the world to the child by pooling the knowledge received by individual subjects at school. Each unit is based on learning by action, observation, analysis, and summary generates an information base of knowledge, skills and competencies to encourage children from elementary school to seek and rediscover the phenomena in the world and themselves as a part of this world.

Specific objectives are: 1. Development of an innovative model of curricular content on summarized topics for application in extracurricular forms of organization in primary school; 2. Training of target groups of teachers to implement the developed model; 3. Approving the developed model as an innovative practice of primary school level education by the target group of teachers; 4. Exploring the opinion of the teachers included in the target groups on the effectiveness of the approved innovative educational model.

Key words: educational model, integrated topics, complete picture.



Session II

Quality development **Strategies** in education

- **YOUNG TEACHERS AND THE IDEA OF COMPLETENESS OF THE EDUCATIONAL PROCESS IN PRIMARY SCHOOL**

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The article describes how the young teachers and students - future teachers ask for a new educational method because they don't like the present-day situation in our schools. The educational model that we present makes children see the world in its completeness, not to see the object or occurrence only by its parts, but to see and understand that everything has different sides in its integrity.

The educational model is supposed to be used in out-of-court forms of study. It will help children to study better and to understand how to use the school information in their life. The model will help young teachers in their search for new ways, pedagogical methods and effects of their work. For future teachers it may be an additional form of pedagogical practice and can turn their gaze to another direction of primary school work.

Key words: educational model, pedagogical integrity, out-of-court study.



Session II

Quality development **Strategies** in education

- **ФОРМИРАЊЕ И РАЗВОЈ НА ЕСТЕТСКИТЕ КАТЕГОРИИ ЗА ЛИКОВНО-УМЕТНИЧКИТЕ ДЕЛА ВО РАНИОТ ДЕТСКИ РАЗВОЈ**

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Формирањето, поттикнувањето и развојот на естетските категории за ликовно-уметничките дела во периодот на раниот детски развој е дел од процесот на развојот на ликовно-естетската апрецијација кај децата. Ликовно-естетската апрецијација претставува сегмент од ликовната едукација на децата кој се занемарува во курикулумите на ликовното воспитание и образование.

Во трудот се презентирани резултатите од спроведено истражување со деца од 4 до 6 години. Ова истражување имаше за цел да ги одреди поимите со кои децата се служат и ги користат како естетски категории за ликовно-уметничките дела, да се увидат суштината и разбирањето на овие поими со кои се служат од гледна точка и од аспект на децата и врз кои критериуми ги формираат нив.

Клучни зборови: естетски категории, ликовно-уметнички дела, ран детски развој.



Session II

Quality development **Strategies** in education

- **ROLE OF GALLERIES AND MUSEUMS IN EDUCATION OF CHILDREN IN VARIOUS ARTISTIC MEDIA**

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Education program in National Galleries and Museums plays a particular role in children's education and training based on the importance these institutions of national and international values have in the presentation of overall visual and artistic values.

These institutions should also have a curriculum to launch different workshops and conduct lectures and activities on creative work in visual arts with different groups for children.

A laboratory called a Creativity Laboratory shall be established among the children's groups which will be dedicated to making the art works as a campaign to see their creativity in the acquired knowledge from the lecturer.

Through photography, collection, zine-art, video-art, installations and other types of art, the participants will create their works which will then be exhibited to the audience.

A concept will be drafted for all execution steps, including researches, documentations by pictures, video and art works made from recycled materials.

Curricular purposes:

1. Concept and creation of original art work
2. Development = understating the visual art techniques and glossary
3. Critical thinking, challenges and framing the solutions to problems of different areas in society
4. Communication of information in form of visual and communicating art

Key words: children, education, galleries, museums, media.



Session II

Quality development **Strategies** in education

- **MUSIC – A LEADING FORCE IN THE DEVELOPMENT OF PRESCHOOL SHILDRREN**

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The paper will present several basic principles on the influence of music on the development of pre-school children. Music education in pre-school children starts from the earliest age. From the birth, children react to any sound, particular musical sound, they feel, carefully listen to and recognize the music. Pre-school institutions are the true source of teaching in all areas, with an appropriate didactic-methodical approach. Thinking activities in children develop positive emotions, develop the ability to notice, synthesize the acquired knowledge. In the music activities, singing, listening to music, there are a lot of contents that works to encourage children's expression through movement, children's expression through speech, and through artistic expression. All these areas as educational strategies are contained in music activities. For the realization of these, it is necessary to have an adequate education of educators, pedagogical faculties, a desire to work with children from preschool, motivation, as well as owning a creative island.

Key words: teaching, musical activities, children's musical instruments, musical rhythm, melody, children' games.



Session II

Quality development **Strategies** in education

- **ПРОГРАМИРАЊЕТО НА ИНСТРУМЕНТАЛНОТО МУЗИЧКО ОБРАЗОВАНИЕ И СОВРЕМЕНИТЕ ПРЕДИЗВИЦИ**

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Авторите на трудот поаѓаат од тезата дека последниве години не е дојдено до битни промени во музичкото образование во европскиот образовен систем, иако бројни технолошки парадигми во повеќе области брзо ги заменуваат старите. Во балканските средини, посебно во Македонија, која по Втората светска војна ги наследува европските традиции во доменот на музичкото образование, ситуацијата е уште потешка. Новите технолошки изуми, особено во доменот на музичките инструменти, на новите медиумски капацитети на восприемањето на музиката, како и традиционалниот однос на музиката како феномен на изразување на народот, доведуваат до ситуација да се преиспита музичкото образование и посебно изучувањето на инструментот, кој денес е и еден вид катализатор на восприемањето на музичката уметност. Покрај класичните бенефити на музиката – како постигнување поголема концентрација во учењето, поттикнување на сензибилитетот, помош при учењето странски јазици, развој на меморијата, музичката терапија, симултаниот развој на двете мозочни хемисфери, постигнување мир и хармонија и сл., изучувањето на музиката во сите фази на животот претставува незаменливо отворање на индивидуалниот и колективниот пат кон уметноста и културата. Во трудот авторите ја разгледуваат состојбата на музичкото инструментално образование во македонскиот училиштен систем и предлагаат можни решенија.

Клучни зборови: образование, музички инструменти, училиштен систем, медиуми.



Session II

Quality development **Strategies** in education

- **THE EMOTIONAL IMPACT OF MUSIC ON CHILDREN BETWEEN THE AGES OF 4 TO 6t**

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Music is a universal language. With its help, we go through time without being dependent on space. The flight of fantasy cannot be stopped and constrained, even by the perfection of the technology. The digital age in the 21st century is merciless in plundering thoughts and feelings, turning them into robotic functions of the brain and heart. 21st-century children born with computer information are extremely vulnerable to education - family, school, public. The presented material is part of personal and pedagogical experience in the superstructural sphere of art, and in particular, music. How do children react to music? What does it provoke in them? How does music stimulate them to dance, talk, share, feel, think? This higher art can become a fairy tale, a picture, a task, a play. Of course, the active, provocative, creative attitude of the teacher is an important factor in the understanding and the emotional impact of music in early childhood.

The essence of the problem is focused on understanding the children's musical language - its explanation, imagery, treatment, as well as the creation of taste, associativity, creative thinking and affinity to the musical art. Various methods have been described to provoke children's fantasy, to look for a way for personal expression, and to feel satisfied with the music lessons through the musical instrument. The ideas and inspiration of the children themselves, active participants in the creative process, have been explored. Conclusions have been made on the impact of piano training on the overall musical, creative and personal development of children.

Key words: music, creativity, kindergarten.



Session II

Quality development **Strategies** in education

- **РАБОТА СО МАТЕМАТИЧКИ НАДАРЕНИ УЧЕНИЦИ ВО ПОЧЕТНОТО ОБРАЗОВАНИЕ**

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Содржините кои се изучуваат во наставата по математика овозможуваат диференција на наставата по математика уште во почетното образование. За таа цел е неопходно откривање и идентификување на математички надарените ученици и организирање настава која ќе овозможи нивно побрзо напредување. Работата со надарените ученици е неодминлив сегмент од работата на секој учител, па затоа разработката на овој сегмент е од посебен интерес во креирањето на професионалниот развој на наставниот кадар.

Во овој труд направен е обид да се изработи интегрална наставна програма за работа со математички надарени ученици во почетното образование, односно со ученици на возраст од 7 до 9 години.

Клучни зборови: математички надарени ученици, почетно образование, ученици на возраст 7-9 години.



Session II

Quality development **Strategies** in education

- **STUDENTS LEARNING OF METHODOLOGY FOR TEACHING GEOMETRY AS PART OF THE EDUCATIONAL CONTENT FOR KINDERGARTEN**

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Learning well mathematics means acquiring a system of mathematical terminology and logic as well as to develop skills for their application in mathematical and non-mathematical situations. Forming these skills is one of the main goals in the education in mathematics for kindergarten as well as in all Grades of the Bulgarian school including Primary school. Education in mathematics in kinder garden plays significant role for development of the children's ability to observe, of their cognitive ability, the thinking processes and creative skills.

Geometry as part of the mathematical science is closely connected with the entire practical activity of the contemporary people. This is the reason why so big requirements and expectations are imposed to the education in Geometry of the children in kindergarten. The research work is aimed at development of strategies and technologies of work with students from the specialty Pre-school and Primary school pedagogy for acquiring methodology of teaching the educational content in Geometry for kindergarten. Researchers analyzed the state requirements for educational cluster "Plane figures" for Group 1-4 of kindergarten.

The study was performed over the period 2018/2019 with regular students from specialty Pre-school and Primary school pedagogy. Two diagnostics were done: entry and exit. During the course of the research work the researchers performed observation and poll questioning with students and teachers from the kindergartens where students carried their practical seminars. The children from Groups 1-4 of the kindergarten, covered by the experimental work were subjected to entry and exit diagnostic for the level of acquired elementary mathematical knowledge from the mandatory educational content in Geometry. Mathematical-statistical methods were used for processing the results.

Key words: strategies, geometry, kindergarten.



Session II

Quality development **Strategies** in education

- **FRACTIONS IN MATHEMATICS CURRICULUM IN MACEDONIA AND KOSOVO**

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Fractions as one of the basic concepts in mathematics are widely incorporated in learning curricula and textbooks; however, everywhere around the world, their understanding and learning is one of the key problems for students, teachers, curriculum and textbooks authors. Problems in learning fractions, most of the time relates to planning (what?, when?, and how?). These problems and difficulties are even encountered in countries with rather more advanced education systems, and as such are subject to numerous studies and researches of national and international academic and scientific institutions.

In this work I will analyze the inclusion of fractions in primary education curricula in Macedonia and Kosovo to see how the vertical and horizontal distribution of the contents on the fractions is done. Also, I will try to understand what are the goals, grounds, approaches, patterns, and on which researches the curricula drafters and content of fractions are based on, as far as the recommendations of the relevant institutions and the fractions learning experts are concerned. We will also analyze the experiences and approaches of different countries with advanced educational systems and successful mathematics learning, especially in learning fractions in order to provide a comparative basis between these two countries and other countries well-known in learning mathematics, especially in learning fractions.

Key words: fraction, mathematics curriculum, Macedonia, Kosovo.



Session II

Quality development **Strategies** in education

- **CONTINUITY AND INNOVATION IN THE MODERN MATH EDUCATION PROCESS BETWEEN KINDERGARTEN AND INITIAL STAGE**

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The report considers the use of ICT as an integral part of modern education. The knowledge gained through work with innovative methods and tools in additional situations - A Funny Mathematics Workshop, develops a lot of personal skills, which subsequently contribute to the life integration of children in society. Modern adolescents live in a highly interactive environment, communicate, acquire knowledge and skills in a digital world using different technological means. Through the activities they perform in additional activities in the kindergarten, children play different roles - not only as passive users of resources but also as active artists and creators. This contributes to optimizing and increasing efficiency in education.

