
**UNIVERSITY “ST. KLIMENT OHRIDSKI”
FACULTY OF EDUCATION
BITOLA**

**Third International Conference
EDUCATION ACROSS BORDERS**

**EDUCATION AND RESEARCH
ACROSS TIME AND SPACE**

(1100th Death Anniversary of St. Clement of Ohrid)



**6-7 October 2016
BITOLA**

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Faculty of Education



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Education and Research across Time and Space
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6-7 October 2016
Bitola

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University "St. Kliment Ohridski" in Bitola (Faculty of Education in Bitola) together with the University „Fan S. Noli“ – Korçë (Faculty of Education and Philology in Korçë), University of Niš (Faculty of Education in Vranje and Center for Byzantine-Slavic Studies in Niš), Plovdiv University "Paisii Hilendarski" (Faculty of Education in Plovdiv) and Adam Mickiewicz University in Poznań (Faculty of Polish and Classical Philology and Institutes for Slavic and Polish Philology in Poznań).

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A Word on the Slavic Patterned Teachings

Grozdana Gojkov, Serbian Academy of Education in Belgrade

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CONTENT

PLENARY LECTURES	19
A WORD ON THE SLAVIC PATTERNED TEACHINGS	20
Dimitar Pandev	
EDUCATION AND RESEARCH IN POSTMODERN WORLD.....	25
Grozdana Gojkov	
OHRID LITERARY SCHOOL – THE FIRST SLAVIC UNIVERSITY	40
HERMENEUTICS IN THE PHILOSOPHY OF SAINT CLEMENT OF OHRID	41
Vera Georgieva & Valentina Gulevska	
CONTRIBUTION OF ST. CLEMENT OF OHRID FOR THE EDUCATIONAL ACTIVITIES AND SOCIETY.....	46
Zlatko Zhoglev	
THE SILVER BOX CONTAINING THE RELICS OF ST. CLEMENT OF OHRID FROM THE MONASTERY OF ST. NAUM OF OHRID IN THE TREASURY OF BITOLA METROPOLIS.....	53
Aleksandar Gulevski	
TEACHERS AND DISCIPLES (FROM 9TH TO THE 14TH CENTURY): SOPHIOLOGAL AND EUCHARISTIC CONTEXT.....	59
Dragiša Bojović	
BRIEF REFLECTIONS ABOUT THE CHRONOLOGICAL ASPECT OF THE GLAGOLITIC AND CYRILLIC	68
Violeta Krsteska	
METHODICAL ASPECTS AND PRINCIPLES IN THE TEACHING ACTIVITY OF ST. CLEMENT OF OHRID.....	73
Daniela Andonovska-Trajkovska	
ST. CLEMENT OF OHRID - PRECURSOR OF THE LEARNING FOR PEACE AND NON-VIOLENCE.....	81
Gordana Stojanoska	
LANGUAGE& LITERATURE.....	87

THE MODERN MACEDONIAN LANGUAGE – PROBLEMS IN THE TEACHING PRACTICE (ACCENTUAL UNITS AND CLITIC EXPRESSIONS).....	88
Violeta Januševa & Jana Jurukovska	
FOLK TALES AND ITS ROLE IN CHILDREN’S EDUCATION BEYOND SPACE AND TIME.....	98
Ilir Shyta & Jonela Spaho	
CHILDREN’S LITERATURE AS A WAY OF PROVIDING OPENNESS TO DIFFERENT QUESTIONS	105
Sunčica Denić	
RUBRICS AS A TOOL FOR DEVELOPING PERFORMANCE, SOFT AND METACOGNITIVE SKILLS	112
Hilda Terlemezyan	
PROBLEM OF METHOD IN CHILD AND YOUTH LITERATURE.....	118
Hikmet Asutay	
USE OF LITERARY TEXTS AS A MEANS FOR ADOPTING MORPHOLOGICAL SYSTEM OF A LANGUAGE FOR PRESCHOOL CHILDREN	123
Ljiljana Kelemen-Milojević & Blagoje Milojević	
LANGUAGE PLANNING AND LANGUAGE DEVELOPMENT IN PRESCHOOL EDUCATION	134
Lulzim Ademi	
PRAGMATIC LANGUAGE SYSTEM OF PRESCHOOLERS	140
Rriollza Agolli & Albina Pajo	
CORELATION BETWEEN MULTILINGUALISM AND SCORES ON MATHEMATICS TESTS.....	148
Nedelkoska Gabriela & Angjelkoska Violeta	
CREATIVITY AS A POWERFUL TEACHING TOOL IN HELPING LITTLE CHILDREN TO LOVE READING AND WRITING.....	153
Vesela Bogdanovikj	
EFFECTIVE METHODOLOGIES FOR TEACHING VOCABULARY IN THE ENGLISH AS A FOREIGN LANGUAGE CLASSROOM.....	160
Bisera Kostadinovska-Stojčevska & Irina Petrovska	
SPEAKING - AN EFFECTIVE LANGUAGE SKILL TO BUILD COMMUNICATIVE COMPETENCE OF EFL LEARNERS	165
Vasilika Pojani & Benita Stavre	

