

УНИВЕРЗИТЕТ „ГОЦЕ ДЕЛЧЕВ“ – ШТИП
ФАКУЛТЕТ ЗА ОБРАЗОВНИ НАУКИ
UNIVERSITY “GOCE DELCEV” SHTIP
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

fesconference@ugd.edu.mk

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



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

**МЕЃУНАРОДНА
НАУЧНА КОНФЕРЕНЦИЈА
Штип, 24 – 25 Септември, 2015**

– ЗБОРНИК НА ТРУДОВИ –

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

**INTERNATIONAL SCIENTIFIC
CONFERENCE**

Shtip, September, 24-25, 2015

– PROCEEDING BOOK –

Штип, 2016

Издавач / Publisher

Универзитет „Гоце Делчев“ Штип University "Goce Delcev" - Stip
Факултет за образовни науки Faculty of Educational Science

За издавачот / For publisher

Проф.д-р Соња Петровска, декан / PhD Sonja Petrovska, Dean

Издавачки совет / Publishing council

проф. д-р Блажо Боев Prof. Blazo Boev, 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 Миравовски Prof. Dejan Mirakovski, PhD

Главен и одговорен уредник / Editor in chief

Проф.д-р Соња Петровска PhD Sonja Petrovska

Технички уредник / Technical Editing:

Доц. д-р Верица Јосимовска Ass. Prof. Verica Josimovska, PhD
Доц. д-р Билјана Попеска Ass. Prof. Biljana Popeska, PhD
Доц. д-р Деспина Сивевска Ass.Prof. Despina Sivevska, PhD
Славе Димитров Slave Dimitrov

Јазично уредување / Language Editor:

Виолета Карагунова / Violeta Karagunova (Macedonian language)
Снежана Кирова / Snezana Kirova (English language)

Дизајн / Design:

Славе Димитров

CIP - Каталогизација во публикација
Национална и универзитетска библиотека "Св. Климент Охридски", Скопје

37"20"(082)(048.3)

МЕЃУНАРОДНА научна конференција (2015 ; Штип)

Образованието во XXI век [Електронски извор] : состојби и
перспективи : книга на апстракти / Меѓународна научна конференција,
Штип, 24-25 септември, 2015 = Education in XXI century : conditions
and perspectives : book of abstracts / International scientific
conference, Shtip, September, 24-25, 2015. - Текст во PDF формат,
содржи 100 стр.. - Штип : Универзитет "Гоце Делчев", Факултет за
образовни науки = Shtip = University "Goce Delcev" Shtip, Faculty of
educational sciences, 2015

Начин на пристап (URL): <https://e-lib.uqd.edu.mk/naslovna.php>. -

Наслов преземен од екранот. - Опис на изворот на ден 29.12.2015. -
Фусноти кон текстот

ISBN 978-608-244-275-4

1. Насп. ств. насл.. - I. International scientific conference
(2015 ; Shtip) види Меѓународна научна конференција (2015 ; Штип)

а) Образование - 21 в. - Зборници - Апстракти

COBISS.MK-ID 100254474

Organizers:

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

Organizing Committee:

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

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

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

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

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

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

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

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

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

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

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

Editorial board:

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

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

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

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

Ph.D Sinisa Opic, University of Zagreb, Croatia

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

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

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

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

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

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

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

PhD Stojan Bogdanovic, University of Nis, Serbia

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

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

PhD Emina Hebib, Faculty of philosophy, Belgrade, Serbia

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

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

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

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

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

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

PhD Veselina Ivanova, Faculty of Education, Trakia University, Stara Zagora, Bulgaria

PhD Elka Kirilova Yanakieva, Faculty of pedagogy, Southwest University of Neophyte Rilski, Blagoevgrad, Bulgaria

PhD Margarita Koleva, Faculty of pedagogy, Southwest University of Neophyte Rilski, Blagoevgrad, Bulgaria

PhD Nino Mihajlov, Faculty of pedagogy, Southwest University of Neophyte Rilski, Blagoevgrad, Bulgaria

PhD Tatjana Novovic, Faculty of Philosophy, University of Niksic, Montenegro.

