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FACULTY OF EDUCATION
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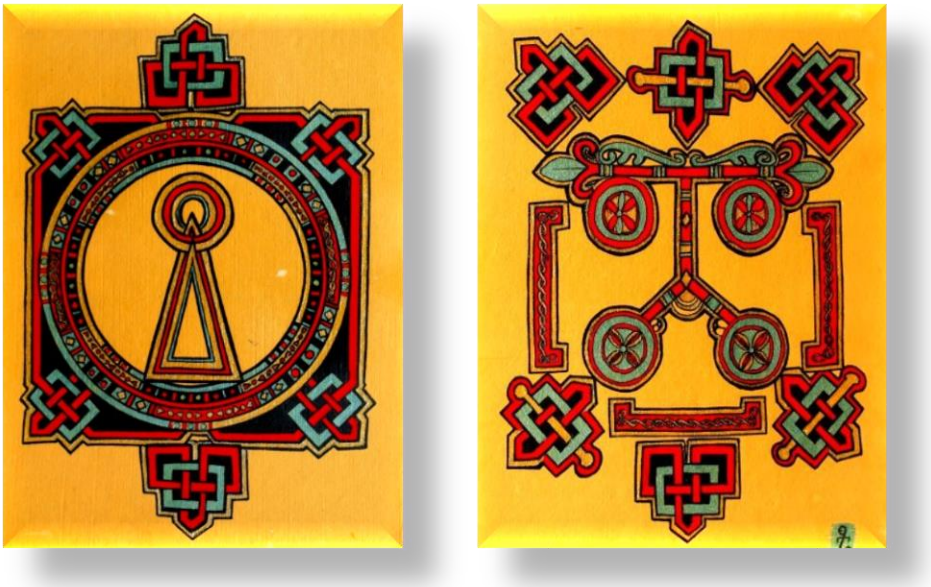
(1100th Death Anniversary of St. Clement of Ohrid)



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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

Grozdanka 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
Grozdanka 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 CONTIANING 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 *VERSUS* 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 BOOKSAND FAVOURITE WRITERS 260
Natasha Crneska

PLAYING 'HIDE AND SEEK' THROUGH CLICHÉS AND JARGONS IN SATIRICAL WORKS 267
Alma Karasaliu

THE AUTOBIOGRAPHICAL DISCOURSE OF PRLIČEV, 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 *FRATIA* 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. Pikuła

PROSPECTS FOR PROFESSIONAL SELF-REALIZATIONOF 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 STUDENTSOF 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 Tërnava-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 Kiroska & 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 & GoceArmenski

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 Makashevska & Biljana Kamchevska

TEXTUAL AND PROBLEM TASKS IN THE MODERN TEACHING OF MATHEMATICS 678
Marzanna Seweryn-Kuzmanovska & Sonja Chalamani

IMPROVING THE TEACHING AND LEARNING OF MATHEMATICSBY 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 WORKIN SOLVING TEXTUAL PROBLEMS IN MATEMATICS.....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 TRANSPORTIN 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 □-FE2O3 THIN FILM FOR HUMIDITY SENSING.....740
Atanas Tanushevski & Mimoza Ristova

FUNCTIONAL FOOD AND PHYTOCHIMICALS 748
Zamira Vllaho, Laura Mezini, Marsel Vllaho & Maria Agolli

CYTOGENETIC CHANGES OF TOBACCO SEED (*NICOTIANA TABACUM L.*) DURING A TREATMENT WITH ULTRASOUND AND MICROWAVES.....752
Gjoko Atanasovski

SOCIAL SCIENCES 762

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 CRITERIAASSESSMENT 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 Pirsl

THE APPLICATION OF DEA (DATA ENVELOPMENT ANALYSIS) MODEL, BASED ON LINEAR PROGRAMMING, IN ANALYZING THE QUALITY OF STUDY PROGRAMS..... 1043
Agim Rushiti

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DEDICATED TO THE WAY OF TEACHING ENGLISH GRAMMAR

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Abstract

Teaching grammar is an essential part of school education or adult learning. Without good grammar, spoken or written words will lose much of their meaning and most of their value. Grammar is a very important thing to get the right meaning and teachers should take extra care to impart proper grammar to all of their students. English grammar is notoriously difficult to learn for both native and second-language speakers. There are so many intricacies, obscure rules and exceptions that different generation ofteachers have used various approaches for teaching grammar and train students to express English language correctly. In the past, memorization-based techniques that relied on repetition slowly gave way to more creative methods. Today, we live in a society that prizes grammar and is willing to adapt more effective methods to achieve the best results in teaching grammar. Grammar lessons should not be boring. We, as teachers, should never not allow our classes be boring or not effective. Grammar is central to the part of teaching and learning languages. It is also one of the most difficult aspects of language to teach it as well.

