

**ФАКУЛТЕТ ЗА ОБРАЗОВНИ НАУКИ
УНИВЕРЗИТЕТ „ГОЦЕ ДЕЛЧЕВ“ – ШТИП
FACULTY OF EDUCATIONAL SCIENCES
UNIVERSITY “GOCE DELCEV” SHIP**



**КНИГА НА АПСТРАКТИ
МЕЃУНАРОДНА
НАУЧНА КОНФЕРЕНЦИЈА
ОБРАЗОВАНИЕТО ВО XXI ВЕК
– СОСТОЈБИ И ПЕРСПЕКТИВИ–**

**BOOK OF ABSTRACTS
INTERNATIONAL SCIENTIFIC
CONFERENCE
EDUCATION IN XXI CENTURY
– CONDITIONS AND PERSPECTIVES –**

**Штип, 24 – 25 Септември, 2015
Shtip, September, 24-25, 2015**

fesconference@ugd.edu.mk

Organizers:

Faculty of Educational Sciences,
University "Goce Delcev" - Stip
Republic of Macedonia

Organizing Committee:

Sonja Petrovska, Faculty of Educational Sciences, University "Goce Delcev" in Stip,
Republic of Macedonia

Todor Cepreganov, Faculty of Educational Sciences, University "Goce Delcev" in Stip,
Republic of Macedonia

Nikola Smilkov, Art Academy, University Goce Delcev Stip, Republic of Macedonia

Kiril Barbareev, Faculty of Educational Sciences, University "Goce Delcev" in Stip,
Republic of Macedonia

Despina Siveska, Faculty of Educational Sciences, University "Goce Delcev" in Stip,
Republic of Macedonia

Biljana Popeska, Faculty of Educational Sciences, University "Goce Delcev" in Stip,
Republic of Macedonia

Traje Stojanov, Faculty of Educational Sciences, University "Goce Delcev" in Stip,
Republic of Macedonia

Irena Kitanova, Faculty of Educational Sciences, University "Goce Delcev" in Stip, Republic
of Macedonia

Oliver Cackov, Faculty of Educational Sciences, University "Goce Delcev" in Stip, Republic
of Macedonia

Jadranka Runceva, Faculty of Educational Sciences, University "Goce Delcev" in Stip,
Republic of Macedonia

Verica Josimovska, Faculty of Educational Sciences, University "Goce Delcev" in Stip,
Republic of Macedonia

Language Editor
Snezana Kirova

Technical Editor
Verica Josimovska

ISBN: 978-608-244-238-9

Scientific Committee:

Ph.D Leonid F. Chuprov, Russian Academy of Natural History (RANH, Moscow), Chernogorsk, Russia

PhD Mark R. Ginsberg, College of Education and Human Development at George Mason University, Fairfax, Virginia, USA

Ph.D Ivan Prskalo, Faculty of Teacher Education, University of Zagreb, Croatia

PhD Milan Matijević, Faculty of Teacher Education, University of Zagreb, Croatia

Ph.D Sinisa Opic, University of Zagreb, Croatia

Ph.D Tamara Gazdic-Aleric, Faculty of Teacher Education, University of Zagreb, Croatia

PhD Zaharnytska Iryna Ivanivna, Institute of the Child Development, National Pedagogical Dragomanov University, Kiev, Ukraine

PhD, Lutsenko Iryna Oleksiivna, Department of Children's Creativity, Institute of the Child Development, National Pedagogical Dragomanov University, Kiev, Ukraine

PhD Sukhorukova Halyna Viktorivna, Department of Children's Creativity, Institute of the Child Development, National Pedagogical Dragomanov University, Kiev, Ukraine

PhD Kot Nataliia Mykhailivna, Department of Theory and History of Preschool Pedagogy, Institute of the Child Development, National Pedagogical Dragomanov University, Kiev, Ukraine

PhD Anna Studenska, Faculty of Ethnology and Educational Science, University of Silesia, Poland

Phd Alina Szczurek-Boruta, Faculty of Ethnology and Educational Science, University of Silesia, Poland

PhD Stojan Bogdanovic, University of Nis, Serbia

PhD Stojan Cenikj, Teaching Faculty, Vranje, University of Nis, Serbia

PhD Stana Smiljkovikj, Teaching Faculty, Vranje, University of Nis, Serbia

PhD Emina Hebib, Faculty of philosophy, Belgrade, Serbia

PhD Živorad Milenovic, Teaching Faculty, leposavic, University of Kosovska Mitrovica, Serbia

PhD Prof.Iliana Petkova, Faculty of Education, Sofia University "St. Kliment Ohridski", Sofia, Bulgaria

PhD Trayan Popkochev, Sout-West University "Neofit Rilski" Blagoevgrad, Bulgaria

PhD Krasimira Mutavchieva, Trakiski Univerzitet, Faculty of Pedagogy, Stara Zagora, Bulgaria

PhD Eleonora Mileva, Teaching Faculty, National Sports Academy "Vasil Levski", Sofia. Bulgaria

PhD Anzhelina Yaneva, Sports Department, Sofia University "St. Kliment Ohridski", Sofia, Bulgaria

- PhD Veselina Ivanova**, Faculty of Education, Trakia University, Stara Zagora, Bulgaria
- PhD Elka Kirilova Yanakieva**, Faculty of pedagogy, Southwest University of Neophyte Rilski, Blagoevgrad, Bulgaria
- PhD Margarita Koleva**, Faculty of pedagogy, Southwest University of Neophyte Rilski, Blagoevgrad, Bulgaria
- PhD Nino Mihajlov**, Faculty of pedagogy, Southwest University of Neophyte Rilski, Blagoevgrad, Bulgaria
- PhD Tatjana Novovic**, Faculty of Philosophy, University of Niksic, Montenegro.
- PhD Sonja Petrovska**, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia
- PhD Emilija Petrova Gorgeva**, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia
- PhD Snezana Mirascieva**, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia
- PhD Snezana Stavreva Veselinovska**, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia
- PhD Stevan Aleksoski**, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia
- PhD Blaze Kitanov**, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia
- PhD Nikola Smilkov**, Art Academy, University Goce Delcev Stip, Macedonia
- PhD Todor Cepreganov**, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia
- PhD Snezana Jovanova Mitkovska**, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia
- PhD Kiril Barbareev**, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia
- PhD Despina Sivevska** Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia
- PhD Biljana Popeska**, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia
- PhD Trajce Stojanov**, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia
- PhD Trajce Nacev**, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia
- PhD Stojko Stojkov**, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia
- MSc Snezana Kirova**, Faculty of Philology, University Goce Delcev Stip, Macedonia
- MSc Lence Nasev**, Academy of Music, University Goce Delcev Stip, Macedonia

TABLE OF CONTENTS

| | |
|---|----|
| 1. WHAT ARE THE WEAKNESSES AND CHALLENGES OF THE MACEDONIAN EDUCATIONAL SYSTEM PURSUANT TO RESULTS OF PISA TESTS? Marijana JANCESKA | 11 |
| 2. LANGUAGE CULTURE – A SEGMENT OF LANGUAGE EDUCATION Violeta NIKOLOVSKA | 12 |
| 3. RESEARCH TRENDS IN EDUCATION IN MULTICULTURAL ENVIRONMENTS IN THE REPUBLIC OF MACEDONIA Elizabeta TOMEVSKA-ILIEVSKA, Emilija SIMONOVSKA JANACKOVSKA, Sadudin SADIKI | 13 |
| 4. USING AUTOMATIC TEXT CATEGORIZATION TECHNOLOGIES IN THE MODERN EDUCATIONAL PROCESS Anna GLAZKOVA | 14 |
| 5. THE ROLE OF BUSINESS SCHOOL IN THE POST-GRADUATE EDUCATIONAL SYSTEM Nikita RAVOCHKIN | 15 |
| 6. FORMATION OF ETHICAL RULES (CODE) IN PRESCHOOLERS THROUGH THE BULGARIAN CHILDREN'S FOLKLORE GAMES Julia DONCHEVA | 16 |
| 7. FORMATION OF HUMAN POTENTIAL: INSTITUTIONAL MECHANISMS AND POLICIES Stanka RINKOVA | 17 |
| 8. THE TRAINING OF SCIENTIFIC PERSONNEL FOR WORK IN THE FOREST COMPLEX IN Jane BAUBEL, Petr LYCHCHIK, Andrei NAUMENKO | 18 |
| 9. THEORETICAL FORMULATION AND SCIENTIFIC JUSTIFICATION OF THE PROBLEM OF TRAINING TEACHERS IN TECHNICS, TECHNOLOGY AND ENTREPRENEURSHIP Tsvetana KOSTADINOVA ANTIPESHEVA | 19 |
| 10. INTERACTIVITY IN TEACHING STUDENTS MODERATORS Kosta KOSTOV, Silvia KYUCHUKOVA, Hristina MILCHEVA | 20 |
| 11. EVALUATION OF STUDENTS' LEARNING UNDER THE PRISM OF EXPECTED OUTCOMES Teuta SHABANI, Suzana NIKODINOVSKA BANCOTOVSKA | 21 |
| 12. COMMUNICATION IN THE TEACHING PROCESS. INTERACTIVE NATURE OF COMMUNICATION Valentina VASILEVA | 23 |
| 13. PHYSICAL ACTIVITY OF 3-4 YEARS OLD CHILDREN IN KINDERGARTEN | |

| | |
|---|----|
| Filip SHABANSKI | 24 |
| 14. INCLUZIVE EDUCATION IN MONTENEGRIN HIGHER EDUCATION CONTEXT Tatjana NOVOVIĆ | 25 |
| 15. ADAPTATION OF CHILDREN IN PRE-SCHOOL AGE, LIVING IN THE HOMES FOR CARE AND EDUCATION OF CHILDREN DEPRIVED OF PARENTAL CARE Yaroslava ILIEVA | 26 |
| 16. SOCIALIZATION OF CHILDREN FROM THE CENTERS FOR FAMILY-TYPE ACCOMMODATION IN MAINSTREAM KINDERGARTENS AND SCHOOLS Tsvetelina SAVIANOVA | 27 |
| 17. TYPE OF INSTITUTIONS FOR CHILD CARE IN BULGARIA Stela PETKOVA | 28 |
| 18. MACEDONIAN LANGUAGE IN SECONDARY EDUCATION Liljana MAKARIJOVSKA, Zhaklina GJORGIJOSKA | 29 |
| 19. STUDENTS' ATTITUDES TOWARDS TEACHING GRAMMAR IN THE FOREIGN LANGUAGE CLASSROOM Vesna KOCEVA, Marija TODOROVA | 30 |
| 20. FOREIGN LANGUAGE CLASSROOM ANXIETY Marija TODOROVA, Vesna KOCEVA | 31 |
| 21. TEACHERS AS A FACTOR FOR THE DEVELOPMENT OF KEY COMPETENCE CULTURAL EXPRESSION AMONG STUDENTS Svetlana PANDILOSKA GRNCHAROVSKA, Fadbi OSMANI, Gordana STANKOVSKA | 32 |
| 22. INTRODUCTION OF THE DUAL SYSTEM IN THE BULGARIAN VOCATIONAL EDUCATION – REALITY AND CHALLENGES Svetlana NIKOLAEVA | 33 |
| 23. THE VALUES OF EDUCATIVE FUNCTION IN RELATION PARENT-SCHOOL Ardita CEKA, Rabije MURATI | 34 |
| 24. ELECTRONIC VERSUS TRADITIONAL TEST FOR MATHEMATICS IN PRIMARY SCHOOLS Katerina PANEVA | 35 |
| 25. THE SIGNIFICANCE OF LOCALLY DEVELOPED EDUCATIONAL SOFTWARE IN THE PROCESS OF SCHOOLS' COMPUTERIZATION Olga SAMARDJIKJ JANKOVA | 36 |
| 26. THE ACTIVITY OF MUSICAL GAMES FOR CHILDREN Mujeser ILJAZI | 37 |
| 27. THE PATIENT IN THE PROCESS OF LEARNING IN HIGHER MEDICAL SCHOOL Silvia KYUCHUKOVA | 38 |
| 28. IMPACT OF THE ENVIRONMENT IN THE SOCIALIZATION OF CHILDREN Rabije MURATI, Ardita CEKA | 39 |
| 29. INFORMATION AND COMMUNICATION TECHNOLOGIES IN TEACHING MUSIC EDUCATION Lence NASEV | 40 |

| | |
|---|----|
| 30. LEISURE TIME AND SPORT ACTIVITIES OF STUDENTS FROM THE FACULTY FOR PRESCHOOL AND PRIMARY SCHOOL EDUCATION AT SOFIA UNIVERSITY "ST. KLIMENT OHRIDSKI" – BULGARIA | |
| Georgi IGNATOV | 41 |
| 31. PLACE OF LIVING AS A FACTOR IN ORGANIZING STUDENTS' LEISURE TIME | |
| Despina SIVEVSKA, Biljana POPESKA | 42 |
| 32. METHODOLOGICAL APPROACH TO LEARNING ABOUT THE HOLOCAUST BY THE MODEL OF YAD VASHEM SCHOOL | |
| Zhivorad MILENKOVIC | 43 |
| 33. A HERMENEUTIC READING OF A POETIC LITERARY WORK DURING IMPLEMENTATION OF A LESSON | |
| Milena RISTOVA-MIHAILOVSKA | 44 |
| 34. SOME GUIDELINES FOR INTELLECTUAL PREPARATION DURING PHYSICAL CONTACT BETWEEN THE INSTRUMENT AND THE PIANIST | |
| Angele MIHAJLOVSKI | 45 |
| 35. IMPLICATION OF EFFECTIVE SCHOOL MANAGEMENT FOR THE CONTINUING PROFESSIONAL DEVELOPMENT OF TEACHERS | |
| Kristinka OVESNI, Emina HEBIB, Vera RADOVIĆ | 46 |
| 36. THEORIES, SOCIAL EXPERIENCES AND PRACTICE IN INTERCULTURAL PEDAGOGY | |
| Alina SZCZUREK-BORUTA | 47 |
| 37. TEACHERS' ASSESSMENTS OF CERTAIN CURRICULAR DETERMINANTS IN PRIMARY SCHOOL | |
| Milan MATIJEVIĆ, Siniša OPIĆ, Goran LAPAT | 48 |
| 38. THE SOCIO-POLITICAL IMPACT OF THE NEW SCIENTIFIC AND EDUCATIONAL TRENDS IN ARCHAEOLOGY, HISTORY AND RELATED FIELDS | |
| Ljuben TEVDOVSKI | 49 |
| 39. THE PRACTICE OF TAEKWONDO AS A PREDICTOR OF MOTOR ABILITIES | |
| Ivan PRSKALO, Anamaria RADIĆ | 50 |
| 40. THE RELATION MOTIVE - TEACHING CONTENT IN STIMULATING COGNITIVE ABILITIES THROUGH ARTISTIC ACTIVITIES AT PRESCHOOL AGE | |
| Maja RAUNIK KIRKOV | 51 |
| 41. CONTEMPORARY ADULT LITERACY MODELS | |
| Elena RIZOVA, Zoran VELKOVSKI | 52 |
| 42. COMPARATIVE ANALYSIS OF PROGRAMS FOR PRE-SCHOOL EDUCATORS IN EUROPE | |
| Kiril BARBAREEV, Alma TASEVSKA | 53 |
| 43. INCLUSIVE EDUCATION - ROLE OF THE TEACHER AND BENEFITS | |
| Sonja PETROVSKA | 54 |
| 44. THEORETICAL APPROACHES TO MODERN INTERPRETATION OF PEDAGOGY OF PHYSICAL EDUCATION AND SPORTS | |
| Eleonora MILEVA | 55 |

| | |
|---|----|
| 45. STUDENTS` PREFERENCES TOWARDS TEACHERS` BEHAVIORS ENHANCING LEARNING AUTONOMY Anna STUDENSKA | 56 |
| 46. POSTMODERN CONCEPTS OF FOUCAULT'S EDUCATION AND ITS RELATIONSHIP WITH DISCIPLINE Kushtrim AHMETI | 57 |
| 47. CURRICULUM AND VALUE ORIENTANTION IN SECONDARY SCHOOLS Emilija PETROVA GJORGJEVA, Irena PIPIDZANOSKA | 58 |
| 48. ECOLOGY – A NECESSARY FACTOR IN TEACHING METHODS FOR NATURE AND SOCIETY STUDIES FOR FORMING A RESPONSIBLE PERSON Oliver CACKOV, Tatjana GREGOVA | 59 |
| 49. THE ISSUE OF RESPECTING THE DEVELOPMENTAL POSSIBILITIES AND ACTIVITY-PLANNING IN EARLY CHILDHOOD DEVELOPMENT Alma TASEVSKA, Kiril BARBAREEV | 60 |
| 50. INTEGRATION OF INFORMATION AND COMMUNICATION TECHNOLOGIES INTO PRESCHOOL EDUCATION Tatyana V. NIKULINA | 61 |
| 51. WHAT SHOULD MODERN SCHOOL LEARN Snezana KIROVA, Dragana KUZMANOVSKA, Biljana IVANOVA | 62 |
| 52. SOME METHODS IN TEACHING PHYSICAL AND HEALTH EDUCATION Marjan MALCEV | 63 |
| 53. REVIEW OF ADOLESCENT LITERATURE THROUGH COMPARATIVE ANALYSIS OF THE NOVELS "THE BLUE PATH OF LOVE" BY METODI MANEV AND "VOICE OF LOVE" FROM GROZDANA OLUJIC Jovanka DENKOVA | 64 |
| 54. INTERPRETATION OF A LYRIC POEM IN IV AND V GRADE Blaze KITANOV, Irena KITANOVA | 65 |
| 55. TRAINING EFFICIENCY OF CYCLISTS SPECIALIZED IN ROAD CYCLING Ivan KOLEV | 66 |
| 56. PHYSICAL EDUCATION AND DIAGNOSTIC PROCEDURES Veselina IVANOVA, Galena TERZIEVA | 67 |
| 57. PROTECTION OF IMMOVABLE CULTURAL HERITAGE THROUGH EDUCATING STUDENTS OF PRIMARY AND SECONDARY EDUCATION Trajce NACEV, Dragan VESELINOV | 68 |
| 58. SYNTHESIS OF PHOTOGRAPHY AND FINE ARTS IN THE CREATIVE PROCESS Kristina HORVAT BLAŽINOVIĆ | 69 |
| 59. CONDUCTING A "TRIAL" IN THE CLASSROOM OF ENGLISH AT UNIVERSITY LEVEL Tatjana ULANSKA | 70 |