PhD Sonja Petrovska, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia

PhD Emilija Petrova Gorgeva, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia

PhD Snezana Mirascieva, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia

PhD Snezana Stavreva Veselinovska, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia

PhD Stevan Aleksoski, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia

PhD Blaze Kitanov, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia

PhD Nikola Smilkov, Art Academy, University Goce Delcev Stip, Macedonia

PhD Todor Cepreganov, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia

PhD Snezana Jovanova Mitkovska, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia

PhD Kiril Barbareev, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia

PhD Despina Sivevska Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia

PhD Biljana Popeska, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia

PhD Trajce Stojanov, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia

PhD Trajce Nacev, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia

PhD Stojko Stojkov, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia

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

MSc Lence Nasev, Academy of Music, University Goce Delcev Stip, Macedonia

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. d-r 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

TABLE OF CONTENTS

1. СО КВАЛИТЕТНИ ПРОМЕНИ ДО ПОКВАЛИТЕТНО УЧИЛИШТЕ Блаже КИТАНОВ	5
2. LANGUAGE CULTURE – A SEGMENT OF LANGUAGE EDUCATION Violeta NIKOLOVSKA	9
3. RESEARCH TRENDS IN EDUCATION IN MULTICULTURAL ENVIRONMENTS IN THE REPUBLIC OF MACEDONIA Elizabeta TOMEVSKA-ILIEVSKA, Emilija SIMONOVSKA JANACKOVSKA, Sadudin SADIKI	15
4. USING AUTOMATIC TEXT CATEGORIZATION TECHNOLOGIES IN THE MODERN EDUCATIONAL PROCESS Anna GLAZKOVA	23
5. THE ROLE OF BUSINESS SCHOOL IN THE POST-GRADUATE EDUCATIONAL SYSTEM Nikita RAVOCHKIN	27
6. FORMATION OF ETHICAL RULES (CODE) IN PRESCHOOLERS THROUGH THE BULGARIAN CHILDREN'S FOLKLORE GAMES Julia DONCHEVA	32
7. FORMATION OF HUMAN POTENTIAL: INSTITUTIONAL MECHANISMS AND POLICIES Stanka RINKOVA	36
8. THEORETICAL FORMULATION AND SCIENTIFIC JUSTIFICATION OF THE PROBLEM OF TRAINING TEACHERS IN TECHNICS, TECHNOLOGY AND ENTREPRENEURSHIP Tsvetana KOSTADINOVA ANTIPESHEVA	41
9. INTERACTIVITY IN TEACHING STUDENTS MODERATORS Kosta KOSTOV, Silvia KYUCHUKOVA, Hristina MILCHEVA	45
10. EVALUATION OF STUDENTS' LEARNING UNDER THE PRISM OF EXPECTED OUTCOMES Teuta SHABANI, Suzana NIKODINOVSKA BANCOTOVSKA	49
11. COMMUNICATION IN THE TEACHING PROCESS. INTERACTIVE NATURE OF COMMUNICATION Valentina VASILEVA	57
12. PHYSICAL ACTIVITY OF 3-4 YEARS OLD CHILDREN IN KINDERGARTEN Filip SHABANSKI	60
13. MACEDONIAN LANGUAGE IN SECONDARY EDUCATION Liljana MAKARIJOVSKA, Zhaklina GJORGIJOSKA	64
14. STUDENTS' ATTITUDES TOWARDS TEACHING GRAMMAR IN THE FOREIGN LANGUAGE CLASSROOM Vesna KOCEVA, Marija TODOROVA	69
15. FOREIGN LANGUAGE CLASSROOM ANXIETY Marija TODOROVA, Vesna KOCEVA	75
16. TEACHERS AS A FACTOR FOR THE DEVELOPMENT OF KEY COMPETENCE CULTURAL EXPRESSION AMONG STUDENTS Svetlana PANDILOSKA GRNCHAROVSKA, Fadbi OSMANI, Gordana STANKOVSKA	82
17. INTRODUCTION OF THE DUAL SYSTEM IN THE BULGARIAN VOCATIONAL EDUCATION – REALITY AND CHALLENGES Svetlana NIKOLAEVA	86