Contemporary vision for developing the education system requires it to be adequate for development and change in all by further developing the knowledge and practical skills of the children. The topics set in the work plan of the "Fun Mathematics" Workshop are fully in line with the thematic distribution of educational situations. An interdisciplinary approach is implemented through the realization of various connections between the educational directions.

The theme focuses on the private didactic aspect - better continuity between the kindergarten and the initial stage in the math education through games. The report aims to show that games play an important role in the life of preschool children and through the implementation of a system of these and, at an early stage, we will improve the children's knowledge of mathematics and will have a better continuity between kindergarten and primary school.

Key words: innovation, mathematics, optimization, continuity, game.



Session II

Quality development **Strategies** in education

- **TOOLS FOR DEVELOPING EVALUATION OF STUDENTS' ACHIEVEMENTS IN THEIR EDUCATION IN INFORMATION TECHNOLOGIES**

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The report presents the main components of the developing assessment, which define it as an integral part of the learning process. Its main aspects are discussed – the communication between the student and the lecturer in the process of success tracking; the necessary evidence of the performed assessment; a system for reporting learning outcomes. Instruments have been created for the performing the evaluation in the training of Information Technology for students who are educated to be future teachers in the initial stage of the primary education. The instruments are tied to the processes of learning and acquiring digital-pedagogical competencies. The study uses the initial, the current and outbound tracking of the results from the solving of testing and practical tasks typified as reproductive, productive and educational-research ones. The different types of tasks motivate a larger number of students to work in the area of their own comfort. In the process of performing the tasks they feel the activity actually being done, which is a prerequisite for realizing their own development. The results obtained from the performance of the tasks are presented as levels of expression of the accuracy, completeness and depth indicators taken into account in the execution of the individual fragments of the test and practical tasks. The estimated marks are consistent with the typology of the teacher's professional profile. The students receive not only feedback on the level and character of their achievements. They gain insights about the trends in the development of their potential opportunities in their professional-pedagogical activities. Developing assessment is successfully applied in the acquisition of hybrid digital-pedagogical competencies.

Key words: students developing assessment, typed tasks, digital-pedagogical competencies.



Session II

Quality development **Strategies** in education

- **COLORS AS VALUE-BASED ADJECTIVES: GENDER AND CULTURE PERSPECTIVE**

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Perception, valuing and interpretation of colors is a psycholinguistic topic filled with extensive knowledge concerning culture (language), age, gender, education etc. based on individual differences. Using a measuring tool inspired with the Semantic Differential Scale (form of a questionnaire rating scale, asking respondent to rate an entity within a multi-point range), researchers in this paper tried to determine both gender and culture originated differences among adolescent aged young population. Five colors (yellow, green, blue, red & violet) have been evaluated throughout a brief list of value-based bipolar adjectives. Sample is consisting of high-school students from the city of Tetovo, North Macedonia, 140 in total, equally divided by two criterions: a half (70) ethnic Albanians and another half (70) ethnic Macedonians, as well as a half (70) females and another half (70) males. In general, respondents proved strongly prone to perceive the adjectives' positive poles (approx. range between 4:1 and 6:1) as colors' attributes (all five colors have been dominantly assessed as "cheerful", "tasteful", "strong", "brave" and "beautiful"). Females significantly differ from males in assessment of the red color (girls give red higher marks as cheerful, tasteful, strong, plus both beautiful & ugly), and slightly less in the purple (higher marks as cheerful and beautiful) and the blue color (higher mark as well). Young Albanians "see" most colors as more beautiful (yellow, blue, purple), more tasteful (yellow, blue), stronger (green, blue) and braver (blue, purple).

Key words: adjectives, attribution, colors, ethnicity, gender.



Session II

Quality development **Strategies** in education

- **DEVELOPMENT OF COMMUNICATIVE COMPETENCE IN CHILDREN TRAINED UNDER THE MONTESSORI METHOD**

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The development of communicative activity is one of the main aspects of the psychological and personal development of children in primary school age. The article is dedicated to research that focuses on one of the most current issues of special pedagogy – the formation of communicative competence through the use of alternative methods. The experiment involved 16 children aged between 2 and 4 years. The main aim is to study the level of communicative competence in pre-school-age children raised in Homes for Medical and Social Care for Children (HMSCC) by applying the Montessori method. Subject of the study is communicative competence in children deprived of parental care. As an object is the process of formation of communicative competence in children from pre-school age using the Montessori method. The hypothesis generated suggests that the formation of communicative competence in children from pre-school age is more effective using the Montessori method. In the experiment were used the methods: analysis of literary sources, observation, discussion, analysis of the basic documentation, mathematical and statistical methods for processing the empirical data. The study is presented by two research corpuses. In the first research corpus is used M. Lisina's test. The second one reveals the level of communicative competence through the use of the Monsoon method. The comparative approach in the analysis of the results of the two research corpuses allows their comparison according to pre-formulated parameters. The results show that the Montessori method allows for more effective formation of communication skills and habits in children from the pre-school age compared to the application of traditional teaching and communication methods.

Key words: communicative competence, alternative methods, Montessori method, children deprived of parental care.



Session II

Quality development **Strategies** in education

- **DEVELOPING ACADEMIC SPEAKING SKILLS: A SAMPLE LESSON PLAN**

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English for Academic Purposes (EAP) is described as teaching English with the aim of studying or conducting research in that language. Thus, an EAP program intends to provide instruction and practices by considering the core subject areas usually encountered in a university setting. Moreover, EAP instruction offers vocabulary, grammar and four language skills (reading, writing, speaking, and listening), but different than most language teaching EAP generally attempts to connect those skills with the specific needs of students, such as a speaking lesson would focus on making a presentation related with the students' academic area rather than asking the students to talk about their families. Similarly, the vocabulary chosen for study tends to be based on the academic area.

In this study, a sample lesson plan is created for exemplifying how an EAP course could be carried out. Here, the emphasized language skill is speaking and the lesson plan mainly intends to develop the students' academic speaking skills. With this study, it is aimed to lead EAP practitioners by offering a sample lesson plan which might be beneficial for designing EAP courses.

Key words: EAP, course design, lesson plan, EAP practitioners, EAP instruction.



Session II

Quality development **Strategies** in education

- **BIRTH ORDER, PERCEIVED STRESS AND BURNOUT AMONG UNIVERSITY TEACHERS: AN EMPIRICAL RESEARCH**

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Teaching at the university is no longer related to low-stress professions as it was often considered decades ago. This study examined birth order as a factor which might be related to the levels of perceived stress and burnout. Eighty-six lecturers were drawn from Trakya University for this study. Method. A web-based questionnaire was used for data collection. Perceived stress scale (PSS-14) was used to measure the levels of perceived stress. Maslach Burnout Inventory (MBI-22) was used to assess the levels of burnout. Results. The study shows that the first-born children are overrepresented among university teachers, whereas middle-born and only children were underrepresented. The first-borns are overrepresented also among faculty members obtaining a doctoral degree. The analyses of the data revealed that major stressors were related to the low wages, lack of recognition for good teaching and research accomplishment, interpersonal conflicts and excessive workload. No significant difference in the levels of stress and burnout according to sexes, birth order and academic rank was found, although last-born generally experienced lower stress levels and lower emotional exhaustion. However, regarding the third dimension of burnout, there was a significant difference in the levels of depersonalization, higher in male and lower in female teachers. In conclusion, stress and burnout among faculty members can potentially impair personal and professional competence and reduces productivity. Behavioural and psychological coping strategies are discussed. Finally, faith, hope and love comprise a comprehensive approach to coping with stress and could complement the behavioural and cognitive coping strategies.

Key words: university teachers, stress, burnout, birth order, coping.



Session II

Quality development **Strategies** in education

- **REVIEW OF ADMINISTRATIVE BEHAVIORS AND STRATEGIES USED BY PRIMARY SCHOOL MANAGERS TO IMPROVE THEIR STUDENTS' ACADEMIC ACHIEVEMENTS**

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The aim of this research was to determine the managerial behavior and strategies used by the principals to increase the academic achievement of the students. The method of this research was qualitative and had a phenomenological character. Study group includes 14 voluntary principals of the public primary schools located on the Anatolian side of Istanbul. Schools and principals were selected among the first 30 academically successful public schools that are ranked using the Okulistik exam scores in 2016-2017 education year. The data were collected by face-to-face interviews with a semi-structured interview form consisting of 4 open-ended questions. The data were analyzed using descriptive and content analysis. At the end of analyses, the main theme was found as school principals' behaviors and strategies in improving students' academic achievement. Under this theme, the school principals' strategies towards teachers with 60 references followed by managerial behaviors with 55 references, the strategies towards parents with 49 references, educational strategies with 42 references, strategies for students with 33 references and instructional strategies with 30 references. Another theme in the study was the difficulties encountered in increasing the academic achievement. The sub-themes were, family and student originated difficulties with 35 references, teacher originated difficulties with 34 references, curriculum originated difficulties with 19 references, legislation originated difficulties with 19 references, environment originated difficulties with 13 references physical space originated difficulties with 7 references, budget originated difficulties with 7 references, guidance originated difficulties with 7 references, administrative difficulties with 6 references, and difficulties arising from teacher training programs with 4 references. Findings show that the principals of the schools with higher academic achievement attach more importance to the human factor than other factors in increasing the success, focusing first on teacher motivation and then on educational strategies for students.

Key words: success, elementary school, academic achievement, strategies, school leaders.



Session II

Quality development **Strategies** in education

- **DEVELOPMENT OF MULTICULTURAL COMPETENCES IN THE ACADEMIC EDUCATION OF STUDENTS**

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The paper examines the scientific problem of developing a multi-paradigmatic model of learning in a multicultural environment. The components of this model are conceptual part, didactic technology, empirical research and practical application. In the article, the components are considered in turn. The context in which the multi-paradigm model is developed is the real multicultural environment that exists in the academic student community. In the study, the multicultural environment is seen as an academic multicultural environment and as a school multicultural environment. In the academic multicultural environment, students develop skills to communicate with their own cultural differences – to accept and integrate them; to be able to combine them with each other. At the multicultural classroom level, students develop skills to manage classroom and school processes. Modern children's classrooms teach children from different ethnicities, religions, immigrants and emigrants. In this sense, students should have pedagogical skills to understand the variety of problems and situations. Didactic technology is presented for the development of multicultural competences in the students. It is constructed from a simulated pedagogical environment, pedagogical and didactic cases, subject-subjective interaction. The article presents an empirical study aimed at studying the attitudes and pedagogical behavior of students placed in a controlled simulated environment of multicultural pedagogical interactions. Empirical data and results from a pedagogical experiment are presented. Following are pedagogical solutions and validation of pedagogical values such as tolerance, support, inclusion.

Key words: multi-paradigm, higher education, multicultural education.



Session II

Quality development **Strategies** in education

- **CAREER MANAGEMENT COMPETENCES AND PEDAGOGUE OF THE XXI CENTURY IN BULGARIA**

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The dynamic changes in the society, and in the labor market, as well as and the new technologies require new attitudes towards the career development, the informed career planning and the development of competences for managing it. Pedagogical specialists and students-pedagogues also need career management competencies.

The aim of the presented study is to determine the impact of the career management competencies on the professional realization of the pedagogues and which professional activities of the pedagogical specialists influence the development of career management competencies and educational processes with high quality.

The following objectives are addressed in relation to the stated goal: to explore international experience in career development policies and contemporary concepts of career management competencies; to summarize and systematize the results from a focus group for selecting a competence framework for application in Bulgarian conditions; to analyze the results of career development activities with students pedagogues and pedagogical specialists (information, counseling, training); to explore products from the activities of pedagogies - students and practitioners in relation to career management competencies.

Research methods: analysis of normative documents and theoretical sources in the field of career development and career management competencies, included monitoring; analysis of products from activities of pedagogues, discussion, interview.

