

УНИВЕРЗИТЕТ „ГОЦЕ ДЕЛЧЕВ“ – ШТИП  
ФАКУЛТЕТ ЗА ОБРАЗОВНИ НАУКИ  
GOCE DELCEV UNIVERSITY - STIP  
FACULTY OF EDUCATIONAL SCIENCES



ЈУГОЗАПАДЕН  
УНИВЕРСИТЕТ  
„НЕСОФИТ“ РИЛСКИ  
УЛ. ИВАН МИКАЛЕВСКИ 66  
2700 БЛАГОЕВГРАД



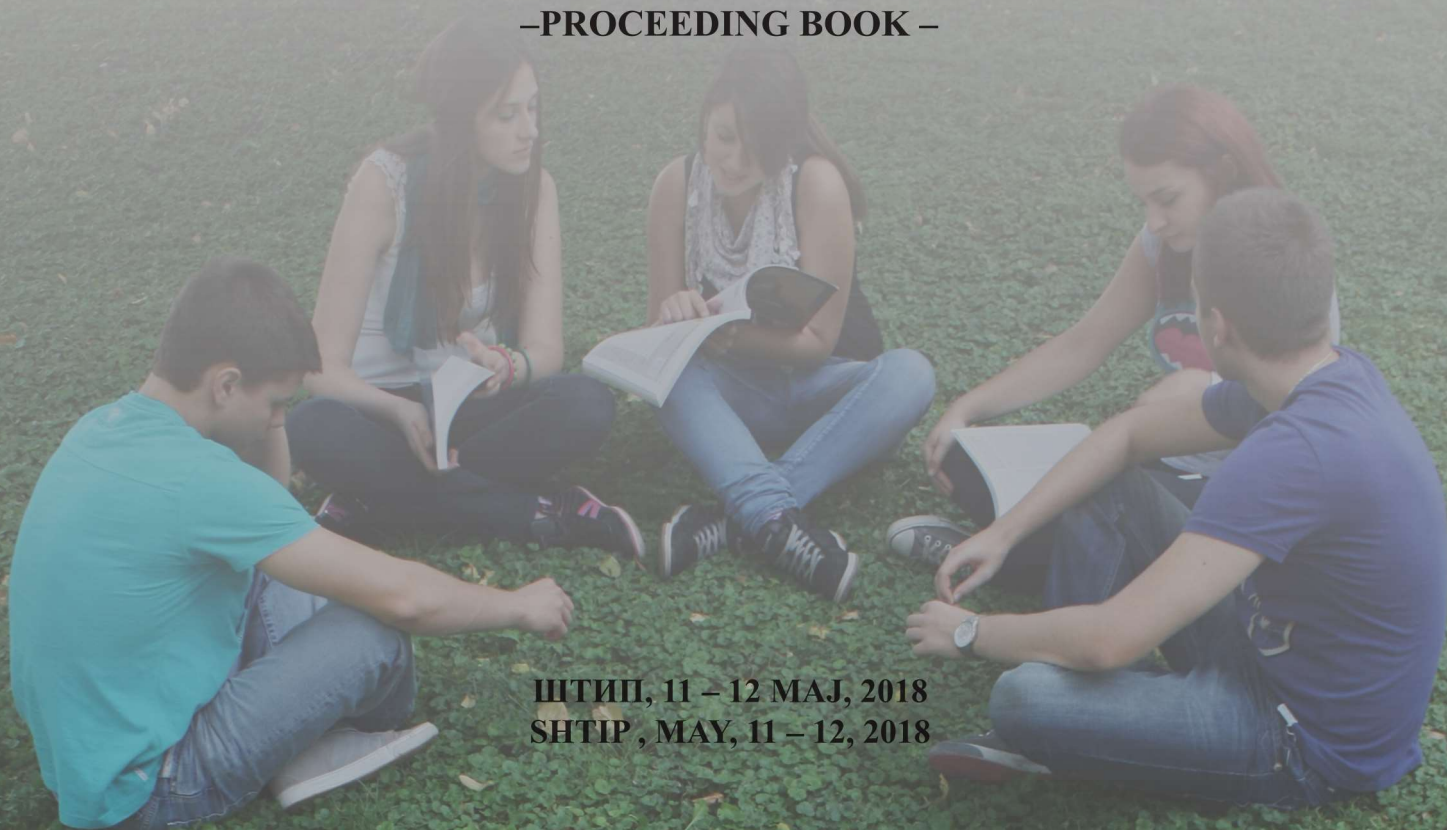
## СОВРЕМЕНОТО ВОСПИТАНИЕ И ОБРАЗОВАНИЕ - СОСТОЈБИ, ПРЕДИЗВИЦИ И ПЕРСПЕКТИВИ

ШЕСТА МЕЃУНАРОДНА НАУЧНА КОНФЕРЕНЦИЈА  
– ЗБОРНИК НА ТРУДОВИ –

## CONTEMPORARY EDUCATION - CONDITION, CHALLENGES AND PERSPECTIVES

VI INTERNATIONAL SCIENTIFIC CONFERENCE  
–PROCEEDING BOOK –

ШТИП, 11 – 12 МАЈ, 2018  
SH TIP , MAY, 11 – 12, 2018



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



ЮГОЗАПАДЕН  
УНИВЕРСИТЕТ  
„НЕОФИТ РИЛСКИ“  
УЛ. ИВАН МАНДЕНОВ 66  
2700 БЛАГОЕВГРАД



## **СОВРЕМЕНОТО ВОСПИТАНИЕ И ОБРАЗОВАНИЕ - СОСТОЈБИ, ПРЕДИЗВИЦИ И ПЕРСПЕКТИВИ**

**ШЕСТА МЕЃУНАРОДНА НАУЧНА КОНФЕРЕНЦИЈА  
– ЗБОРНИК НА ТРУДОВИ –**

## **CONTEMPORARY EDUCATION - CONDITION, CHALLENGES AND PERSPECTIVES**

**VI INTERNATIONAL SCIENTIFIC CONFERENCE  
–PROCEEDING BOOK –**

**ШТИП, 11 – 12 МАЈ, 2018**  
**SHTIP, MAY, 11 – 12, 2018**

**Издавач/ Publisher**

Универзитет „Гоце Делчев“ Штип    Goce Delcev University – Stip  
Факултет за образовни науки    Faculty of educational sciences

**За издавачот / For publisher**

Проф. д-р Блажо Боев    Prof. Blazo Boev, PhD

**Издавачки совет / Publishing council**

Проф. д-р Блажо Боев    Prof. Blazo Boev, PhD  
Проф. д-р Соња Петровска    Prof. Sonja Petrovska, PhD  