18. THE VALUES OF EDUCATIVE FUNCTION IN RELATION PARENT-SCHOOL Ardita CEKA, Rabije MURATI	89
19. ELECTRONIC VERSUS TRADITIONAL TEST FOR MATHEMATICS IN PRIMARY SCHOOLS Katerina PANEVA	93
20. THE SIGNIFICANCE OF LOCALLY DEVELOPED EDUCATIONAL SOFTWARE IN THE PROCESS OF SCHOOLS' COMPUTERIZATION Olga SAMARDJIKJ JANKOVA	99
21. THE ACTIVITY OF MUSICAL GAMES FOR CHILDREN Mujeser ILJAZI	105
22. THE PATIENT IN THE PROCESS OF LEARNING IN HIGHER MEDICAL SCHOOL Silvia KYUCHUKOVA	110
23. INFORMATION AND COMMUNICATION TECHNOLOGIES IN TEACHING MUSIC EDUCATION Lence NASEV	113
24. LEISURE TIME AND SPORT ACTIVITIES OF STUDENTS FROM THE FACULTY FOR PRESCHOOL AND PRIMARY SCHOOL EDUCATION AT SOFIA UNIVERSITY "ST. KLIMENT OHRIDSKI" – BULGARIA Georgi IGNATOV	116
25. PLACE OF LIVING AS A FACTOR IN ORGANIZING STUDENTS' LEISURE TIME Despina SIVEVSKA, Biljana POPESKA	122
26. METHODOICAL APPROACH TO LEARNING ABOUT THE HOLOCAUST BY THE MODEL OF YAD VASHEM SCHOOL Zhivorad MILENKOVIC	129
27. A HERMENEUTIC READING OF A POETIC LITERARY WORK DURING IMPLEMENTATION OF A LESSON Milena RISTOVA-MIHAJLOVSKA	136
28. SOME GUIDELINES FOR INTELLECTUAL PREPARATION DURING PHYSICAL CONTACT BETWEEN THE INSTRUMENT AND THE PIANIST Angele MIHAJLOVSKI	142
29. IMPLICATION OF EFFECTIVE SCHOOL MANAGEMENT FOR THE CONTINUING PROFESSIONAL DEVELOPMENT OF TEACHERS Kristinka OVESNI, Emina HEBIB, Vera RADOVIĆ	148
30. THEORIES, SOCIAL EXPERIENCES AND PRACTICE IN INTERCULTURAL PEDAGODY Alina SZCZUREK-BORUTA	157
31. TEACHERS' ASSESSMENTS OF CERTAIN CURRICULAR DETERMINANTS IN PRIMARY SCHOOL Milan MATIJEVIĆ, Siniša OPIĆ, Goran LAPAT	162
32. THE SOCIO-POLITICAL IMPACT OF THE NEW SCIENTIFIC AND EDUCATIONAL TRENDS IN ARCHAEOLOGY, HISTORY AND RELATED FIELDS Ljuben TEVDOVSKI	172
33. THE PRACTICE OF TAEKWONDO AS A PREDICTOR OF MOTOR ABILITIES Ivan PRSKALO, Anamaria RADIĆ	178
34. THE RELATION MOTIVE - TEACHING CONTENT IN STIMULATING COGNITIVE ABILITIES THROUGH ARTISTIC ACTIVITIES AT PRESCHOOL AGE Maja RAUNIK KIRKOV	182
35. CONTEMPORARY ADULT LITERACY MODELS Elena RIZOVA, Zoran VELKOVSKI	188