The article discusses national framework documents for career development of countries with developed economies and educational systems - documents that are the result of extensive and lengthy research of international teams. Career development programs of UK are presented. The chronology of the development of international policies for career guidance and development has been followed.

Conclusions and recommendations have been made on career management competencies, the interrelationships between theories, policies and practices.

Key words: career management competences, pedagogues, career development polices.



Session II

Quality development **Strategies** in education

- **НИВОТО НА ТЕХНИЧКО-ТЕХНОЛОШКАТА ОПРЕМЕНОСТ ВО ФУНКЦИЈА НА ДИГИТАЛИЗАЦИЈАТА НА УЧИЛИШНИТЕ БИБЛИОТЕКИ НА ГРАД СКОПЈЕ**

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Времето на комуникации на далечина станува наше секојдневие. Новите технологии доведоа до сознание дека сегашното дигитално опкружување, како што се интернетот и разните друштвени мрежи, им станаа опасна конкуренција на библиотеките. За да си ја осигурат својата иднина, библиотеките во XXI век мора да се приспособат на новите технологии.

Новото доба и новите потреби ги нагласуваат трите клучни улоги на училишните библиотеки кои се меѓусебно комплементарни, а тоа се: образованието, информирањето и индивидуалниот развој. Во ова информациско општество, улогата на училишните библиотеки е мошне значајна особено во однос на задоволувањето на информативните потреби на корисниците, односно пронаоѓање и прибирање на потребните информации, нивната обработка, средување и ставање во функција, сè со цел задоволување на потребите на крајните корисници.

Денес кога новите генерации се раѓаат во дигиталниот свет, почнуваат да се манифестираат и ставовите според кои во информатичката доба пребарувањето преку Web станува поважно од библиотечните збирки, а библиотекарите поважни од библиотеките. За таа цел, односно за целосно и успешно остварување на функциите на библиотеките, покрај информациите со кои располага библиотеката, пресуден фактор е техничко-технолошката опременост и вкупната дигитализација на современите библиотеки.

Клучни зборови: библиотеки, училишни, техничка опременост, технолошка опременост.



Session II

Quality development **Strategies** in education

- **SCHOOL LIBRARIES IN 21-st CENTURY**

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In 21-st century according to U.S. Department of Labour, over 65% of student will grow up not educated for careers that do not exist yet, but will exist in the future. That is way in this fast changing world so important to prepare students for the need of the future. To invent, and create the world they want to live in, students must be trained to have 21-st century skills: creativity, collaboration, communication, critical thinking and STEAM knowledge (Science, Technology, Engineering, Art and Math.).

Some research show that schools are not changing their nature of work. Some schools assimilating STEAM program (as a part of core academic program, or as a part of after schools and extracurricular activities). Libraries can take an active role in designing and piloting these programs offering collaboration with other teacher creating new tools.

To think creatively student must learn how to create new ideas, to elaborate, refine, analyse and evaluate ideas. Creativity is not highly valued in schools, but learning facts. And is need to be work on ideas, take risks, make mistake, learn from failure, and constant improve inventions thoughts.

The 21-st culture of education should be based on collaboration and interaction, emphasizing the process of learning. Involves interdisciplinary approach and integrates visual arts, music, language, humanities and social science in to STEAM projects. It is giving the students holistic experience and use of technology. However, the goal is not to turn every student to a programmer or engineer. It is about diversity, and opportunity. To learn about how to use technology. To take an active role in inventing solutions for problems their care about.

Key words: schools libraries, 21-st century skills, STEAM program, holistic education.



Session II

Quality development **Strategies** in education

- **THE STREAM BISTREC IN MEĐIMURJE- ACCESSIBLE HABITATS FOR CONDUCTING ECOLOGICAL RESEARCH WITHIN NATURAL SCIENCE AND BIOLOGY SCHOOL CLASSES**

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Due to the global crisis, the sensitivity and awareness of the society to the changes in environment have become questionable. The research of the area of the stream of Bistrec and its tributaries in Međimurje has been conducted since April 2010. The research includes the following activities: research of literature, setting goals, methodology; i.e. finding data, analysis of data, presentation and dissemination of results and recommendations for further research. Interdisciplinary topics are particularly interesting for university students so the same feedback could be expected from their future pupils.

In this paper is presented an example of a research dealing with the stream, i.e., the structure of biological communities, nutritional network, oligotrophy. Furthermore, by linking the ecology topic with the problem of endangered water resources, and using the streams as model habitats to explore ecological themes (and concepts) in natural science and biology school classes, pupils meet the modern ideology of "green growth", "green" cities, sustainable development, environmental protection and regional development. Described study is appropriate for upper secondary school students (Biology 7 and 8) and/or secondary school students (in form of short- and/or long-term ecological survey of urban streams close to school/student environment).

Key words: macro invertebrates; biotic index; taxonomic determination keys; The Bistrec Stream.



Session II

Quality development **Strategies** in education

- **UNDERSTANDING CHILDREN' DRAWINGS - NECESSITY IN THE WORK OF SOCIAL AND REHABILITATION PEDAGOGUE**

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Children can create children's art works in various art areas: painting, drawing, shaping in space, modeling and building, applied art, visual communications and design, graphics, photography, etc. Children's drawings are one of the possible ways for children's artistic expression and one of the most common ways for creation.

Children's drawings are the most explored form of childhood projection and a form for analyzing and understanding the development of the child's personality. It is indisputable that pedagogues, psychologists and art therapists use children's drawings in their work from many different aspects. Social and rehabilitation pedagogues can also use children's drawings for the needs of their work with children. It is therefore very important for social and rehabilitation pedagogues to have knowledge about the stages of children's art development. Children's drawings are the particularly important segment in their process of working with children's. Understanding the children's drawings does not only concern the ultimate children's art product-children's drawings, but also the monitoring of the whole process of creating it.

Key words: children's drawings, children's artistic expression, social and rehabilitation pedagogies.



Session II

Quality development **Strategies** in education

- **COMMUNICATION ASPECTS OF THE SOCIALIZATION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN THE INCLUSIVE ENVIRONMENT**

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Child acquires and masters too both communicative skills and competencies in the process of socialization, in which the three speech functions are being manifested: communicative, cognitive and regulative. Children with special educational needs do not make exception with regard of the periods of speech development. The difference is in the length of these periods, i.e. in the slower pace of acquiring speech. The proposed research attempts to identify the structure of communication disorders in students with special educational needs (diagnosed as "mildly mentally retarded") that are on resource support and are integrated into mainstream schools. The aim of the study was to clarify the problem of communication aspects of the socialization of children with special educational needs, particularly of the distribution and structure of language - speech disorders in children with special educational needs (diagnosed with " mild mental retardation") in primary school age who are integrated into mainstream schools. The results obtained will contribute to the creation of appropriate methodologies for training and socialization of children of this contingent.

Key words: Communication, socialization, children with special educational needs, inclusive environment.



Session II

Quality development **Strategies** in education

- **NEUROSCIENCE IN THE TRAINING OF STUDENTS OF SPECIAL PEDAGOGY**

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The education of students in special pedagogy in recent years is oriented towards the importance of the achievements of neurosciences. This brings its share in the content design of curricula and programs. The specificity of special pedagogy, such as medical and pedagogical science, deduces the implicit presence of neurosciences in the study of the subject. In order to study the awareness of the special pedagogy workers, an anonymous survey was conducted on the applicability of the neurosciences and the recording of their achievements in the immediate pedagogical activity. The results of the analysis of the surveys clearly emphasize that there is awareness of the application of neurosciences in general, but the specifics of structuring the presented new knowledge in order to optimally absorb them on the basis of concepts and practical achievements far outweigh the real applicability and the subject of exploring this interdisciplinary science. The computational analysis of the results of the study of teachers special pedagogues and students from the whole training course, incl. Master's degree in special pedagogy highlights the need for a new reading on the feasibility of achievements in the field of neurosciences in the immediate process of training children with SEN. Reasons for this are the answers to some of the questions that provide data on the sources of information about neurons and their achievements. Another important focus in the study is the one related to the relative share of the achievements of the neurosciences in the preparation of the students special pedagogues.

Key words: neuroscience, special education, special pedagogy.



Session II

Quality development **Strategies** in education

- **SELF-EFFICACY OF PRESCHOOL AND PRIMARY SCHOOL TEACHERS TOWARD TEACHING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN GENERAL PHYSICAL EDUCATION CLASSES**

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European policy on the right to education without discrimination requires reform in Bulgarian education. The children with special educational needs are educated in a friendly environment in kindergarten and in primary school during physical education classes.

The purpose of this paper is the study of the preschool and primary school teachers' self-efficacy toward teaching children with special educational needs in motor education.

A questionnaire survey has been carried out with 220 preschool and primary school teachers from Stara Zagora, Bulgaria.

The results show that preschool and primary school teachers have an average degree of inclusive self-efficacy and are not entirely sure of their ability to integrate children with special educational needs into motor education.

Those who have contacts with people with disabilities, experience in teaching physical education to children with special educational needs in mass schools and high self-esteem in their preparedness in the field of adapted physical education have a higher degree of self-efficacy.

Key words: adapted physical education, inclusive education, children with disabilities.



Session II

Quality development **Strategies** in education

- **ВИСОКООБРАЗОВНИ ИНСТИТУЦИИ ЗА ИЗУЧУВАЊЕ НА МУЗИЧКАТА КУЛТУРА ВО СЕВЕРНА МАКЕДОНИЈА**

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Музиката е неопходен дел од сите нивоа на воспитно-образовниот процес – од предучилишното воспитание и образование, одделенската и предметната настава во основното, како и во средното образование. Музичката надареност на народот, фолклорот, како и историјата на музиката и педагошката традиција, се елементите што недвосмислено ја наложуваат потребата за отворање високошколска музичка образовна и научна институција во секоја земја, како логичен след на претходните степени на музичкото образование.

Главен предмет на нашето истражување е историскиот развој на високото музичко образование во Македонија, низ своите развојни фази сè до формирањето на Факултетот за музички уметности и развитокот како високошколска установа. Трудот презентира историски преглед на формирањето на музичкиот оддел на Вишата педагошка школа „Климент Охридски“ во Скопје, Високата музичка школа, Факултетот за музичка уметност во Скопје. Потребите за музичко образование се потенцираат со неопходноста од професионални музичари кои ќе творат во државните културни институции и професионални тела – филхармонија и опера.

Клучни зборови: воспитно-образовен процес, историја на музичкото образование, високошколска установа, факултет за музичка уметност.



Session II

Quality development **Strategies** in education

- **CHALLENGES AND PRIORITIES OF EDUCATION IN THE NEAR FUTURE**

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It is necessary to conclude that the segment of education today is experiencing a certain conceptual, content - structural, pedagogical and organizational transformation. These changes and transformations implicitly presupposed the definition or redefinition of various pedagogical, organizational and methodological postulates in the educational activity. Expert teams in all segments of education are seeking for models of how to reconcile old models with contemporary world trends and tendencies. The efforts to redefine the goals and objectives of the upbringing and education with the willpower of the students to be involved in the promotion of the overall school, teaching and extracurricular activities, where they would be emphasized as free creative, autonomous, initiative and communicative persons who will by that experience themselves and others through the universal values of life.

If we want to talk about a real modern education, and if we want to leave the traditional orientation by putting emphasis on materiality, less on the developmental-formative and educational task of preparing the students for an adequate solution to the challenges of life, it is necessary to point out the need for direct participation of pupils in the school process, to encourage them in their visions of the future, in which their creativity and creative fantasy will be a necessary factor for taking concrete action. The teacher has a great role to play in the role of a guide, participant and researcher in the educational process. The teacher must, above all, be didactic and informatised with knowledge which can apply it in the teaching.

One of the ways to increase the effectiveness of teaching leads to the thoughtful engagement of students in gaining new knowledge, it is especially effective if in the gaining new knowledge the students are brought in a situation to solve certain problems.