Проф. д-р Лилјана Колева Гудева    Prof. Liljana Koleva Gudeva, PhD  
Проф. д-р Кирил Барбареев    Prof. Kiril Barbareev, PhD  
Проф. д-р Дејан Миракоски    Prof. Dejan Mirakovski, PhD

**Главен и одговорен уредник / Editor in chief**

Проф. д-р Соња Петровска    Prof. Sonja Petrovska, PhD

**Технички уредник / Technical Editing:**

Асс. д-р Јадранка Рунчева    Ass. Jadranka Runceva, PhD  
Доц. д-р Даниела Коцева    Ass. prof. Daniela Koceva PhD  
Доц. д-р Ирена Китанова    Ass. prof. Irena Kitanova, PhD  
Славе Димитров    Slave Dimitrov

**Јазично уредување / Language Editor:**

Снежана Кирова    Snezana Kirova (English language)

CIP - Каталогизација во публикација  
Национална и универзитетска библиотека “Св. Климент Охридски”, Скопје  
37(062)

МЕЃУНАРОДНА научна конференција (6 ; 2018 ; Штип)

Современото воспитание и образование - состојби, предизвици и перспективи : зборник на трудови / Шеста меѓународна научна конференција, Штип, 11-12 мај, 2018 ; [главен и одговорен уредник Соња Петровска] = Contemporary education - condition, challenges and perspectives : proceeding book / VI international scientific conference, Shtip, May, 11-12, 2018 ; [editor in chief Sonja Petrovska]. - Штип : Универзитет “Гоце Делчев”, Факултет за образовни науки ; Stip : Goce Delcev University, Faculty of educational sciences, 2018. - 370 стр. : илустр. ; 29 см

Фусноти кон текстот. - Библиографија кон трудовите

ISBN 978-608-244-525-0

1. Насп. ств. насл.