THEORETICAL APPLIED MODEL FOR EARLY LEARNING OF ENGLISH USING INTERACTIVE METHODS.....	173
Diana Dimitrova	
SOME PROBLEMS ABOUT ENGLISH LANGUAGE TEACHING IN PRIMARY EDUCATION IN KORÇA, ALBANIA	178
Dorela Kaçauni & Aduela Selimollari	
FACTORS THAT HELP IN THE ACQUISITION OF ENGLISH LANGUAGE IN THE TEACHING-LEARNING PROCESS: ALBANIAN CONTEXT.	185
Edlira Xega	
DEDICATED TO THE WAY OF TEACHING ENGLISH GRAMMAR	196
Sashka Jovanovska	
THE IMPLEMENTATION OF CORPORA IN ESP UNIVERSITY SETTING; INTERLANGUAGE ANALYSIS <i>VERSUS</i> VOCABULARY RETENTION	200
Juliana Çyfeku & Eriola Qafzezi	
PROBLEMS THAT LECTURERS TEACHING FOREIGN STUDENTS IN THE PROCESS OF LEARNING TURKISH GO THROUGH	209
Pınar Çal & İbrahim Coşkun	
CROSS-CULTURAL INTERFERENCES IN ENGLISH AND ALBANIAN IDIOMATIC EXPRESSIONS	215
Lorena Robo	
INVESTIGATING FOREIGN STUDENTS' EXPERIENCES OF LEARNING TURKISH, A CASE STUDY OF TURKISH TEACHING CENTER (KTU-TÖMER)	223
Taner Altun & Dilan Kalayci	
MULTILINGUALISM AND COMMUNITY INTERPRETING.....	232
Coşkun Doğan	
MODERN SLAVINIC STUDIES IN VIEW OF CURRENT THREATS AND OPPURTINITES OF FURTHER DEVELOPMENT.....	240
Bogusław Zieliński	
THE SEMIOTICS OF SPACE IN FANTASTIC LITERATURE	246
Eris Rusi	
TIMELESSNESS OF SHAKESPEARE'S LITERARY WORKS	253
Silvana Neshkovska	

STUDENTS' INTEREST IN READING – FAVOURITE BOOKS AND FAVOURITE WRITERS	260
Natasha Crneska	
PLAYING 'HIDE AND SEEK' THROUGH CLICHÉS AND JARGONS IN SATIRICAL WORKS	267
Alma Karasaliu	
THE AUTOBIOGRAPHICAL DISCOURSE OF PRILIČEV, CONTINUOUS DIALOG BETWEEN POTENTIAL AND REAL LIFE	273
Natasha Mladenovska-Lazarevska	
WALTER BENJAMIN'S THE MODE OF INTENTION	278
Vesna Milevska	
AN ANALYSIS OF DISSERTATIONS ON LITERACY IN TURKEY: FROM 2009 TO 2014.....	281
Gökhan Ilgaz & Yılmaz Çakici	
SYLLABIC CONSONANTS IN ENGLISH AND SLOVAK.....	286
Božena Petrášová	
LEXICAL AND MORPHOLOGICAL CONCORDANCES BETWEEN AROMANIAN AND ALBANIAN IN THE NEWSPAPER <i>FRATIA</i>	296
Daniela-Carmen Stoica	
ETHNOLINGUISTIC NOTES OVER THE TRADITION OF NAMING AND USAGE OF THE PLANTS IN THE SOUTHEASTERN PART OF ALBANIA	303
Anyla Saraçi (Maxhe) & Kostika Zdruli	
THE NEGATION IN THE ORIGINAL OF WILLIAM SHAKESPEARE'S "THE MERCHANT OF VENICE" COMPARED WITH THE NEGATION IN THE MACEDONIAN TRANSLATION OF THE PLAY BY DRAGI MIHAJLOVSKI.....	308
Marija Bojadžievska & Stela Bosilkovska	
PEDAGOGY & PSYCHOLOGY.....	316
NEW IDEAS AND APPROACHES IN PEDAGOGY	317
Florina Shehu	
MOTIVATED STUDENTS - ENGINE OF CREATIVE DEVELOPMENT OF OPINION	324
Ljupcho Naumovski	

