

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



**ОБРАЗОВАНИЕТО ВО XXI ВЕК
– СОСТОЈБИ И ПЕРСПЕКТИВИ –**

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

**EDUCATION IN XXI CENTURY
– CONDITIONS AND PERSPECTIVES –**

**INTERNATIONAL SCIENTIFIC
CONFERENCE
– PROCEEDING BOOK –**

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

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LADIES AND GENTLEMEN, DEAR GUESTS!

With great honor and pleasure I welcome You on behalf of all teachers, associates, employees and students of the Faculty of Educational Sciences at the University "Gotse Delchev" in Shtip and I wish You pleasant moments during this solemn event organized to mark 20 years of university education of teachers.

But in fact, the Faculty of Educational Sciences basis its twenty years of existence on 146 year continuous development of formal education of teachers and preschool teachers in the region. The achievements of the Pedagogical-Seminary school founded in 1869, the existence of which is linked to the name of the creator of the first primer and the first textbook for teachers - School Pedagogy - Josif Kovachev, and to the name of the great teacher Gotse Delchev, followed by the School for Teachers established in 1946, Higher Pedagogical School founded in 1959, and the Pedagogical Academy (1961) are woven into the tradition and development of our Faculty.



In 1995 the two-year formal education of teachers and preschool teachers developed into four-year university studies.

In 2007 the Pedagogical Faculty became part of the State University "Goce Delchev" in Shtip, said to be the fastest growing university in Macedonia.

Following the global trends in teacher education, modern trends in education policymaking in Europe and in the world, respecting the knowledge of the history of civilizations as an important intellectual resource for social development, as well as scientifically and experientially diagnosed educational challenges that have emerged as a result of deep changes of values in our society and globalization trends (scientific, educational, technological, and economic) the Faculty of Educational Sciences has designed study programs for I, II and III cycle of studies in accordance with the organizational - pedagogical quality standards in compliance with the principles of the Bologna Declaration and European credit-transfer system with a high level of recognition in the area of European Higher Education.

If 20 years ago our Faculty started to implement teaching with 5 PhDs and 3 masters as regular employees, today we can proudly say that our academic community is comprised of 20 PhDs and one master.

Today our students have the opportunity to educate themselves at the faculty which sees its future as a continuous development aimed at:

- Strengthening and expanding international partnerships
- Popularization of mobility of students and staff,
- Internationalization and improvement of scientific research work,
- Improvement of pedagogical approaches to teaching and links with practice, putting students at the center of the educational process.

Ladies and Gentlemen,

I take this opportunity to thank you for coming today to celebrate with us the teaching profession and our contribution to it.

We are quite aware that the road to success is long and winding and it is easier to travel with joint forces. That is why we wanted to mark this celebration by organizing a scientific conference dedicated to education in the 21st century. Let us share our knowledge, understanding and experiences regarding the situation and perspectives and suggest possible ways of modernization. 89 papers have been submitted and there are authors from 8 countries. This is really promising!

Once again, I wish you all a warm welcome and successful work.

Dean,
Prof. dr. Sonja Petrovska
24. 09. 2015., Stip

ПОЧИТУВАНИ ...

Со голема чест и задоволство, Ве поздравам во името на сите наставници, соработници, вработени и студенти на Факултетот за образовни науки при Универзитетот Гоце Делчев во Штип и Ви посакувам пријатни моменти во текот на оваа свечена манифестација организирана по повод 20 годишно факултетско образование на наставници и воспитувачи.

Факултетот за образовни науки своето постоење го темели на 146 годишниот континуиран развој на формалното образование на наставници и воспитувачи на овие простори. Во традицијата и развојот на нашиот факултет се вткаени достигнувањата на Педагошко-богословското училиште основано во 1869 год. Со чие постоење се врзува името на творецот на првиот буквар и првиот учебник за наставници – Школска педагогија – Јосиф Ковачев, и името на големиот учител Гоце Делчев, па Учителската школа основана во 1946 год, Вишата педагошка школа формирана во 1959 год, Педагошката академија (1961 год.).

Во 1995 година формалното двегодишно образование на наставници и воспитувачи прераснува во четиригодишно факултетско образование.