а) Образование - Собири

COBISS.MK-ID 107151114

**Organizer:**

Faculty of Educational Sciences, “Goce Delcev” University – Stip, Republic of Macedonia

**Co-organizers:**

Faculty of Pedagogy, South-West University “Neofit Rilski” - Blagoevgrad, Bulgaria  
Faculty of Education University of Primorska - Koper, Slovenia

**Organizing Committee:**

Sonja Petrovska, Faculty of Educational Sciences, “Goce Delcev” University – Stip, Republic of Macedonia  
Snezana Mirascieva, Faculty of Educational Sciences, “Goce Delcev” University – Stip, Republic of Macedonia  
Emilija Petrova Gjorgjeva, Faculty of Educational Sciences, “Goce Delcev” University – Stip, Republic of Macedonia  
Snezana Jovanova Mitkovska, Faculty of Educational Sciences, “Goce Delcev” University – Stip, Republic of Macedonia  
Daniela Koceva, Faculty of Educational Sciences, “Goce Delcev” University – Stip, Republic of Macedonia  
Irena Kitanova, Faculty of Educational Sciences, “Goce Delcev” University – Stip, Republic of Macedonia  
Oliver Cackov, Faculty of Educational Sciences, “Goce Delcev” University – Stip, Republic of Macedonia  
Verica Josimovska, Faculty of Educational Sciences, “Goce Delcev” University – Stip, Republic of Macedonia  
Jadranka Runcheva, Faculty of Educational Sciences, “Goce Delcev” University – Stip, Republic of Macedonia  
Bojana Miteva, Faculty of Educational Sciences, “Goce Delcev” University – Stip, Republic of Macedonia

**International Scientific and Editorial Committee:**

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

PhD Verica Josimovska, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia

PhD Daniela Koceva, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia

PhD Irena Kitanova, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia

MSc Snezana Kirova, Faculty of Philology, University Goce Delcev Stip, Macedonia

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

PhD Krasimira Marulevska, Faculty of Pedagogy, Sout-West University "Neofit Rilski" Blagoevgrad, Bulgaria

PhD Valeri Cvetkov, Faculty of Pedagogy, Sout-West University "Neofit Rilski" Blagoevgrad, Bulgaria

PhD Nevena Filipova, Faculty of Pedagogy, Sout-West University "Neofit Rilski" Blagoevgrad, Bulgaria

PhD Emilija Bozgova, Faculty of Pedagogy, Sout-West University "Neofit Rilski" Blagoevgrad, Bulgaria

PhD Gergana Djankova, Faculty of Pedagogy, Sout-West University "Neofit Rilski" Blagoevgrad, Bulgaria

PhD Julija Kovachka, Faculty of Pedagogy, Sout-West University "Neofit Rilski" Blagoevgrad, Bulgaria

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

PhD Sinisa Opic, Faculty of Teacher Education, University of Zagreb, Croatia

PhD Lidija Cvikic, Faculty of Teacher Education, University of Zagreb, Croatia

PhD Josip Milat, Faculty of Philosophy, University of Split, Croatia

PhD Tonca Jukic, Faculty of Philosophy, University of Split, Croatia

PhD Stojan Bogdanovic, University of Nis, Serbia

PhD Emina Hebib, Faculty of philosophy, Belgrade, Serbia  
PhD Jannez Vogrinc, Ljubljana, Faculty of Education, University of Ljubljana, Slovenia  
PhD Jurka Lepičnik Vodopivec, Faculty of Education, University of Primorska, Slovenija  
PhD Zaharnytska Iryna Ivanivna, Institute of the Child Development, National Pedagogical Dragomanov University, Kiev, Ukraine  
PhD Alla Belousova, Academy of Psychology and Education, Southern Federal University, Rostov-na-Donu, Russia  
PhD Irina Abakumova, Academy of Psychology and Education, Southern Federal University, Rostov-na-Donu, Russia  
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 Aleksandra Dzerosovna Ovchinikov, Elletski state university, Bunina, Elec, Russia Irina Genadijevna Almazova, Elletski state university, Bunina, Elec, Russia  
PhD Natalia Vitalevna Ivanova, Pedagogy – Psychology Institute, Cherepovetski State University, Bunina, Cherepovech, Russia  
PhD Elena V. Jakovleva, Cherepovetski State University, Bunina, Cherepovech, Russia