THE NORMAL PARENTAL ATTITUDE TOWARD THE RECOGNITION AND ADMISSION OF THE PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN NORMAL CLASSES.	330
Donika Dardha & Mariela Burda	
REFLEXIVITY AS THE ESSENCE OF EDUCATION FOR THE MEANING OF LIFE	339
Joanna M. Łukasik & Norbert G. Piłkuła	
PROSPECTS FOR PROFESSIONAL SELF-REALIZATION OF GERIATRIC SPECIALISTS (A PILOT STUDY)	345
Hristina Milcheva & Albena Andonova	
ADULT MAN AND HIS LEARNING STYLES IN CONTEMPORARY TEACHING	350
Afrdita Ilazi-Hoxha	
THE SOCIAL COMPETENCES - AN IMPORTANT FACTOR IN THE TRAINING OF GERIATRIC SPECIALISTS	357
Mariya Dimova	
DEVELOPMENT OF THE PROBATION SERVICE OF THE REPUBLIC OF BULGARIA	361
Bozhidara Kriviradeva & Lidiya Laskova	
ADVANTAGES OF THE INTEGRATED CURRICULUM PLANNING	371
Marija Ristevska & Dance Sivakova-Neshkovska	
SPECIFIC FEATURES OF STUDENTS' ACTIVITIES PLANNING	377
Milena Pejchinovska & Biljana Kamchevska	
THE FUNCTION OF INTERACTIVE TEACHING AND LEARNING TECHNIQUES IN STUDENT LEARNING MOTIVATION	383
Jehona Rrustemi & Tatjana Atanasoska	
THE DESIRE OF PARENTS TO PERFECT THEIR CHILD, HURTS HIM	392
Laura Mezini, Zamira Vllaho, Arjeta Xhemali & Bledar Late	
EARLY DIET EDUCATION, GUARANTEE OF OBESITY PREVENTION	395
Liljana Sokolova, Karolina Berenji & Nenad Đokić	
AN INTEGRATIVE APPROACH TO EARLY CHILDHOOD DEVELOPMENT AND EDUCATION - THE MODEL OF ISRAEL	403
Kiril Barbareev	

COMPETENCE OF THE TEACHERS AND IMPORTANCE OF QUALITY COMMUNICATION FOR WORK IMPROVEMENT IN PRIMARY SCHOOL.....	411
Biljana Gramatkovski & Jasminka Kochoska	
THE ROLE OF PEDAGOGICAL COMMUNICATION AND COMMUNICATIVE COMPETENCE OF TEACHERS IN THE CLASROOM.....	415
Evjonda Pylli	
EYE CONTACT AS THE MOST POWERFUL WAY FOR CLASSROOM MANAGEMENT.....	421
Jasminka Kochoska & Biljana Gramatkovski	
THE INFLUENCE OF COMMUNICATION ON THE EDUCATIONAL PROCESS	425
Mirjana Aleksova	
TRANSFORMATIONAL ROLE OF EMOTIONALLY COMPETENT TEACHERS IN EDUCATION	430
Maria Kotevska-Dimovska, Dragan Ristevski & Spiro Mavrovski	
INCLUSIVE EDUCATION: POLICIES AND GOOD PRACTICES.....	436
Sonja Ristovska	
THE ROLE OF TEACHERS IN PRACTICING THE INCLUSIVE EDUCATION	444
Teuta Shabani & Leonora Jegeni	
INCLUSIVE TEACHING AND THE SPECIAL NEEDS EDUCATION WITHIN THE SWEDISH SCHOOL SYSTEM	454
Daniela Cvetanovski	
ART CONCEPT OF PEACE AMONG STUDENTS OF SPECIAL AND REGULAR PRIMARY SCHOOL	461
Anica B. Zlatevska & Vilma A. Petreska	
THE NEED IDENTIFICATION OF THE SUPPORT TEACHER IN PRE-UNIVERSITY EDUCATION IN ALBANIA	467
Arjan Kamburi & Olger Brame	
TEACHER'S ROLE IN IDENTIFYING THE GIFTED AND TALENTED STUDENTS .	475
Kristina Petrovska & Dobri Petrovski	
TEACHER'S COMPETENCES TO WORK WITH PROFICIENT AND TALENTED STUDENTS	482
Fariz Farizi, Fadbi Osmani & Buniamin Memedi	

DEGREE OF MOTIVATION AMONG TALENTED AND GIFTED STUDENTS IN PRIMARY SCHOOL	488
Biljana Geras	
TYPES OF LEARNING DISABILITIES	494
Lidija Nedanovska & Marija Nedanovska	
BASIC PRINCIPLES FOR THE PROCESS OF ACTIVE LISTENING IN TEACHING ..	501
Irena Kitanova	
THE ACCOLADE TO BEING ATTENTIVELY LISTENED TO	505
Stela Bosilkovska & Milena Pejčinovska	
THE USE OF MULTIPLE INTELLIGENCES THEORY AND ITS PEDAGOGICAL IMPLICATIONS	513
Sadete Tërnavo-Osmani	
THE VARIOUS FORMS OF WORK WITH STUDENTS IN COMBINED CLASSES - CLASS TEACHING.....	523
Ilce Soklevski & Olgica Soklevska	
CONTEMPORARY LEARNING	529
Natasha Zabrchanec & Zorica Trajanoska	
GAME BASED LEARNING	539
Irena Kirovska & Marina Runeska	
LEISURE TIME AND STUDENT'S ACTIVITIES	547
Ajrulla Jakupi	
CONDITIONS AND FACTORS AFFECTING EMOTIONALITY AND EMOTIONAL WELLBEING IN ADOLESCENTS.....	552
Ivan Trichkov	
AESTHETIC ART-SELF- EXPRESSION AS PSYCHO-EDUCATIONAL APPROACH AND STIMULUS FOR REDUCTION OF ANXIETY REACTIONS AMONG ADOLESCENTS	558
Slavica Naumovska	
JOB STRESSORS OF HIGHER EDUCATION TEACHERS: A COMPARATIVE STUDY BETWEEN SLOVENIA AND MACEDONIA	564
Jasmina Starc & Ljupčo Kevereski	
THE MAIN THEORETICAL APPROACHES ON STRESS MECHANISM	574
Lorena Prifti	