| | |
|---|----|
| 60. FORMATION OF TOLERANCE IN ADOLESCENTS Valentina VASILEVA | 71 |
| 61. NEW EDUCATIONAL POLICIES AND THEIR REFLECTIONS ON SOCIAL DEVELOPMENTS Daniela KOCEVA, Snezana MIRASCIEVA | 72 |
| 62. FORMING SOCIAL COMPETENCE FOR INTERCULTURAL COMMUNICATION IN THE TRAINING OF GERIATRIC SPECIALISTS AT MEDICAL COLLEGE OF TRAKIA UNIVERSITY, STARA ZAGORA, BULGARIA Mariya DIMOVA, Hristina MILCHEVA | 73 |
| 63. PRESENCE OF ENTREPRENEURSHIP IN PRIMARY EDUCATION IN MACEDONIA Lulzim MEHMETI | 74 |
| 64. CONSONANT /J/ IN COLLOQUIAL SPEECH AND ITS IMPACT ON WRITING Blaga PANEVA | 75 |
| 65. METHODOLOGICAL STRUCTURE OF A LESSON FOR INTERPRETATION OF A FAIRY TALE Irena KITANOVA | 76 |
| 66. THE INFLUENCE AND THE EFFECTIVENESS OF FORMATIVE ASSESSMENT AND THE FEEDBACK IN STUDENTS' SUCCESS AND ACHIEVEMENTS Valdeta ZENUNI-IDRIZI | 77 |
| 67. AESTHETIC EDUCATION OF EDUCATORS AS A FUTURE CHALLENGE Valentina PAJAZITI, Vlora MARKU-TUQI | 78 |
| 68. SOCIAL AND COMMUNICATIONAL-INTERACTIVE COMPETENCES OF TEACHERS AND STUDENTS IN EDUCATION Florina SHEHU | 79 |
| 69. INFLUENCE OF MEDICINES ON THE COGNITIVE SKILLS OF CHILDREN WITH CHRONIC DISEASES Elena IVANOVA BUYUKLIEVA | 80 |
| 70. THE SPIRITUAL ASPECT OF HUMAN DEVELOPMENT AND THE EDUCATION IN XXI CENTURY Eleonora PENCHEVA | 81 |
| 71. RESEARCH IN TEACHING PRACTICE Snezana JOVANOVA-MITKOVSKA | 82 |
| 72. CORRELATION BETWEEN THE INSTRUMENTAL SKILLS OF CHILDREN AND THE MUSICAL CREATIVE DEVELOPMENT Filip PAVLOV | 83 |
| 73. HOW ARE PEACE AND TOLERANCE REPRESENTED IN HISTORY TEXTBOOKS FOR PRIMARY AND SECONDARY EDUCATION Todor CEPREGANOV, Sonja NIKOLOVA | 84 |
| 74. ETHICS AS TEACHING Trajce STOJANOV | 85 |

| | |
|---|-----|
| 75. RISK ASSESSMENT OF HYGIENIC AIR QUALITY UPON PRESCHOOL CHILDREN'S HEALTH IN KINDERGARTEN "VERA CIRIVIRI TRENA" IN SHTIP Snezana STAVREVA VESELINOVSKA | 86 |
| 76. ABOUT SOME EDUCATIONAL GOALS IN TEACHING-SOCIO-CULTURAL PROBLEM OR A CHALLENGE MODERN EDUCATION Snezana MIRASCHIEVA, Emilija Petrova GJORGJEVA, Daniela KOCEVA | 87 |
| 77. TEACHING MACEDONIAN LANGUAGE AS A SECOND LANGUAGE Gordana MIHAJLOSKA | 88 |
| 78. THE NEED AND THE REASONS FOR CHANGES IN EDUCATION Emilija Petrova GJORGJEVA, Snezana MIRASCHIEVA | 89 |
| 79. ESCAPE FROM THE WAR –TIME IN THE UNCERTAINTIES OF LIFE TO REFUGEE IN BULGARIA. FUNDAMENTAL RIGHTS OF PERSONS SEEKING INTERNATIONAL PROTEKTION IN TERMS OF THE BUREAUCRATIC SYSTEM IN BULGARIA Pavlin PETROV | 90 |
| 80. HIGHER EDUCATION IN THE PERIOD OF TRANSITION Verica JOSIMOVSKA | 91 |
| 81. RESEARCH OF THE CONFLICT ZONES IN THE SYSTEM OF INTERPERSONAL RELATIONSHIPS OF THE CHILD BY THE METHODOLOGY OF RENE GILLE Julia DONCHEVA | 92 |
| 82. CLASSROOM SOCIAL CLIMATE Despina SIVEVSKA | 93 |
| 83. COMPATIBILITY OF PRESCHOOL AND PRIMARY SCHOOL CURRICULA IN R. MACEDONIA Snezana JOVANOVA-MITKOVSKA, Biljana POPESKA | 94 |
| 84. THE IMPORTANCE OF THE CAREER CONSELING PROCESS Tanja ATANASOSKA, Biljana CVETKOVA DIMOV, Ana GJORGJEVA | 95 |
| 85. ROLE OF MANAGEMENT IN IMPLEMENTING EDUCATION INCLUSIVE POLICIES Sadete TERNAVA-OSMANI, Voglushe KURTESHI | 96 |
| 86. WHICH FACTORS ACCORDING TO THE PARENTS AFFECT THE EDUCATION OF CHILDREN Voglushe KURTESHI | 97 |
| 87. THE PHILOSOPHICAL PARADIGM OF SIGMUND FREUD Slobodan MARKOVIC | 98 |
| 88. EDUCATIONAL NEEDS AND ACHIEVEMENTS OF ROMA CHILDREN AND OTHER CHILDREN FROM MARGINAL ETHNIC GROUP IN RM Stevan ALEKSOVSKI | 99 |
| 89. THE ACCOMPANIMENT OF FOLK SONGS IN EDUCATION Binka DOBREVA | 100 |

WHAT ARE THE WEAKNESSES AND CHALLENGES OF THE MACEDONIAN EDUCATIONAL SYSTEM PURSUANT TO RESULTS OF PISA TESTS?

Marijana JANCESKA¹

Abstract

For more than a decade, the Macedonian high school educational system has been undergoing a number of reforms, changes and modifications. The multitude of changes to the regulations regarding the taking (and cancellation) of the state graduation exam and external and internal testing, along with a change of teaching aids and new innovative ways of (de)motivation of teachers, has led students into various predicaments.

The proposed paper starts from the question whether the large number of reforms resulted in Macedonian students performing better at PISA exams. The working hypothesis claims that Macedonian students perform poorly on PISA tests because of vague and poorly implemented reforms.

In order to prove the hypothesis, quantitative and qualitative analysis of Macedonia's educational reforms will be made, and the results will be compared to the educational systems in countries that yield high performance on the PISA test.

Keywords: *PISA, Macedonian educational system, reforms, external testing, secondary education.*

¹ Institute of Macedonian literature – Skopje, Republic of Macedonia, marijanajanceska@gmail.com

LANGUAGE CULTURE – A SEGMENT OF LANGUAGE EDUCATION

Violeta NIKOLOVSKA¹

Abstract

This paper will focus on education in the teaching subject mother tongue at all levels: primary, secondary and higher education. We will take into consideration the contents taught within this course and how these contents can be classified according to the scientific classification into scientific fields, areas and disciplines. We will dwell especially on the scientific discipline of language. The contents studied in this area are primarily contents in the area of mother tongue grammar (phonetics and phonology, morphology, syntax and morpho-syntax). We will point out the importance of the contents of the subject area of expression and creation. These contents, as well as some of the contents taught in the subject of language, significantly affect the shaping of pupils' and students' language culture. We will indicate that what students should achieve in classes of the teaching subject mother tongue is not only a degree of linguistic education in the area of grammar, but also linguistic culture. The acquisition of language culture should become an important segment in pupils' and students' language education since it will raise the level of their general culture and it will be an important feature of them as future intellectuals. This paper will look into what contents language teaching should include, that are related to the acquisition of language culture.

Keywords: *language culture, education, mother tongue, subject area, grammar.*

¹ Faculty of Educational Sciences, University "Goce Delcev" in Stip, Republic of Macedonia, violeta.nikolovska@ugd.edu.mk

RESEARCH TRENDS IN EDUCATION IN MULTICULTURAL ENVIRONMENTS IN THE REPUBLIC OF MACEDONIA

Elizabeta TOMEVSKA-ILIEVSKA ¹
Emilija SIMONOVSKA JANACKOVSKA ²
Sadudin SADIKI ³

Abstract

The interest of the research of this paper is to answer a number of questions, which on one side relate to the need for conceptual strengthening of the relevant education stakeholders to foster better inter-ethnic relations in education, and on the other side, to offer possible solutions in the process of creating safer environment in schools. The research aims to evaluate the conceptual structure and the efficiency of the projects 'Safe Schools' and 'School (peer) Mediation', as models for prevention and intervention in cases involving school violence, as well as their influence on fostering better inter-ethnic relations and on providing safer school environment in selected group of secondary schools from six multi-ethnic municipalities in the country.

The study of the problem is done by evaluation research. The requirements of this type of research are based on the need for analysis of the conceptual structure of the project models and content analysis of the relevant project documentation. Because of the latter the research is characterized as theoretical research. As a result of the complex and multiplying structure of the research problem, priority has been given to the attitudes and the needs of the relevant stakeholders in this process, which points out the empirical character of the research. The study assumes that the conceptual structure of the projects 'Safe Schools' and 'School (peer) Mediation', as models for prevention and intervention in cases involving school violence, positively influences the strengthening of the inter-ethnic relations and securing safe school environment in the selected group of secondary schools from six multi-ethnic municipalities in the country.

Keywords: *Multi-cultural education; Project models; Safe Schools; School (peer) Mediation; Evaluation research.*

¹Ss. Cyril and Methodius University- Faculty of Philosophy, Skopje, Republic of Macedonia, beti@fzf.ukim.edu.mk,

² OSCE Mission to Skopje, Skopje, Republic of Macedonia, emilija.simonovska-janackovska@osce.org

³ OSTU „Gostivar“, Gostivar, Republic of Macedonia, satko77@gmail.com

USING AUTOMATIC TEXT CATEGORIZATION TECHNOLOGIES IN THE MODERN EDUCATIONAL PROCESS

Anna GLAZKOVA¹

Abstract

The active improvement of natural text processing gives a lot of opportunities for the development of educational technologies. It is well-known that the participants in the modern educational process are faced with the need to quickly view and classify large volumes of text documents. This problem arises everywhere: while searching the Internet for information in digital libraries, working with text databases and other elements of the educational process. The improvement of text categorization technologies can make information retrieval more efficient and therefore help the learner to more quickly and efficiently find the necessary information.

The research deals with the problem of text categorization by the example of its assignment to a particular age audience. In the first place, the solution to this problem gives the ability to improve the relevance of information retrieval and also allows improvement of the mechanisms of excluding unwanted requests from the search results (such as websites whose content is designed for another age category).

The authors of the research are developing approaches to mathematical modeling of the text categorization task. These approaches are implemented within a prototype software system for automatic text categorization based on the age of the text audience. In developing this system the authors are using texts in Russian, but the proposed methods are universal and can be applied to other related tasks.

Keywords: *information retrieval; natural language processing; text mining;*

¹ Institute of Mathematics and Computer Science (Tyumen State University), Tyumen, Russia, anya_kr@aol.com,

THE ROLE OF BUSINESS SCHOOL IN THE POST-GRADUATE EDUCATIONAL SYSTEM

Nikita RAVOCHKIN ¹

Abstract

Highly qualified personnel capable of quickly and adequately responding to changes in the external environment, is the key to success of any business entity, and therefore of the entire economy. This fact causes the particular relevance of post-graduate education in the need for economic development and the pursuit of globalization. Worldwide training in business management is conducted through high-end system business schools created at the world's largest universities. Business school training is one of the diverse areas of postgraduate education. In the Russian Federation, within the concept of lifelong education, the emphasis is on the fact that every citizen in an effort to meet the needs of society should be focused on continuing education even after graduating from high school. In this context, there is higher vocational education - a system of training for people who already have higher education, focused on the expansion of knowledge in a particular area or for the acquisition of additional specific knowledge. Postgraduate education is an integral part of the Bologna process and another area of postgraduate education is the degree of candidate or doctor of sciences.

Keywords: *business school, post-graduate education, globalization, management, MBA.*

¹Kemerovo State Medical Academy (KemSMA), Russian Federation, nickravochkin@mail.ru

FORMATION OF ETHICAL RULES (CODE) IN PRESCHOOLERS THROUGH THE BULGARIAN CHILDREN'S FOLKLORE GAMES

Julia DONCHEVA¹

Abstract

The aim of this paper is to make an outline of Bulgarian children's folk games in preschool. They are not only a means of education, but also a method for learning. As a form of independent action of the child using games is also a way of organizing collective interactions showing moral directions for a person's independence, initiative and organizational abilities. Collective relations are formed at the level of gaming, so the game becomes a school for fostering real relationships that produce significant development in the formation of the moral sphere. The development of social motives leads to overcoming the contradictions between private desire and public opinion, between gaming and real behavior, and the personal position of the child is amended. In these terms lasting feelings of sympathy and friendliness are created. Responsiveness, fairness and responsibility are developed. The strong wish to play creates objective criteria in evaluation and self-evaluation of their mates.

Since preschool, as a result of the educational influences in different situations in general, the whole time of the children's stay in the kindergarten teaches children about good and bad. On the basis of this moral values are created. Depending on the character and the content of the ethical ideas, a certain level of understanding of the ethical concepts is achieved. This leads to further gradual formation of moral habits (e.g. don't lie, that is bad). As a result of education, more stable motives occur in the behavior of children.

Keywords: *moral norms, Bulgarian children folk games, kindergarten.*

¹ Faculty Natural Sciences and Education University of Ruse "Angel Kanchev", Bulgaria, jdoncheva@uni-ruse.bg

FORMATION OF HUMAN POTENTIAL: INSTITUTIONAL MECHANISMS AND POLICIES

Stanka RINKOVA¹

Abstract

Increasing the efficiency of the economic system in the context of the strategy Europe-2020 directly depends on the development of the human potential. This paper examines the problems of reproduction of human potential on the basis of the methodology of socioeconomic analysis and socioeconomic dynamics. The main factors of micro and macro effects of different institutes- entities / state, the market and NGOs / the formation of human capital are analyzed. The index of development of human potential in the country and other countries is specified as an integral measure of human capital development. Different approaches of the economic theory to the degree and the extent of state involvement in social development and various macroeconomic policies are analyzed.

Keywords: *human potential, institution; socially significant good; social justice; inequality.*

¹ Department of Economic, South West University "N.Rilski" Blagoevgrad, Bulgaria, rinkova@abv.bg

THE TRAINING OF SCIENTIFIC PERSONNEL FOR WORK IN THE FOREST COMPLEX IN

Jane BAUBEL ¹
Petr LYCHCHIK ²
Andrei NAUMENKO ³

Abstract

The purpose of development of this direction is to ensure forest complex engineering and scientific personnel, capable of providing a high level of quality construction, repair and maintenance of forest roads using the latest domestic and foreign machinery and equipment and applying the most effective technologies achieved in the world.

The relevance of the direction is determined by the increasing competition from foreign organizations and firms that are active on the domestic market of the forest sector.

The composition directions are:

- training of technical staff in higher and secondary special educational institutions of Belarus with modern software and in accordance with the priorities of scientific and technical policy;

- financial support of the material base of higher and secondary specialized educational institutions through the system of training and professional development;

- development of system of additional professional education of personnel of the forest complex, which includes the evaluation and forecasting of staffing needs, training of reserve for managerial positions;

- create incentives for engaging in postgraduate study and doctoral studies of the most gifted young scientists and specialists of the forest complex;

- organization of the scientific training of young professionals in countries that have achieved the greatest progress in the technology of road construction;

- matching the theme of candidate's and doctoral dissertations with the priorities of scientific-technical policy of the timber industry.