## СОДРЖИНА

PREFACE.....	10
COMMUNICATION AND CONFLICTS IN PRIMARY SCHOOL Biljana Manoilova Filipova .....	12
INTERACTION-COMMUNICATION ASPECT OF ACTIVE LISTENING IN TEACHING Irena Kitanova, Vladimir Kitanov.....	21
SAXOPHONIST JULIAN CANNONBALL ADDERLEY Borislav Veselinov .....	27
PROFESSIONAL AND ART ASPECTS IN TEACHING THE ORCHESTRATION: HISTORY OF DEVELOPMENT OF THE ORCHESTRA AND SETTING OF MUSICAL SCORE Valentina Velkovska-Trajanovska, Stefaniya Leshkova-Zelenkovska.....	35
DIDACTIC RECOMMENDATIONS FOR NATIVE LANGUAGE TEACHING CONTENTS Osman Emin .....	42
FAMILY AS A KEY FACTOR IN MODERN SCHOOL WORK Sanja Gacov .....	59
STUDY OF PROBLEMS AND PERSPECTIVES OF FOOTBALL FOR WOMEN IN BULGARIAN UNIVERSITIES Georgi Ignatov, Asen Georgiev.....	64
STANDARDS FOR CONTROL AND OPTIMIZATION OF PHYSICAL DEVELOPMENT AND SPECIFIC WORKABILITY OF 13-14-YEAR-OLD CYCLISTS FROM BULGARIA Ivan Kolev.....	74
A STUDY OF PUPILS' AGGRESSION Veselina Ivanova, Boyanka Peneva, Ana Buyklieva.....	81
PHYSICAL EDUCATION HELPING PUPILS' HEALTH – REVIEW OF THE PROBLEM IN SOME COUNTRIES WORLDWIDE Milka Baryakova.....	87
MUSIC OF LEE MORGAN Trajche Velkov.....	93
PROFESSIONAL STRESS AND COPING STRATEGIES AMONG TEACHERS Emilija Boshkovska, Daniela Hristova Tasevska.....	98
POLITICAL LEVEL OF ADULT EDUCATION MANAGEMENT Vyara Gyurova, Romyana Gyoreva.....	105



ATTITUDES AND PERSPECTIVES OF TEACHERS AND PROFESSIONAL CO-OPERATORS ON ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD) SYNDROME IN PRIMARY SCHOOL STUDENTS	
Ivana Angelova .....	115
THE DEVELOPMENT OF TECHNOLOGY IN THE DEVELOPMENT OF LANGUAGE	
Biljana Naumoska-Sarakinska .....	122
DEVELOPING IDEAS FOR WRITING ESSAYS IN FOREIGN LANGUAGES	
Biljana Ivanova, Snezana Kirova, Dragana Kuzmanovska.....	135
TEACHER'S INTERCULTURAL COMPETENCE – NEW PROFESSIONAL IDENTITY	
Bujar Adili, Sonja Petrovska.....	139
CONTEMPORARY CHALLENGES AND EXPECTATIONS OF INCLUSIVE EDUCATION IN THE REPUBLIC OF BULGARIA	
Julia Doncheva, Ekaterina Ivanova .....	152
INTEGRATION OF ICT IN EDUCATION	
Marina Trajchovska, Stefan Trajchev .....	161
NUTRITION OF CHILDREN IN KINDERGARTENS	
Nako Taskov, Mitko Koccev.....	169
METHOD OF DEMONSTRATION IN TEACHING HISTORY	
Oliver Cackov .....	174
COMPUTER GAMES AND THE DEVELOPMENT OF MATHEMATICAL CONCEPTS	
Snezana Jovanova-Mitkovska .....	179
SWOT ANALYSIS – IDENTIFICATION, APPLICATION	
Snezana Jovanova-Mitkovska, Popeska Biljana, Trajce Dimkov.....	187
MODELS FOR APPLICATION OF EDUCATIONAL TECHNOLOGY	
Suzana Nikodinovska – Bancotovska .....	196
COMPARATIVE OVERVIEW OF PRESCHOOL AND PRIMARY SCHOOL EDUCATION IN THE REPUBLIC OF MACEDONIA AND IN AUSTRIA	
Jadranka Runceva.....	202
MODERN TEACHING AND EDUCATION IN MUNDIALIZATION – CHALLENGES, PERSPECTIVES (- in culture and music art)	
Jeta Starova-Mehmeti, Ermal Mehmeti.....	217