Keywords: grammar, teaching, students, education

1. Introduction

Grammar is very helpful for effective language learning and it can be taught through different methods of second language teaching. Although the principles of the methods are different from one another, there is always a focus on grammar, whether explicit or implicit. Further, grammar is thought to bring the basis for a set of language skills: listening, speaking, reading and writing. In listening and speaking, grammar plays a main part expressing spoken language (e.g. expressions) since learning the grammar of a language is considered necessary to acquire the capability of producing grammatically acceptable utterances in the language (Corder, 1988; Widodo, 2004).

In reading, grammar enables learners to comprehend sentence in a paragraph, a passage and a text. In the context of writing, grammar allows the learners to put their ideas into sentences so that they can successfully communicate in a written form. Also, in the case of vocabulary, grammar provides a pathway to learners how some lexical items should be combined into a good sentence so that meaningful and communicative statements or expressions can be formed. In other words, Doff (2000) says that by learning grammar students can express meanings in the form of phrases, clauses and sentences. Long and Richards (1987) add that it cannot be ignored that grammar plays a central role in the four language skills and vocabulary to establish communicative tasks.

My experience as an English language teacher also confirms the view expressed that grammar teaching can actually help learners to learn a second language effectively. From my point of view, if we avoid the traditional perspective of grammar rule teaching and rather teach learners how to use grammar in real life discourse it will be very helpful for them.

2. Literature Review

English Language Teaching shows that grammar teaching can be done either inductively or deductively. The inductive method of teaching grammar involves presenting several examples that illustrate a specific concept and expecting students to notice how the concept works from these examples. No explanation of the concept is given beforehand, and the expectation is that students learn to recognize the rules of grammar in a more natural way during their own reading and writing. Discovering grammar and visualizing how these rules work in a sentence allow students for easier retention of the concept than if the students were given an explanation that was disconnected from examples of the concept. The main goal of the inductive teaching method is the retention of grammar concepts, with teachers using techniques that are known to work cognitively and make an impression on students' contextual memory.

The deductive method of teaching grammar is an approach that focuses on instruction before practice. A teacher gives students an in-depth explanation of a grammatical concept before they encounter the same grammatical concept in their own writing. After the lesson, students are expected to practice what they have just been shown in a mechanical way, through worksheets and exercises. This type of teaching, though common, has many people-including teachers-rethinking such methods, as more post-secondary level students are revealing literacy skills in adulthood. As one former teacher states, deductive teaching methods drive many students away from writing because of the tediousness of rote learning and teacher-centered approaches.

Grammar Translation Method (GTM) is the first method that was used for teaching language. It approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of target language. In this method Grammar is taught deductively. It is taught by the presentation and study of grammar rules, which are then practiced through translation exercises. In Grammar Translation Method, a syllabus is followed for the sequencing of grammar points and there is an attempt to teach grammar in an organized and systematic way.

In the method following GTM grammar was, however, taught inductively. In this method, called the Direct Method, direct association is made between the forms and meanings in the target language. Correct pronunciation and grammar both are emphasized here. Grammar structures are taught through examples. New vocabulary and grammar items are taught through demonstration, objects, and pictures.

This set a trend where all the methods following the Direct Method, namely, Audio-lingual Method, which approached grammar teaching inductively. This requires initial attention to meaning rather than to the form of items. In this method analogy is the foundation for language learning. "Analogy is both the cognitive process of transferring information from a particular subject (the analogue or source) to another particular subject (the target), and a linguistic expression corresponding to such a process". A technique in eliciting correct analogy is drilling. Intact the use of drills is a distinctive feature of the audio-lingual method. "The students repeat an utterance aloud as soon as they have heard it. They will do it without looking at a printed text" (Richards and Rodgers, 1986:60). The most important thing about inductive grammar teaching is that explanations of the rules are not given until students have practiced a grammar item in a variety of context and have acquired a perception of the analogies involved. Another technique used in Audio-lingual grammar teaching is memorizing dialogues. This provides the means of contextualizing key structures and illustrate situation in which structures might be used.