STRESS OF UNIVERSITY STUDENTS.....	580
Ismail Alii	
SCIENCE, MATH, ICT.....	585
INTEGRATING MOODLE AND PIAZZA IN ONLINE LITERATURE COURSES.....	586
George Goce Mitrevski	
EXPERIMENTAL RESEARCH: USAGE OF EDUCATIONAL COMPUTER SOFTWARES COMPARED TO TRADITIONAL MODEL OF TEACHING	595
Snežana Stanojlović	
THE IMPORTANCE OF GIS INCLUSION IN CURRICULA OF PRE-UNIVERSITY EDUCATION IN ALBANIA	606
Florina Pazari & Ardiana Mici	
DEVELOPING LISTENING COMPREHENSION SKILLS WITH IT-STUDENTS.....	612
Lela Ivanovska	
STUDY OF EMOTIONAL EXPERIENCES IN THE VIRTUAL ENVIRONMENT IN ADOLESCENTS FROM BULGARIA	616
Gergana Slavcheva-Andonova	
PROJECT BASED LEARNING	624
Aleksandra Andonoska	
POSSIBILITIES OF IMPROVEMENT OF ORGANIZATION AND PLANNING OF WORK IN HIGHER EDUCATION INSTITUTIONS ACCORDING THE APPLICATION OF EDUCATIONAL WEB TOOLS	631
Ivana Đorđev, Predrag Prtljaga & Tanja Nedimović	
IMPLEMENTING A RECOMMENDATION SYSTEM IN AN E-COMMERCE WEB PORTAL.....	640
Jasmina Jovanovska & Goce Armenski	
INTERNET ADDICTION IN CHILDHOOD.....	648
Işıl Güneş & Modiri Dilek	
ICT – NECESSITY OR CHALLENGE IN THE CLASSROOM.....	664
Marina Dzeparoska-Tanasoska	
COMPARATIVE ANALYSIS OF THE SCIENCE AND MATHEMATICS CURRICULA IN THE FIRST DEVELOPMENTAL CYCLE IN PRIMARY EDUCATION (FIRST, SECOND AND THIRD GRADE).....	672
Vesna Makashevskaja & Biljana Kamchevskaja	

TEXTUAL AND PROBLEM TASKS IN THE MODERN TEACHING OF MATHEMATICS	678
Marzanna Seweryn-Kuzmanovska & Sonja Chalamani	
IMPROVING THE TEACHING AND LEARNING OF MATHEMATICS BY THE USE OF ICT	683
Dance Sivakova-Neshkovska & Marija Ristevska	
VIEWS AND OPINIONS OF CLASS TEACHERS FROM I-III GRADE OF SEVERAL ELEMENTARY SCHOOLS IN SKOPJE ABOUT THE USE OF GAMES OF MATHEMATICS CLASSES	688
Merita Ajdini & Bujar Saiti	
FOR CONCEPTS OF MATHEMATICS AND THEIR FORMULATION DURING TEACHING	694
Lidija Kondinska	
MOTIVATING PUPILS DURING INDEPENDENT WORK IN SOLVING TEXTUAL PROBLEMS IN MATHEMATICS	706
Aneta Soklevska	
THE EFFECTS OF BOM GAME ON STUDENTS' LEARNING OF CHEMICAL ELEMENTS	712
Ayşegül Haneci, Lale Cerrah Özsevgeç & Hülya Demircioğlu	
TEAMWORK OF THE STUDENTS WITH MEDICAL SPECIALTIES	719
Sylvia Kyuchukova	
THE KINETICS OF ION TRANSPORT IN ELECTROCHROMIC WO ₃ THIN FILMS	725
Margareta Pecovska-Gjorgjevich, Nace Stojanov, Julijana Velevska & Metodija Najdoski	
ENERGY EFFICIENCY WITH ELECTROCHROMIC COPPER(I) OXIDE THIN FILMS	733
Ratka Neshkovska	
SPRAY PYROLYSIS DEPOSITION OF α -Fe ₂ O ₃ THIN FILM FOR HUMIDITY SENSING	740
Atanas Tanushevski & Mimoza Ristova	
FUNCTIONAL FOOD AND PHYTOCHEMICALS	748
Zamira Vllaho, Laura Mezini, Marsel Vllaho & Maria Agolli	
CYTOGENETIC CHANGES OF TOBACCO SEED (<i>NICOTIANA TABACUM L.</i>) DURING A TREATMENT WITH ULTRASOUND AND MICROWAVES	752
Gjoko Atanasovski	