EDUCATIONAL-RHETORICAL ASPECTS OF THE USE OF PARABLES FOR THE CHILD’S ACTIVE INCLUSION IN PEDAGOGICAL INTERACTION	
Gergana Dyankova, Sofia Dermendzhieva, Ivan Efremovski .....	222
ORGANIZATIONAL CULTURE AS A CAREER DEVELOPMENT FACTOR IN THE SCHOOL INSTITUTION	
Iva Nankova.....	234
EDUCATIONAL STATUS OF ROMA STUDENTS IN SECONDARY EDUCATION	
Sadudin SADIKI, Blerita MUSTAFAI-MAZLLAMI.....	239
DRUMMER EDWARD BLACKWELL	
Viktor Filipovski.....	252
THE DRUMMER ARTHUR “ART” BLAKEY	
Blagoja Antovski.....	256
ASSESSMENT OF PHYSICAL DEVELOPMENT AND SPECIFIC WORKABILITY OF 15-16-YEAR-OLD CYCLISTS	
Ivan Kolev.....	261
PROFESSIONAL DEVELOPMENT OF STEM TEACHERS THROUGH EUROPEAN	
Silvana Jakimovska Binova.....	266
EDUCATION FOR PARTNERSHIP BETWEEN KINDERGARTEN AND FAMILY - CONDITIONS AND PERSPECTIVES	
Tatjana Koteva-Mojsovska .....	273
SCHOOL AND THE PROFESSIONAL IDENTITY OF THE TEACHER	
Florina Shehu.....	282
MEASURING THE LEVEL OF ORIENTATION SKILLS IN THE MATHEMATICAL PROBLEM AREA OF THIRD GRADE STUDENTS	
Valentina Chileva .....	289
WHO IS ADULT EDUCATION MANAGER?	
Viara Gyurova.....	298
SUFISM: A CULTURAL INTEGRATION POTENTIAL	
Dragan Kostovski .....	306
RELIGIOUS EDUCATION- RELIGIOUS THOUGHT OR MORAL EDUCATION	
Emilija Petrova Gjorgjeva, Ana Koceva.....	318
NEW TRENDS IN CLINICAL EDUCATION FOR MEDICAL STUDENTS	
Elizabeta Zisovska, Marija Dimitrovska Ivanova.....	323

CONCEPTUAL STRUCTURE OF ELEMENTARY EDUCATION IN THE REPUBLIC OF MACEDONIA AND THE REPUBLIC OF TURKEY - COMPARATIVE SUMMARY	
Jusin Arslanov .....	334
EDUCATION AND PROFESSIONAL DEVELOPMENT OF SUBJECT TEACHERS IN THE REPUBLIC OF MACEDONIA AND ITS COMPLIANCE WITH CONTEMPORARY TRENDS	
Kiril Barbareev .....	338
MODELING OF PERSPECTIVE CONCEPTS IN EDUCATION - PLANNING AND MANAGEMENT	
Snezana Mirascieva, Daniela Koceva.....	348
DILEMMAS OF MULTICULTURALISM	
Daniela Koceva, Snezana Mirascieva.....	355
DEVELOPMENT OF ADULT EDUCATION AND QUALITY OF HIGHER AND CONTINUING EDUCATION	
Valentina Sharlanova .....	361

UDK: 37.014.523(497.7)

## RELIGIOUS EDUCATION- RELIGIOUS THOUGHT OR MORAL EDUCATION

Emilija Petrova Gjorgjeva<sup>1</sup>, Ana Koceva<sup>2</sup>

<sup>1</sup>Faculty of Educational Sciences, Goce Delcev University, Stip, Macedonia  
emilija.petrova@ugd.edu.mk

**Анстракт.** There are more alternatives for introducing religious education in the educational system of the Republic of Macedonia. One possibility is to make the RE a facultative subject. It has to be mentioned that the facultative teaching means that the students are free to choose one of the offered subjects, and then those subjects become obligatory to the end of the realization period of the teaching program and the grades for that subjects are part of the students' grade point average (GPA)

**Key words.** Religious education, religious thought, moral education

## РЕЛИГИСКО ОБРАЗОВАНИЕ - ВЕРСКА ПОУКА ИЛИ МОРАЛНО ВОСПИТАНИЕ

Емилија Петрова Ѓорѓева<sup>1</sup>, Ана Коцева<sup>2</sup>

<sup>1</sup>Факултет за образовни науки, Универзитет „Гоце Делчев“, Штип,  
Република Македонија  
emilija.petrova@ugd.edu.mk