Key words: teaching, challenges, priority, student, teacher.



Session II

Quality development **Strategies** in education

- **THE IMPACT OF THE TEACHING STAFF' OPPORTUNITIES OF ADVANCING ON THEIR CAREER DEVELOPMENT**

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The emergence of high technology undoubtedly result in many opportunities for professional development of educators, and the last 10 years has increased the number of educational personnel who join the transnational organization of educational personnel and apply programs for professional development in other countries. For the development of society as a whole, and especially the civil part is crucial to develop awareness among educators about the need for professional development and fostering career development through training of staff.

Career advancement is through learning, work and other aspects of life. There are many ways to define a career and the term is used in different connotations.

In the 20th century there can be recorded a trend which later evolved fully into the 21st century, and this trend is the career development of young age or employment of young and promising people to certain positions as educators, but also their constant improvement and education. But at the same time appeared a new situation where people in their late 30th and 40th finally progress of jobs and their job as educators is appreciated. It tells us of this modern hybrid relationships and shows us that career development is possible for any person who performs the role of teachers.

Therefore, education and the advancement of educational staff is one of the important conditions for the development and promotion of educational institutions. The constant changes in science, technology, culture, economy, politics, inevitably require the introduction of changes in education and education. The necessary changes in upbringing and education require a constant review of the existing and consideration of new goals, strategies, programs, contents, methods and forms of work, the implementation of which should lead to raising the quality of the educational structure. It is necessary to develop the awareness of the educational staff (especially the young), the increased opportunities for professional development and their influence on the career development.

Key words: professional development, educational staff, development, career, opportunities.



Session II

Quality development **Strategies** in education

- **CAREER COUNSELING WITH CLIENTS WHOSE INTERESTS ARE UNCLEAR**

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Individuals participating in the career counseling process usually; start the counseling process, continue the sessions with the counselor and terminate the counseling process when the desired benefit is achieved. Career counselors working with such normal clients usually do not encounter serious problems and the counseling process results as anticipated. However, some clients come to the counselling process with specific problems. While experienced counselors do not have difficulty identifying clients with specific problems, inexperienced or partially less experienced counselors facing these problems may have difficulty in determining how to handle the problem and what is the best intervention for the benefit of the client. This study focuses on those clients whose interests are unclear in career counseling.

The fact that the client's interests are very limited or not clear in any field is perhaps one of the most common client problems in career counseling. These clients; they may be uninformed about themselves and professions; they may be experiencing uncertainty and disorder regarding identity complexity and sense of identity. In addition, they may be suffering from depression or have low self-esteem.

The techniques that consultants can use when working with clients whose interests are unclear: "Elimination of cognitive blocks and reconstruction" and "Determination of realistic strategies". These techniques help to collect the dispersed interests of clients.

With the increasing importance given to career counseling in education, students will be able to choose departments according to their own interests, abilities and values. Students who go to departments that are appropriate to their interests, abilities and values will be more ready for the education provided to them and this will improve the quality of education. The aim of this study is to improve the quality of education by solving one of the problems encountered in guidance services in education.

Key words: Career counseling, counseling process.



Session III

Criteria and conditions for **Implementation**

of a quality educational processes

- **EVALUATION OF THE MUSICAL ABILITIES IN FUNCTION OF EFFECTIVE MUSIC TEACHING**

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Due to the enormous and complex responsibility, the teacher's education is of the utmost importance in the development of knowledge and skills in a systematic way. Hence, the aim of the study programs in educational faculties is to develop competences and skills of future teachers for each subject area separately. The musical abilities of the future teachers represent the basic prerequisite for absorbing the knowledge and skills in music courses with all the provided curriculum topics and contents. In order to achieve great educational benefit with optimization of music education, in this paper, the musical aptitude of the future teachers was tested. For that purpose, students from the Pedagogical Faculty "St. Kliment Ohridski" in Skopje (academic year 2018/2019) were revealed by the application of the standardized music test, first implemented in 2017/2018. According to the given test scores, the results of the aptitude level of musical skills are determined through low (0-20%), medium (21-79%) and high level (80-100%). In the frequency distribution of this research, the scores that prevail are in the range of the medium level of musical aptitudes (tonal 54%, rhythm 64%, composite scores 54%). The relation between the low (tonal 44%, rhythm 34%, composite scores 46%) and the high scores of musical aptitude (tonal 2%, rhythm 2%, composite 0) of the responds are disproportional. The obtained results i.e. the weaknesses in the rhythm and melody abilities of students initiate different ways of their mastering of the musical activities on the courses through a sequential study of the musical matter. This approach enables an objective aid to the teacher in assisting students to make the best use of their musical potential and achievements through appropriate music instruction and opportunities.

Key words: Teacher's music education, revealing musical abilities.



Session III

Criteria and conditions for **Implementation** of a quality educational processes

- **PICTURE BOOKS IN THE MATHEMATICS CLASSROOM**

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Theoretical perspectives of constructivist approach to learning mathematics, socio-cultural theory of learning and contextualized learning serve as a basis for connecting mathematics instruction and children’s literature. The study presented in the paper is focused on investigating whether picture books which are not written specifically for didactical purposes offer meaningful contexts for children to explore mathematical concepts and whether their learning supportive characteristics are enhanced by thoughtful use of appropriately chosen questions by the knowledgeable adult. The quasi-experimental design involved two classes of grade 1 pupils in one primary school in Macedonia with a total of 60 children. During one school semester pupils in the experimental group were exposed to an intervention consisting of picture book reading sessions in small groups (5-6 pupils per group). Three picture books were selected using a framework of mathematics learning supportive characteristics and each of the picture books was read in a session with one group of children with prompting by the reader and in another session with a different group of children without prompting by the reader. The sessions were video-taped and data was collected from the written transcripts. Children’s cognitive engagement was documented using their observable reactions related to mathematics; the reactions were coded and classified in several categories.

Data analysis shows that the use of appropriately chosen questions by the reader enhances the cognitive engagement of the children measured by the frequencies of their mathematical reactions. A positive correlation between the frequency of mathematical reactions of the children during the picture book reading sessions and their mathematics achievements on the post-test administered at the end of the semester was established although no such correlation was detected between pupils’ achievements on the pre-test at the beginning of the semester and the frequencies of their mathematical reactions during the sessions. Additionally, strategies for measuring distances which the children developed during the picture book reading sessions were observed to be spontaneously employed by the pupils when solving problems at the post-test. The results of the study support the idea that the use of picture books in the classroom provides meaningful opportunities for the learning of mathematics.



Key words: mathematics, learning, picture books, social constructivism, situated cognition.

Session III

Criteria and conditions for **Implementation**

of a quality educational processes

- **TEACHERS' ATTITUDES ABOUT THE INFLUENCE OF NEW MEDIA ON THE WRITTEN EXPRESSION OF STUDENTS AT SCHOOL**

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Since today the question is frequently asked whether or not the writing in new media has an influence on students writing at school and on the literacy of young people in general, the authors of this article wanted to examine the attitudes of the teachers of the Croatian language about the influence of new media on the written expression of primary school students in terms of age, work experience and the county where they work. The aim of the research was to explore the attitudes of the teachers of the Croatian language regarding the influence of new media on the written expression of students that are related to the written expression of the pupils at school by taking into consideration the structure of the compositions, sentence connections, originality, richness of the vocabulary and style, grammatical correctness, orthographical correctness, clarity of the text structure and letter readability. Participants in the study were teachers of the Croatian language (N = 109) from the Varaždin County, Međimurje County, Krapina-Zagorje County and Zagreb County who teach in primary school from grades 5 to 8. The results of the research show that teachers' attitudes about the influence of new media on written expression of students are mostly negative and fairly uniform as well as that there is no difference in the attitudes of teachers towards the influence of new media in terms of the age of teachers, work experience and the county where they work.

Key words: writing in new media, written expression of young people, attitudes of the teachers of the Croatian language.



Session III

Criteria and conditions for **Implementation** of a quality educational processes

- **TEACHERS EMPATHY AND CLASSROOM MANAGEMENT STYLE**

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There are many factors that create the school environment and influence the creation of a favorable climate for a more healthy development and education of students, but the teacher is emphasized as a key factor. The interaction and communication between students and teachers is the foundation of the teaching process. The topic of this research is the examination of the empathy of teachers working in elementary education and determining the dominant classroom management style. The main goal was to examine the extent to which the empathic skills of teachers were developed, and whether there is a connection between the level of empathy and the dominant classroom management style. On a sample of 300 respondents, the EMI questionnaire (Genc, Mitrović, Čolović, 2009) was used to measure four types of empathy (empathy as a social role, empathy with positive emotional states, empathy with negative emotional states, emotional empathy responses), and self-assessment teaching style inventory (Đigić, Stojiljković, Janjić, 2011) which includes an interactive, intervening and non-intervening classroom management style. The results of the research confirmed that the degree of empathy development is related to the dominant classroom management style.

Key words: teacher, empathy, classroom management style.



Session III

Criteria and conditions for **Implementation**

of a quality educational processes

- **RETAINING MOTIVATION IN TEACHERS**

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There are many criteria and conditions required for quality educational processes, among which teachers play central role. The classroom culture and climate, the success of the students, communication with parents and the wellbeing of all in the educational process is in tight connection with a motivated and good teacher. We demand a lot from our teachers. We expect them to have a deep and broad understanding of what they teach and whom they teach, because what teachers know and care about makes such a difference to student learning according to Andreas Schleicher, director of Education and Skills at the OECD. But the creators of the educational policies often tend to neglect the satisfaction and motivation for the profession that is very demanding, but little rewarding in terms of career development and benefits.

This paper will focus on the results obtained within the doctoral research about the motivation for the teaching profession, based on a FIT scale developed by Wattand Richardson (questionnaire) aimed to determine factors and perceptions that affect the choice of a teaching profession. The results obtained with students from the Macedonian teacher faculties a couple of years ago will serve as a base to see whether sample of teachers in selected primary schools in our country share similar motivational factors and perceptions. The basis of this model are the "socialization influences", monitored through the common influences of "task perception", "self-perception", "values", and "career feedback". The revised version of the questionnaire will be used with targeted teachers from mostly rural schools outside of the capital city, and the results will be elaborated to state their perception of the teaching profession and their major motivational factors for choosing teaching as profession.

Key words: teachers, quality education, motivation, factors and perceptions.



Session III

Criteria and conditions for **Implementation** of a quality educational processes

- **REFLEXIVE APPROACH TO PROFESSIONALLY SIGNIFICANT SITUATIONS IN PRE-SCHOOL ENVIRONMENT FOR STUDENTS OF PEDAGOGY**

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The study deals with the potential of poll based on reflexive approach to develop the pedagogical competence of university students. It focuses on the preparation of children's teachers at the Bachelor's levels. Within situations which were achieved through practical education, students were attracted, recreating the pedagogical interaction with preschool children. The integrative link is sought between the working real environment of students, their competency, as well as the reflexive approach to the pedagogical interaction in kindergarden. The results, processed by descriptive statistics, reveal the importance of using the reflexive approach in the professional training of pedagogical students.

Key words: practical education, competency, pedagogical interaction.



Session III

Criteria and conditions for **Implementation** of a quality educational processes

- **HOLISTIC APPROACH TO STUDENT TRAINING**

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The material presents the application of the holistic approach in the preparation of students from pedagogical specialties for work in an inclusive environment. Students' personal experience builds not only on knowledge. The resource of exercises in several learning subjects is used to explore the difficulties children and the elderly with disabilities experience in their attempts to live a full life. The conclusion is that the training of pedagogical specialists, and why not other professionals, is completed and adequately applied in practice if it is done in the light of the needs of those who consume their services and products.

Key words: holistic approach; inclusive environment; practice; personal experience; disability.