Keywords: *technology, wood harvesting, forest roads.*

¹ Belarusian State Technological University, Minsk, Belarus, jane18@mail.ru

² Belarusian State Technological University, Minsk, Belarus.

³ Belarusian State Technological University, Minsk, Belarus, naumenko@belstu.by

THEORETICAL FORMULATION AND SCIENTIFIC JUSTIFICATION OF THE PROBLEM OF TRAINING TEACHERS IN TECHNICS, TECHNOLOGY AND ENTREPRENEURSHIP

Tsvetana KOSTADINOVA ANTIPESHEVA ¹

Abstract

The new paradigm expressed in radical social and economic changes in Bulgarian society generated a new concept in education and in particular in Bulgarian technological education. Still is specifying its contemporary vision. Students should be given knowledge about how to think, how to learn and how to be creative. It is very important for the future pedagogues to explain how to learn, how to study and how to teach. National strategies for education are developed following the Lisbon conference framework. There the technological knowledge and skills are considered a main resource of a particular individual and of the society as a whole. Technology becomes an essential element of literacy skills.

Keywords: *technological training, way of training, teaching.*

¹ Faculty of Economics, SWU „N. Rilski”, Blagoevgrad, Bulgaria, cvetana_anta@abv.bg

INTERACTIVITY IN TEACHING STUDENTS MODERATORS

Kosta KOSTOV¹
Silvia KYUCHUKOVA²
Hristina MILCHEVA³

Abstract

The new paradigm for creating a European space for higher education is a prerequisite for introducing an interactive educational environment in accordance with the system of methods, forms and means of education that is in use. The application of interactive teaching methods in higher medical school for training health professionals improves pedagogical interaction, forms competence for communication and work in a team, and increases the chances of free personal development. In this context, we aimed to determine the satisfaction of teachers and students with the implementation of interactive learning environment in the discipline Health promotion. Scientific methods were used for the collecting and statistical processing of the received unique information: interviewing, inquiry, observation, documentary, interviewing, desk research, and analysis of variance (ANOVA). The results demonstrated the applicability of interactivity in teaching students moderators and formulated conclusions: the establishment and maintenance of an interactive educational environment in higher medical school is a favorite of teachers, there is a direct correlation between innovation of professional training of future health professionals and the quality of their preventive activities in their medical practice as moderators

Keywords: *interactivity, educational environment, students moderators, personal development, methods, competence*

¹ Branch Haskovo - Trakia University, Stara Zagora, Bulgaria, kostov@uni-sz.bg

²Department of Health Care, Faculty of Medicine - Trakia University, Stara Zagora, Bulgaria, silviya.kyuchukova@trakia-uni.bg

³ Medical College - Trakia University, Stara Zagora, Bulgaria, milcheva@uni-sz.bg

EVALUATION OF STUDENTS' LEARNING UNDER THE PRISM OF EXPECTED OUTCOMES

Teuta SHABANI¹

Suzana NIKODINOVSKA BANCOTOVSKA²

Abstract

Evaluation is recognized as a comprehensive, systematic and purposeful process that is an integral part of teaching and learning. Evaluation procedures must be based on the prescribed learning outcomes and evolve from the instructional strategies implemented to realize these outcomes. They must also enable a teacher to provide an accurate, reliable and justifiable evaluation which reflects students' progress and achievement.

Successful evaluation should be based on the following policies: 1. Student evaluation practices will be based on a philosophy of education which respects the uniqueness of each child and be conducted according to current educational theory and practice. 2. Evaluation will consist of (a) pre-instructional, (b) formative and (c) summative activities. 3. Evaluation represents performance in relation to stated outcomes from the affective, cognitive and psychomotor domains. Outcomes and evaluation procedures must be clearly stated and communicated to students. 4. Process and product objectives will be evaluated. 5. Differentiated evaluation will be employed to accommodate students with special needs. 6. For summative evaluation, grades will indicate performance in relation to the stated outcomes.

Formative evaluation focuses upon the process as well as the products of learning. Summative evaluation is used to assess and report student achievement. Such evaluative data, gathered through various sources, can provide a comprehensive picture of student achievement in progress. A balance must be struck between product and process evaluation. When product becomes an end in itself, the balance between product and process is upset, and process is a slighted partner. When a balance has been struck between product and process, evaluation becomes comprehensive and complete. The extent to which students know and comprehend things, and the extent to which they can do such things as think autonomously, use prior knowledge to solve new problems and make decisions are considered integral in this evaluative scheme.

Teachers across the world are charged with the responsibility of producing core learning outcomes for primary school curricula. However, much educational theory exists which deliberates the value of learning outcomes in education.

Assessment for many of us has been an emotional experience and it is not surprising that we should reject facing children with such experiences too early in their lives.....so very important in the process of including pupils in the process of self-assessment. This paper also explores the issue of self-assessment in primary school and seeks to demonstrate that the principle of assessment as first and foremost the responsibility of the learner is both

¹, Faculty of Pedagogy "St. Kliment Ohridski" Skopje, Macedonia, teuta25@yahoo.com

² Faculty of Pedagogy "St. Kliment Ohridski" Skopje, Macedonia

valid and can be realistically applied in education from the early years. Having reviewed the arguments for self-assessment in terms of the important part reviewing can play in promoting learning, the paper considers how pupils may be trained in the skills of self-assessment and illustrates various ways in which young children can assess their own progress. Evaluation must be based on outcomes which represent goals for students. These goals then can provide a basis for student evaluation.

Keywords: *evaluation, students' learning, formative assessment, teachers, expected outcomes*

COMMUNICATION IN THE TEACHING PROCESS. INTERACTIVE NATURE OF COMMUNICATION

Valentina VASILEVA ¹

Abstract

Too often training is seen primarily as a process in which under the guidance of a teacher the students learn a system of knowledge, skills and habits.

Training is a specific type of communication, a process of actively targeted interaction between teacher and students, resulting in knowledge management, mastering of a specific activity, formation of specific knowledge, skills, habits and skills, and personal qualities.

In recent decades, the didactic doctrine increasingly reveals the essence of learning from the perspective of the theory of pedagogical communication. Training is seen as a specific type, as organized in a particular way communication.

Pedagogical communication is secondary to everyday communication, official status, distinguished with its objectives, intentions, system and regulation. In this communication mutual influence and active cooperation between teachers and students, educators and students, adults and adolescents take place in order to achieve the objectives of training and education. More generally pedagogical communication is defined as communication between teachers and students, with a pedagogical purpose to define the tasks of the educational process.

Keywords: *training, knowledge, interaction, teachers, students.*

¹ University of Ruse, Bulgaria, vvasileva@uni-ruse.bg

PHYSICAL ACTIVITY OF 3-4 YEARS OLD CHILDREN IN KINDERGARTEN

Filip SHABANSKI¹

Abstract

Three to four years old children delight in physical activity and love to run, climb, ride and swing. On the other hand, they quickly get tired if they do not have some rest between their burst of energetic activity. It is important to note that physical activity and sedentary behavior begin at a very young age and have been shown to persist from early childhood into adulthood. The vast majority of children in developed countries now are attending some form of daycare. Having in mind that environments have a powerful influence on children's physical activity levels, child daycare centers provide a good opportunity to emphasize the adoption of a physically active lifestyle by stimulating healthy behaviors and movement skills. We have successfully assessed children (both intervention and controls) from three care centers in the city of Sofia and measured the volume and intensity of their physical activity during selected periods of time. The primary outcome variables are time spent in moderate to vigorous physical activity using accelerometers and intensity of movements using pulse meters. Based on the results we divided the surveyed children in four groups and gave specific recommendations to pedagogues to stimulate or alter the physical activity of 3-4 year old preschoolers.

Keywords: *volume, intensity of movements, care centers.*

¹ Sofia University, Department of Sports, Bulgaria, fshabanski@yahoo.com

INLUZIVE EDUCATION IN MONTENEGRIN HIGHER EDUCATION CONTEXT

Tatjana NOVOVIĆ¹

Abstract

Inkluzivni koncept, kao princip ili paradigma, odn. nastavni pristup, prirodno je ukomponovan u obrazovni institucionalni kontekst u Crnoj Gori, na svim nivoima, do univerziteta. Stoga se nužno nametnulo pitanje načina aktualizovanja ovog koncepta i na visokoškolskom planu. U kontekstu Tempus projekta, fokusiranog na ovu problematiku, isprofilisale su se dvije komplementarne i jedino moguće ideje za funkcionalniju afirmaciju inkluzivne paradigme na univerzitetu. Širi cilj Projekta je bio usmjeren na afirmisanje inkluzije, uopšte, kroz uvođenje tema iz ove oblasti u kurikulume na svim studijskim programima za nastavnike. Uži, određeniji cilj pomenutog međunarodnog Projekta, odnosio se na osnivanje studija fokusiranih na oblast inkluzije sa vrlo kondenzovanim i pažljivo izbalansiranim sadržajima i ishodima, usmjerenim na ciljano izgrađivanje kompetencija, potrebnih budućim stručnjacima za inkluzivno obrazovanje (nova kvalifikacija). Pitanje kompetencija i mogućih pravaca djelovanja novopredloženog profesionalnog profila stručnjaka u nastavi je bilo u fokusu stručnih refleksija i diskursa domaćih i eksperata iz univerzitetskih projekatskih partnerskih institucija (Instituto Politécnico do Porto, University of Jyväskylä, , Katholieke Hogeschool Leuven, Heverlee (Leuven), Katholieke Universiteit Leuven). Na osnovu analize aktuelnog stanja, te komparativnog pregleda univerzitetskih modela inkluzivnog obrazovanja u regionu i zemljama, učesnicama u Projektu, usaglašen je koncept studija. Planirano je da budući stručnjak za oblast inkluzivnog obrazovanja, stekne znanja iz ključnih naučno-stručnih i praktičnih oblasti usmjerenih na unapređenje kvaliteta inkluzivnosti školske sredine u svim aspektima. Konačno, uvođenje inkluzivnog modela na UCG, pretpostavka je za uspostavljanje neophodnog, do sada nedostajućeg, vertikalnog kontinuiteta u obrazovnom sistemu i nužna funkcionalna spona između inicijalnog obrazovanja i profesionalnog razvoja kadra u Crnoj Gori.

Keywords: *inkluzija, univerzitet, nastava, stručni profil*

¹ Filozofski fakultet, Nikšić, Crna Gora, tabo@t-com.me

ADAPTATION OF CHILDREN IN PRE-SCHOOL AGE, LIVING IN THE HOMES FOR CARE AND EDUCATION OF CHILDREN DEPRIVED OF PARENTAL CARE

Yaroslava ILIEVA¹

Abstract

Children are our future! They are our life and they should grow in a calm family environment, surrounded by attention, care and love. Unfortunately, this is not always the case. Many of "our" children have no family and cannot grow up in a normal environment; instead, they are somewhere there... rejected and abandoned, forced to spend their carefree childhood in governmental institutions, such as "The Home for Medico-Social Care," "The Home for Children and Youth," "The Home of Mother and Child," or "The Home to Raise and Educate Children Deprived of Parental Care." For all these children, institutions like the aforementioned are the only alternative to their upbringing. Those institutions are the main factors in forming these children's personalities. The governmental institutions play the role of the family, of the daycare and the kindergarten, and of the school. The adaptation of these children to the conditions of life and education in the homes is very important, but sometimes it is also associated with a psychological trauma. The child and its actions depend on its socialization and biological adaptation to the new conditions. The ability to adapt is, however, not inherent in the individual. It only develops as a result of its constantly developing connections with the social environment, in which it lives. The goal is that the child grows up as an individual who believes in its capabilities and has a positive attitude toward itself and others, in order to be able to communicate freely and accept common norms and values.

Keywords: *adaptation, types of adaptation, childrearing governmental institutions for children deprived of parental care, children in preschool age group.*

¹ University „Angel Kanchev“, Rousse, Bulgaria, yarche_77@abv.bg

SOCIALIZATION OF CHILDREN FROM THE CENTERS FOR FAMILY-TYPE ACCOMMODATION IN MAINSTREAM KINDERGARTENS AND SCHOOLS

Tsvetelina SAVIANOVA¹

Abstract

Family, community and all educational institutions are responsible for the proper socialization of children. Children are the future generation that carries the essence of the new, of success, of the unique. Growing up in a family environment children receive the necessary support, understanding and love. Who, however, supports those, who due to various reasons, are raised by institutions? Let us learn to live together, create together, and share what we have learned about the world and each other, so that we can face the challenges of the contemporary world. Is community ready to accept these children? Are the educational institutions ready to raise and teach children at risk? The path to these children passes through the hearts and minds of each one of us, and this path is very difficult and withstanding. The socialization of a child, along with the development of its life skills within the community are the key aspects to its emotional, social and personal maturity. The children from "The Center for Family-type Accommodation" in the village of Malak Preslavets are already a part of our community. They communicate with us and our children, they visit our kindergartens and schools. They already have their own friends and dreams; they have accepted their fate and are fighting for equality within our community. Each one of these children can write his/her own "Book of Life," because they know their past, they have accepted their present and are fighting for their future.

Keywords: Socialization, The Center for Family-type Accommodation, family, educational institutions.

¹ University „Angel Kanchev“, Rousse, Bulgaria, bogo_7@abv.bg

TYPE OF INSTITUTIONS FOR CHILD CARE IN BULGARIA

Stela PETKOVA¹

Abstract

The institutions for raising and educating children emerge in response to the need to provide shelter to children left without parental care. The placement of a child in a foster home is the ultimate measure of protection required after exhausting all other possibilities. The different types of foster homes vary according to children's age and specificity of their problems; they are placed under the jurisdiction of various ministries, which govern their work via numerous regulations. A great number of children has been placed in the care of the institutions, as it is often the only way to help families who are unable to raise their children. In recent years, Bulgaria has strived to bring the quality of its child protection system to the levels of international standards. "The best interests of the child" and "the right to live in a family environment" have been ratified by the UN Convention on the Rights of the Child. A Law on Child Protection is in effect, which views the placement of a child in institutional care as the last resort to protect the child. Gradually, foster homes will cease to exist and will be replaced by day care centers, sheltered homes and house-type accommodations. The process is a part of the overall project for deinstitutionalization of child care in Bulgaria.

Keywords: *children, institution, protection, family, human rights.*

¹University „Angel Kanchev“, Rousse, Bulgaria, stelal.sp@gmail.bg

MACEDONIAN LANGUAGE IN SECONDARY EDUCATION

Liljana MAKARIJOVSKA¹
Zhaklina GJORGIJOSKA²

Abstract

The monitoring of the realization of the teaching process of Macedonian language and literature as a subject in secondary schools and the level of usage of the Macedonian standard language with the students in secondary schools points to a series of inconsistencies in the realization of the teaching goals of this subject in the area of language use at all its levels and in all areas.

In order for these inconsistencies to be overcome, since they directly reflect the linguistic expression of the students, it is necessary that all the curricula students' textbooks are based on should be revised, especially since these textbooks are the basic means of education for these students. Special attention should be paid to all the recurrent mistakes, (regardless of the area of their occurrence-phonology, morphology or syntax), in order to realize if the linguistic weakness of the students' expressions are owed to the mistakes in the curricula or if it is another matter.

All the disadvantages and the gaps in the practical use of the Macedonian language which are reflected on the quality of the knowledge obtained should be subjected to a more complex research by the teachers themselves since they are directly involved in the practice, as well as by the linguistic researchers.

There should also be initiatives for open discussions regarding the contrastive analysis of the current, up-to-date status of the Macedonian language, and other Slavic languages as well. Also, there should be initiatives to enhance the learning of the grammatical structure of the Slavic languages in order to apprehend the similarities and the differences among them, while shedding some light on the globalization processes. All of the abovementioned activities can be best realized as students' project activities.

Keywords: *standard language, linguistic expression, curricula, Slavic languages, students' textbooks.*

¹ Institute of Macedonian language- Skopje, R. Macedonia, makarijoska@yahoo.com

² Institute of Macedonian Language, Skopje, R. Macedonia, zaklina.gjorgijoska@gmail.com,

STUDENTS' ATTITUDES TOWARDS TEACHING GRAMMAR IN THE FOREIGN LANGUAGE CLASSROOM

Vesna KOCEVA¹
Marija TODOROVA²

Abstract

There are many scientific studies about incorporating the teaching of grammar into the foreign language classroom. Some linguists put teaching grammar on the primary position in the process of foreign language teaching while others completely exclude it. In this paper we discuss this question, but from another perspective. The purpose of the paper is to present the opinions, suggestions and students' point of view on teaching grammar during foreign language classes. The survey includes 180 high-school students studying one or more foreign languages who expressed their opinions by answering 30 questions related to the most common concerns about teaching grammar. The analysis of the responses gave us information about students' dilemmas, expectations, experiences and their viewpoints on the role and the importance of grammar in the process of foreign language teaching.