**Abstract.** Постојат повеќе алтернативи за воведување на религиското образование во образовниот систем на Република Македонија. Една можност е да се направи РО факултативен предмет. Треба да се спомене дека факултативната настава значи дека учениците се слободни да изберат еден од понудените предмети, а потоа тие предмети стануваат задолжителни до крајот на периодот на реализација на наставната програма, а оценките за тие предмети се дел од просек на учениците од просечната оценка.

**Клучни зборови:** религиско образование, верска поука, морално воспитание

## FACULTATIVE SUBJECT RELIGIOUS EDUCATION

There are more alternatives for introducing religious education in the educational system of the Republic of Macedonia. One possibility is to make the RE a facultative subject. It has to be mentioned that the facultative teaching means that the students are free to choose one of the offered subjects, and then those subjects become obligatory to the end of the realization period of the teaching program and the grades for that subjects are part of the students' grade point average (GPA). The facultative

subjects give the students an opportunity to expand and improve their knowledge, and also to develop their individual abilities in certain subjects.

If RE is a facultative subject and the other offered subjects would be probably Ethics, Civic Education and so on. In this situation I believe it is absurd to make the student choose, and all discussions about RE as a facultative subject are unnecessary if we have in mind the benefits from the RE. If the RE becomes a facultative subject, all Christians should feel the obligation to follow this teaching, because the religious education is accepted as part of a child's educational process during its baptism.

## **ETHICS**

The whole world is in a moral crises, and the solution for this crisis is sought by the introduction of various subjects in the educational system, such as ethics.

„Therefore we also need ethics and the study of Ethics. In order to perceive, heal and to use our force to do something good for ourselves, our relatives and our children. The aims of the moral are always very close to the man's own life“ . The process of introducing ethics in our country shows the anxiety in relation to the condition of the moral and the difficulty of the present situation. Actually the ethic education would represent a kind of moral education for that age as a supposition for a developed ethic life of the future adults and mature individuals in a healthy ethic environment with a system of values appropriate for a mature society.

The contents that are offered and which would be part of the ethic education the Secondary schools are the following themes: What are moral and ethics; The values in life; The positivity of life's ethics; The ethic doctrine in the modern world; The moral consciousness Life and ethics; The freedom of an individual; The most important ethic values; Responsibility and obligation; Health ethics; Social ethics; Economic ethics; Work ethics; Family ethics; Politic ethics; Ethic calculation.

It can be noted from the above mentioned themes, that they are also part of the religious education. The history of the introduction of Ethics as a subject in the Secondary education in Macedonia has started with a campaign for introducing Ethics in the education as a whole. Temkov states that the lack of this subject in the Macedonian education shows that we fall behind in a specific and very important dimension of the general human education. The ethic knowledge is the basis for the human relations and the civic world, and is also the most important element in the process of building the responsibility towards life and the development of the most modern trend of the world's spiritual tendencies. In this context, Temkov shows regret because “the ethical values in our country are neither part of the education of children nor of the idealization of one's relation to the world; the behavior results from the habits, and not from a sensible relation, a relation of analysis and self-analysis toward your own value system, as well as the universal value system and practice”.

All the pledges for the introduction of Ethics as a subject in the educational process represent a positive path toward real education, but we also believe that the moral education is part of the religious education and it can be a separate subject only if the RE is not allowed to be introduced.

## **RELIGIOUS EDUCATION – A FACULTATIVE SUBJECT**

Facultative education is part of education in which the students learn the non-obligatory subjects that they have chosen. The grade from these subjects does not influence the grade assessment average.

The facultative education is present in order to satisfy the students' interest on learning arts and crafts, music, sport, traffic rules, the languages of the other nationalities such as Vlach or Roman language and so on.

The necessity for this type of education is expressed quite naturally by the parents and the children, and consequently it should become normal and legal in near future.

The religious education in the schools is planned as a subject that shouldn't be graded, but it will be present since first grade to the fourth year in Secondary school. According to some plans, it will supposedly be present in 1 to 2 classes a week, or 4 to 8 classes a month.