Во 2007 година Педагошкиот факултет стана дел на државниот Универзитет „Гоце Делчев“ во Штип, кој го носи епитетот најбрзорастечки Универзитет во Р Македонија.

Следејќи ги глобалните тенденции во образованието на наставници, современите тенденции во креирањето на образовните политики во Европа и во Светот, респектирајќи ги знаењата за историјата на цивилизациите како значаен интелектуален ресурс за општествениот развој, како и научно и искусствено дијагностицираните воспитни предизвици кои се појавија како резултат на длабоките вредносни промени во нашето општество и глобализациските тенденции (научни, образовни, техничко-технолошки, економски) ФОН дизајнираше студиски програми за I, II и III циклус на студии согласно организациско –

педагошки стандарди за квалитет, согласно принципите на Болоњската декларација и Европскиот кредит-трансфер систем, со високо ниво на препознатливост во Европскиот високообразовен простор.

Ако пред 20 години нашиот факултет започна да ја реализира наставата и вежбите со 5 доктори на науки и 3 магистри, како редовно вработени, денес со гордост можеме да кажеме дека оваа академска заедница ја сочинуваат 20 доктори на науки и 1 магистер.

Денес нашите студенти имаат можност да се образуваат на факултет кој својата иднина ја гледа како континуиран развој во насока на:

- зајакнување и проширување на меѓународните партнерства,
- омасовување на мобилноста на студентите и на вработените,
- интернационализација и подобрување на научно-истражувачката работа,
- унапредување на педагошките пристапи во наставата и врските со практиката, поставувајќи ги студентите во центарот на образовниот процес.

Почитувани присутни,

Ја користам оваа прилика, да ви се заблагодарам што дојдовте денес заеднички да го чествуваме учителското дело и нашиот придонес во него.

Ние сме сосема свесни дека патот до успехот е долг и кривулест но и дека полесно се патува со заеднички сили. Затоа ова наше празнување сакавме да го одбележиме со Научна конференција посветена на образованието во 21 век, да ги споделиме нашите знаења, разбирања и искуства во врска со состојбите и перспективите како и да предложиме можни начини за негово осовременување.

Уште еднаш, На сите Ви посакувам топло добредојде и успешна работа!

Декан,

Проф. д-р Соња Петровска

24. 09. 2015. година Штип

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

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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.

In folklore there are many unspoiled beauty, brightness and festivity that easily perceived by the child. Folklore pacifier's narichanki, rimushki, broilki, songs, riddles, proverbs, sayings and more. Serve as a fine example of the sonorous and rich Bulgarian speech. They help the child to control the sound side of language, getting used to the speech logical, easy to perceive, discern and comprehend the meaning, the logic of Bulgarian language. Sensitivity to language is primarily the result of systematic work in this direction. For example broilkite help orient the sound side of the tongue (see. A. B. Zakharova, M. I. Popova T. Sheytanova, K. Chukovsky, A. Habok S. Runova). When these sound complexes child is released from the lexical nature of language and deals only with the name of his country - with sound. This is particularly important given that the absorption of the grammatical system of the language is impossible without a sound analysis of words without sound perceived change in them in different grammatical forms and properly be used when necessary. Therefore broilkite have found their place in the pedagogical practice of pre-school teacher, as a preparation for the absorption of the grammatical structure of the language.

Typical of almost all folk games that are collective play of a group of children. Through them, they learn to socialize with their peers. Also with smaller or larger than gaming group children from the neighborhood. Children always look for companion's game together in children's society and start their games. Created general gaming interests to create different relationships between them. This is an excellent prerequisite for work in kindergartens where children grow up and are educated in a social group.

In Bulgaria Nikola Zhivkov was one of the first realized the pedagogical value of the Bulgarian folk games for preschool children, presented in his book "Children wisdom" (1887). They are striving for the

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presentation of the Bulgarian version, in response to the impact of Froebel and his "gifts". Folk children's games are recorded and Karavelov, Georgi S. Rakovski, ethnographer Vasil Cholakov and many others.