Session III

Criteria and conditions for **Implementation** of a quality educational processes

- **BALANCE IN THE PEDAGOGICAL RELATIONSHIPS**

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The report presents an analysis of pedagogical formulations and trends in the pedagogical practice provoked by the current social situation in a global and national aspect.

Contemporary society carries contradictory characteristics. On the one hand, the development of science, culture, civic movements are increasingly convincingly and massively proclaiming, promoting and enforcing moral values, humane ideas and initiatives. Men, personality, and child are placed at the centre of the attention of the world community, international and national laws, and the functioning of institutions, including pedagogical institutions. The aim of this analysis is to focus on boundaries when regulating widely popularized and imposed humanistic ideas in pedagogical practice. The final dimensions and of the most humane paradigm contradict the norms of personality development, violate the pedagogical principles, correspond to a lack of competence and professionalism. It can often be a cause of serious pedagogical mistakes and negative consequences for a significant part of our children and pupils.

On the other hand, modern society is being torn by many conflicts. Various causes and motives provoke aggression, cruelty and other types of inhumane behavior by individuals, communities or institutions. Daily situations arise in which human personality and life have no value and are destroyed. Such an objective situation puts the question of the readiness of children nurtured in a protected environment, to adapt, survive and make success in the complex and contradictory conditions of modern society.

Pedagogical processes are not only socially-historically determined but also personally defined. For them, universal prescriptions and templates cannot be applied. That is why to each paradigm must be approached carefully and professionally, not to formalization the popular and modern idea. This paper is an attempt to focus on the positives and risks of such an interpretation of the human and personal centred approach in pedagogical normative framework and practice.

Key words: pedagogical relationships, respect, humaneness, exactingness, balance.



Session III

Criteria and conditions for **Implementation** of a quality educational processes

- **MUSIC-COMPUTER TECHNOLOGIES IN THE CONTEXT OF THE ACADEMIC EDUCATION OF STUDENTS FROM PEDAGOGICAL SPECIALTIES**

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The formation of digital competences is one of the current issues facing contemporary education. In the context of reforms and innovation, applying specific innovative pedagogical teaching techniques, technology builds an adequate modernized learning environment in which computers and technologies are permanently needed. The general problems of digital competences find various projections into the specific sciences where they are used to achieve diverse and particular goals. The ability to operationalize and develop a methodologically-based option for the formation of musical-computer competences in the academic education of students from pedagogical specialties, is in a state of constant validity, in parallel with the necessity for the continuing improvement of the quality of the university education.

Key words: music-computer technologies, academic preparation, music



Session III

Criteria and conditions for **Implementation** of a quality educational processes

- **THE BULGARIAN MUSIC FOLKLORE IN PRIMARY SCHOOL**

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The primary school age is a period in which knowledge and social experience expand. In modern times Bulgarian folklore educates and gives joy to adolescents, makes them good and faithful inheritors of Bulgarian traditions. It is the recipient of many pedagogical influencing functions – it has fostered generations through the centuries in love for the homeland, freedom and national self-awareness. Therefore, folklore is an essential thematic component of the music content in elementary school. Building of musical culture, according to our cultural identity, is a task of society, of cultural and educational institutions. In this sense, the place of folklore in music education in the initial stage of basic education is undeniable.

Bulgarian folk creativity provides an opportunity for the formation of the portable skills and competences needed by the students to cope with the challenges of tomorrow. This traditional foundation in the educational system and in the context of educational reform multiplies the integrative projections and interrelationships, which are a prerequisite for building a productive cognitive process. Formation of positive attitude, interest in Bulgarian folklore and its preservation are educational effects, whose dimensions often exceed the program requirements.

Key words: Integrative technology, Bulgarian folklore, music education, inter-subject links.



Session III

Criteria and conditions for **Implementation**

of a quality educational processes

- **THE ROLE OF ENVIRONMENTAL ETHICS IN ENHANCING THE ENVIRONMENT PROTECTION**

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In this paper we will talk about environmental ethics that regulates the attitude of people to the environment in order to protect and promote it. Significance of ecological ethics in protecting and improving the environment. The human influence, for the periods of development of human civilization, is very high on the environment. With negative attenuation, can be made major changes to the biosphere and in transforming natural ecosystems. The development of civilization is related to the development of neighborhoods that occupy the most beautiful places that have changed ecosystems and their composition. In such a way, many natural surfaces are consumed, biodiversity is endangered and microclimatic changes occur. Natural ecosystems are transformed into artificial.

The tectonic development that began at the end of the 20th century provided quality, but also a departure from nature and its laws. It is a time when great degradation is done to nature, but also a large population growth. Much use of natural resources begins. In the pollution of the environment, the industry participates through various sources, transport and traffic infrastructure facilities and systems, large systems for processing fossil and other mineral resources and resources, agricultural industries, etc.

Demographic growth is a major problem because people need to be provided with accommodation, food, clothes, etc. This problem is solved by increasing the yields through the use of chemical agents-pesticides, etc. Who proved to be harmful for the environment? Therefore, today it is trying to produce pesticides that are less harmful. It should be emphasized that the main component that keeps life in our planet is air, water and soil are highly polluted.

It should be emphasized that natural phenomena and processes are the causes of environmental disturbances. Their impact on the environment is marked as a natural disaster. From these occurrences we can mention volcanic eruptions, earthquakes, floods, fires, droughts, high and low temperatures and storms.



Key words: environment, ecosystem, nature, ethics, energy.

Session III

Criteria and conditions for **Implementation**

of a quality educational processes

- **ВЛИЈАНИЕТО НА ВРЕМЕТО ПОМИНАТО ПРЕД ТВ-ЕКРАНИТЕ ВРЗ ЗГОЛЕМЕНАТА ТЕЛЕСНА ТЕЖИНА НА УЧИЛИШНИТЕ ДЕЦА**

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Здравствената состојба на училишните деца претставува предмет на бројни истражувања, особено делот со пореметувањето во однос на зголемената тежина на децата на соодветна возраст. С# поголем е бројот на децата кои се соочуваат со овој проблем. Причините се многубројни, од неправилната исхрана, преку недоволната физичка активност до седењето пред телевизија, компјутер или телефон. Мотив и цел: да се утврди влијанието на времето кое децата го поминуваат пред телевизиските екрани и нивната дебелина, с# со цел да се преземат соодветни мерки за здрав живот. Методи на работа: испитани се вкупно 102 ученика од прво до трето одделение, возраст од 6 до 8 години. Кај секој од нив е спроведена анкета и потоа статистичка обработка на податоците. Резултати: утврдено е дека најголем број од децата поминуваат 1-2 часа пред ТВ-екраните. Но тоа е кај 51 % од испитаниците, а другите 49 % поминуваат повеќе од 2 часа пред телевизиските екрани. Тоа го зголемува ризикот за појава на здебеленост од 43 %. Ако се земе предвид и времето кое детето го поминува во користење мобилен телефон или компјутер, се разбира дека ризикот е значително поголем.

Колку е можно да се ограничи времето кое децата го поминуваат пред ТВ-екраните. Воедно да се спречи и влијанието на одредени реклами за нездрава храна на формирањето правилни навики за здрава исхрана. И секако да се зголеми можноста за правилно користење на слободното време на децата.

Клучни зборови: деца, училиште, зголемена тежина, телевизија, превенција.



Session III

Criteria and conditions for **Implementation**

of a quality educational processes

- **ЧУВАЊЕ И ПОМАГАЊЕ ВО НАСТАВАТА ПО ФИЗИЧКО И ЗДРАВСТВЕНО ОБРАЗОВАНИЕ**

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Современата технологија на наставата по физичко и здравствено образование бара од наставниците, покрај доброто познавање на наставните форми, методи, принципи на работа, да поседуваат и способности за чување и помагање на учениците при изведувањето на моторичките активности од секаков вид. Со соодветен пристап при телесното вежбање им се овозможува на учениците побрзо и посигурно усвојување на предвидените наставни содржини. Постојат повеќе мислења кога станува збор за чувањето и помагањето во наставата по физичко и здравствено образование. Некои методичари од оваа област сметаат дека учениците треба да се навикнуваат на самостојна работа и да не се ограничуваат со постојано чување и помагање. Некои велат дека е незамисливо да се спроведува наставата по физичко и здравствено образование, па дури и во слободните игри, без чување и помагање.

Меѓутоа, може да констатираме дека вистината е некаде на средина, односно кога се обработуваат потешки елементи од некои телесни вежби, учениците треба да се чуваат и да се помагаат. Тоа е оправдано бидејќи преку чувањето и помагањето се подобрува успешноста на наставата и се развива самодовербата на учениците. Секако, не смеат да се занемарат и редот и дисциплината при вежбањето.

Клучни зборови: технологија, обука, успешност.



Session III

Criteria and conditions for **Implementation**

of a quality educational processes

- **ЛИТЕРАТУРНИТЕ СПИСАНИЈА ЗА ДЕЦА И ВОСПИТНО-ОБРАЗОВНИОТ ПРОЦЕС**

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Литературните списанија за деца претставуваат значаен сегмент во севкупниот општествен систем, особено во делокругот и низ призмата на нивната културолошка и воспитно-образовна апликативност кај децата.

Факт е дека литературните списанија за деца претставуваат составен и неиздвоив дел од комплексот на факторите кои партиципираат во севкупното моделирање на детската читателска публика во катадневните анимирања кај децата и од предучилишна дејност, а особено кај децата од одделенското и предметното образование.

Општествената заедница низ чии пори се таргетираат детската читателска публика и соодветниот воспитно-образовен систем, би биле некомплетни, како и самата општествена заедница, без литературните списанија за деца. Тие би биле втурнати во вистински дерогиран амбис од тој аспект.

Списанијата за деца се вистински генератор на севкупниот општествен и воспитно-образовен крвоток, не само во микроперцепцијата, туку и во поширокото поимање на ова прашање.

Не случајно општествените системи на конституирањето на почвата за појава и развој на списанијата за деца, историски и посветувале особено внимание. Се разбира дека таквиот третман се пројавувал како одраз на автентичните општествени текови изворно повразни со односните средини. Повеќе од тие аспекти се дел од овој труд.

Клучни зборови: списанија, литературни, деца, воспитание.



Session III

Criteria and conditions for **Implementation** of a quality educational processes

- **УЧЕБНИЦИТЕ ПО МАКЕДОНСКИ ЈАЗИК – ФАКТОР ЗА ФУНКЦИОНАЛНАТА ПИСМЕНОСТ НА УЧЕНИЦИТЕ**

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Компетенциите за употреба на информациите, односно за различните форми и видови информации, како и за медиумите преку кои тие се разменуваат, се задолжителни содржини во курикулумот на основното образование. Имено, нивниот развој е заснован врз степенот на јазичната писменост што ја поседуваат учениците.

Системскиот развој на јазичната писменост започнува во почетните одделенија на основното училиште кога ученикот се запознава со првите специјализирани учебници – букварот и читанката. Нивната концепција е маркирана. Степенот на функционалност на овие учебници, во спрега со креативноста и оспособеноста на наставникот, се темелите врз кои се гради писменоста.

Во трудот ќе бидат презентирани податоци од спроведената анализа за функционалноста на учебниците по Македонски јазик во првите два циклуса на основното образование, од аспект на меѓународните стандарди за функционална писменост.

Клучни зборови: учебници, Македонски јазик, настава, функционална писменост.