SOCIAL SCIENCES762

TEACHERS' PERCEPTION OF THE APPLICATION OF THE BOLOGNA PRINCIPLES – FIVE YEARS LATER.....	763
--	-----

Radmila Nikolić

REDIFINING STRUCTURE AND STRATEGY FOR DEVELOPMENT OF HIGHER EDUCATION	772
--	-----

Ildiko Đokić, Miroslav Kuka & Jove Dimitrija Talevski

GENERAL AND SPECIFIC BENEFITS OF THE EDUCATIONAL PROCESS FROM THE REALIZATION OF THE TEACHER'S EDUCATIONAL RESEARCHES.....	776
---	-----

Dean Iliev

THE NEW HUMANITIES IN POLANDTHE SCIENTIFIC AND EDUCATIONAL CHALLENGES	781
--	-----

Anna Legeżyńska

PROFESSIONAL ROLE, STATUS AND IDENTITY OFTHE SCHOOL PSYCHOLOGIST IN SERBIA	788
---	-----

Slavica Maksić

ASSESMENT OF THE IMPLEMENTATION OF CAREER DEVELOPMENT TRAINING MODEL	794
---	-----

Valentina Sharlanova

EVALUATION IN EDUCATION - CONDITIONS, CHALLENGES AND PERSPECTIVES	801
--	-----

Snezana Miraschieva

EDUCATION FOR PROSOCIAL BEHAVIOR IN ELEMENTARY SCHOOL	806
---	-----

Voglushe Kurteshi & Valentina Gulevska

THE COOPERATIVE ACTIVITY OF THE TEACHER FOR THE DEVELOPMENT OF THE EDUCATIONAL PROCESS.....	811
--	-----

Emilija Petrova-Gjorgjeva

THE IMPACT OF THE EDUCATIONAL VALUES OF MODERN TEACHING TOWARDS CREATIVE AND STIMULATING LEARNING ENVIRONMENT	817
--	-----

Sabit Vejseli, Emil Sulejmani & Muamer Alla

RESEARCH, DIDACTICS, JOB MARKET – CONCEPT OF TWO-SUBJECT STUDIES	824
---	-----

Krzysztof Skibski

THE TEACHING PROFESSION AND BEGINNER TEACHERS.....	830
Lulzim Aliu	
 A THEMATIC REVIEW OF STUDIES INTO THE EFFECTIVENESS OF SCIENTIFIC INQUIRY ON PROBLEM SOLVING SKILLS: NEEDS, AIMS, METHODS, GENERAL KNOWLEDGE CLAIMS AND IMPLICATIONS	835
Esra Yazar & Muammer Çalik	
 IMPORTANCE OF STEM TEACHERS' NETWORKING FOR THE SUCCESS OF EUROPEAN PROJECTS	846
Jove Dimitrija Talevski & Natalija Aceska	
 POLES AND GERMANS IN EUROPE – AN EDUCATIONAL PROJECT AND AN AREA OF STUDY	853
Krzysztof Trybuś	
 THE PROBLEMS THAT FOREIGN STUDENTS FACE IN PERIOD OF LEARNING TURKISH	858
Elif Erdoğan & İbrahim Coşkun	
 SOCIOLOGICAL ASPECTS OF THE DRUG ABUSE WITH HIGH SCHOOL POPULATION IN REPUBLIC OF MACEDONIA	864
Jove Dimitrija Talevski & Gjoko A. Strezovski	
 THE LEGACY OF ANTIQUITY IN THE CONTEMPORARY LEADERSHIP	869
Snezana Mojsovska-Salamovska & Vesna Kalpakovska	
 THE EDUCATION AND MANAGERIAL CHALLENGES ACROSS TIME AND SPACE	876
Toni Soklevski	
 THE PRINCIPLES OF ETHICAL LEADERSHIP	884
Metodija Stojanovski & Vesna Stojanovska	
 THE PRINCIPAL'S ROLE IN THE CREATION OF ADEQUATE SCHOOL CLIMATE	889
Dobri Petrovski & Kristina Petrovska	
 INTERLINKING EDUCATION, INNOVATION AND ENTREPRENEURSHIP	896
Elizabeta Tosheva & Elena Tilovska-Kechegi	
 PRECONDITIONS FOR DEVELOPING ENTREPRENEURIAL SCHOOLS	903
Liljana Polenakovikj	
 DEVELOPING "THE SCALE OF CLASSROOM MANAGEMENT SKILLS"	911
Demirali Yaşar Ergin	