Keywords: *foreign language teaching, students' beliefs, explicit grammar instruction.*

¹ University Goce Delcev Stip, Stip, Macedonia, vesna.koceva@ugd.edu.mk

² University Goce Delcev Stip, Stip, Macedonia, marija.todorova@ugd.edu.mk

FOREIGN LANGUAGE CLASSROOM ANXIETY

Marija TODOROVA¹
Vesna KOCEVA²

Abstract

This paper analyzes the phenomenon of inquietude i.e. anxiety among university students in learning foreign languages. It also determines the causes of anxiety and the negative effect on the students' achievement, i.e. their success.

For the purposes of this paper, an anonymous survey of 50 students was conducted in attendance of the interviewer, i.e. the teacher. They are studying Spanish and Italian as a second foreign language at the Faculty of Philology – UGD. The obtained results show that the anxiety among students causes uncertainty, distraction, low self-esteem, lack of desire to attend classes and to learn the foreign language. The purpose of this paper is to emphasize and to highlight the negative impact of anxiety on the students' achievement and to encourage each teacher to reduce or eliminate this feeling among students in order to achieve positive results in learning a foreign language.

Keywords: *inquietude, causes of anxiety, foreign language learning, impact of anxiety, students' achievement.*

¹ University Goce Delcev - Stip, Stip, Macedonia, marija.todorova@ugd.edu.mk

² University Goce Delcev - Stip, Stip, Macedonia, vesna.koceva@ugd.edu.mk

TEACHERS AS A FACTOR FOR THE DEVELOPMENT OF KEY COMPETENCE CULTURAL EXPRESSION AMONG STUDENTS

Svetlana PANDILOSKA GRNCHAROVSKA¹

Fadbi OSMANI²

Gordana STANKOVSKA³

Abstract

The economic and social changes in a society in transition that strives towards opening up and becoming multicultural by respecting the diversity, uniqueness and individuality of an individual reflect on the entire educational system and require changes in the role of teachers. This does not imply a completely new role. It only implies a change of accent, all for the purpose of achieving qualities and skills (standards and competences) that modern teachers should have. Teachers have a key role in encouraging students to develop their talents and realize their potential in order to achieve personal growth and wellbeing. It is the teachers that act as a bridge between the fast-developing world and the students who are about to join this world. The teaching profession is becoming ever more complex and is constantly put against ever more complex challenges. Research shows that there is a significant positive interdependence between the quality of teachers and the achievements of students. Namely, the influence of the quality of teachers on the achievements of the students is considerable compared to other factors such as organization, management, and financial factors. The key cultural expression competence implies that a student should know his or her origin and identity in order to raise their awareness about their own values and prejudices. Understanding one's own personal and cultural competences and beliefs is one of the ways of respecting the importance of multicultural identity in people's lives.

Keywords: *Multiculturalism, values, educational system.*

¹ State University of Tetovo, Tetovo, Macedonia, svetlana.pandiloska@unite.edu.mk.

² State University of Tetovo, Tetovo, Macedonia, fadbi.osmani@unite.edu.mk.

³ State University of Tetovo, Tetovo, Macedonia, gordana.stankovska@unite.edu.mk.

INTRODUCTION OF THE DUAL SYSTEM IN THE BULGARIAN VOCATIONAL EDUCATION – REALITY AND CHALLENGES

Svetlana NIKOLAEVA¹

Abstract

The article examines the socioeconomic aspects of the introduction of the dual system in the vocational education. It pays attention to the benefits for the students, the country and the business. It highlights the importance of the training that takes place in a real work environment. It indicates the pilot projects and the experience in the implementation of the dual system in Bulgaria at that time.

Keywords: *dual system, vocational education, work environment.*

¹ Faculty of Pedagogy, South-West University Neofit Rilski, Blagoevgrad, Bulgaria, snicolaeva@abv.bg

THE VALUES OF EDUCATIVE FUNCTION IN RELATION PARENT-SCHOOL

Ardita CEKA ¹
Rabije MURATI ²

Abstract

Any discussion about the human ecosystem must deal with the family, because it is the first and very important social group for the children. As the main place of human development, families are the most basic and enduring social institutions. At the same time, families are changing all the time in response to their members' need and the pressures of the society around them.

In this paper we have presented problems families meet concerning values of the educative function of their children. Families as social groups have many duties and obligations, which are: childcare, their education, the value of the development of children and children's school success.

This paper is very interesting and very important because we will present the reason which made the values of the educative function of the family and the success of children in school. The main objective of parents is that their children have excellent success in school and they would achieve them if they have good cooperation with school and teachers.

In modern society, the school success of pupils is in the interest of the family. This success will be achieved when the communication school-family is present at all times, because school and family represent two important factors in the education of the younger generation.

Keywords: *childcare, education, child development, children's success, school cooperation.*

¹ State University of Tetova, Tetovo, Macedonia, arditaceka@yahoo.com

² State University of Tetova, Tetovo, Macedonia, rabije-murati@hotmail.com

ELECTRONIC VERSUS TRADITIONAL TEST FOR MATHEMATICS IN PRIMARY SCHOOLS

Katerina PANEVA¹

Abstract

Nowadays, all modern companies, institutions and schools use a variety of modern tools for teaching and learning, and they also use modern methods for testing and measuring the capabilities of the achievements of everyone who is involved in the process for acquiring knowledge. Schools as generators of people's knowledge (regardless of their age) by establishing a staff for raising people's expertise, competencies, skills and overall material and spiritual development are institutions in which it is very important to make quality analysis of the final result measured from knowledge of the students. The fastest and the most effective way to perform that analysis is by using computer software for that purpose.

The research was done during the 2014/15 academic year in two primary schools on the territory of Sveti Nikole in math subject in VIII grade, and in each of the two schools two classes were selected - one of the classes was tested with traditional tests with pencil or pen on a piece of paper and the other class was tested through software for electronic testing on computer. There were three tests in each of the schools for the same topic.

The survey results reflect the real state that will be taken into consideration when organizing the work in schools (the basis for the analysis is the process of e-testing and its practical implementation in schools, if there is need for it).

Keywords: *computer software, e-learning, e-test, results, analysis.*

¹University of Goce Delcev, Stip, panevak@yahoo.com, +389 71 525 929.

THE SIGNIFICANCE OF LOCALLY DEVELOPED EDUCATIONAL SOFTWARE IN THE PROCESS OF SCHOOLS' COMPUTERIZATION

Olga SAMARDJIKJ JANKOVA¹

Abstract

The first steps towards a large scale computerization of Macedonian schools began with the National Programme for Development of Education in Macedonia 2005 – 2015. It presents a long term plan for interventions in the education sector addressing issues across all levels from pre-school to tertiary education. A part of this strategy was dedicated to integration of technology in the classroom. In this vision of the development of an IT oriented society some of the targets set were: ICT literacy for all teachers, Internet in every classroom, and development of digital content.

In 2007, the realization of the vision started with the Government initiative Computer for every child and Internet in every school. The Government of Macedonia decided to follow the example of a few European countries and use Open Source Software, which is not only free, but can easily be adapted and modified to suit the Macedonian educational needs with a relatively small investment compared to providing a proprietary software for every computer. The decision to use open source software proved to have been a good choice because a large number of educational applications that complement the learning process were identified and localized. The selection procedure involved the subject advisors from the Bureau for Development of Education (BDE) whose responsibility was to cross reference the applications to the Macedonian curriculum and provide an easy to use guide for teachers.

Although the development of educational applications is more time consuming and requires significantly more money than just taking something that has already been developed and translating it into local languages, this paper will present the significance of locally developed educational software with universal design which follows the national curriculum aims and objectives.

Keywords: *educational software, Information and Communication Technologies (ICT), curricula mapping, learning process, universal design.*

¹ Association Open the Windows, Skopje, Macedonia, o.samardzic@yahoo.com

THE ACTIVITY OF MUSICAL GAMES FOR CHILDREN

Mujeser ILJAZI¹

Abstract

The paper cataloged and analyzed 73 melography Children Music Games of digital video collection of children's music games in Albanian population from the cities of Tetovo and Gostivar, 9 flat upland and the mountain village Polog in the area of the western part of Macedonia.

The main variable on which the whole research is built is music played with categories melodic and rhythmic game play. Research and recording of the collection is done on the basis of Exploratory method of data collection. Collected music play entered into IRAM links catalogs of music folklore. The analysis is based on quantitative methods of data processing and basic children's music and games in the Albanian population are included.

¹ Faculty of Pedagogy "St. Kliment Ohridski" Skopje, Macedonia, myjeser_iljazi_gv@hotmail.com

THE PATIENT IN THE PROCESS OF LEARNING IN HIGHER MEDICAL SCHOOL

Silvia KYUCHUKOVA¹

Abstract

The process of education in medical school contains all the essential features of the learning process in general. Unlike at other universities, in medical schools a third subject – the patient appears. The presence of the patient as a third party in the process of learning complicates pedagogical interaction due to the realization of complex relationships between: teacher-student; teacher-patient; student-patient; student-student; teacher-medical team; student - medical team; teacher-student-patient. The teacher must find a balance between individual preferences of students and educational purposes. The student works directly with the patient under the supervision of the teacher. The success of the training depends both on the professional experience of the teacher and on the theoretical preparation of the student. The training success depends also on the patient's condition. His/her presence in the learning process requires respect of the rules of professional conduct. In medical practice the abidance of the basic ethical principles is of great importance concerning the relationships between the medical professionals and the patients. This is the basis for selecting the model of communication with patients and their relatives.

Key words: *students; practical training; patient; presence.*

¹Department of Health Care, Faculty of Medicine - Trakia University, Stara Zagora, Bulgaria, silviya.kyuchukova@trakia-uni.bg

IMPACT OF THE ENVIRONMENT IN THE SOCIALIZATION OF CHILDREN

Rabije MURATI¹
Ardita CEKA²

Abstract

An individual, though a biological being, is also a social being that is in need of socialization, communication and contact with other people.

Thus the main objective of the socialization of children and young people is the promotion and integration into society.

Socialization is a term that encompasses a system of rules and norms of behavior of people in a certain environment, and the behavior of society as a whole which is transferred onto the individual. In any particular society the individual needs to be adjusted to the structures of the society or the forms of mutual behavior of the individuals in that society. In order to be socialized, an individual should be active and that exact activity is a basis for socialization. If you start from the conclusion that an individual is an active object, it is affected not only by the contacts and the relations with other people, but also by the general culture of behavior and expression of the people he/she is in direct relation with. Then, of course, the press (media, whether written or visual), social networks (the Internet, with a special emphasis on Facebook), then I think that in this case the child is not only a product of social relations in society, but also a creator of relationships and activities implemented in society.

Factors that affect socialization of an individual in a society are: family as an important and fundamental factor, peers, school as an educational institution, mass media, motivation of an individual and others.

Keywords: *socialization, objective of socialization, factors of socialization, influence of mass media in socialization, influence of social network in socialization.*

¹ State University of Tetova, Tetovo, R. of Macedonia, rabije-murati@hotmail.com

² State University of Tetova, Tetovo, R. of Macedonia, arditaceka@yahoo.com

INFORMATION AND COMMUNICATION TECHNOLOGIES IN TEACHING MUSIC EDUCATION

Lence NASEV¹

Abstract

The changes in technical and technological development assure vast possibilities of new challenges for knowledge. The focus in this paper is to elaborate new changes in helpful methodologies, pointing out IC technologies in the improvement of the educational process in music education and systematic planning.

Keywords: *educational process, teaching methodology, knowledge.*

¹ Music Academy, University "Goce Delcev" - Stip, Macedonia, lence.nasev@ugd.edu.mk

LEISURE TIME AND SPORT ACTIVITIES OF STUDENTS FROM THE FACULTY FOR PRESCHOOL AND PRIMARY SCHOOL EDUCATION AT SOFIA UNIVERSITY “ST. KLIMENT OHRIDSKI” – BULGARIA

Georgi IGNATOV¹

Abstract

Students` leisure time, as well as the contents and activities used during this time, have a great impact in creation of students personal identity and quality of their life in future. This is especially important for the students of Teacher faculties as future teachers and preschool teachers. The aim of this paper is to determine how students at The Faculty for Preschool and Primary School Education at Sofia University “St. Kliment Ohridski” spend their leisure time, the role of the Faculty and University in organizing their leisure time as well as to determine how actively they participate in sport during their leisure time.

The research was realized on a sample of 160 students of all four years of study, at The Faculty for Preschool and Primary School Education at Sofia University “Ss. Kliment Ohridski”, Bulgaria. The research was conducted using a specially designed closed form of questionnaire, composed of 19 questions according to the research aims. The results obtained were analyzed using frequencies (f) and percentage (%). They suggest the possible directions for positive influence and suggestions for youth for proper selection of activities that will have a positive impact of their development, especially in regard to their involvement in sport activities as a content of leisure time. This emphasizes the role of University, especially the Department of Sport as a body that covers the segment of sport in suggesting different contents as leisure time activities according to students` interests and needs.

Key words: *leisure time, students, sport interests.*

¹ Department of Sport, Sofia University “St. Kliment Ohridski”, Bulgaria, gochev730626@abv.bg

PLACE OF LIVING AS A FACTOR IN ORGANIZING STUDENTS' LEISURE TIME

Despina SIVEVSKA¹
Biljana POPESKA²

Abstract

In order to determine the differences in the manner of spending leisure time of students from the Faculty of Educational Sciences regarding their place of residence as one of the key factors in organizing the students' free time, we conducted a research on a sample consisting of 108 respondents, students of the Faculty of Educational Sciences in Stip, Macedonia.

The research was conducted using a questionnaire. The results obtained were analyzed and presented using descriptive statistics: frequency (f), percentage (%) and non-parametric procedure: t-test. The results show that the location of the Faculty has no significant role in the organization of students' leisure time.

Keywords: *leisure time, students, place of living, differences.*

¹ University "Goce Delchev", Shtip, R. Macedonia, despina.sivevska@ugd.edu.mk

² University "Goce Delchev", Shtip, R. Macedonia, biljana.popeska@ugd.edu.mk

METHODICAL APPROACH TO LEARNING ABOUT THE HOLOCAUST BY THE MODEL OF YAD VASHEM SCHOOL

Zhivorad MILENKOVIC ¹

Abstract

The Holocaust is a state plan of Nazi Germany, which was aimed at the systematic persecution of various ethnic, religious and political groups of people during the Second World War. Early examples of the Holocaust are the pogrom during the Kristallnacht and the Euthanasia program T-4. Later, concentration camps were made where most European Jews perished. Regardless of the fact that the Holocaust was the most atrocious crime and genocide since the beginning of humankind, scientists from different fields, especially revisionist historians, seek to minimize the scope of the crime and of the genocide of the Holocaust. There are also attempts to present the Holocaust as a completely justified and at the time a legitimate process. The Yad Vashem International School of Jerusalem is the longest and most thoroughly engaged in studying the Holocaust, and it annually organizes dozens of seminars for teachers and educators from around the world. The main objective is to foster a culture of remembrance of the Holocaust victims so that they are not forgotten and are never to happen again. In order to achieve this, learning about the Holocaust is being implemented under a special didactic and methodological model of the Yad Vashem School which involves learning outside the classroom about the Holocaust and within different scientific areas: language, literature, drama, music, fine arts, etc. This paper shows the methodical approach to learning about the Holocaust by the model of the Yad Vashem School.

Key words: *The Holocaust, Yad Vashem model, learning, memory culture.*

¹ Faculty of Pedagogy in Prizren, University in Prishtina, Serbia, zivorad.milenovic@pr.ac.rs,

A HERMENEUTIC READING OF A POETIC LITERARY WORK DURING IMPLEMENTATION OF A LESSON

Milena RISTOVA-MIHAJLOVSKA¹

Abstract

The ancient human history again today and deliberately reveals the symbolic images and motifs that have outlived man. When archaeologists dig in the distant past, find statues, buildings, temples and languages that speak about ancient times and beliefs. In contemporary, modern and postmodern poetry from such images and symbols are also required part. "Modern" interpretation of a literary text (based on the theory of literature!) asks from the reader / recipient to be interpreted properly. The purpose of this paper is through a practical example to open the horizons of contemporary teacher / mentor / professor in the way of interpretation (ie analysis!) of the poetic literary work. Specifically, through the displayed interpretation of the song "Needless letters to God" by Ante Popovski, we will evoke the (not so short) paraphrased quotes from two important papers by underlining the role of old symbols and collective unconscious and thus to encourage a creating a different curricula hour. In this way, the poetic work is closer to the reader / learner / student and pretends to be a lifelong saving. This kind of interpretation and hermeneutical "striping" of the the literary work allows permanent retention of micro-structural elements of the poetics of poetry in memory of the reader.