Regardless of the situation, the introduction of RE in the Elementary and Secondary Schools in the beginning will be as an alternative subject, which means that the students will be only those which have freely and willingly chosen this subject; and the classes will be in the end after all the other subjects.

The Religious Education as a facultative subject in the schools will be a spiritual turnover in the Macedonian educational system.

## **RELIGIOUS EDUCATION – AN OBLIGATORY SUBJECT**

We have already mentioned that the structure of education in accordance to the program basis consists of: teaching obligatory and facultative subjects; additional and teaching for talented students; extracurricular activities; healthcare for the students; collaboration with the local community; following, assessing and developing the educational work; planning the educational work of the Primary school and pedagogical development of the teachers.

The people who didn't have some ideology that dismissed vision and memory knew how to keep the holy relation toward religious education as something that does not allow any kind of a discussion.

If the continuous emphasizing of the importance of religious teaching ends with the realization of the RE in the Macedonian schools, our church will accept this notice with pure joy after all the discussions that preceded. We definitely need to put our attention to one thing: how and in which way is the best and at the same time the most useful to present this subject to the students, regardless of our personal experiences or the experiences of others. It is important from the way that it is accepted by the student to the way it is understood and incorporated in their daily life, because the RE can also improve the other subjects by pointing toward their core and giving them more liveliness. It would be easier and clearer for every child to understand the question: what does fighting for truth, justice, freedom, beauty and spiritual expansion mean, if it is introduced to the evangelic principles. How can we talk about literacy and literature without knowing its basis and history. Students must learn about the selfless sacrifices from the past, which wasn't differentiated into religious, political nor social. Can someone be a good architect if he isn't concerned about the foundations of a particular building? Should we mention our relation towards the art, if we do not know how it appeared and evolved to its present state? There are many more examples, which not

only justify the need for the introduction of RE into regular education, but also show the alertness for it.

The religious education encourages toleration in daily communication or i.e. the politeness.

We do not dispute the tradition and the ideal of education that resides upon Christianity. We own to that tradition the belief that the feelings and the knowledge are inextricably related and that the education is in its essence a process of shaping and caring for our own celestial being.

From a legal standpoint, the unacceptance of religion in the schools as an obligatory subjects is first and foremost a disrespect of the human rights. Beside being a spiritual, historic and cultural need, religious education is also a complex right: a right to education means gaining knowledge about faith and religion as well.

If we are not familiar with religion, we will not be able to understand many other scientific disciplines and school subjects such as: philosophy, psychology, history, literature, arts, music, sociology etc.

The right to freely choose the view on the world is in favor of the religious education. In our schools this right is restricted, from the names of the schools to the schools' interiors and textbooks – which is under a large influence of the ideology and the idolatry. It all leads to the ability to freely and independently choose your view on the world and the possibility to construct the person yourselves. We who are Orthodox Christians see the faith as a personal experience and as the most intimate part of our spiritual life. The faith takes part in the formation of the moral consciousness, and also in the awakening of the spiritual independence and the process of acquiring the freedom to make decisions independently. The religious education shouldn't serve only for the above mentioned points, but it has to be derived from the tradition and herein it can't be part of neutral information, properties or lexical knowledge. This means that it shouldn't be replaced with the history of the religions, not only because we should learn about laicism or totemism equally as about Christianity, but also because the problem in relation to the historic and comparative study on religions, which is the following: in order to learn about the religions, we have to have a certain concept about it, therefore the lack of general concept for religions means that we can experience a certain religion only through our own religion.

The natural right of the parents to teach their children shouldn't be suspended by any educational system. The parents' obligation and responsibility to freely educate their children in the spirit of their own religion are derived from that right. We all know that nowadays education has a social function and one aspect of that function is the integration of the community, which is very important.

The adequate religious education and the growth of the religious culture will influence the growth of the democratic culture and tolerance. The tolerance is patience and attention toward the religious, the political and any other different beliefs of the people. In schools students must sit next to each other and learn tolerant communication. The problem with any dialogue and the interreligious as well can't be solved by rejecting our beliefs and values that we naively see as obstacles, but by introducing them in the dialogue and to change the mechanic exchange of viewpoints and information. It is not possible to reject our own values and beliefs, in order to respect other values and beliefs. The compromise doesn't mean denial of yourself, but acknowledgement that others can be right. This is best experiences, when we hold onto our rights and one of them is the right to a religious education.