MANAGING PROJECT RISK IN UNSTABLE ENVIRONMENTS.....	921
Enis Ujkanović & Samir Ljajić	
MULTIPLE CRITERIA ASSESSMENT OF SOIL REINFORCEMENT APPLICATION BY MOORA METHODS	928
Latif Onur Uğur, Ali Ateş, Rifat Akbiyikli & Esra Durmaz	
EFFECT OF DIFFERENT SEISMIC ZONES ON ROUGH BUILDING COST	936
Latif Onur Uğur, Mürsel Erdal & Nurgül Tuncay	
INTERCULTURAL SENSITIVITY OF FUTURE TEACHERS - THE BASIS OF INTERCULTURAL EDUCATION	942
Blagica Zlatković	
PURPOSE AND BENEFIT OF INTERCULTURAL EDUCATION IN MACEDONIAN SOCIETY.....	950
Daniela Kočeva	
DIDACTIC STRATEGIES FOR APPLICATION OF INTERCULTURALISM IN WORKING WITH PRESCHOOL CHILDREN	957
Suzana Nikodinovska-Banchotovska	
CROSS-CULTURAL COMMUNICATION SKILL AS ONE OF THE KEY COMPETENCIES IN EDUCATION.....	961
Jelena Prtljaga	
VIA INFORMATION MEDIA TO CREATION OF THE IMAGE OF THE OTHER.....	968
Danela Petrovska-Matevska	
BIOETHICS EDUCATION: LEARNING PERSPECTIVES AND MULTIDISCIPLINARITY	973
Marija Todorovska	
ANCIENT AND CHRISTIAN "PAIDEIA"	980
Branko Gorgiev	
PLATO ON THE EDUCATION OF THE WILL.....	988
Sladjana Ristić-Gorgiev	
THE EDUCATION DURING THE MIDDLE BYZANTINE PERIOD – A GENERAL OVERVIEW	993
Dušan Simić	
EDUCATION IN ALBANIA DURING THE COMMUNIST PERIOD.....	1007
Alba (Kreka) Osman	

EDUCATIONAL RESEARCHES IN VISUAL ART EDUCATION – APPROACHES TO EVALUATION OF WORKS OF ART	1014
Maya Raunikj-Kirkov	
 VISUAL ART EDUCATION IN THE CURRICULUMS OF PRIMARY EDUCATION IN THE REPUBLIC OF MACEDONIA AND THE REPUBLIC OF ALBANIA	 1019
Biljana Cvetkova Dimov & Nikoleta Malevska	
 MUSICAL INSTRUMENTS AS CATALYSTS IN EDUCATION AND CULTURE.....	 1027
Jeta Starova-Mehmeti	
 APPLICATION OF TRADITIONAL MUSIC AT PRESCHOOL AGE AS A FACTOR OF PRESENTATION OF ONE'S OWN CULTURE AND CULTURE OF OTHER NATIONS	 1030
Eudjen Cinć, Jasmina Stolić & Kristina Planjanin-Simić	
 SPORTS PSYCHOLOGY EDUCATIONAL IMPACT ON SPORTS PARTICIPATION	 1038
Danica PirsI	
 THE APPLICATION OF DEA (DATA ENVELOPMENT ANALYSIS) MODEL, BASED ON LINEAR PROGRAMMING, IN ANALYZING THE QUALITY OF STUDY PROGRAMS.....	 1043
Agim Rushiti	

EVALUATION IN EDUCATION - CONDITIONS, CHALLENGES AND PERSPECTIVES

Snezana Mirascieva

Faculty of Educational Sciences, University "Goce Delcev" Stip

snezana.mirascieva@ugd.edu.mk

Abstract

Education as a system, process and product is constantly changing with minor or major reforms in both conceptual and the content part. In that sense changes its purpose as well. The determinations of the goals follow the direction of the educational perspective which moves toward the creation of a person with formed individual skills for critical and creative thinking, team cooperation, active communication, production and presentation of ideas. Nowadays the situations in the context of the evaluation in education be viewed in different ways. The paper analyses the educational situation in the context of the valuation especially the segment that refers to one of the methods of valuation, which is the portfolio.

Keywords: evaluation, teacher, portfolio.

Short introductory mentions

The continuous changes in education even to the level of reforms have great reflexes from every aspect. That is to say that the reforms concerning the conceptual and the content sense of education are also reflected on its aim. From that side, the formulations of the educational aims follow the direction of the education's perspective, whose direction is toward the creation of a person with formed individual skills for critical and creative writing, team work, active communication, production and presentation of ideas. Actually, the concern is the question related to the quality of education. The different understandings about the quality of education and the ways of comprehending the education in the teaching program on which these understandings are based, as well as the different models for quality conduction emphasize different indicators for the quality and different types of valuation, whether it is in the context of the aims (the differences of the aims) or the context of the actors' roles in the educational process and the valuation sphere. (Mitrović i Radulović, 2011, 259-260). If the quality is understood from a critical and postmodern positions, then the quality in education is relative and dynamic category defined by the context. (Dahlberg, Moss & Pence, 1999). Adequately, the valuation must accept these nature of the quality, which means a continuous long-term following of the real experiences so that the changes are being noted in the context of the education. In that sense are actualized the questions of who and what is being evaluated, why is it being valued, who does the valuation and how is it done. In the context of the problem about how is the valuation carried out appear many other questions concerning the suitability of the forms, the methods and the standards of valuation in education. Actually the education is also a product. This entails that the adequacy of the valuation methods is one of the key questions in that sense. Knowing the fact that various valuation methods of education are mentioned in specialized literature, our attention will be kept only on the portfolio as a valuation method with an emphasis on the teacher's portfolio.