Key words: *interpretation, hermeneutics, a glossary of symbols.*

¹ Municipality of Stip, Stip, Republic of Macedonia, ristova_milena@yahoo.com

SOME GUIDELINES FOR INTELLECTUAL PREPARATION DURING PHYSICAL CONTACT BETWEEN THE INSTRUMENT AND THE PIANIST

Angele MIHAJLOVSKI¹

Abstract

Very often technical problems caused by physical unwillingness of the fingers represent a serious obstacle in the way of many pianists, especially those who devoted their professional education and career to this instrument. "Handcraft" is intellectual preparedness and wide repertoire of compositions, a "tool" is the hand or fingers, which are the only physical contact between the instrument and the pianist. The need for this type of technical exercises is apparent during secondary, and especially in higher education (undergraduate and master's degrees), when the whole creative energy maximum can be directed to exercise the instrument. Carefully applying the substantive elements covered in this paper, a piano student should be mentally aware during exercise how to minimize the bad and irregular exercise habits, to learn how to memorize the text note, plotters and the safest way to gain independence in the detection and resolution of technical problems encountered during the preparation of the composition.

Keywords: *technical exercises, memory, musical score.*

¹ Academy of Music, University of "Goce Delcev" Stip, Macedonia, anguklavir@yahoo.com

IMPLICATION OF EFFECTIVE SCHOOL MANAGEMENT FOR THE CONTINUING PROFESSIONAL DEVELOPMENT OF TEACHERS

Kristinka OVESNI¹

Emina HEBIB²

Vera RADOVIĆ³

Abstract

In this paper we presented research findings about the implication of effective school management for the continuing professional development of teachers. Empirical data for research in which quantitative, non-experimental, descriptive research method was applied, were collected from a random sample of 1162 respondents from 92 primary schools in Serbia. The primary purpose was to research relations between the perception of effective school management and: (a) teachers participation in continuing professional development programs, (b) possibility of teachers to participate in continuing professional development programs, (c) possibility of teachers to fulfill their educational needs through participation in continuing professional development programs, (d) the prospect of teachers to apply knowledge acquired in continuing professional development programs. The effective school management indicators we considered: (a) strategic orientation of school management, (b) leadership style, (c) organizational climate, and (d) relations of school management to their employees (teachers) regarding continuing professional development.

Accordingly, the basic techniques for gathering data were questioning and scaling by the instrument designed as a survey comprised of questionnaire and modified five-point Likert-type scales. The applied instruments showed high reliability; the instrument for gathering data about teachers' perception of effective school management consisted of 22 items (Cronbach's $\alpha=0.817$), while the instrument for gathering data about teachers' participation in continuing professional development programs consisted of 25 items (Cronbach's $\alpha=0.833$). The collected data were subjected to a few common (frequencies, std. deviation, mean, etc.) and more complex statistical proceedings (canonical correlation analysis). The findings suggest that effective school management has the capacity to affect: the possibility of teachers to meet their educational needs through participation in continuing professional development programs, teachers' satisfaction with continuing professional development programs, and to help teachers to apply knowledge acquired in continuing professional development programs. These findings have important andragogic and pedagogical implications, especially in the fields of management in education and human resource development.

Keywords: *effective school management, continuing professional development of teachers, educational needs, management in education, human resource development.*

¹ Department for Pedagogy and Andragogy, Faculty of Philosophy, University of Belgrade, Belgrade, Serbia, kovesni@gmail.com, kovesni@f.bg.ac.rs

² Department for Pedagogy and Andragogy, Faculty of Philosophy, University of Belgrade, Belgrade, Serbia, ehebib@f.bg.ac.rs

³ Teacher Education Faculty, University of Belgrade, Belgrade, Serbia, Vera.Radovic@uf.bg.ac.rs.

THEORIES, SOCIAL EXPERIENCES AND PRACTICE IN INTERCULTURAL PEDAGODY

Alina SZCZUREK-BORUTA¹

Abstract

The paper aims to focus on a few issues, which in my opinion are important for the description, explanation and design of educational activity undertaken in the ambiguous social and cultural reality. Pedagogy provides answers to fundamental questions about the sense of life, about functioning and supporting man in the sophisticated world. What takes place gradually is the crystallization of intercultural pedagogy, which is a major new sub-discipline of modern world pedagogy and which has been developing dynamically in Poland over the last decade. This development has been duly facilitated by the processes of European integration and the active involvement of Polish pedagogues. In the presented study, some theories and currents in perceiving and dealing with intercultural education will be referred to and the social experience and educational practice in this field will be indicated.

Keywords: *intercultural pedagogy, theory, practice, teachers' preparation for work in multicultural conditions.*

¹ University of Silesia in Katowice, Faculty of Ethnology and Education in Cieszyn, Poland, alina.szczurek-boruta@us.edu.pl

TEACHERS' ASSESSMENTS OF CERTAIN CURRICULAR DETERMINANTS IN PRIMARY SCHOOL

Milan MATIJEVIĆ¹
Siniša OPIĆ
Goran LAPAT

Abstract

There is a clear prevalence of equipment and spatial arrangements for traditional teaching from the front of the class in Croatian classrooms. During such instruction, pupils mostly sit, listen and watch. Further, it is evident that primary school classrooms feature several elements pointing to the use of constructivist didactics, and include attempts at adjusting the space and equipment to the developmental needs of pupils in middle childhood. A research team called "School and Classes for the Net Generation" organised several examinations of the assessments of curricular determinants in Croatian primary and secondary schools.

The aim of this study is to examine the assessments of changes that happen in school and in classes (or those that could happen) under the influence of new didactic understandings and digital education technology. A specifically constructed questionnaire was used on a sample of primary education male and female teachers (N=214), which is representative for Central Croatia, since the data were collected through individual surveys in schools located in the City of Zagreb and in eight counties. The questionnaire contained 50 statements that the respondents had to assess on a Likert-type scale. In this paper, we shall present only part of the results relating to the pedagogical and curricular characteristics of the teaching methods and didactics of primary education. Differences in assessments were tested in terms of the working experience of primary education teachers.

Primary education teachers recognise the characteristics of constructivist didactics and modern developments in the theory of education and the theory of school quite well. Most agree that it is important to organise classes in which the pupils are more active than the teacher, and that any curriculum is regarded as implemented if pupils are actually active. Most respondents hold that classic textbooks will soon be replaced by modern digital multimedia sources of knowledge. Teachers agree that all pupils should be provided with an opportunity to exercise their abilities in the best possible way, bearing in mind that everyone has different talents.

Keywords: *digital media, curriculum, net generation, primary education, primary education teachers*

¹ Faculty of Teacher Education, University of Zagreb, Croatia, milan.matijevic@ufzg.hr

LEARNING ARCHAEOLOGY AND HISTORY FOR THE FUTURE

THE SOCIO-POLITICAL IMPACT OF THE NEW SCIENTIFIC AND EDUCATIONAL TRENDS IN ARCHAEOLOGY, HISTORY AND RELATED FIELDS

Ljuben TEVDOVSKI¹

Abstract

The interest for the past represents one of the key elements of history of education and science and the interrelation between the historical disciplines and the development of the societies has been proven to be more than complex.

From antiquity to contemporary society many scholars and laymen have reached for the accomplishments, materials, arts and science, and even “wisdoms” and “truths” of the ancient “nations” and “civilizations”, in their attempt to make new breakthroughs in science, or, even more important, to look for ideas and solutions to crucial acute and future problems and challenges of mankind.

Yet, in the modernity, and especially in the period after the French revolution, the rapid growth and transformation of the society brought new ideas for the future development of humanity. For many radical protagonists of “via moderna” historicism and the relation with the past and the traditions represented the worst possible approach towards the development of science, education and society as a whole. Many modern scientists and educators in the twentieth century were striving to purify the science and knowledge from the myths, traditions and subjectivities or the past in order to create a better and a more humane society, which is not struggling with the accumulated problems but rather looks towards the future and its upcoming challenges.

Finally, in the last decades of the twentieth century the great global social and political changes and turmoil and the new trends of self-reflective research and relativism in social sciences have seriously challenged the ideas of value-neutral and absolute knowledge. The new scientific research in the last decades in the fields of archaeology, history, sociology, anthropology and political science has revealed the great interrelation and the influence of the social, cultural and political developments over science, as well as the great impact of the knowledge, prejudices and misconceptions created by the scientists in the development of the contemporary society.

Therefore, today the scientists and educators in the social fields, and especially in the disciplines related to the past and the personal and collective identities, have an even greater responsibility for the socio-political impact of the dissemination of the knowledge that has proven to represent an important building material for the future of all societies.

Keywords: *education, archaeology, history, values, social impact, globalisation.*

¹University Goce Delcev – Stip, Macedonia, ljuben.tevdovski@ugd.edu.mk

THE PRACTICE OF TAEKWONDO AS A PREDICTOR OF MOTOR ABILITIES

Ivan PRSKALO¹
Anamaria RADIĆ²

Abstract

The research was conducted on a sample of 50 male and female students attending the first grade of primary school (the approximate age was 7 years). The children were divided into two subgroups according to the criterion of their participation in taekwondo as an extracurricular kinesiology-related activity. One subsample consisted of children who were not involved in any extracurricular kinesiology-related activity and had never practiced any sports, their only kinesiology-related activity being physical and health education lessons. The second subsample consisted of children who were training taekwondo for one hour twice a week in addition to regularly attending physical and health education lessons. The aim of the research was to determine the differences in motor variables and their system between the subsamples defined on the basis of participation in the above mentioned extracurricular activity. Descriptive statistics for 5 motor variables, confirmed by univariate and multivariate confirmative method of data processing (t-test and linear discriminant analysis) showed significant differences in the results obtained for motor tests, hand and foot tapping, long jump, sit-ups, sit-and-reach. Based on the results, acknowledging all the possible limitations pertaining to their interpretation, we can point out the need for the inclusion of pupils at primary education level into different organizational forms of exercise, since physical and health education lessons, which cannot be fully compensated in any way, are simply not sufficient for achieving the set objectives and cannot adequately meet the requirements of the modern living conditions. Dealing with this issue has become particularly important in the context of the modern trend characterized by a decrease in any form of physical activity and insufficient time spent in organized exercise. Creating a habit of daily exercise is the primary educational objective, the prerequisite for which is the basic organizational form of exercise, i.e. physical education lessons, but also the involvement of students and young people in other organizational forms of exercise as a special contribution to the individualization, but also the realization of the objectives set within the field of physical and health education.

Keywords: *extracurricular activities, kinesiology related activities, martial arts, motor abilities, organizational forms of exercise.*

¹ Faculty of Teacher Education, University of Zagreb, Croatia, ivan.prskalo@ufzg.hr

² Faculty of Teacher Education, University of Zagreb, Croatia, radic.anamaria91@gmail.com

THE RELATION MOTIVE - TEACHING CONTENT IN STIMULATING COGNITIVE ABILITIES THROUGH ARTISTIC ACTIVITIES AT PRESCHOOL AGE

Maja RAUNIK KIRKOV¹

Abstract

The holistic approach to mastering the concepts that are essential in early childhood (UNESCO, 2002) encourages preschool teachers to engage in the educational process strategies focused more on the complete physical, emotional and psychological development of children than on the traditional methods of implementation of narrow subject content. Art education bears the potential of practical implementation and instrumentality at a formal and non-formal level: not only the acquisition of knowledge and skills, but also of values, behavior and attitudes relevant to the modern process of acculturation.

The developmental domain "Intellectual development and general knowledge acquisition" of the Program for early learning and development includes activities aimed at introducing, naming, distinguishing art concepts, techniques and materials. The implementation of such a complex system requires special expertise in planning and professionalism in the realization of educational contents. The whole approach is further complicated by the necessity of introducing different aspects to explain a concept.

The text presents examples of defining educational content of the teaching subject art education of 25 preschool teachers, obtained in the course of realization of regular hospitations of students from the Pedagogical Faculty "St. Kliment Ohridski" in Skopje in the period March / April 2015, as well as the opinions of 25 students about the aspects of planning art activities at an early age.

The conclusion suggests that there is insufficient differentiation of the relationship educational content - motive in defining content in art education, which in turn requires professional and imaginative approach in the exact defining of the activities in art education.

Keywords: art education, creativity, cognitive abilities..

¹Pedagogical Faculty "St. Kliment Ohridski" ,University "Ss Cyril and Methodius" Skopje, m.raunik@gmail.com

CONTEMPORARY ADULT LITERACY MODELS

Elena RIZOVA ¹
Zoran VELKOVSKI ²

Abstract

In the past decades people have been facing increasing demands for participation in the lifelong learning process in all of its forms of manifestation. European educational policy documents are emphasizing the crucial role of literate people in accomplishing and sustaining economic growth and social cohesion of every country. Labour market demands people with high literacy skills which exceed basic literacy, and are integrating functional, emotional, critical and other literacies required for active participation in the knowledge based societies.

This paper aims to provide a comparative view of successful literacy models and the literacy model used in the Republic of Macedonia. Successful practices that Paulo Freire's critical literacy model applies are stepping outside the conventional literacy approaches, based primarily on adults' interests and motives for involving in any kind of educational activity. The results are pointing to the fact that it is necessary to create and implement an appropriate literacy model which will surpass the barriers of formal educational manifestation.

Conclusions and recommendations offered in this paper are pointing towards future steps and challenges that Macedonian adult educational system should undertake in order to place solid base in eradicating this "educational plague".

Keywords: *adult education, lifelong learning, critical literacy.*

¹ University Ss Cyril and Methodius – Skopje, Faculty of Philosophy - Skopje, Republic of Macedonia, elenarizova@fzf.ukim.edu.mk

²University Ss Cyril and Methodius – Skopje, Faculty of Philosophy - Skopje, Republic of Macedonia, zoran@fzf.ukim.edu.mk

COMPARATIVE ANALYSIS OF PROGRAMS FOR PRE-SCHOOL EDUCATORS IN EUROPE

Kiril BARBAREEV¹
Alma TASEVSKA²

Abstract

The main objective of this paper is to make an analysis and comparison of programs for the education of staff for pre-school education in some European countries (Macedonia, Bulgaria, Serbia, Croatia, Slovenia, and the Netherlands) and to indicate whether there is a compliance between programs and opportunities for vertical and horizontal mobility of students and teaching staff. The descriptive-explicative method is applied in order to describe and explain the current situation in the development of study programs, and the method of theoretical analysis in order to carry out a detailed content analysis of the curricula of individual institutions for educating staff for the system of preschool education.

The results showed that Pedagogical faculties in Macedonia preparing educational staff do not fully meet the demands of the modern system of education and they show the following characteristics: (non) compliance of programs, disconnection and lack of coordination among institutions in Europe; education of educational staff is based on traditional pedagogical practice; there is a very weak link in the mobility of students and academic staff.

What can be observed in all study programs in Macedonia is a formal change: the study programs are the same ones that were realized in the past, only now they are divided by semesters, they are assigned "credits" (for the most part these credits are greatly mathematical combinations, instead of essentially deriving from student workload) and their names are partially changed.

Key words: Study programs; Pedagogical faculties; Preschool Teachers.

¹University Goce Delcev – Stip, Faculty of Educational Sciences, Stip, Republic of Macedonia, kiril.barbareev@ugd.edu.mk

²University "Ss Cyril and Methodius" in Skopje, Faculty of Philosophy, Institute of Pedagogy, Skopje, Republic of Macedonia, alma@fzf.ukim.edu.mk

INCLUSIVE EDUCATION - ROLE OF THE TEACHER AND BENEFITS

Sonja PETROVSKA ¹

Abstract

The highest number of life stories of individuals with developmental difficulties throughout history and, unfortunately, nowadays testify about their marginalization in the environment they lived or are living in now and additionally about the segregated institutionalization of the society. In the present, when we insist on nurturing the optimism towards the inclusive concept/access in the education system, there are millions of children and young adults who because of their developmental difficulties do not have adequate and equal conditions for development and participation in the society they live in. The current intensive efforts of the society and the schools to introduce inclusive education are slow, but they ensure the unraveling of the true concept/access which offers an opportunity for humanization and democratization of the educational process realized in schools and consequently, based on that, they trace the road which leads to humanization and democratization of the societal relations in a broader sense.

In this paper have analyzed and evaluated scientific discoveries and practices which confirm the benefits of the inclusive access in the educational system and the role of the teacher in the realization of this process.

Keywords: *inclusive school, teachers' attitudes, humanization.*

¹ Faculty of Educational Sciences, University Goce Delcev, Stip, R Macedonia, sonja.petrovska@ugd.edu.mk

THEORETICAL APPROACHES TO MODERN INTERPRETATION OF PEDAGOGY OF PHYSICAL EDUCATION AND SPORTS

Eleonora MILEVA¹

Abstract

The development and enhancement of sports science and the gradual extension of the pedagogical knowledge leads to pedagogic reflection and interpretation of the complex processes and phenomena in the field of physical education, training process and recreation activities. A need for global understanding and analysis of the education phenomena in the subject areas and the development of complex sports pedagogic theory is necessary. Pedagogy of physical education and sport is interpreted as a self-discipline, as a separate theoretical, practical and educational field. This report offers a modern perspective of the status, dimensions and areas of application of pedagogy of physical education and sport based on different theories, concepts and interpretations. There is a field for discussion to generate new innovative ideas and research in the context of the studied content. The separation of the pedagogy of physical education and sport is logically connected with professional training and qualification of specialists in physical education and sport. Their education and training is underlined in the approved European criteria and practices for qualification of this type of professionals.