However, a major shift occurred in the emphasis of skill from reading and writing to speaking, and a new approach evolved called the Communicative Language Teaching (CLT) approach. This focuses on the notions and functions rather than the grammar structure.

The goal of communicative language approaches is to create a realistic context for language acquisition in the classroom. Some techniques through which CLT methods focus on the communication skill are through group and pair activities, language games, role-plays etc. However, it is the responsibility of the teacher to organize the classroom as a setting for communication and communicative activities. For example, during a group activity "the teacher monitors, encourages, and suppresses the inclination to supply gaps in lexis, grammar, and strategy... At the conclusion of group activities, the teacher leads ...assisting groups in self-correction discussion". (Richards and Rodgers, 1986: 168)

Another method of teaching grammar is to incorporate interactivity into lessons. Using games to teach grammar not only engages students but also helps them to remember what they've learned. This method allows teachers to connect their lessons to the different learning styles of students. For instance, each student can be given a large flashcard with a word on it, and the students must physically arrange themselves into a proper sentence. Other games can include word puzzles or fun online quizzes.

My Experience of Grammar Teaching is in Primary school where I taught English at the elementary level. In my teaching I have tried to avoid the traditional perspective rule-teaching of grammar. I did not give them the meaning and rules at the beginning. I have tried to teach them through text, pictures, physical objects, role-play etc. I have also chosen different techniques for teaching different grammatical aspect. I did not depend on techniques from one particular method. As a result I used an eclectic method of teaching.

3. Recommendations

Because teaching has been focused on effective grammar teaching, these are recommendations for conducting a successful grammar class:

• Avoid rule-giving teaching: In many ESL classes, grammar is taught deductively. The teacher gives some grammar rules and the students memorize those rules. Although this may ensure good grades in exam, when they are asked to apply the grammar items in real life context, they are sure to face great problems. If the teachers avoid the traditional rule-giving of teaching and teach grammar inductively it will make the grammar teaching effective.

• Engage the learner: In ESL classes while teaching grammar, teachers directly go straight into the lesson. It is necessary to prepare the learner for the lesson. Teachers need to engage the students first. They need to give students idea about their lesson by asking them some guiding questions that will lead them into the lesson.

• Teaching through pictures and physical objects: Teachers can give examples in the form of pictures, drawings or objects and then explain the grammar structure through those examples. If teachers show them pictures and physical objects, students can not only listen but also visualize the examples. This visualization will reinforce what they listen and therefore will grammar teaching more meaningful and consequently effective.

• Teaching through texts: It is very important for the students to know the grammar structure and also to apply it in real life context. Teachers can teach grammar through text. It will help the students to use grammar structure in real life context.

• Teaching through role-play: once students know any grammar structure they need to practice it in different situation. Role-play can serve this purpose of practice and revision. If the teacher teaches through role-play, students will able to use the structures in different situations. In other words, by avoiding traditional grammar teaching and incorporating teaching techniques used in the CLT method (which although, focuses on the communication skill rather than grammar structure), grammar teaching can be made more interesting, meaning and effective.

Conclusion

Teaching English as a foreign language in primary school should include all the aspects of the language because none of them is to be neglected. Grammar was for long taught for its own sake, but it is an integral part of any language learning and modern approach to teaching grammar introduces it through concentric circles spreading progressively the learners' knowledge as they proceed from the beginning to more advanced phases. There is no satisfactory communicative competence without having mastered the grammar rules and structures of the target language.

Grammar is can be the most delicate aspect of language as a system also the age factor should determine the most adequate learning strategies to be stimulated and developed through the teaching process. As practice has proved that explicit learning strategies in formal teaching environment have negative correlation with successful acquisition, mechanistic drill exercises that separate the form from the meaning and use, which results is boredom and losing motivation on the side of the learner, should be reduced to the necessary minimum. Different research and project assignments could stimulate the learners to rely on implicit learning strategies, which would definitely help the development of a future autonomous speaker able to use the language correctly and fluently.

Over the years, many methods have been developed for teaching grammar and have been built upon, abandoned, or combined, all with the same goal in teaching students how to communicate effectively and understand how to use the English language. Because of the grammatical complexity of English, each method has its differences. Some lessons are less likely to be remembered, while others may require more in-depth explanation and practice. Regardless of how grammar is taught, a well-rounded understanding of English grammar is the most important factor in improving the literacy of students.

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