36. COMPARATIVE ANALYSIS OF PROGRAMS FOR PRE-SCHOOL EDUCATORS IN EUROPE Kiril BARBAREEV, Alma TASEVSKA	196
37. INCLUSIVE EDUCATION - ROLE OF THE TEACHER AND BENEFITS Sonja PETROVSKA	203
38. THEORETICAL APPROACHES TO MODERN INTERPRETATION OF PEDAGOGY OF PHYSICAL EDUCATION AND SPORTS Eleonora MILEVA	210
39. POSTMODERN CONCEPTS OF FOUCAULT'S EDUCATION AND ITS RELATIONSHIP WITH DISCIPLINE Kushtrim AHMETI	215
40. ECOLOGY – A NECESSARY FACTOR IN TEACHING METHODS FOR NATURE AND SOCIETY STUDIES FOR FORMING A RESPONSIBLE PERSON Oliver CACKOV, Tatjana GREGOVA	219
41. THE ISSUE OF RESPECTING THE DEVELOPMENTAL POSSIBILITIES AND ACTIVITY-PLANNING IN EARLY CHILDHOOD DEVELOPMENT Alma TASEVSKA, Kiril BARBAREEV	223
42. INTEGRATION OF INFORMATION AND COMMUNICATION TECHNOLOGIES INTO PRESCHOOL EDUCATION Tatyana V. NIKULINA	228
43. WHAT SHOULD MODERN SCHOOL LEARN Snezana KIROVA, Dragana KUZMANOVSKA, Biljana IVANOVA	233
44. EDUCATIONAL FUNCTION OF THE SCHOOL IN CONTEMPORARY SOCIETY Emilija PETROVA GORGEVA, Mitko KOCEV	238
45. SOME METHODS IN TEACHING PHYSICAL AND HEALTH EDUCATION Marjan MALCEV	243
46. REVIEW OF ADOLESCENT LITERATURE THROUGH COMPARATIVE ANALYSIS OF THE NOVELS "THE BLUE PATH OF LOVE" BY METODI MANEV AND "VOICE OF LOVE" FROM GROZDANA OLUJIC Jovanka DENKOVA	247
47. INTERPRETATION OF A LYRIC POEM IN IV AND V GRADE Blaze KITANOV, Irena KITANOVA	253
48. TRAINING EFFICIENCY OF CYCLISTS SPECIALIZED IN ROAD CYCLING Ivan KOLEV	258
49. PHYSICAL EDUCATION AND DIAGNOSTIC PROCEDURES Veselina IVANOVA, Galena TERZIEVA	262
50. PROTECTION OF IMMOVABLE CULTURAL HERITAGE THROUGH EDUCATING STUDENTS OF PRIMARY AND SECONDARY EDUCATION Trajce NACEV, Dragan VESELINOV	265
51. FORMATION OF TOLERANCE IN ADOLESCENTS Valentina VASILEVA	271
52. NEW EDUCATIONAL POLICIES AND THEIR REFLECTIONS ON SOCIAL DEVELOPMENTS Daniela KOCEVA, Snezana MIRASCIEVA	275
53. PRESENCE OF ENTREPRENEURSHIP IN PRIMARY EDUCATION IN MACEDONIA Lulzim MEHMETI	280
54. CONSONANT /J/ IN COLLOQUIAL SPEECH AND ITS IMPACT ON WRITING Blaga PANEVA	284
55. METHODOLOGICAL STRUCTURE OF A LESSON FOR INTERPRETATION OF A FAIRY TALE Irena KITANOVA	289