Moral standards, measurable by Bulgarian children's folk games. The formation of moral consciousness and behavior implies the education of moral sense, including the formation of the unity in the moral consciousness and behavior. In the kindergarten under the influence of the educational impact in different types of situations in the classes (residential, amusement celebrations, stories, fiction, folklore and mobile games, game activities, story games, artistic, art, educational and cognitive computer games and activities, etc.), speaking summarized in a comprehensive regime moment of residence of the child in kindergarten, children in creating notions of good and bad (good is when helping others worse is when their rough). On the basis of these ideas (in the character of Fox animalistic stories) are formed moral beliefs (she is clever, cunning, she could not be trusted). Depending on the nature and content of the moral present achieves a certain degree of awareness of the moral feelings and their focus gradually made moral customs and habits (do not lie, this is bad). Under the influence of upbringing and education appear more sustainable patterns of behavior of adolescents. Children made criteria for evaluation of their deeds and actions of others (I'm good, so children want to play with me and with Petio not want because he beat us). Child perceives an act and expresses its respect to the actions of others and to their own behavior. In the process of moral education among imitation is used many means of explaining and convincing. Early adolescents learn ethical standards in the way of imitation, then begin to be guided by the rule that both "should" and finally themselves understand "why should." The development of thinking in this age period allows more effectively to the process of forming ethical notions and concepts. The behavior of preschool children is largely determined by their feelings and emotions. First, they get used to respect adults - greeting, do not interrupt, gave way and others; to their peers - in friendship, camaraderie, empathy, mutual assistance and others. Feelings and emotions during this period of childhood is characterized by immediacy and instability, but gradually, in the process of upbringing they become more focused and persistent. Along with the customs, feelings and emotional reactions also play a big role in the direction of moral behavior. They later created a sustainable relation of the individual to the surrounding world / life. Because we fully agree on the conclusions of V. Vasileva: "The conversion of the leading social norms and values in domestic individual beliefs and positions reflect the passage of the process of socialization outside an inner readiness for independent social individualization of personality. In the stages of their psychosocial development is socializing personality builds increasing complexity skills for social contact with society " (Vasileva, V., 2009, p. 22). The formation of moral consciousness and behavior is a process and takes place in various collective activities, and overall educational - educational process, as was said above.

There is a driving force for the success of any human activity, for achieving certain aspirations, results, goals, including the reasons for implementing it - motivation. High (strong) motivation is that stimulus that causes the person to make determined efforts to achieve the desired goals or outcomes, be it global, be it casual, but personally significant. In psychology, motivation refers to intentionally starting behavior, direction, intensity and persistence of action, willingness to achieve claim / ies. In his book "The motivation for sport in primary school," says Ilian Iliev (which we fully agree) that the formation of knowledge, motor skills and habits in adolescents is an ongoing process that requires not only patience and targeted training, but strong personal motivation for active involvement in the activities (note. italics - my, J. D.). It is too high demands or their complete failure to discourage participants. It gives the following explanation: "The motives are internal motive, the psychological mechanism of action includes personal regulators - various settings defining behavior. Motivation is a key driver in the performance of any activity " (Ilieva, I., 2012, p. 8, 22).

Is an essential way of communicating with your child, be it adult (parent / relative, or close the preschool teacher and educator in the kindergarten) ↔ child. For the model of communication Macedonian professor Sn. Miraschieva wrote: "Despite the rapid development of technique and technology, educators remain a key factor in the implementation of quality preschool upbringing and education. No matter how much a change in education is theoretically developed because it can not even touch practice without educator who understands, accepts these changes and can apply them " (Miraschieva, Sn., 2009, pp. 45-46). By folklore communication can become p-easier, Odostapno understandable for both sides of the process.

Gaming activity is peculiar kind of activity. Her motives are not associated with a particular real result and not engage the child nor didactic result or a specific community product. They are merged with the contents of the game process. In terms of the game are taught social motives in the behavior of children, develops assessment and self-assessment, master is the moral standards of behavior. Moreover, we can not

but agree with V. Gyurova that its focus is directed at both his trial and the other as a significant entity (partner or standard of reproduction) through free choice of specific situational recreating the events and happenings in activity subjects. "Gaming is a two-way interaction orientation - helps The self of the opportunity to be and to understand other people react like this. As it represents both elation, joy, satisfaction, creativity, responsibility to the community, it is an indirect method to stimulate them through communication, of creative and cultural autonomy of social activity "(Gyurova, V., 2000, p. 52). Especially great is the importance of the game development moral and volitional traits - autonomy, organization, focus, initiative. Kids always act with the conviction of independence and spontaneity, which is a prerequisite for the manifestation of initiative. Game design and related roles and rules create conditions to foster controlled behavior and display of focus and organization.