The challenges and the perspectives in the evaluation of education, the portfolio as a method for teacher evaluation

The evaluation in education in the last few years has actualized the question of teacher evaluation. That caused the concern for teacher's portfolio and the evaluation of teacher's work. In this paper we will try to answer the questions why the teacher's work is being evaluated and how is it done through the portfolio.

The evaluation is a process of following, measuring and assessing. The following part is the part that refers to an insight into planning, the preparation and the realization of the teaching curriculum, the teacher's behaviour, the relation to the students, the innovation and creativity, an insight into the pedagogical documentation, the success and the work of the students. The part of measuring can be defined as a process of determining and contrasting the quantitative features with an established pedagogical standards as pedagogical units. There are many definitions of the measuring part. The most famous and most general is the one of Norman Kampbell, which says that: measuring is adding numbers on the appearance and the characteristics of objects according to certain rules. This definition points out the three important components of each measuring. Those are:

- To have a size, a characteristic that is being measured;
- The characteristics should be expressible in numbers with the help of a measuring instrument that has known measuring characteristics.
- The measuring should be conducted through an established rules (measuring technique).²⁵⁹

At the end we will mention a few formulations of the term of assessment which are a starting base in the answers of the questioned that were mentioned above, and are also the subject of interest in this paper. The assessment is a procedure for determining the number category or the category of value to the thing that is being assessed.²⁶⁰ If the deepest meaning of the term is followed, it can be concluded that the assessment is not a synonym to measurement, but that it includes the idea for "valuation" because it means ascribing a certain meaning of information according to Alessandrini (Alessandrini, G., 1996: 122).

If we talk more concretely, the assessment belongs in the wider function of social valuation. It can be concluded that each assessment, whether it is in a factory, a school or other institution as part of the valuation function is same as the system of valuation of that society or i.e. same as the social relations. (M. Galesa, 1996, 15).

The assessment can be understood as a perceiving process in which we have a high degree of indirect measuring, while the measurer doesn't have strictly determined measuring units. It cannot lack comparison. This means that through the comparison we determine the relation between the achievements and the aims. This is the real subject of the assessment process.

The need for greater efficiency and quality in education as well as the learning and teaching standards emphasizes the need to surpass the uniformity of valuation and assessment, and requests new forms, methods, procedures and models of assessment in different educational situations. It is important that the developed abilities are also assessed.

In consideration of the connection of the portfolio as a way of conducting the valuation process, appears the question of what term portfolio means, what is its structure, content and function.

²⁵⁹Popovski, K., Modern understandings for the examination and the assessment of the students' achievements, Skopje, „MIS“, 1996, p. 155

²⁶⁰The term assessment in Macedonian comes from *asses*, which means: 1. Determine the value, the price on something; 2. To evaluate proportion, quantity... of something; 3. *даде мисл* to give an opinion, an estimation of the value of certain art piece; 4. For student's/undergraduate's achievement. (Macedonian Dictionary II, 1965, p. 117)

The term portfolio comes from the French word *portfeull* which means a wallet, a bag or stocks. In the educational practice, the values are the teachers' products, materials, didactical resources, participation in scientific and professional conferences, the realization of open lessons, perceivable teaching situation and participation in projects. This can be simplified by saying that the portfolio is "a catalogue that can represent itself and others and show what they can do in a certain field by giving their best personal papers" (E.S.Polat, 2002).

The term "portfolio" in pedagogy comes from politics and business – it is known as a ministry wallet, and investment portfolio etc. This term exists since the time of the renaissance when it meant an album for the representation of artists and architects, who strived for a place in the Art Academy or for a participation in the building of a certain construction. In pedagogy, the broadest meaning of portfolio represents a way of recording, storing and evaluating the individual achievements of the teacher in a certain period.

The portfolio represents a carefully organized and developed collection of various materials according to a certain criteria, which gives us a picture of what the teacher, the educator or the professional collaborator knows and is able to do, and it also shows his achievements, his professional experience, views and opinions. The portfolio is in the function of: following the professional development, doing a personal promotion, applying for work, talking to the mentor, developing the career and the needs of external evaluation. From its function we can note the portfolio's structure, which consists of the following: basic data, content (a short review of everything included in the portfolio), a work biography (that contains the formal and informal education, work experience and achievements), a personal professional philosophy (a part shaped as an essay where are represented the teacher's subjective approaches and it is a representation of the basis of the teacher's job), an evaluation – in this part is contained the self-evaluation data and the external evaluation data about the work effects, and it also has a section of attachments about concrete evidence that confirm, prove, illustrate and document the data mentioned in the portfolio. The difficulties appear most often during the writing of the professional philosophy. In order to functionally compose, the teacher in this section needs to answer some of the key questions such as: how do I work/teach, what is my dominant model of teaching, what types of work do I usually use, why do I do it in that way, which are my aims, which methods do I use, how does my work reflects on the students, how does it reflect on my personal competences. Often appears the question of why does a teacher need a portfolio. There are many answers such as: to achieve the wanted aims, to adjust the teaching toward the student, the teacher and the environment, to change the plan and develop the program, to develop the teachers, to change and advance the teaching practice. All of this answers show us that the teacher's portfolio and the valuation have an informative, analytic, evaluative and correctively-innovative function. If one of these function isn't realized, then the valuation of the teacher loses its meaning.