56. THE INFLUENCE AND THE EFFECTIVENESS OF FORMATIVE ASSESSMENT AND THE FEEDBACK IN STUDENTS' SUCCESS AND ACHIEVEMENTS Valdeta ZENUNI-IDRIZI	294
57. AESTHETIC EDUCATION OF EDUCATORS AS A FUTURE CHALLENGE Valentina PAJAZITI, Vlora MARKU-TUQI	299
58. SOCIAL AND COMMUNICATIONAL-INTERACTIVE COMPETENCES OF TEACHERS AND STUDENTS IN EDUCATION Florina SHEHU	302
59. INFLUENCE OF MEDICINES ON THE COGNITIVE SKILLS OF CHILDREN WITH CHRONIC DISEASES Elena IVANOVA BUYUKLIEVA	308
60. THE SPIRITUAL ASPECT OF HUMAN DEVELOPMENT AND THE EDUCATION IN XXI CENTURY Eleonora PENCHEVA	312
61. RESEARCH IN TEACHING PRACTICE Snezana JOVANOVA-MITKOVSKA	316
62. HOW ARE PEACE AND TOLERANCE REPRESENTED IN HISTORY TEXTBOOKS FOR PRIMARY AND SECONDARY EDUCATION Todor CEPREGANOV, Sonja NIKOLOVA	324
63. ETHICS AS TEACHING Trajce STOJANOV	330
64. RISK ASSESSMENT OF HYGIENIC AIR QUALITY UPON PRESCHOOL CHILDREN'S HEALTH IN KINDERGARTEN "VERA CIRIVIRI TRENA" IN SHTIP Snezana STAVREVA VESELINOVSKA	335
65. ABOUT SOME EDUCATIONAL GOALS IN TEACHING-SOCIO-CULTURAL PROBLEM OR A CHALLENGE MODERN EDUCATION Snezana MIRASCHIEVA, Emilija Petrova GJORGJEVA, Daniela KOCEVA	339
66. ESCAPE FROM THE WAR –TIME IN THE UNCERTAINTIES OF LIFE TO REFUGEE IN BULGARIA. FUNDAMENTAL RIGHTS OF PERSONS SEEKING INTERNATIONAL PROTEKTION IN TERMS OF THE BUREAUCRATIC SYSTEM IN BULGARIA Pavlin PETROV	344
67. HIGHER EDUCATION IN THE PERIOD OF TRANSITION Verica JOSIMOVSKA	353
68. RESEARCH OF THE CONFLICT ZONES IN THE SYSTEM OF INTERPERSONAL RELATIONSHIPS OF THE CHILD BY THE METHODOLOGY OF RENE GILLE Julia DONCHEVA	356
69. CLASSROOM SOCIAL CLIMATE Despina SIVEVSKA	360
70. COMPATIBILITY OF PRESCHOOL AND PRIMARY SCHOOLA CURRICULA IN R. MACEDONIA Snezana JOVANOVA-MITKOVSKA, Biljana POPESKA	366
71. THE IMPORTANCE OF THE CAREER CONSELING PROCESS Tanja ATANASOSKA, Biljana CVETKOVA DIMOV, Ana GJORGJEVA	376
72. ROLE OF MANAGEMENT IN IMPLEMENTING EDUCATION INCLUSIVE POLICIES Sadete TERNAVA-OSMANI, Voglushe KURTESHI	380
73. WHICH FACTORS ACCORDING TO THE PARENTS AFFECT THE EDUCATION OF CHILDREN Voglushe KURTESHI	385

74. THE PHILOSOPHICAL PARADIGM OF SIGMUND FREUD Slobodan MARKOVIC	370
75. EDUCATIONAL NEEDS AND ACHIEVEMENTS OF ROMA CHILDREN AND OTHER CHILDREN FROM MARGINAL ETHNIC GROUP IN RM Stevan ALEKSOVSKI	377
76. COMMUNICATIVE-PEDAGOGICAL FEATURES OF COMMUNICATION IN THE EDUCATIONAL PROCESS-COMMUNICATIVE COMPETENCE Biljana GRAMATKOVSKI, Jasminka KOCHOSKA	387

FORMATION OF HUMAN POTENTIAL: INSTITUTIONAL MECHANISMS AND POLICIES

Stanka RINKOVA¹

Abstract

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

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

Introduction

The formation of the global information society is in the basis of the strategy "Europe 2020," adopted by the European Commission. Its objectives are directed towards the creation of conditions for the implementation of intelligent, stable and inclusive economic growth. The priorities and objectives of this strategy were useful for the development of National program for reforms in Bulgaria /2011 – 2015/. These objectives fall in five areas – with regard to employment, investment, research and development, climate and energy, education and resolving poverty issues. All of them are in a particular way related to the formation, development and utilization /use/ of human capital. The national employment objective, for example, indicates the achievement of a level of employment for 2020 of 76% for the population between 20-64 years, decreasing the number of people who left school prematurely to 11%, increasing the number of youngsters who graduated university to 36% and reducing the number of persons living in poverty by 260, 000.[7]

It is a well-known axiom that knowledge is increasingly transforming into a basic resource and defining factor for the economic development and growing competitiveness of each country. We accept Peter Draker's thesis that "both the state and the companies develop due to the energy and intellect of the people, who are inside of them/in these systems/" and it is exactly them- the people who are the agents of this knowledge and abilities.