Session III

Criteria and conditions for **Implementation** of a quality educational processes

- **TEACHERS' KNOWLEDGE ABOUT HEARING LOSS**

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Teachers play a critical role in the education of children with hearing loss. Hearing aids improve the ability of the child with hearing loss to participate in their education by providing auditory input. It is important that teachers have knowledge about hearing impairment and the amplification devices in order to recognize any problems with the devices. The aim of this study was to investigate teachers' experiences with students with hearing loss and their knowledge about hearing loss and amplification devices. The study sample consisted of 142 primary school teachers in mainstream schools. A questionnaire including both closed and open-ended questions was used to collect data. We found that 21.1% of the participants had experiences with students using hearing device. About 64% of the teachers reported that they had no knowledge about effect of differing degrees of hearing loss in the classroom. It was seen that 60% of the teachers had no knowledge about hearing devices. Majority of the participants had no idea about signs of problems related to hearing devices and classroom arrangements for students with hearing loss. We also found that teachers who had experience with children with hearing loss were more knowledgeable about hearing loss and hearing devices than teachers who had no experience with hearing impaired students. Nearly all teachers reported that they were willing to teach students with hearing impairment although none of them had professional training in this area. In conclusion, the present study revealed that primary school teachers need to have more knowledge about children with hearing loss.

Key words: hearing loss, primary school, teachers, hearing devices.



Session III

Criteria and conditions for **Implementation**

of a quality educational processes

- **CHILDREN` DEVELOPMENT – WHAT CHILD SHOULD KNOW BEFORE STARTING THE SCHOOL**

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Preparing a child to attend school is a process that takes place throughout the pre-school period in a way that fosters the overall development of the child.

Preparing for a school is not a separated segment of action on a child, it already implies a more comprehensive approach from teaching and uninterrupted preparation for reading and writing. This preparation should provide a variety of opportunities for meeting a child with a well-chosen pattern of incentives from the physical and social environment, to freely express his growing powers and actively meet the world around him, other people and himself.

The immediate goal of preparing children for school is to contribute to their maturity or certainty for life and work they expect in primary school.

Generally, under the maturity of children to go to school, there is a level of physical and psychological and social-emotional development that will enable the child to meet the requirements that will be set for him during schooling. In other words, it will be such a level of morphological and functional development in which the child will not be overly heavy demands that are set before him by various school burdens and a new regime of life.

It is known that there is a correlation between this particular maturity, functional maturity of the brain and the level of intellectual and work ability.

Key words: preparing a child, pre-school and school period, child development, educational perspective.



Session III

Criteria and conditions for **Implementation** of a quality educational processes

- **A RESEARCH ON THE PRACTICES FOR COLLABORATION BETWEEN PARENTS AND PROFESSIONALS, WORKING WITH CHILDREN IN THE CONTEXT OF THE STATE EDUCATIONAL STANDARD FOR INCLUSIVE EDUCATION**

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A variety of activities for influencing and support are applied when coping with the problematic behavior of a child or student, and alleviating the difficulties that a student encounters in the educational process. The article presents an analysis of regulatory documents from the contemporary Bulgarian legislation, related to the legislative treatment of the problem. A highlight is the analysis of the state educational standard for inclusive education, adopted with the Ordinance for inclusive education from 2017. The standard requires that schools and kindergartens form teams to support the personal development of children. Such teams are formed each school year and for each particular children or student that has special educational needs, is in risk, has chronic disease, or exhibits specific talents. The teams must include a psychologist and/or a pedagogical advisor, depending on the resources of the educational facility. Involving the parents or the people who take care of the child when carrying out the activities to support the personal development of the child guarantees the good results of those activities.

The general support of the personal development aims at developing the potential of each child or student in kindergarten or school. General support can exist only as the result of purposeful team work between teachers and other pedagogical specialists. In the context of the standard for inclusive education, the author develops and presents a mechanism for researching good practices and adapting those practices to the needs of the education of students in pedagogical subjects, and Social Pedagogy in particular. Competencies for team work (in cross-institutional teams for general care and support as well as in order to work effectively with colleagues) and networking are formed. Such competencies are required in the future professional realization as pedagogical advisors or social workers.

Key words: inclusive education; family; education; general support; team.



Session III

Criteria and conditions for **Implementation**

of a quality educational processes

- **FACTORS OF TEACHERS' SATISFACTION WITH PROFESSIONAL WORK**

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Satisfaction with the professional activity directly affects the quality of pedagogical work and the achievement of good results in the educational sphere. We can assume that there are certain factors which have a significant influence on the satisfaction of school teachers with their profession. The aim of the research is to examine teachers' satisfaction with their professional activity. The study involves 251 primary school teachers who teach different school subjects from the 1st to the 4th grade. The respondents, aged 25 to 67, have different levels of professional qualification.

A modified questionnaire, with 22 items related to the satisfaction with the teaching profession, is applied. The following statistical methods are used: alternative analysis, variance analysis, non-parametric Mann-Whitney U and Kruskal-Wallis H tests and correlation analysis (Spearman correlation).

The results from the variance analysis show that the items with highest values for the primary school teachers' satisfaction are: the duration of holidays, the professional relations with colleagues, the professional relations with the school management, and with parents. The items with lowest values are: the amount of the salary, the professional relations with the Ministry of education and science, the prestige of the profession, and the reforms in education. The statistical analysis outlines significant correlations between different factors of the teachers' satisfaction ($r > 0.40$). This fact is an evidence of the interrelation between the studied phenomena.

The results from the research point to the main factors for improvement of the work conditions and social environment of primary school teachers in the country.

Key words: primary teachers, satisfaction, profession, factors, interaction.



Session III

Criteria and conditions for **Implementation** of a quality educational processes

- **ENTREPRENEURSHIP CHARACTERISTICS OF MANAGERS IN SECONDARY EDUCATION INSTITUTIONS**

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The aim of the research is to determine the entrepreneurial characteristics of the administrators in secondary education institutions. In addition, it has been investigated whether the levels of entrepreneurship perception vary according to gender, age, branch, education level, seniority in management and service duration variables in the school where they work.

The type of the study is survey. The population of the study consists of 150 administrators working in the secondary schools in the center and districts of Edirne province. In the research, the sample was not taken and 138 managers were reached. The school manager entrepreneurship scale prepared by Dönmez and Köybaşı was used to collect data. Personal information form was prepared by the researcher for the demographic information of the participants. Statistical package program is used for data analysis. The data in the survey are normally scattered and accordingly t-test and ANOVA. According to the data obtained, it was seen that school administrators had high levels of entrepreneurship perception. School administrators perceive themselves as entrepreneurs. There are no differences in the perceptions of entrepreneurship of the school administrators according to the gender, branch, seniority in the management and the length of service at the school where they work. It has been observed that there is differentiation in age and education alone.

Key words: school administrators, entrepreneurship.



Session III

Criteria and conditions for **Implementation** of a quality educational processes

- **TEACHER TRAINING IN TURKISH EDUCATION SYSTEM FROM PAST TO PRESENT**

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Teacher training has been one of the major problems of our education system. Qualified education is possible with qualified teachers.

For this reason, the purpose of this study is to discuss the problems of teacher education in Turkey from past to today. Therefore, the background of teacher education in Turkey is the main focus of this study.

A descriptive survey approach has been adopted to analyze teacher training in Turkey. A document analysis was conducted.

By investigating the teacher training process, from the Republic of Turkey to today, we tried to reveal the problems on this issue and tried to offer solutions. Based on the findings, comments and analyses were established and some suggestions were made.

Key words: teacher education, qualified education, historical teacher education, present teacher education.



Session III

Criteria and conditions for **Implementation**

of a quality educational processes

- **COMPETENCES OF THE EDUCATORS IN FOLLOWING AND VALUING EARLY LEARNING AND DEVELOPMENT OF CHILDREN**

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In pedagogical theory and practice, there are different models of competences which educators should demonstrate for following and valuing the early learning and development of children. Competent educator knows the system for observation, assessment, documentation and valuing of the children's learning and development and uses effective strategies in order to collect precise and useful information for every child.

Valuing of the learning and development of the child is a process of collection, synthesizing and interpretation of the information for each child (individually), of the educational process, as well as of the learning and development conditions. Knowing the needs of the child, the educator will be able to help every child – the one who learns and improves harder and the one who moves fast in the learning and development process.

For that aim, this paper specifically pays attention to the issue of the competences which the educator should demonstrate, related to knowing and using different approaches, procedures and instruments for following and valuing the learning and development of the child in the pre-school period.

Key words: competences, educators, following, valuing, early learning and development.



Session III

Criteria and conditions for **Implementation** of a quality educational processes

- **THE PROBLEMS IN FOREIGN LANGUAGE EDUCATION IN TURKEY**

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Language is a mirror of the society and it shows the level, sophistication and mentality of the society. Mother-tongue is a tool that reflects the identity, culture and self of a nation. For the foreign language education, first of all, the person should be able to have a grasp of the native language of the country in which the person is a member.

The most important factor that determines the development criteria of a country is the levels of benefiting from the education of the individuals in that country. In a period when today's technological developments have increased every day with a dizzying pace, it is important that the learning a foreign language becomes a compulsory requirement beyond being just that the importance of it is discussed. In Turkey which has to learn, assimilate and even produce the science of the era we live in, the foreign language education is the leading of the subjects that should be handled with seriousness. When examined chronologically, although the innovations have been tried to be made with the effect of different education policies applied in time in Turkey where have been made a bid for foreign language education since the last two centuries, it is accepted that students who have taken foreign language courses during the period from elementary to higher education still are experiencing problems.

This study dwells on the matters in Turkey that difficulties and problems in foreign language education, crowded classes and dilemmas about training of qualified teachers as well as the basic factors such as language policies and approaches to language teaching and the actual situation, language policies and mistakes made in language teaching approach.

Key words: Republic of Turkey, language, mother tongue, foreign language, education problems.



Session III

Criteria and conditions for **Implementation**

of a quality educational processes

- **ADAPTATION OF FOREIGN MEDICAL STUDENTS IN A NEW SOCIOCULTURAL ENVIRONMENT**

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The paper reviews the level and type of adaptation of foreign medical students to the new sociocultural environment. The study data is interpreted and the following distribution is obtained according to six scales: adaptability, conformation, interactivity, depression, nostalgia and alienation. The author points out that the adaptation process is an extremely complicated and complex phenomenon, so scientists usually look at it more differentially, displaying several major stages of the process. Attention is paid to the four phases of the personality adaptation to the new sociocultural environment. This paper considers that the sociocultural (intercultural) adaptation is adaptation of the foreign students to the conditions of the new sociocultural environment, i.e. to different values, norms of behavior, traditions and rituals. The paper analyzes how the success of adaptation is determined by well-established methods and techniques that help to achieve social and psychological integration in the foreign culture without losing the cultural heritage. There are a number of essential functions of intercultural adaptation which are mentioned by the author. This paper also sets out very important factors determining the pace of adaptation. Finally, adaptation of foreign students to the social space of the university they are studying in is usually successful. The exchange of information between the foreign students and the environment is based on positive adaptive attitudes, situations of learning new types of educational activities and contacts with the other people in the new environment.

Key words: adaptation, education, foreign students, sociocultural environment.



Session III

Criteria and conditions for **Implementation**

of a quality educational processes

- **TRAINING IN TECHNOLOGY AND ENTREPRENEURSHIP IN THE FOURTH CLASS IN THE CONTEXT OF THE FORMING PERMANENT SKILLS**

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The object of the study is the training in technology and entrepreneurship in the fourth grade, and the subject - the peculiarities of the curriculum content of one of the textbooks on this class for the fourth grade (Prosveta-Sofia, series "Wonderful World") for the formation of portable skills of students.

The aim of the study is to determine the peculiarities of the curriculum that favor the process of forming portable skills in the fourth grade. In the course of the research we are guided by the understanding that one of the factors for the successful formation of portable skills is the activities included in the curriculum content of the fourth grade textbook.

We assume that if a system of transversal competencies (the key competences of the European Reference Framework) is included in the curriculum of Technology and Entrepreneurship Textbook, it can be expected that this learning content favors the formation of transferable skills.

To achieve the goal we solve a number of research tasks, the most important of which are:

- Clarifying the essence of portable skills in the context of portable (transversal) competencies;
- Determining the specificity of the learning content as one of the factors conducive to the process of forming transferable skills, as well as justifying guidelines for the use of this learning content in the training.