Keywords: *Science, pedagogy, physical education, sport, theories.*

¹ National Sports Academy, Sofia, Bulgaria, emileva2002@yahoo.com

STUDENTS` PREFERENCES TOWARDS TEACHERS` BEHAVIORS ENHANCING LEARNING AUTONOMY

Anna STUDENSKA¹

Abstract

The benefits of fostering students` autonomy have been widely researched and acknowledged. However, on the basis of causality orientations concept formulated by E. Deci and R. Ryan, it may be assumed that people differ in their attitudes towards events demanding independent decisions. The aim of the research was to answer three questions: What is the level of students` preferences towards teachers` behaviors enhancing learning autonomy? Are preferences towards teachers` behaviors enhancing learning autonomy different in the groups of students varied in terms of gender and education level? To answer the questions 302 students from secondary school and 150 middle school students completed a questionnaire consisting of six pairs of items. In each pair one item consisted of a description of class arrangement requiring low level of independent learning from students, while the second item described the class demanding a high level of learning autonomy from students. The results have shown that out of teachers` behaviors supporting learning autonomy which were analyzed, most students prefer choosing the task and the way of accomplishing it. The majority of students also prefer providing them with explanations concerning strong and weak aspects of their work and reasons for the recommended course of action. Students from middle school prefer class arrangements supporting their autonomy more than students from secondary school.

Keywords: *learning autonomy support*

¹ University of Silesia, Poland, anna.studenska@us.edu.pl

POSTMODERN CONCEPTS OF FOUCAULT'S EDUCATION AND ITS RELATIONSHIP WITH DISCIPLINE

Kushtrim AHMETI¹

Abstract

The famous postmodern French philosopher Michel Foucault, analyzing the society of 18th, 19th and 20th century, concluded that it was dominated by a discipline that did not apply brutal repression, but was implemented with detailed control of gestures, behaviors and use of leisure time.

Thus an individual is constantly moving from one closed environment into another, starting from family, then going to school, then military, workshop, sometimes in hospital, prison - transitions that are characterized by statements such as - You're not where you were before any more! (home, school ..).

The functioning and organization of schools is slowly but surely impressed by the model of a monastery and a convict represented as the perfect educational model where students are trained to be convinced to respond in the same way to the signals without ever thinking, explaining that this is the only rational way of social functioning.

Functioning in this manner, according to Foucault, the school is moving away from its original mission-educating active citizens, which means that its role is no longer either teaching the individual to defend material, social and professional interests or for political battle for power, but to initiate political life.

Key words: *Postmodernism, education, discipline, school, power.*

¹ State University of Tetova, Tetovo, Macedonia, kushtrim.ahmeti@unite.edu.mk

CURRICULUM AND VALUE ORIENTANTION IN SECONDARY SCHOOLS

Emilija PETROVA GJORGJEVA¹
Irena PIPIDZANOSKA²

Abstract

The curriculum represents a specific educational and organizational system which has the goal, first and foremost, of producing activities which will lead to high achievements and results among students.

The society of the future will be largely marked by the curriculum and shaped by it. This means that the curriculum has a strong influence on the development and the formation of personalities of students, especially on their values and orientation, thereby also influencing the development of society as a whole.

Today, however, it should also be taken into account that the contemporary socio-political events, political pluralism and the state of the economy exert a similar influence on the curriculum as well as on the orientation of the students' values.

A school's curriculum should serve both the society and the student, ensuring the society the professional profiles it requires, as well as enabling the development of students (individuals) in accordance with their interests, abilities, opportunities and, last but not least, their value orientations.

Secondary school education is obligatory for the youth, and the influence of the secondary school curriculum is of great significance for the creation of conditions necessary for an individual to be shaped in.

Keywords: *values, secondary school curriculum, curriculum*

¹ Faculty of Educational Sciences, University "Goce Delcev" Stip, Macedonia, emilija.petrova@ugd.edu.mk

² irenapipi@yahoo.com

ECOLOGY – A NECESSARY FACTOR IN TEACHING METHODS FOR NATURE AND SOCIETY STUDIES FOR FORMING A RESPONSIBLE PERSON

Oliver CACKOV¹
Tatjana GREGOVA²

Abstract

If we say that future belongs to the young, is it necessary for young people to wait for others to think about their future? Ecological education means favoring a new lifestyle, new ethnic-cultural values, new freedom, as well as a responsible person.

This paper deals with ecological contents that are adapted to the interests and capabilities of students to modernize teaching with new ecological knowledge. Ecological education is expected to be a long-lasting process and an important factor in further scientific research in the field of ecology, comprising real improvements in students' learning that will be used during their whole lives.

It also contains the goals and tasks of ecological education and inducing ecological awareness, behavior and lifestyle related to the environment. Therefore, ecological education comprises four main components: cognitive domain, effective domain, responsible ecological behavior, and personal responsibility.

So, as pedagogical researchers we should mostly be interested in the changes that happen in students as a result of teaching and learning.

Keywords: *environmental awareness, nature and society studies, responsibility.*

¹Faculty of Educational Sciences, University "Goce Delcev", Stip, R. Macedonia, oliver.cackov@ugd.edu.mk

²gregova@yahoo.com

THE ISSUE OF RESPECTING THE DEVELOPMENTAL POSSIBILITIES AND ACTIVITY-PLANNING IN EARLY CHILDHOOD DEVELOPMENT

Alma TASEVSKA ¹
Kiril BARBAREEV ²

Abstract

Following and respecting the developmental characteristics of the child represents a tendency which is becoming more and more visible in contemporary pedagogical practices. Since the differences in the possibilities for children can show great amplitude, i.e. they can be found significantly below or above the medium values, it is extremely unacceptable for the educator to have the same approach towards all the individuals. For this reason, the educational system must be differentiated, not as much in the size and complexity of the content as in the help for the planned activities to be successfully done.

The subject of research in this work regards the respect to the individual developmental possibilities of the children from 3 to 5,8 years, as a basis for activity-planning. The methods and techniques that were applied are: the method of analysis, the inductive, descriptive and the method of generalization, as well as the techniques of analysis of pedagogical documentation, observation and surveying. Self-research includes the following tasks: respecting the categorization of the childhood development, the manner of applying the differentiated approach in the realization of the activities, and the needs and possibilities for planning activities based on the developmental abilities of the children.

On the basis of the received results, it can be concluded that:

- *The program for early childhood development respects the developmental characteristics of the children;*
- *The educator notices and respects the developmental characteristics of the children in their group;*
- *There is a need for additional professional competences for the educators regarding the planning of activities based on the developmental characteristics of the children.*

Keywords: *Developmental possibilities, Respecting, Activity-planning, Early childhood development*

¹ University "Ss Cyril and Methodius" - Skopje, Faculty of Philosophy, Institute of Pedagogy, Skopje, Republic of Macedonia, alma@fzf.ukim.edu.mk

² University "Goce Delcev" – Stip, Faculty of Educational Sciences, Stip, Republic of Macedonia, kiril.barbareev@ugd.edu.mk

INTEGRATION OF INFORMATION AND COMMUNICATION TECHNOLOGIES INTO PRESCHOOL EDUCATION

Tatyana V. NIKULINA ¹

Abstract

Training with application of the information and communication technologies (ICT) is based on information exchange between participants of educational process and means of information technologies. In this article the integration of information and communication technologies into preschool education by means of merging educational areas and learning tools focused on the realization of the psychological and pedagogical purposes of training and education is considered. The author suggests integration of educational spaces by means of game activity designing and a privacy of the spaces providing a free choice of children, removability of game material, emergence of various educational spaces stimulating physical, informative, creative, game and research activity of preschool children including the emotional environment of development of a training material. Tatyana V. Nikulina in detail describes the activities of preschool children based on spiral development of the process of training in which the child dreams, creates projects, plays, shares thoughts and the results of creativity that constantly induce children to create something new, to put forward innovative decisions, to come to a new spiral turn with unforeseen life situations. The results of preschool education are based on skills to which certain actions correspond formed in the course of studying of educational areas, which are a basis for further studying of school disciplines and application in everyday life. However, formation of skills has to focus teachers on the need for changing the technique and approaches to training of preschool children for the purpose of all-round development of their personalities, their motivation for an educational activity, and ability to self-development. Besides, the article describes in detail the psychophysiological functions providing readiness of the child for school with the application of ICT. The author believes that ICT is the instrument of motivation and development of children allowing them to broaden their horizons, and create system of national values..

Keywords: *training, motivation, activity, psychophysiological functions training programs.*

¹ The candidate of Pedagogical Sciences, Ural State Pedagogical University, Ekaterinburg, Russia, tatyana-nikulina@yandex.ru

WHAT SHOULD MODERN SCHOOL LEARN

Snezana KIROVA¹
Dragana KUZMANOVSKA²
Biljana IVANOVA³

Abstract

Modern world trends in education that are due to the major socio-economic changes and the fast technical and technological development that had not been experienced since the invention of the Gutenberg printing press, imposed the necessity of appropriate changes in the organizational foundation of the school. The goal of these changes is to establish a process of continuous improvement of the work in the school which on the other hand will bring forth quality in education. The school is asked to adjust and to reply to the modern degree of development, to offer pleasant and warm atmosphere and to prepare students who will be able to respond to all challenges brought forth by the new times. For the school to gain the epithet modern, it has to respond to the challenges of the new times and to follow its footsteps. Modern school pushes down the boundaries imposed by the classical and traditional educational system. The formula of didactical triangle student-teacher-educational program is not changed, but the role of each participant is changed essentially.

Keywords: school, changes, teacher, student, education, quality..

¹ Faculty of Philology, University "Gotse Delchev" –Stip, Macedonia, snezana.kirova@ugd.edu.mk

² Faculty of Philology, University "Gotse Delchev" –Stip, Macedonia, dragana.kuzmanovska@ugd.edu.mk

³ Faculty of Philology, University "Gotse Delchev" –Stip, Macedonia Biljana.petkovska@ugd.edu.mk

SOME METHODS IN TEACHING PHYSICAL AND HEALTH EDUCATION

Marjan MALCEV¹

Abstract

Teaching methods as an essential part of work encourage the development of moving, functional, technical, tactical and other qualities of the students. In order to be greater, their influence in the teaching technology must be constantly updated, they must match didactic principles, properly influence the physical development of the student, develop awareness and activity in work, increase the interest and willingness to work and active engagement in the activities in this area. The paper presents several teaching methods which, we assume, have a positive impact on the educational process of teaching physical and health education

Key words: *teaching, technology, methods, education.*

¹ Pedagogical Faculty "St. Clement of Ohrid" – Skopje University, "Ss Cyril and Methodius" – Skopje, Macedonia

REVIEW OF ADOLESCENT LITERATURE THROUGH COMPARATIVE ANALYSIS OF THE NOVELS "THE BLUE PATH OF LOVE" BY METODI MANEV AND "VOICE OF LOVE" FROM GROZDANA OLUJIC

Jovanka DENKOVA ¹

Abstract

First of all, this paper reviews the challenges that adolescent literature faces nowadays, its most common topics and motives and its pedagogical function. We shall shortly pay attention to the presence of this literature in the works of Macedonian authors and then we shall focus on this turbulent period in the novels for children and young people by Grozdana Olujik and Metodi Manev, the problems that their heroes are faced with; we shall make a comparison between the two families that the heroes come from and the love which takes the first place as a moving force among people. For that purpose, examples from the novels shall be elaborated, which shall assist in proving the thesis: regardless of which society we belong to, regardless of the social class, the adolescence is present everywhere. We shall be introduced to heroes who are in the period between childhood and maturity, heroes who want to show and prove themselves, to be at the center of attention. All of them go through this rough period of time or, with delay, they are faced with the changes so they are changed as well, and they gradually enter the maturity period, i.e. the world of adults.

Keywords: *adolescent literature, youth literature, Macedonian youth.*

¹ Faculty of Philology, Goce Delcev University, Stip, Macedonia, jovanka.denkova@ugd.edu.mk

INTERPRETATION OF A LYRIC POEM IN IV AND V GRADE

Blaze KITANOV¹
Irena KITANOVA²

Abstract

Interpretation of a lyric poem covered by the curriculum of elementary education is a critical element in the educational process of students in lower classes of elementary school. There are several models that can be used to interpret poems during a teaching lesson, but this paper will present only one example model. The teacher and his/her role in the implementation of all phases of the model in the course of a teaching lesson play a major role in a successful interpretation of a lyric poem.

Key words: *lyric poem, interpretation, teaching lesson, love, feelings.*

¹ Faculty of Educational Sciences, University "Goce Delcev" Stip, Macedonia, blaze.kitanov@ugd.edu.mk

² Faculty of Educational Sciences, University "Goce Delcev" Stip, Macedonia, irena.kitanova@ugd.edu.mk

TRAINING EFFICIENCY OF CYCLISTS SPECIALIZED IN ROAD CYCLING

Ivan KOLEV¹

Abstract

The aim of the study is to increase the efficiency of the education and training processes management of elite cyclists.

One of the approaches to do this is the improvement of phenotype factor influence which includes improvement of training process efficiency.

For effective correction of the educational and training processes, a systematic control of cyclists' special training is necessary. This will contribute to the increase of sport result levels.

Keywords: *training process, control, physical abilities, testing.*

¹ National Sports Academy "V. Levski" – Sofia, Bulgaria, kolev_nsa@abv.bg

PHYSICAL EDUCATION AND DIAGNOSTIC PROCEDURES

Veselina IVANOVA ¹
Galena TERZIEVA ²

Abstract

„Who needs the student's portfolio?“

The present exposé is focused on the created competence level of students who are being trained in the specialty of Preschool and Primary School Pedagogy of the educational-qualification degree – Master at the Faculty of Education of the Trakya University, the city of Stara Zagora in order to make a quantitative and qualitative analysis summarizing data conclusions from the obligatory diagnostic procedures in the physical education. The professional readiness for their interpretation in the primary school student's portfolio is studied.

Keywords: *physical education, students, teachers, diagnostics, physical development, physical ability;*

¹ Faculty of Education, Trakia University, Stara Zagora, Bulgaria, v_g_chipeva@abv.bg

² Faculty of Education, Trakia University, Stara Zagora, Bulgaria, gterzieva@abv.bg

PROTECTION OF IMMOVABLE CULTURAL HERITAGE THROUGH EDUCATING STUDENTS OF PRIMARY AND SECONDARY EDUCATION

Trajce NACEV¹
Dragan VESELINOV²

Abstract

Introducing young people to cultural heritage during their primary and secondary education contributes to increasing their perception of social cultural values. But, what is especially important is the education in the field of protecting immovable cultural heritage so as to cherish and preserve these values in this population. Hence the focus of this paper is aimed at the actualization of the issue of educating young people about the protection of immovable cultural heritage, i.e. offering a scientific approach to this issue.

Keywords: *cultural heritage, protection, primary and secondary education*

¹Faculty of Educational Sciences, University "Goce Delchev", Stip, Macedonia, trajce.nacev@ugd.edu.mk

² Faculty of Educational Sciences, University "Goce Delchev", Stip, Macedonia, dragan.veselinov@ugd.edu.mk

SYNTHESIS OF PHOTOGRAPHY AND FINE ARTS IN THE CREATIVE PROCESS

Kristina HORVAT BLAŽINOVIĆ¹

Abstract

This paper uses an interdisciplinary approach to point out and consider the implementation of creative workshops which focus on the synthesis of photographic features, i.e. digital photography and traditional practices in fine arts. A number of conducted workshops in photography and fine arts was attended by preschool and primary school children from kindergartens and schools in the city of Čakovec and ca. seventy sophomores of Artesis Plantijn Hogeschool Antwerpen in Belgium. Such age structure of participants allows for a comparative overview of the process and products from various points of view (pedagogical-psychological, sociological, artistic-aesthetic, communication theory, semiotics, etc.). At the same time one tries to find answers to various questions such as: how to observe, perceive and experience photography, the relationship between photography objects and reality they display, which are the specific and aesthetic features of photography, and what kind of artistically-framed and educational possibilities creative methods offer in the process of collage and photomontage.

On the track of the phenomenological approach "back to the things themselves" (Husserl), students, i.e. children kept finding photography motifs in default spatial situations: either intentionally, based on current ideas or abstract concepts, in personally "experienced" areas (students), i.e., in accordance with the visual appeal of the currently experienced exterior, "mechanical recording of" reality (preschoolers). Photographs were treated as photographic objects in a further stage - artistic material for visual manipulation - with a focus on synthesis and context (students) – which has generated works containing a clear visual (and text) message, "readable" from elements and meanings of combinatorics, whereas photographs among preschool children were treated as mere "preserved memory" of previously observed motifs, which were just upgraded via details remembered beyond the scope of photographic frame.

Keywords: *photography, photo collage, creative process, frame, perception.*

¹Faculty of Teacher Education, University in Zagreb, Campus in Čakovec, Croatia, kristina.horvat-blazinovic@ufzg.hr

CONDUCTING A "TRIAL" IN THE CLASSROOM OF ENGLISH AT UNIVERSITY LEVEL

Tatjana ULANSKA¹

Abstract

This paper describes the activity - conducting a trial with students studying a foreign language. At the beginning the paper will highlight certain theoretical bases and benefits of this activity. Conducting a trial, as well as similar activities, are performed with instructions based on specific content that by itself fosters critical thinking skills of the participants in the activity. Until now it has been shown that activities performed according to instructions on specific content and those that encourage critical thinking are effective teaching methods. The effectiveness of this activity for learners of foreign languages is great because it includes the four skills: reading, writing, speaking and listening. This activity is based on learning directed toward the student and each performance gives a different outcome precisely because students are the ones who determine the course of action and the result itself. The paper gives a description of the activity, the method of preparation and, of course, the discussion about other possible benefits both for students and teachers.