The current work's objective is to analyze the problems of forming human potential in the context of the institutional approach. The goal is to investigate the interaction and the essence of the different categories of human potential and human capital, to analyze the processes and institutionalization, the state and dynamics of institutions and institutional environment for reproduction of human capital, its forms and the factors that have impact on these processes. The theoretical-methodological character is emphasized in this research, due to the restricted quantity and the scientific approach from the economic theory applied, which is the neoclassical institutionalism.

1. Human potential and the institutional environment for its reproduction

In the era of the Economics of knowledge, the humans have become the target of economic development. More and more often this economy is acquiring the following characteristics – social, innovative and intellect consuming. In brief the content of each one of them is the following: 1/ social - means intense and effective development of the public sector which has a direct connection to the forming of human potential of

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

the state; 2/innovative economics – development of science , information technologies, the creation of new governmental and professional competences; 3/ intellect consuming – increasing the intellectualization of production, “embedding” the knowledge component in all aspects of human activity, informatization and intellectualization of labor, etc.

The concept of development of human potential is established by the United Nations. According to this concept economic and societal progress provides humans high degree of professional training, with opportunities to unveil their abilities and to affirm themselves as personalities. The categories human potential, human capital, labor resources, human resources are common. But the difference between them is not always drawn, together with their interaction from the institutional theory's perspective.

W. Peti wrote as early as the 17th century that “the living, driving forces of the population are the basis for accumulation of national wealth.” The founders of the English political economy perceive the idea of the value of man as an economic resource. A. Smith suggests that the abilities, knowledge, habits, craftiness and skills, used with the end of receiving income, accumulated in man, a part of society's wealth and of man himself. D. Ricardo, J. S. Mill, J. B. Sey reckon that education and the abilities acquired play an important role in forming human capital.

From the point of view of the macro-economic approach from the middle of the 20th century, human resource starts to be viewed as the most important reserve for increasing effectiveness of functioning of organizations. Human factor begins to be perceived as an object for investment, even more important than investing in basic capital and technologies. Thus, logically, in the 60s of the 20th century the theory of human capital was formed in the science of economics. Harry Becker, a Nobel prize laureate indicates that “human capital is formed at the expense of investment in man: education, children upbringing expenditures, health care, search of information, change of workplace, migration... this investment helps develop the production forces of man, for his cultural and intellectual growth”[6,67].

Another American author St. Fisher writes that “human capital is a measurement of the imbedded abilities in man which form the income of the individual and it comprises the intrinsic abilities, talent, education and qualification acquired /489/. The concept of human capital also marks development in the works of J. Mintzer, M. Blaug, J. Kendrik, F. Machlup, L. Turou et al. In Bulgaria the issues of human capital are an object of investigation by At. Kazakov, I Zareva, L. Dulevski, R. Rangelova et al.

Despite the large number of papers, there is no single definition of the term human capital. Before the theory of human capital in economic literature, the terms – labor, labor resources, human resources were primarily used to describe the role of the human factor in economic development. The term “capital,” applicable to man and his abilities superposes financial characteristics in the coordinate system “investment-return”, “investment-income.” Man is not born with inherent capital, it has to be accumulated through education, upbringing, health care, and the man needs investment. The innate human capabilities can stimulate a fruitful formation of human capital. It is an important, but not the only one existing form of manifestation of human potential in the system of market relations. The term human potential is wider than the concept of human capital. The man with more human potential accumulated does not always receive higher gain, but has a better circle of communication, creative abilities, social contacts and individual social capital. It is apparent from the clarification made that the institutional structure in society has an impact on the processes of forming, accumulating and utilization of human potential.