Key words: training in technology and entrepreneurship, portable skills, formation, fourth grade primary school.



Session III

Criteria and conditions for **Implementation** of a quality educational processes

- **MEDIA AND DIGITAL LITERACY FOR EDUCATION IN THE FOURTH INDUSTRIAL REVOLUTION**

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The teaching process of the 21st century exceeds a classical model of communication and it is a transformation in the model of problem - solving methods for developing the critical and creative thinking of students. Languages and communities are integrated in the new phenomenon of globalization. Considering those circumstances, the most important goal of education is preparing the students to embrace the diversity and values of gender, social, national and race equality.

Integration of the media in education is a way of integration in society. Students are citizens of the global net, having to be prepared to distinguish the models and behaviors in contents of the media and the value of society. The young children are digital citizens. Consequently, the role of the media has become a primary aspect of their childhood.

How can children be prepared for education in the global community, when there are such things as digital ills - addiction, fake news, hatred, data harvesting, cyberbullying, propaganda, stereotypes etc.

Social networks, such as, Instagram, Messenger, YouTube and Snapchat are really popular platforms for communication. They are influential in the upbringing and education of students. For instance, posts, videos, blogs and photos are the new way of learning, as well as the first step of creating a personal style and culture. In one word, social media is the new form of education.

The world is changing drastically. The schools have to integrate media in the classrooms. It is crucial to create conditions for new ways of teaching, due to the cultural gap between generations. Training teachers for new platforms of communication is the base of education. New ideas and exercises are a crucial necessity for creating different tips of an educational system, based on authentic traditions, framed in new technology and educational theory of young people's upbringing.

Key words: revolution, communication, media, , digitalization, learning.



Session III

Criteria and conditions for **Implementation**

of a quality educational processes

- **MODERN MULTIMEDIA TECHNIQUES AND PRESENTATION IN THE FUNCTION OF IMPROVING THE QUALITY OF EDUCATIONAL PROCESSES**

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Regarding the constant modernization of education and educational processes, multimedia or multimedia presentations are the most appropriate and most widely used techniques for presenting certain content to the target audience. The power of multimedia content lies in the way the information is related. A good multimedia presentation must be done with a specific goal in mind and with good interactivity so that it can attract the attention of listeners.

As a cutting edge presentation technique, multimedia can be applied in various fields: advertising, art, education, entertainment, engineering, medicine, mathematics, business, scientific research, and spatial time applications. Multimedia is a content that uses a combination of different forms of content, such as text, audio sounds, photos, animation, video and interactive content. Multimedia is contrary to the media that only displays information as text or traditional forms of printed or hand-made material. Multimedia can be recorded and later presented on the screen, be dynamic, interactive, or accessible via a computer or other electronic device, but it can also be performed live. Multimedia presentations can be viewed by people in the audience, be projected, transmitted, or presented locally with a media player. Broadcasts and records can be analogue or digital.

Modern multimedia techniques and presentation that will be presented in the paper will contribute to the promotion of teaching and learning processes for students and teachers.

Key words: multimedia, presentation, techniques, educational processes, quality.



Session III

Criteria and conditions for **Implementation**

of a quality educational processes

- **THE INTERACTION OF C.I. REACTIVE ORANGE 107 WITH SURFACTANTS**

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Surfactants, when dissolved in water or an aqueous solution, the surface tension reducing substances. Also, interfacial tension between two liquids surfactants are affected. The most important feature of surfactants, micelle creates at particular concentration. Surfactants carry both hydrophilic and hydrophobic property. In aqueous solutions, surfactant molecules undergo aggregation at specific concentration. This concentration is called as critical micelle concentration (CMC). Shape and size of micelle may vary and that it is a dynamic system in constant motion (Atkins, 1998).

Some of the physical properties (conductivity, surface tension etc.) with the change in the concentration of the solution following, the CMC values deviates from the behaviour assigned. CMC value depend on many parameters. The most important ones; are temperature of solutions, the electrolyte concentration is added to the solution and length of hydrocarbon chain.

Some features of surfactants in aqueous solution are examined. These surfactants have wide applications in industry. Surfactants are used in areas such as solubilization of neutral molecules, cosmetics, micellar catalysis, separation processes, textile dyeing (Fendler and Fendler, 1985, Scamehorn and Harwell, 1989).

Reactive dyes, covalent bond (dye-fiber) is occurred entering into a chemical reaction with the fibers under suitable conditions. This feature is specific to only reactive dyes. These dye, is dye which is sufficient fastness and the most widely used (Balci, 2008).

In this study was examined by means of physicochemical methods interactions in the system comprised of the monomeric surfactants with C.I. Reactive Orange 107 (Golden Yellow RNL) a reactive dye.

Key words: surfactant, critical micelle concentration (CMC), viscosimetric method, conductometric method, reactive dye.



Session IV

System of **Evaluation** of quality in education

- **СТАВОВИ И МИСЛЕЊА НА НАСТАВНИЦИТЕ ЗА НИВНИОТ ОПШТЕСТВЕН СТАТУС И УГЛЕД**

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Наставникот е клучниот фактор во воспитувањето и образованието на младите генерации. Таа улога е потврдена низ историјата на педагогијата, а најголемите педагози и филозофи од типот на Платон, Коменски и Дистервег укажале на извонредно значајната улога на наставникот низ општеството. Затоа и ние имавме силен мотив да ги испитуваме размислувањата на репрезентативен примерок наставници од различни средини во РС Македонија во врска со нивниот статус и општествениот углед на професијата со која се занимаваат. Впрочем, тоа ни беше и целта на истражувањето, а податоците од спроведеното анкетаирање се обработија со користење на стандарден статистички пакет 1.7.

Добиените податоци јасно ни покажаа дека општествениот углед на наставниците е драстично опаднат, авторитетот е никаков, а статусот на професијата е на извонредно ниско ниво. Наша препорака е просветните власти да се занимаваат малку повеќе со овие значајни прашања, како би го подигнале угледот и би го вратиле сјајот на учителската професија.

Клучни зборови: наставник, професија, општествен углед, статус.



Session IV

System of **Evaluation** of quality in education

- **DEVELOPMENT OF INTEGRATED DESIGN-BASED PEDAGOGICAL AND ART SKILLS IN AN INFORMAL ENVIRONMENT**

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The paper includes following and analysis of the dynamics of the integrated design-based pedagogical and art skills of children in an informal educational environment. In the conceptual area of the study we included theoretical and empirical pedagogical models, which develop creativity, knowledge and the ability children have for different art experiments. Attractive for children art techniques like a paper application, painting with a cotton tampon and print from a template and etc. are preferred.

Interactive pedagogical processes are being traced in the report and integrated connections with different scientific disciplines – pedagogy, art, history, archaeology, semiotics, combinatorics of the shape forming and etc. displayed on theoretical and analytical level. Therefore, an important part of the project is taken by the interdisciplinary and analytical approach when studying the processes connected to the independent art choice children make when communicating with historical artefacts. We gave children the opportunity to form their visual culture and ability to perceive and comprehend the sculptural achievements of the ancient Balkan civilizations and cultures in as a play and interactive way. Artefacts from the rich historical heritage of the Stara Zagora region – prehistorical and early middle ages are chosen for the implementation and the scientific development of the project. The adoption of a different type of visual-plastic skills and techniques of children helps reaching the integrated innovative design-thinking, which is fundamental for the achievement of main pedagogical aims and methods directed entirely to the contemporary necessities of the social environment.

Standard methods of pedagogical studies, including empirical - pedagogical experiment, praximetric – observation, analysis of the children’s creativity, content analysis, quantity and quality of the received empiric data, expert evaluation are used for data analysis. The conclusions made would help the development of the future pedagogical practice in the museum and non-museum environment.

Key words: arts education, art creativity, combinatorics of the shape forming, culture and historical studies.



Session IV

System of **Evaluation** of quality in education

INCREASING THE CREATIVE ACTIVITY IN CHILDREN OF AGE OF SEVEN-EIGHT BY NON-STANDARD USAGE OF FINE ART MATERIALS IN FINE ART EDUCATION

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Knowing the capabilities of the different fine art materials and their active use is the basis of the fine art education in primary school. The richness of techniques and materials of the different type of arts provides the children a field of complete creative expression. Their usage in a free new way stimulates the fantasy, increases the creativity and the imagination of the children.

The study aims to consider exactly these more unusual ways to use pictorial materials as well as to analyse the evolution of the creative variation in children's drawing in the process of fine art education.

The main tasks on one hand include acquainting kids with the capabilities of some pictorial materials and their innovative application, and on the other hand the levels of their knowledge and skills when they work with them.

The study uses the following methods: theoretical study, observation, experiment, analysis.

In the experimental part pedagogical approaches are applied for analyses that include data processing, their interpretation and diagnostics.

As a result of the study, it is established that the students using pictorial materials in more unusual way understand better their capabilities, acquire more skills, confidence and freedom.

The main conclusion after the pedagogical experiment can be summarized as follows: Changing the way of use of pictorial materials in art education of 7/8 year-olds increases the creative activity and the interest in pictorial activities and also develops their ability to recreate freely fictional images and worlds, as well as improving the aesthetic qualities and emotional impact of children's drawings.

Key words: fine art education, creative activities, pictorial materials, non-standard usage.



Session IV

System of **Evaluation** of quality in education

- **EVALUATION OF INTERCULTURAL COMPETENCE IN COMPULSORY EDUCATION IN CROATIA**

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Intercultural competence is very important in the today's global world, as it allows the building and improvement of relations and the development of mutual understanding and respect among members of different cultural and social groups. The development of this competence has been accepted as one of the central goals in education of young learners. Most European countries have integrated intercultural competence in their national curricula (Languages and Cultures in Europe, 2006). The development of this competence has been integrated in Croatian curricula in compulsory education for more than a decade.

However, previous national and international research in this area indicate deficits when it comes to achieving goals set by educational documents (e.g. Blažević-Simić 2011, Hesse, Göbel & Jude 2008, Šenjuga-Golub 2013). One of the problems lies in the lack of systematic evaluation. To ensure quality and verify implementation of this educational objective evaluation of intercultural competence is necessary.

Therefore, an empirical study on a sample of 300 students was conducted with the aim of examining the development of intercultural competence within compulsory education. The method of vignette was used to examine intercultural skills of elementary school students (grades 4-8). Among other things, poor integration of this competence in education of young learners was identified. Furthermore, there is no significant improvement in its development compared to previous research in this field.

Key words: compulsory education, intercultural competence, intercultural skills, evaluation in education, vignettes.



Session IV

System of **Evaluation** of quality in education

- **AN ANALYSIS OF STUDIES ON THE ORAL HISTORY METHOD IN SOCIAL STUDIES LESSONS IN TURKEY**

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The main purpose of the present study was to analyze studies conducted on oral history as a teaching method for social studies lessons on the curriculum in Turkey. For this purpose, seven master theses, two doctoral dissertations, and 15 articles obtained from a variety of databases between the dates of 30 May 2019 and 10 June 2019 were analyzed. The current study was limited to those which focused on oral history as a teaching method and also were related to the teaching-learning of social studies in Turkey.

In analyzing the data, the content analysis method was used. Results showed that most of the articles were published in international journals. It was also found that in 2017, there was a dramatic increase in the number of studies that were published. Most of the studies investigated the influence of the oral history method in social studies lessons on student outcomes. On the other hand, it was evident that there was a paucity of studies focusing on the thoughts, observations and/or perceptions of preservice social studies teachers, preservice elementary school teachers, and students' parents in relation to the oral history method as used in the teaching-learning of social studies, resulting in a gap in the literature. Moreover, it was found that action research was the most preferred design in the studies analyzed in the current study.

Key words: social studies education, oral history, content analysis, document analysis.