At the end we can conclude that the teacher's portfolio is an essential part of his professional development. It is a document which records his achievements that are reflected in his work and are a support for the promotion of the teacher himself. The portfolio is used to make a record of the ideas and the aims in the teaching process, the content and the methods of work, the efficiency of the teacher; and also to direct the way of evaluating and developing the teaching process.

Conclusion

The changes in the evaluation system put a large accent on the internal evaluation or i.e. the formative following of the educational process. The concept of internal evaluation has to be adjusted not only to the external control but to the whole internal process. In the focus of the attention are a few didactic maxims: diagnostics of the conditions, individual and

group control of the development of the current condition, a continuous learning, active participation in the informal education, advancement of the possibilities and motivation of creativity with the aim of supporting the philosophy of the educational practice. The aim is a decreased professional "momentum" and greater focus on the different forms for presentation of the professional development and the advancement in the career. The changes in the system are established through the developing and applicative projects that enable a gradual and evolutionary transformation of the classical assessment in an effective and constructive formative following, which will prepare the teacher for improving the quality of the educational process. There are various resources that are offered for motivating the development of formative following of the teachers, such as ICT (electronic portfolio) and other forms of documentation that enable archiving on one place and operating with the archived data (according to the maxims for a lifelong learning).

A key element in the formative following is the feedback that makes a restitution, and because of that the tools for formative following must be directed toward the process of continuous communication which is chronological and follows the previous one. The communication is among the teachers, the special services in the school, the school management, the Educational Inspectorate, as well as the other institutions whose role is educational, and it establishes a communicational network in the formative following program for each teacher individually.

However, it must be emphasized that the condition of education from the valuation aspect has a range of unexplained problems. Although a professional portfolio is recorded for the teachers at the school, the problem concerning the career development isn't solved. On the other hand, it is a large challenge to develop the consciousness for teacher's self-evaluation and also the popularization of other forms of professional development as participation in scientifically-specialized conferences, trainings, open days and exchange of good practices. The openness of the teacher toward the environment in different ways as being a mentor, an author of didactic materials and companion literature, and also an active participation in the summer/winter schools is a very big challenge for the teachers at our schools. It is a challenge that will considerably change the view and the conditions of the section concerning the valuation of education in the future.

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EDUCATION FOR PROSOCIAL BEHAVIOR IN ELEMENTARY SCHOOL

Voglushe Kurteshi, Valentina Gulevska

Didactic Center , Gjilan , Branch of Ministry of Education

Faculty of Education in Bitola, University of Bitola

voglushe@hotmail.com

Abstract

The behavior of pupils at the school is a challenge for teachers and society in general. Behavior at children develop parallel with cognitive development. Pro-social behavior is a form of moral behavior.

When a person behaves pro-social or altruistic, it means that behaves in a manner acceptable in society.

Some forms of pro-social behavior are: sharing with others, cooperation, helping, encouraging and caring for others.

In order to inform the presence of this phenomenon we conducted a research in two elementary schools, with 38 teachers and 119 pupils.

As instrument in research we have used questionnaire with 8 questions for pupils and teachers.

Key words: education, prosocial, behavior, school

Introduction

Prosocial behaviour has its roots in infancy and early childhood. To fully capture its importance it is essential to understand how it develops across ages, the factors that contribute to individual differences, its moral and value bases, the clinical aspects of low and excessive prosocial behaviour, and its relevance for schooling.

Prosocial behaviour in the form of sharing, helping, and cooperating is a hallmark of social competence throughout childhood. Of direct relevance for schooling is that prosocial behaviour has been related positively to intellectual outcomes, including classroom grades and standardized test scores(Wentzel, 2013). Displays of prosocial behaviour also have been related positively to other socially competent outcomes, including social acceptance and approval among classmates and being liked by teachers. Most scholars assume that cognitive and affective skills such as perspective taking, prosocial moral reasoning, adaptive attributional styles, perceived competence, and emotional well-being provide a psychological foundation for the development of prosocial behaviour. Individual differences such as genetic and temperament characteristics also have been noted. In addition, theoretical perspectives also propose environmental influences, to include parenting within authoritative structures and positive interactions with peers(Eisenberg, 2015). Social developmental perspectives suggest that parents who encourage perspective taking and evoke empathic responses to the distress of others are likely to promote the internalization of prosocial values in their children. In addition, proponents of a peer socialization perspective typically argue that peer relationships provide opportunities for children to learn and practice prosocial skills. Collaborative interactions with peers also are believed to motivate the development of cognitive skills that support prosocial forms of behavior(Piaget, 1965).