Institutions are restrictions, imposed by people which structure the interaction among them... and the coercive measures related” D. Nort writes[1,23]. They are the rules of the game, and organizations are the players. They “introduce order in everyday life and form people's perception of the world” – claims T. Sedlarski[2,34]. Thus the order achieved decreases uncertainty, the risk and transaction expenditure. According to the social agent of the norm/rule/ institutions are formal and informal. The former are political and economic regulations in written form/legislations or regulations/. They are a type of public goods, used by all the members of society for a certain price/ the so called tax price/ to support the legislative, judicial and executive bodies.

In the context of our analysis it is necessary to also clarify the term institutional environment. For all the counties in transition the institutional and economic change suggests the formation of an effective institutional environment to stimulate the socio-economic and political processes. Institutional environment is a “combination of founding political, economic and judicial rules which form the foundations of production, exchange and consumption”- D. Nort writes.[1,45] The institutional environment for forming human potential

includes all the rules listed above /formal and informal/, which are in the basis of the processes, activities and functions of different institutions /organizations/ which form human potential. Before applying its knowledge and skills human capital /i.e man as their agent/ than it is in the form of human potential.

The institutional factors forming and using human potential can provisionally be classified into three groups. The first group of factors have a direct and primary impact on the formation of human potential-family environment, upbringing, education/; the second group is comprised of intentional investments in man - the coordinates of the "investment-income" system. These are resources /time, money, effort/ which are consciously put in to raise income in future time and they define magnitude and the qualities of human capital in the structure of human potential. Included here are the activities of the sectors in the social sphere – education, health care, culture, social security and others, which are directly involved in the "production" of human capital. The third group of factors is those assisting human capital to be realized so that one can receive a higher income. The effective interaction of institutions on the education and labor markets is of particular importance.

Hence the already outlined structure of institutional factors, having impact on the reproduction of human potential shows that in every phase of its combined turnover, certain institutions have influence. The process of initial accumulation of human potential is carried out in the family. Factors like the education of the parents and the level of income have impact here, also family values, creative activities, leisure time, etc. The factors that influence the formation of human capital can as well be combined in the following groups: demographical, production, institution, ecological, economic, socio-economic, and integration. Each group includes indicators and they can all be a subject of other investigations.

2. Empirical results, problems and possible solutions

The concept of development of human potential in the social state is based on certain principles and each citizen enjoys the following opportunities: to have a free access to the resources of society which are necessary for him to have a decent life; to have long and active life, not burdened by illness; to receive constantly and during his whole life the professionally needed knowledge, desired by him. The development of human potential is also a process of widening human choice and achieving a certain level of wealth and quality of life. In this concept state has a special status of **institutional entity**. Through rules /institutions/ created it has to provide not so much equality in consumption to form human potential, but rather equality in opportunity in the consumption of public goods- education, health care, to guarantee the safety of the personality, to make sure the political and civil rights of the personality are observed.

New patterns are increasingly gaining ground in the formation and application of human potentials; personal qualities like independence, creativity, responsibility have growing importance. The requirements for knowledge, preparation and continuing training are changing. Economic and social life is globalizing with the use of information and communication technologies. The introduction of flexible forms of employment is an opportunity and need for more effective development of human potential as well. The application of outsourcing of human resources, out staffing and leasing of staff are contemporary forms of managing human resources, implementing the human potential and employment relations.