Key words: *foreign language, critical thinking, content-based instruction.*

¹Faculty of Philology, University "Gotse Delchev", Stip, Macedonia, tatjana.ulanska@ugd.edu.mk

FORMATION OF TOLERANCE IN ADOLESCENTS

Valentina VASILEVA¹

Abstract

Tolerance is defined as one of the most important social competencies - willingness and ability of people to live and act constructively in the diverse world. It has become a significant strategic objective and the problem has become extremely popular in psychology and pedagogy. Tolerance is not a goal but a means; this is the minimum essential and necessary quality of social relationships, which removes violence and coercion. Tolerance educates and targets education as socialization of young people and is the most direct way of forming and strengthening social values. Education for tolerance is the formation of values. The school should be a center of education for tolerance, a place where tolerance is practiced and taught. Adolescents adopt different social relationships and roles in the world; growing up, they are increasingly geared to their peers, friends, they create an external and valuable to them social circle. Parents giving them some freedom are bound to be a reliable support to give them a sense of confidence in difficult situations. Upbringing of tolerance in the family means a manifestation of respect, acceptance and appreciation of the rich diversity of cultures in our world as forms of self-expression and ways of manifestation of human individuality.

Key words: *tolerance, social relationships, pedagogy, children.*

¹ University of Ruse, Bulgaria, vvasileva@uni-ruse.bg

NEW EDUCATIONAL POLICIES AND THEIR REFLECTIONS ON SOCIAL DEVELOPMENTS

Daniela KOCEVA ¹
Snezana MIRASCIEVA ²

Abstract

Reforms in education have always attracted special attention among all actors of society. Research of education particularly shows what reforms and changes are needed in contemporary education, according to challenges, changes and contemporary trends. Experience and research results on education are important for further innovation in society itself. The treatment and the role of education in modern society are subject to constant analysis, reviews, and critical thinking. Considering that, education is important to the development and formation of a person's understandable efforts to change in order to modernize and harmonize with the tendencies of education in developed countries and educational systems. In this paper we will briefly present some of the contemporary educational reforms and how they are reflected in society.

Keywords: *educational reforms, changes, experiences, development.*

¹ Faculty of Educational Sciences, Shtip, Republic of Macedonia, daniela.jakimova@ugd.edu.mk

² Faculty of Educational Sciences, Shtip, Republic of Macedonia, snezana.mirascieva@ugd.edu.mk

FORMING SOCIAL COMPETENCE FOR INTERCULTURAL COMMUNICATION IN THE TRAINING OF GERIATRIC SPECIALISTS AT MEDICAL COLLEGE OF TRAKIA UNIVERSITY, STARA ZAGORA, BULGARIA

Mariya DIMOVA¹
Hristina MILCHEVA²

Abstract

Bulgaria is a country with great cultural, ethnic and religious diversity. Traditional ethnic minorities in Bulgaria are composed of Turks, Roma, Armenians, Vlachs, Greeks, Tatars, Jews, etc., and recently joined by incoming various migrant groups. Many traditional ethnic and linguistic minorities, religious communities and various cultural identities in the country require a high level of tolerance and intercultural dialogue.

The purpose of this study was to analyze the teaching of geriatric specialists from Medical College of Trakia University, Stara Zagora, and whether it will contribute to the quality culturally sensitive care for elderly people, according to the great ethnic, cultural and religious diversity in Bulgaria.

Materials and methods: documentary analysis; surveillance

Results and discussion:

It was found that the training of geriatric specialists at the Medical College of Trakia University, Stara Zagora, is entirely consistent with the great ethnic, cultural and religious diversity in Bulgaria, with the result that students acquire social skills for intercultural communication.

Keywords: *Intercultural communication, geriatric specialists, training, culturally sensitive care, competence.*

¹ Medical College of Trakia University, Stara Zagora, Bulgaria, mdimovameister@gmail.com

² Medical College of Trakia University, Stara Zagora, Bulgaria, hr_mil4eva@abv.bg

PRESENCE OF ENTREPRENEURSHIP IN PRIMARY EDUCATION IN MACEDONIA

Lulzim MEHMETI¹

Abstract

At present, there is a distinct tendency to create entrepreneurial society in the world, in both developed and transitional countries. The base of every entrepreneurial society is the establishment of entrepreneurial awareness and culture in every individual and the society as a whole. Entrepreneurial culture is primarily developed in the SME's (small and medium-sized enterprises), but it is also successfully implemented in the restructuring of larger companies. There it occurs in a higher form, known as entrepreneurial management. Entrepreneurship, entrepreneurial culture and the entrepreneurial management are typical of modern economies.

It is evident that in transitional countries, and especially in our country, there is an inadequately adapted system of education and training, as one of the aspects of human resources. Educational institutions face the problem of handling the growing needs, as well as the number and diversity of the target groups. One of the reasons for this is the lack of flexibility and adaptability in the structure of these institutions and their approach to change. Their rigidity even prevents them from adapting the curriculum. The educational systems still tend to emphasize academic knowledge.

The Republic of Macedonia makes enormous efforts to create a contemporary educational system, which will fully respect the country's characteristic features, but at the same time, will be compatible to the current European and worldwide systems, and suit the present needs, as well as the needs of the time to come. The abandonment of the equality and averageness approach should soon be replaced with a preference for creativity, innovation and emphasis on higher expectations.

Keywords: *Entrepreneurship, entrepreneurial culture, entrepreneurial management, entrepreneurial learning.*

¹ State University of Tetova, Republic of Macedonia, lulzim.mehmedi@gmail.com

CONSONANT /J/ IN COLLOQUIAL SPEECH AND ITS IMPACT ON WRITING

Blaga PANEVA¹

Abstract

The subject of this study is the use of the consonant /j/, which we conducted among high school students. Through written texts we reached the conclusion that a sonant as part of the consonant system is incorrectly used by students. Practice confirmed that the consonant /j/ (as most of the consonants: v, f, k, kj, gj, z, s, zh, sh) is incorrectly used in different positions in a word. Our goal is, through the analysis of examples, to see how the acoustic effect of one sound sonant (which by its sound approaches vocals) affects the writing and how these changes contribute to the proper use of the spelling norm.

Keywords: *language, sonants, adverb, spelling, reflection.*

¹ BDE, Skopje, Macedonia, blagapaneva@yahoo.com

METHODICAL STRUCTURE OF A LESSON FOR INTERPRETATION OF A FAIRY TALE

Irena KITANOVA¹

Abstract

From folk tales, fairy tales and then Charles Perrault, Hans Christian Andersen and later when the foundations of modern artistic story was made it is evident that fairy tales have great significance for educational, ethical and esthetic expression of children and their personality.

Tale traces the development of a child; it participates in the development of a child's personality it tells the story of a mental picture of the child. A tale is a system that prepares children for life: to learn how to speak, to think, to love one's neighbor, to do good, to love the country / homeland.

Keywords: *fairy tale, development, esthetic expression, education, child..*

¹ Faculty of Educational Sciences, University "Goce Delcev" Stip, Macedonia, irena.kitanova@ugd.edu.mk

THE INFLUENCE AND THE EFFECTIVENESS OF FORMATIVE ASSESSMENT AND THE FEEDBACK IN STUDENTS' SUCCESS AND ACHIEVEMENTS

Valdeta ZENUNI-IDRIZI ¹

Abstract

Formative assessment includes diagnosis of prior knowledge, setting and following goals and evaluating the achieved results. It enables the students to gain qualitative feedback on improving their knowledge. So, the aim of the research was to ascertain how formative evaluation and feedback affect the improvement of the teacher's success and also the objective assessment of students' achievements. Based on this purpose, and on the complexity of the problem posed above, we defined to apply the inductive, deductive, comparative and statistical method. During the realization of this research, the instruments that were used were: a questionnaire for teachers and a questionnaire for students. They were posed to 120 teachers and 120 students from elementary schools. By common consent it is concluded that both the students and the teachers also stated that monitoring and formative evaluation of students and feedback are the key factors influencing the success and achievements of the students. This information gives us an overview about the teaching quality in elementary school.

Keywords: *formative assessment, feedback, success, achievements, students.*

¹ State University in Tetovo, Faculty of Philosophy, Department of Pedagogy, Tetovo, R. Macedonia, valdeta.z.idrizi@hotmail.com

AESTHETIC EDUCATION OF EDUCATORS AS A FUTURE CHALLENGE

Valentina PAJAZITI ¹
Vlora MARKU-TUQI²

Abstract

Aesthetic appropriation through practice activity develops conscience, feelings and thoughts, spiritual world, relation between aesthetic teaching, residence the movement, combination, physical appearance - these are the essential characteristics of each educator in teaching or in any research educator. With the development of aesthetic education in teaching we automatically participate in the raising of cultural and social education. The support of the art language has been and continues to be one of the main values of aesthetic education. Arts exerts a powerful influence on society as a multifaceted aesthetic education. Everyone has artistic certain form, has his imagination of beauty. In the future it is important that educators have an aesthetic attitude in teaching and this attitude is defined by physical appearance, dress, movements, way of talking and behavior. The development of aesthetic education of educators affects the enrichment of sensitivity and this can help educators a lot.

Keywords: education, art, aesthetics, society, sensitivity, communication.

¹ State University in Tetovo, Faculty of Philosophy, Department of Pedagogy, Tetovo, R.Macedonia, pajazitivalentina@hotmail.com

² Kosovo, Emabassy, Bronx, New York, USA, vlora.peja@gmail.com

SOCIAL AND COMMUNICATIONAL-INTERACTIVE COMPETENCES OF TEACHERS AND STUDENTS IN EDUCATION

Florina SHEHU ¹

Abstract

Modern scientific findings show the importance and need for encouragement, support and development of social and communicational-interactive competences of teachers and students in education. This question is quite complex because of the interdependence of impacts, context, experience, expectations and training of all relevant factors.

In educational practice there are some approaches and interpretations of which social and communicational-interactive competences of teachers and students who consider them as a kind of the so-called “natural developed process and results” which occur spontaneously and naturally from the established relations of participants in the educational process.

In this context, from the conducted empirical research (quantitative and qualitative research, conducted with teachers and students of primary education, with different cultural background, age, etc.), the need for a more serious approach to the development of social and communicational-interactive competences can be seen, especially if we take into account the upbringing, educational, cultural, and social context as well as the developmental characteristics, needs and personalities of the persons involved in social and communication interaction. The findings suggest the need to strengthen the initial (pre-service) and professional (in-service) training of teachers, as well as to develop strategies and models for the development of social and communicational-interactive competences of students through permanent improvement of the educational work and practice itself.

Keywords: *social, communicational-interactive competences, teachers, students.*

¹ Faculty of Pedagogy “St. Kliment Ohridski”, Skopje, R.Macedonia, florinashehuloli@yahoo.com

INFLUENCE OF MEDICINES ON THE COGNITIVE SKILLS OF CHILDREN WITH CHRONIC DISEASES

Elena IVANOVA BUYUKLIEVA ¹

Abstract

The report aims to indicate the impact of chronic diseases and medical treatment of these diseases on the cognitive skills and the life of children with chronic diseases. Taking drugs for some chronic diseases may significantly affect the learning process of children suffering from that disease. In some cases of children with certain chronic diseases it is possible to observe a deficit in cognitive skills. In most cases, these disorders are caused not only by medical indications but by complex factors.

Key words: *chronic disease, cognitive disorders, drugs.*

¹Faculty of Education, Trakia university, Bulgaria, eli@radio-sz.net.

THE SPIRITUAL ASPECT OF HUMAN DEVELOPMENT AND THE EDUCATION IN XXI CENTURY

Eleonora PENCHEVA¹

Abstract

*The author of the paper reflects on a new aspect of education in XXI century – a **spiritual aspect of human development**, not from a religious perspective, but rather as a constituent of the wholeness of human existence. Education in the XX century provided a technocratic intelligence, which allowed for adaptability in the world driven by technological progress that could justify human greed, violence, absurdity and ignorance, as vices with “natural” origin. Up until now, human Mind and Soul have not been subjects of interest in education. In this paper, the author presents a new vision for education of children **as spiritual beings**, who are developing high human virtues and values, such as: **compassion, sympathy, nobility, generosity, honesty, harmony, love towards nature and fellow human beings**. The author reveals the common spiritual foundations of the ancient philosophies: Hermetism (the teaching of Hermes), Nagualism (the teaching of the ancient Toltecs), and Buddhism, as a joint basis for understanding **high human nature** and its divine origin and values. The researcher outlines the connections between the knowledge in these philosophies and the recent discoveries in quantum physics and the theories of the universe as consciousness. The report proposes the author’s arguments on the integration of **spirituality as a part of the education of XXI century**.*

Keywords: *spirituality, high human nature, Mind and Soul, values, universe, education in XXI century.*

¹ South-West University Neofit Rilsky, Bulgaria, penchevanora@abv.bg

RESEARCH IN TEACHING PRACTICE

Snezana JOVANOVA-MITKOVSKA ¹

Abstract

Modernization and rationalization of the educational process is inconceivable without organization and realization of pedagogical research. Scientist – researchers and policy-makers had primacy in the organization and conduct of such research a few years ago. The changes that are going on in the area of upbringing and education led to changes in the position and role of the contemporary teacher (teacher in primary and secondary school, preschool teacher): the role of an instructor, advisor, coordinator, organizer, manager, reflective practitioner, innovator, researcher etc. Changing and innovation in educational practice is unthinkable without conducting specific research in which teachers will be researchers.

Appropriate methodological literacy is necessary for the realization of this role, which teachers should acquire during their initial education and further enhance it, by way of their direct involvement in specific research in the role of an assistant researcher or partner, and after that in the realization of their own research (role of organizer or leader of the research).

In the article we present some theoretical considerations concerning the role and importance of the empirical, applied research in educational practices. We also present the results of the realized research that refers to the views and opinions of teachers (teaching staff from the first and part of the second cycle of nine-year primary education) about the contribution applied research will bring to the development of the educational, teaching practice.

Keywords: *methodological literacy teacher, empirical research, micro research.*

¹ Faculty of Educational Sciences, University "Goce Delchev", Stip, Macedonia, snezana.jovanova@ugd.edu.mk,

CORRELATION BETWEEN THE INSTRUMENTAL SKILLS OF CHILDREN AND THE MUSICAL CREATIVE DEVELOPMENT

Filip PAVLOV ¹

Abstract

The paper clarifies the link between the amount of piano skills and provoking the creative thinking of children. It presents examples of children of different ages and nationalities who achieved a level of creativity. The correlation between the two activity types – performing and creativity is being proved.

Keywords: *skills in playing an instrument, creative development*

¹ SWU "Neofit Rilski", Blagoevgrad, Bulgaria

HOW ARE PEACE AND TOLERANCE REPRESENTED IN HISTORY TEXTBOOKS FOR PRIMARY AND SECONDARY EDUCATION

Todor CEPREGANOV¹
Sonja NIKOLOVA²

Abstract

One of the most sensitive areas in society is the process of education in which students of all ages, nations and religious commitments acquire knowledge and skills, but also basic human and character traits.

History has a primary role in the educational process in which students acquire knowledge related to identity, history of a particular area, and knowledge about conflicts and territorial divisions. Unfortunately, this still marks the Balkans as being a "powder keg". Intertwined national histories and national-chauvinist tendencies today still make this area politically and militarily unstable. In this framework, students learn about the national history of their country, and about the history of their immediate and wider environment. However, most important of all is the fact that the teaching contents have the primary role in building awareness, where students of all ages should build a sense of peace and tolerance that are the basis for a healthy future and a stable and promising society

The question remains whether the educational content of the teaching subject History in primary and secondary education produces coexistence and educate young people in Macedonia according to the principles of peace and tolerance.

¹ Faculty of Educational Science, University Goce Delcev – Stip, R Macedonia, todor.cepreganov@ugd.edu.mk

² Municipality Council Stip, R. Macedonia

ETHICS AS TEACHING

Trajce STOJANOV¹

Abstract

Teaching ethics is quite challenging both for teachers and students. For teachers because they should embody the values they teach and for students because at the end of the semester they should become better persons, otherwise there is no point in learning ethics.

In this paper we will discuss these challenges. How to teach ethics and what to teach? What should be the outcome of that teaching? Is it enough just to know, because there is a difference between knowing the path and walking the path? These questions greatly depend on how we teach ethics. What is the right approach to teaching ethics – this is the main question in this paper that we would try to answer. We will consider several different approaches and deduce their advantages and disadvantages. To a great extent these observations and conclusions are based on personal experience as a teacher, combined with various contemporary teaching methods and theories.