One of the main features of the festival has to bear knowledge - knowledge of the structure of the world, human knowledge to himself, knowledge society in which they live - on the order, law and management, the values of this society, knowledge of mythological and worldviews order. Folklore in the original use of the term "knowledge of the people" is manifested and transmitted through the centuries in different ways. He has not accompanied the fun around an event, he was part of this event. Without it, the event was not valid. Moreover, its characteristic is to sanctify and change the privacy, nature, and universe. Another feature is the motor of its manifestations, which are expressed in movement culture and motor memory. When we talk about dedication rites in the folklore culture, we mean a new synthesis, transformation and reconsidered archaic dedication. In festive system intertwine turning points of the life of the man from the agricultural and stockbreeding calendar year of the seasons and the course of the heavenly bodies. So the rituals mark the moments of transition and social, and natural and cosmic plan.

Says V. Doneva: In the field of children's folklore include games and igraltsata. The game is a cultural universals. It is a distinct activity from the game as every aspect of human activity. In traditional folk culture of the games children are one of the most attractive parts of the children's folklore. This is a world in development, which today is enriched with inventing a new pacifier, with izpitvalki, rigged like the old-time, with toys, replicas of great-great-parent's or fruit of modern life, but e have many created by the same laws, which centuries have created games and toys. Children's games are perceived as folklore and their relationship with the traditional rural culture is organic. Very common in the games of the different ethnic communities are likely caused by the joint implementation, although in the past children were divided in games in the neighborhoods by ethnic trait or gender division.

In essence games are syncretic. They may include racing and gambling elements to combine action, dance, music and word. Some of them wear elements of the ritual artistic reflection of reality" (Doneva, V., 2004, p. 209).

In the first half of the XX century, until the mid-forties, ritual dances, folk games and broilkite narichankite still functioning in its original environment, and in some places up to sixty - seventy years are vital as performance. That is, those who have played them at a young age can still show them, reproduce and transmit in their original style, albeit in changed environment. This is called performance style represents no less value or just a fundamental component in determining the value of the performance, as along with the form it brings and builds skills for development of motor behavior that is not less important than others types of training people. It is known that different peoples can be identified in their motor behavior, gait, gesture, posture in different positions, and way of seating and so on.

Behind the outer simplicity of folk art lies a complex world, messages of antiquity and the subsequent cultural epochs, reached us in physical form and in living matter, succeeding generation after generation. The meaning of folklore contained in the overall situation of communicative activity as an event that due to the specifics of folk culture contains in turn the whole social, historical and cultural experiences of the community.

In most European countries this connectivity folklore life long forgotten. Became more in arrears, a means of communication and leisure than in vital element of culture. Even where individual ritual dances are preserved their relationship with important life moments is no longer relevant. It is therefore extremely important to keep and absorb not only the performance of individual dance, mobile game narichanka and others, which in itself is already valuable, but the knowledge and awareness of their original purpose, the mechanisms of regulation and solving specific problems that they have. Their meaning is contained in the overall communicative situation as an event due to the specifics of folk culture contains in turn the whole social, historical and cultural experiences of the community.

It should be noted for example, that a significant part of our folklore has gotten his "second life" outside Bulgaria. Today in the virtual space of the websites have a huge amount of sites for clubs and courses in Bulgarian folk dances. Folklore dance in the XX century ceased to be a "legacy" of individual nations and has become a cultural domain in the world.

Folk games kindergarten have their "reserved" spot. This statement alleges a survey with students of pedagogical specialties of Ruse University "Angel Kanchev". 87% of them answered that they know (know) Bulgarian folk games for children from kindergarten and then family. Favorite mobile games - these are the games that children love, prefer playing with pleasure. They outlive time. Transmitted from generation to generation. Entrained in preschool children with a variety of movements, roles, situations. Put them in conflict and racing conditions, but also enable each player to appearances, to experience, to hope for successful performance. The essence of the game that joy and vitality, is the performance itself, the course of action gaming, interactions with nature, children.

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