Session IV

System of **Evaluation** of quality in education

- **A DIFFERENT WAY TO BOOST THE PRONUNCIATION SKILLS OF ELT STUDENTS?**

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Student teachers who are attending English Language Teaching Departments are subject to Listening and Pronunciation courses in the Freshman year. When they start listening and pronunciation classes during their freshman year, I observe that they mispronounce many words. Even though aural authentic listening materials such as original movies, songs, lectures, TV shows and news broadcasts are used as teaching aids for developing their speaking, listening, and pronunciation skills, they cannot manage to pronounce the basic words correctly. Despite such efforts, student teachers mispronounce most of the L2 words and those errors become fossilized during the process. In order to find solutions to pronunciation problems of student teachers, in this study, a sample course design is presented. During the teaching process, classroom observation reports were recorded. Additionally, they were asked to create their own scenarios and videos including drama and the mispronounced words in their correct forms and correct contexts. The findings showed that the teacher candidates as the participants of this study achieved better than in the previous courses.

Key words: pronunciation skills, video, scenario, student teachers, ELT.



Session IV

System of **Evaluation** of quality in education

- **РАЗЛИКИ ВО БАЗИЧНО-МОТОРИЧКИТЕ СПОСОБНОСТИ КАЈ ДВЕ ГРУПИ НА МЛАДИ ЦУДИСТИ**

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Моторичките способности се дел од општата психофизичка способност која ги овозможува основните човекови функции на движењата и кои се одговорни за решавање на моторичките задачи. Истражувањето е спроведено врз испитаници кои се занимаваат со цудо и се во тренажен процес од најмалку 2 години, од раната адолесцентна возраст од 13 до 15 години. Примерокот на испитаници го сочинуваа млади цудисти од Република Македонија и од Босна и Херцеговина. За потребите на ова истражување врз примерокот на испитаници беа применети 14 тестови за проценка на базично-моторичките способности. Целта на ова истражување е утврдување на можните разлики во базично-моторичките димензии меѓу две групи цудисти. За применетите варијабли во ова истражување беа пресметани основните централни и дисперзионни параметри за да се утврди функцијата на дистрибуцијата. За утврдување на можните разлики меѓу третираните групи (цудисти, од Македонија и од Босна и Херцеговина) во манифестен простор е применета униваријантна анализа на варијансата (ANOVA) и мултиваријантна анализа на варијансата (MANOVA), додека за утврдување кои варијабли придонесуваат за добиената меѓугрупна разлика е применет t-тест за мали независни примероци. Од добиените резултати се видливи разлики кај испитаниците од двете групи.

Клучни зборови: моторика, цудо, кадети.



Session IV

System of **Evaluation** of quality in education

- **EVALUATION – A PART OF THE CURRICULUM**

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Being a successful teacher implies the ability to possess habits, knowledge, and capabilities for developing teaching in the classroom, building constructive relations with students as well as making objective evaluation of their achievements. A successful teacher, besides the implementation of an effective teaching in the classroom, also raises his students will and desire for an effective learning, as well as the assessment and opportunities for evaluation and self-evaluation in the classroom. The main objective of this theoretical research is to verify the importance of the evaluation as part of the curriculum. In this qualitative research will be used these research methods: analysis and synthesis methods, inductive and deductive methods, descriptive method, etc. This research will clarify questions given below: What's the meaning of notion curriculum; Which segments are included into the curriculum; What is evaluation; How important is evaluation as part of curriculum. By this research will be concluded that evaluation is an inseparable and very important part of the curriculum.

Key words: curriculum, teaching, learning, evaluation, classroom.



Session IV

System of **Evaluation** of quality in education

- **THE IMPACT OF THE MATU APPLICATION ON THE STUDENTS' INTEREST IN KOSOVO**

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One of the requirements of the 21st century is the use of technology in education. In Kosovo there are initiatives for the use of IT in the education process, especially in the electronic evaluation section, both by MEST (Ministry of Education, Science and Technology) and various NGOs.

The MATU application was released for use in Kosovo's secondary education in 2017. It was designed, primarily, to prepare high school graduates for online mature test. These graduates in Kosovo usually undergo a test in June at the end of the school year. The main assumption was that this online application would increase the student's awareness and interest in the importance of this exam and to strengthen their digital skills.

The study aims to measure the degree of students' interest to use this application. Data are received from MEST, where it appears that in 2017, 24 152 mature pupils have been registered, and 7,332 or 29.59% of them have downloaded the application. Data analysis shows that most of the tests with questions were completed for the 10th grade and the Matura test pilot in which the classes also had better accuracy scores in response.

Taking in to consideration that the launch of this application was made without any information campaign, and by calculating that all these results are for a two-month period then the results can be considered as a satisfactory indication that it can move towards the full digitization of the Matura test and its application online.

Key words: MATU application, matriculation exam, digital skills, Kosovo.



Session IV

System of **Evaluation** of quality in education

- **EVALUATION OF LANGUAGE SKILLS LEARNED IN FOREIGN LANGUAGE EXAM QUESTIONS IN TURKEY IN THE YEAR 2018**

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The purpose of this study is to analyse the grammar question types that are inquired in the YDS (Foreign Language Exam) which is done in both autumn and spring period and entered by graduates of German Language Education in Turkish universities. The data which are analysed in the study is obtained by ÖSYM (Student Election and Placement Center) questions. The analysis statement is whether the structural analysis of the old German undergraduate grammar curriculum is related to the YDS question types. In this study, descriptive research methods have been used. In both YDS exams, 80 questions are asked to the candidates, 10 of which are grammar questions. In this study, 10 grammar questions present in the past year have been studied. The graduates of this program are obligated to enter the exam in order to have official positions of teaching. The specification field examination has 50% of weight average in pointage. Frankly, YDS exam is crucial for teaching candidates. The subjects in the YDS are: tenses, prepositions, infinitival clauses with zu, passive voice, passive voice with modals, conjunctions, relative clauses, prepositional and phrasal verbs, prepositional adjectives and modal verbs. Comparably, in the course "Dil Bilgisi I" (Grammar I), the following are covered: nouns and declensions, verb conjugations, introduction to tenses and their usage, introduction to adjectivals and pronouns... etc. Furthermore, in "Dil Bilgisi II" (Grammar II) the following are covered: auxiliary verbs and their usage, stative verbs and their usage, introduction to prepositions, adverbs and conjugations. In addition, in the course "Dil Bilgisi III" (Grammar III) the following are covered: introduction to passive voice, sentential structure of tensal, causal, conditional, effectual, anti-clausal, purposive, infinitival, comparative, manner and relative clauses. In the light of the research done in this study, in YDS exam, the subjects of prepositions, prepositional verbs, conjunctions, modals and modality, relative clauses, passive voice and tenses are directed to the students.

Key words: German language education, exam (YDS), ÖSYM, German grammar.



Session IV

System of **Evaluation** of quality in education

- **ASSESSMENT AND EVALUATION OF STUDENTS ACCORDING TO THE GUIDELINES OF THE NEW CURRICULUM**

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The introduction of a new curriculum in Kosovo has been followed by different reactions and researches. The most common focus searches were topics about possible problems as staff adaptation, pupils (students) adaptation as well as many other perspectives. The realization of new curriculum implies firstly changes in approach and methodology of teaching staff work in schools. The realization of new curriculum is especially important in final result when assessing students.

This paper is being supposed to investigate the impact of the new curriculum and the whole aspect of curricular provisions in the process of assessment of students in primary schools. With this study, we tried to get as realistic descriptive results as possible about the clear factual state of the assessment process based on the assessment of both the teachers and the students themselves. During the research, a comparison was made of the differences between the two curricula, both new and the previous educational curriculum that was not in use.

Key words: Curriculum, assessment, teachers, students, education.



Session IV

System of **Evaluation** of quality in education

- **THE ACHIEVEMENT TEST OF STUDENTS OF IX GRADE - A CHALLENGE OR AN OBSTACLE IN THE EVALUATION OF KNOWLEDGE**

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Measurement, evaluation and assessment of students' knowledge is as old as the learning process itself. However, how knowledge is measured, valued and evaluated depends on the time and place in which it is carried out, as well as the valid evaluation systems. The teacher was the one who decided about what the student should learn, which field and which subjects are more important than others, what they need to know more about, etc. Even today, the teacher has a similar role, but the methods of measurement, evaluation and assessment have changed over time.

Pedagogical practice has been searching for more adequate models for evaluating pupils' knowledge, where recently they have decided to use written test of knowledge as one of the more reliable ways.

Teachers examined students through various tests. The tests were introduced in all sciences, pupils and students in addition to teachers are checked and valued by municipal and state institutions, all depending on the type of educational and evaluation systems.

This type of student examination has become an everyday and led to the so-called "testomania".

This paper included a survey related to the external evaluation of the achievements of the students of the IX grade, which is being carried out by MEST and municipal institutions. We have assayed the following: What type of evaluation is it? What are the attitudes of students and how it affects them and their further professional guidance?

Also what is highly important is that we have established whether this test for students is a challenge or is just another formal obstacle that must be overcome.

Key words: Measurement, evaluation, assessment, tests.



Session IV

System of **Evaluation** of quality in education

- **УЛОГАТА И ЗНАЧЕЊЕТО НА ВОСПИТУВАЧОТ ВО РАБОТАТА СО ДЕЦАТА СО ПОСЕБНИ ПОТРЕБИ**

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Воспитувачот е клучна личност во работата со децата со посебни потреби зашто тој секогаш конкретно и директно е најблиску и во непосреден контакт со нив, како да е нивен личен асистент, па во голема мерка и родител, додека децата се наоѓаат во градинката.

Притоа, воспитувачите имаат не само голема и значајна улога, туку и примарна и незаобиколна функција и одговорност. Со децата работат воспитувачите како клучни, образовани, сериозни, главни и доминантни воспитни субјекти. Децата се како сунѓери лакмус и ги впиваат првите зборови, знаења, информации од животот и опкружувањето, осознаваат и споредуваат предмети и случувања од околината.

Градинката е нивниот втор дом, тука тие се дружат и се социјализираат, а тоа е посебно битно за децата со посебни потреби за кои воспитувачот треба стручно да знае и да умее како да се однесува со оваа посебна, специфична и ранлива категорија.

Децата со посебни потреби во градинката треба да бидат рамноправни и неодвоени од своите врсници, а воспитувачите пак, мора и треба во тој колективен и инклузивен процес со своите постапки да покажат повеќе толеранција.

Клучни зборови: градинка, воспитувач, деца, посебни потреби.



Session IV

System of **Evaluation** of quality in education

- **A COMPREHENSIVE STUDY OF QUESTION ANSWERING SYSTEMS**

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The requirement to create a machine able to perform intelligent tasks has initiated the development of many research areas in the artificial intelligence domain. Today this dream, which is almost feasible, is also associated with the rapid development of the Question Answering Systems (QAS). The idea for retrieving accurate answers to questions posed in natural language dates back to the late 1960's within the field of Natural Language Understanding. In the first place, this idea has been implemented into the restricted domain QA systems, intended to answer domain specific questions. But, the invention of the World Wide Web (WWW) has imposed the need of user-friendly querying techniques. WWW has also posed new challenges in the field of answering question automatically, in order to reduce the abundance of information available today.

As a result, significant progress has been made in the field of question answering until today. The current state-of-the-art factoid QA system is represented by IBM Watson, which defeated two former human champions in the Jeopardy! game show in 2011. The most important question that arose is what is left for the QA community after Watson's success? However, it should be emphasized that Watson is not able to perform intellectual processes at human level, and it didn't stop the research in QA as Google didn't stop information retrieval research. On the other hand, question answering has recently been widely applied as a natural extension to search on mobile devices. Thus, the research in QA area is still very active.

The diversity of QASs covers different domains, data sources, question types, answers forms, types of techniques used for retrieving answers, etc. This paper surveys QASs in order to evaluate their success and ability to meet current and future needs.

Key words: Question answering systems, information retrieval, natural language processing, classification.