Key words: *ethics, teaching, values, virtue, students, methods, methodology.*

¹Faculty of educational sciences, University "Goce Delcev" - Stip, Macedonia, trajce.stojanov@ugd.edu.mk

RISK ASSESSMENT OF HYGIENIC AIR QUALITY UPON PRESCHOOL CHILDREN'S HEALTH IN KINDERGARTEN "VERA CIRIVIRI TRENA" IN SHTIP

Snezana STAVREVA VESELINOVSKA¹

Abstract

The paper will present the results of routine sanitary-hygienic controls of the air hygiene at the study halls and bedrooms of Branch 1 and Branch 4 in the kindergarten "Vera CiriviriTrena" in Shtip. The controls were carried out in the period from 2009 to 2014. Aero sediments were taken from premises at random in time after airing, when there is no movement. At the time of setting the plates for aero sediment the children were already asleep so the air dustiness is less and the sedimentation lasted two hours. In all samples the presence of microorganisms was proved as number of colonies, such as: pathogenic staphylococci and conditionally pathogenic staphylococci coagulase negative and the presence of germs. Results show that the greatest source of air pollution of the premises is the retention of impurities that are the source of bacteria, viruses, molds and mites in Sintelon carpets that do not really allow for proper and thorough hygiene of floors. Although the floors are regularly cleaned by mechanical and wet cleaning and regular and appropriate disinfection, it is still not enough to the requirements for clean and quality air in the premises where children and employees dwell.

Key words: *aero sediment, air pollution, sanitary-hygienic controls, micro-organisms, children.*

ABOUT SOME EDUCATIONAL GOALS IN TEACHING-SOCIO-CULTURAL PROBLEM OR A CHALLENGE MODERN EDUCATION

Snezana MIRASCHIEVA ¹
Emilija Petrova GJORGJEVA ²
Daniela KOCEVA ³

Abstract

The primary issue which is in the focus of attention and is the objective of interest in this paper covers the scope of the educational side of teaching and refers to the work habits of students. Namely, one of the challenges of modern upbringing and education that is also a socio-cultural problem is the establishment of students' working habits. Education for work is one of the fundamental tasks of school, especially the formation of working habits. In fact, work habits are an integral part of the working culture of a person. The largest life results are the product more of hard work and less of inherited traits. Properly and timely adopted working habits are a prerequisite for successful advancement in life of every individual. Thus the goal of this paper is in a symbiotic way to present the process of establishing work habits in students not only as a socio-cultural problem, but also as a challenge for all educational factors.

Keywords: *Education, students, work habits.*

¹ Faculty of Educational Sciences, University "Goce Delchev"-Stip, Macedonia, snezana.mirascieva@ugd.edu.mk

² Faculty of Educational Sciences, University "Goce Delchev"-Stip, Macedonia, emilija.petrova@ugd.edu.mk

³ Faculty of Educational Sciences, University "Goce Delchev"-Stip, Macedonia, daniela.koceva@ugd.edu.mk

TEACHING MACEDONIAN LANGUAGE AS A SECOND LANGUAGE

Gordana MIHAJLOSKA¹

Abstract

In the process of learning and acquisition of Macedonian language as a second language there are some problem in achieving the required level of language proficiency. So far, no systematic studies have been made on what should be covered by this level.

This is a more detailed view of teaching Macedonian as a second language through multi-annual practice. Professors who teach in classes where Macedonian is not the students' mother tongue are faced with various problems during teaching. The teacher must adapt to the program depending on the structure of students in the class.

When writing a textbook authors do not take into account the fact that a class has a different structure of students:

- Students who do not understand Macedonian;*
- Students who partly understand and speak Macedonian and partly master the teaching contents from the program;*
- Students who speak Macedonian well and master all educational content provided by the program.*

The program for the second language is mostly suited to their age and level of cognitive development but there are parts that need to be replaced and parts that need to be supplemented. In the second language program more classes for interaction and communication of students should be incorporated that will help them in mastering and perfecting the Macedonian language.

The previous long experience leaves us space to point out the advantages and disadvantages in the program and textbooks for second language teaching.

We have tried to present our view of the advantages and disadvantages of textbooks and programs for teaching second language.

The findings were based on the examined programs and textbooks used in secondary schools from 1 to 4 year.

Key words: *teaching, Macedonian language, second languagek, program, textbooks*

¹Macedonia, gordanamihajloska@yahoo.com

THE NEED AND THE REASONS FOR CHANGES IN EDUCATION

Emilija Petrova GJORGJEVA ¹
Snezana MIRASCHIEVA ²

Abstract

The time we live in requires that individuals and organizations are prepared for an uncertain future. That means that organizations and individuals have to prepare to take responsibility for their future.

Social, political and economic changes occur so rapidly that most people feel they have no influence over them. Many organizations, like individuals, sometimes follow some established logic or system, but sometimes they react irrationally. They make efforts to meet the market demands, but sometimes they collapse and the exact cause of this cannot be determined. They meet the government's strategies set many years ago, when conditions were completely different. They support projects that do not induce sustainability.

Keywords: *education, changes, future, responsibility.*

¹ Faculty of Educational Sciences, University "Goce Delchev"-Stip, Macedonia, emilija.petrova@ugd.edu.mk

² Faculty of Educational Sciences, University "Goce Delchev"-Stip, Macedonia, snezana.miraschieva@ugd.edu.mk

ESCAPE FROM THE WAR –TIME IN THE UNCERTAINTIES OF LIFE TO REFUGEE IN BULGARIA. FUNDAMENTAL RIGHTS OF PERSONS SEEKING INTERNATIONAL PROTEKTION IN TERMS OF THE BUREAUCRATIC SYSTEM IN BULGARIA

Pavlin PETROV¹

Abstract

The scientific article presents the situation in the Republic of Bulgaria related to the growing humanitarian and refugee crisis. Major emphasis is placed on the adequacy of the Bulgarian system to tackle the challenges of the consequences of the war in Syria. In keeping with the conventions and rules of the European Union, the Republic of Bulgaria is obliged to provide the best conditions for the protection of asylum seekers. Gaps in the organization and the lack of coordination between different institutions create a prerequisite for gross violation of basic human rights such as the right to information, right to a fair trial, the right to medical assistance, and the right to free movement. The urgent need for emergency measures to overcome difficulties related to the lack of adequate response to State activities aimed at the integration of persons with humanitarian and refugee status will improve the quality of life of persons granted international protection. Lack of conditions for studying the Bulgarian language on the territory of centers for persons granted refugee or humanitarian status and suspended monthly benefits make social integration of unaccompanied children and families who have received refugee status impossible.

Key words: *humanitarian crisis, unaccompanied children, asylum seekers, refugee status, human rights, international protection registration - reception center, State Agency for Refugees reception center, transit center.*

¹University of Ruse "Angel Kynchev", Ruse, Bulgaria, pvpetrov@uni-ruse.bg, 0878119974

HIGHER EDUCATION IN THE PERIOD OF TRANSITION

Verica JOSIMOVSKA¹

Abstract

Education as an instrument of positive change in the society in its permanent evaluation has an impact on the very transformation of the system. This paper addresses the necessity for promoting higher education, academic freedom and university autonomy in times of transition from one social system to another.

An intensive reorganization of the national education system has begun with the new European standardization in higher education, which followed the signing of the Bologna Declaration. The entire teaching process is directed towards the adoption of as many information as possible and their reproduction (by memorizing) and the development of creativity and critical thinking of the student is neglected. Hence the adoption of knowledge in the Bologna system is valuably neutral and separated from moral and national values which it should serve. In this regard the academic community and universities would inevitably have to be active participants in the creation of the educational system in the country and not just beneficiaries of the laws and rules.

Key words: *Education, transition, Europeanization, Bologna system.*

¹Faculty of Educational Sciences, University "Goce Delcev" – Stip, Macedonia,
verica.josimovska@ugd.edu.mk

RESEARCH OF THE CONFLICT ZONES IN THE SYSTEM OF INTERPERSONAL RELATIONSHIPS OF THE CHILD BY THE METHODOLOGY OF RENE GILLE

Julia DONCHEVA¹

Abstract

The methodology of Rene Gille is chosen for this particular research because it can demonstrate the conflict zones in the system of interpersonal relations of a child, allowing intervention in these relations by influencing the perspective development of the child. In addition to that, the examination of the social adaptability of the child is considered to be the main aim, its interpersonal relations and characteristics, perception of interfamilial relations and some characteristics of their behavior.

The methodology is designed to examine children at the age of 4-12. Its easy applicability and scheme distinguish it from other projective methods for ease of study and the possibility of more precise quantitative and qualitative assessment. It cannot be considered only as projective. What is typical about it is that it is combined with a survey – an advantage in the in-depth analysis of a person. The methodology allows for information on the children's behavior towards other people, in family surrounding and other places as well towards certain events.

The psychological material characterizing the system of interpersonal relations of the child can provisionally be divided in two groups of examples: those of specifically personal relations of the child: relations towards family surrounding (mother, father, grandmother, grandfather, brother, sister and others) relations towards others (friends), authoritative adults (teacher) and other examples characterizing the child and occurring in different types of relations: communication, tactics, susceptibility to domination, compliance, tolerance, socially adequate behavior.

Keywords: **examination, relation, family, others, authoritative adults.**

¹ University of Ruse "Angel Kanchev", Bulgaria, jdoncheva@uni-ruse.bg

CLASSROOM SOCIAL CLIMATE

Despina SIVEVSKA¹

Abstract

One of the important factors which effects the educational process is the climate that reigns in the school. School climate is defined as the sum of all the circumstances in which the educational process is realized, as a network of relationships which exist between participants in the educational process.

Social climate is part of school climate created in the classroom through general atmosphere in school, in the manner that overall work organization in a school functions and the way teachers mutually communicate. It is the result of the relationship of the teacher with the pupils on one side, and of the pupils with the teacher on the other side. Thus, social climate is comprises the quality of the overall relations between all participants in the educational process, such as teacher-student, student-student, teacher-parent, and child-parent.

Key words: *school, pedagogical climate, social climate.*

¹ University "Goce Delchev", Shtip, R. Macedonia, Despina.sivevska@ugd.edu.mk

COMPATIBILITY OF PRESCHOOL AND PRIMARY SCHOOL CURRICULA IN R. MACEDONIA

Snezana JOVANOVA-MITKOVSKA¹
Biljana POPESKA²

Abstract

Mutual comparison of curricula at different levels of education, as well as of individual teaching subjects/educational spheres can serve as a foundation for improving the quality of the teaching and learning process in general. The analysis and comparison of teaching / subject programs should provide a thorough understanding of their mutual similarities and differences in the direction of their improvement and it should facilitate the vertical mobility of children / learners at different levels of education.

In the article we present the results of the analyzed and compared programs for preschool and primary education in the Republic of Macedonia, or more concretely, the analysis of curricula in mathematics, natural sciences and physical education and education for the first grade and the same programs for preschool education, and for education for a large group. The established similarities and differences are the basis for further changes, promotion of programs for pre-school upbringing and for their greater compatibility

Keywords: *programs, primary education, preschool upbringing and education, compatibility*

¹Snezana Jovanova-Mitkovska, University "Goce Delchev", Shtip, R. Macedonia, snezana.jovanova@ugd.edu.mk

²Biljana Popeska, University "Goce Delchev", Shtip, R. Macedonia, biljana.popeska@ugd.edu.mk

THE IMPORTANCE OF THE CAREER CONSELING PROCESS

Tanja ATANASOSKA¹
Biljana CVETKOVA DIMOV²
Ana GJORGJEVA³

Abstract

The process of career counseling is a regular educational practice in many developed countries. The new tendencies in our educational system are aiming towards the introduction of this kind of process in our education. So far, our experiences about this practice have shown positive tendencies, and the aim is to fill in a gap that will be beneficial for our citizens. Learning and working combined with an analysis of the capabilities and skills of a person is the right choice in one's career. In this way, each citizen will be able to find the right choice for him/her and at the same time to be useful for the society.

Keywords: Career counselling, learning through work.

¹ tatjana_atanasoska@yahoo.com

² Faculty of Pedagogy, Macedonia, biki_gorko@yahoo.com

³ anagjorgjeva@hotmail.com

ROLE OF MANAGEMENT IN IMPLEMENTING EDUCATION INCLUSIVE POLICIES

Sadete TERNAVA-OSMANI¹
Voglushe KURTESHI²

Abstract

The mission of each successful government means promotion of basic human rights and freedoms, which instantly include inclusive education to all, regardless their background, social status, age, gender, ethnicity etc. This paper aims at analyzing the inclusive education legal framework in Kosovo, particularly the role of management in implementation of inclusive policies in education, namely strategies dealing with inclusive education for disabled students. The paper reviews the issue by comparing legal infrastructure in Kosovo with European and international standards, to which it is complaint, but problems in its implementation are evident, as relevant educational institutions have paid more attention to the “papyrology accomplishment” rather than to the concrete needs-based results of inclusive education, particularly in the local level. In order to validate this standpoint, we have carried out a questionnaire addressed to ten municipal directors for education. Analysis of the questionnaire revealed that legislation provisions were not implemented due to different factors, but the main reason is lack of political will and understanding to allocate adequate funds from the Ministry of Education, Science and Technology. Moreover, the survey reveals that the up-down approach makes inclusive education policies not consistent and not feasible. Consecutively, it can be said that the essence of the effective implementation of laws should include joint efforts of central and local levels in obtaining real results in respecting human rights and education needs. In realizing the understanding of inclusive education standards, more engagement and commitment is needed by all education stakeholders, in particular by official central institutions.

Keywords: human rights, central, local, disabilities.

¹ Public University of Prishtina, Kosovo, sadeteternava@gmail.com

² Public University of Prishtina, Kosovo, voglushe@hotmail.com

WHICH FACTORS ACCORDING TO THE PARENTS AFFECT THE EDUCATION OF CHILDREN

Voglushe KURTESHI¹

Abstract

The aim of this study was to investigate the role of parents in the education of children-pupils in elementary school. We realized the investigation by means of a questionnaire. The questionnaire contained issues such as: Absence of education, It affects disorganized society, School does not educate enough, Family does not care enough for children, It affects stages of puberty. According to parents, the higher impact has the absence of education (63 parents circled it, followed by family does not care enough for children - 60 parents circled this).

Keywords: *parents, children, education, school.*

¹ Didactic Center, Ministry of Education, Gjilan, Kosovo, voglushe@hotmail.com

THE PHILOSOPHICAL PARADIGM OF SIGMUND FREUD

Slobodan MARKOVIC¹

Abstract

This paper discusses inexhaustible interweaving of psychoanalysis and philosophy in which the spiritus movens is mainly psychoanalysis. After defining philosophy in psychoanalysis over metapsychology, emphasized through a number of examples of significant philosophical, psychological and methodical potential of Freudian theory. The opposing conceptual couples are considered (interpretive-explanatory, causal-interpreting, hermeneutical-scientific, scientific-symbolic, ontologically-epistemological). Perceiving the opinions of some philosophers come to the conclusion that the opposing couples are irreducible to one another, but they are not and irreconcilable, and compatibility seemingly bucking philosophical viewpoint provides just work emphasized epistemological-ontological dichotomicallity of Freudian psychoanalysis. Diversity and richness of these theories is an amalgam of theories and practices, knowledge, and knowledge transfer.

Keywords: *Knowingly, unknowingly, illusion, reality, theory of metapsychology, practice, teacher, student.*

¹ Faculty of Pedagogy- Vranje, University of Nish, R. Serbia, solevac@gmail.com

EDUCATIONAL NEEDS AND ACHIEVEMENTS OF ROMA CHILDREN AND OTHER CHILDREN FROM MARGINAL ETHNIC GROUP IN RM

Stevan ALEKSOVSKI¹

Abstract

Multicultural education is an approach that allows students to understand the respect and appreciate cultural differences and similarities, and to recognize the achievements of different ethnic, racial, age, class, gender and religious groups. This approach seeks to some extent to smooth relations between these groups in society, whether belonging to the dominant or groups because of systemic oppression are disadvantaged or are discriminated against.

More experts in this area believe that Macedonia is a country where there are conditions for multicultural education and successful integration children from marginalized communities in our upbringing - educational system.

But we believe that through more independent research to be done to test the educational needs of Roma children and children of other marginal communities, need to prove our claims that the scope of coverage of Roma children and other students from different ethnic communities primary schools in the country, despite the systemic oppression, have a major impact and other socio -economic and cultural factors.

This primarily refers to the lower socio - economic status of Roma families, the traditional way of life and cultural milieu, the inability to invest in the education of their children by Roma families, ignorance of the language of instruction in primary schools, low cultural and educational level of the parents of these children, the size of the family, patriarchal or anarchic type of family, early marriage and so on.

¹ University Goce Delcev Stip, Stip, Macedonia, stevan.aleksovski@ugd.edu.mk

THE ACCOMPANIMENT OF FOLK SONGS IN EDUCATION

Binka DOBREVA¹

Abstract

The paper deals with the various accompaniment types of the authentic and processed vocal folklore. It refers to the need for various instruments accompanying the song in terms of kind, structure and combination, depending on the need of education and the creation of concert repertoire.

Keywords: *Vocal folklore; Traditional instruments; Educational process.*

¹SWU "Neofit Rilski" Blagoevgrad, Bulgaria, binkadob@abv.bg.