For the analysis of the processes of formation of human potential, a system of indicators may be used whose dynamics is a barometer of the total socio-economic development of the state. These indicators are GDP per capita, education and health care, expenditures, population's economic activity coefficient by gender and total, literacy level, life expectancy, etc. Education expenses for 2014 in Bulgaria are 4.1% of GDP, for health care they come in at 3.7%; women's economic activity coefficient is 54.1 and men's – 60.3. As a whole this indicator is more than 5 points lower than in EU countries. Literacy level sums up to 97.9 and life expectancy is 73.8 years.[8]

Following 1990 through the development program of UN, human development index /HDI/ is being published each year. It is defined on the basis of complex indicators and life expectancy, health care and standard of living are evaluated. UN data are used, as well as data from the World Bank and UNESCO Institute for Statistics. The last edition was published in 2014 and the index is for 2013 as human development /human potential/ overview of 187 countries is included. The results for the states vary from 0 to 1, where 1 is considered the highest.[7]

The index is a combined evaluation of different aspects of human development – long and healthy life – it is measured by the average life expectancy and the share of GDP of public spending for health; education, evaluated with % of the persons, who graduated secondary education; the standard of living – evaluated with total GDP, with GDP per capita and parity in the purchasing power.

HDI includes indicators for: equality among citizens, measured with the Gini coefficient and other indicators for equality and inequality; gender equality; sustainability – evaluated with indicators for environment purity, quantity of detrimental emissions in the atmosphere; indicators for the sustainability of the social order, savings of the population; demography – level of urbanization, age and gender structure of the population, etc.

The highest HDI value for 2014 is in Norway – 0.944, followed by Australia – 0.933, Switzerland – 0.917. In the top ten are also the Netherlands, Germany and Denmark. Niger and Congo have the lowest HDI values – 0.338 and 0.337. The average value for all the countries in the ranking is 0.702.[7],[9]

Bulgaria is in the group of highly developed countries, positioning themselves between places 50 and 102. Its result is 0.777 and it takes 58th place /57th in the 2013 edition/. Over the years Bulgaria has increased its HDI value from 0.696 in 1990, 0.714 in 2000, 0.773 in 2010 and 0.777 in 2014. But despite this trend the country lags behind and the main reasons for this are complex, including the delayed institutional reform in different areas that directly influence the values of the main indicators. In the sphere of health care it is obvious that life expectancy in 2013 is 73.4 years, which is 9 years less than the highly developed countries. The number of doctors per 100 people in Bulgaria /37.6/ places us in the group of the highly developed countries, but national statistics alarms for serious disproportions in the supply of health care services by areas. The survey shows that on average 8.3% of GDP goes for health care in the highly developed countries and in Bulgaria this share is around 4% and only 39% of the patients are satisfied with health services. [7,9]

In the education sphere data show that on average 5.4% of GDP goes for education in the highly developed countries between 2005 and 2012 and in Bulgaria this share is 4.1%. The average duration of the education in our country is 10.6 years and in the developed countries the number is above 12 years. The % of people who dropped out of primary and secondary education, especially in some particular areas, is disturbingly high.

The crisis after 2009 reflected on the labor market, as the employment of the population over 25 years in our country is as little as 50.3% and in the developed countries it is 60.8%. Bulgarians have one of the lowest incomes per capita in the EU. Employment and unemployment are still far from the levels prior to the crisis. The increase in competitiveness of the national economy goes through the share of spending for research and development. This share is only 0.6% of GDP in Bulgaria and up until 2020 the country needs to spend 1.5%. It is necessary for the business expenditure for continuous and constant education to increase. Now these expenditures only sum up to 1.5% and in the developed countries they come in at more than 8-10%. Inequality in the country deepens, which “stimulates a set of negative socio-economic processes – poverty, crime, alienation.[8]

In spite of the country being in the group of countries with high HDI, it is known that the spheres that have a direct impact on the reproduction of human potential – education, health care are not reformed. Institutional change is necessary – new legislation and its effective implementation. And currently /the end of May 2015/ the Parliament is preparing modifications in the laws, concerning the functioning and development of these sectors.

Conclusion

The formation of the state's human potential has its institutional foundations. In this investigation we found that the current institutional environment in Bulgaria, concerning this process, has its contradictions and unsolved issues. It is necessary to develop and implement sustainable and at the same time sufficiently effective rules of behavior of the subjects /individuals, companies, state and society/ which participate in the formation of human potential.

Literature:

- Nort, D. 2000 Institutions, Institutional Change and Economic Performance Izd.LIK, C.
- Popov, T.sedlarski, T.2012, Institutional Economics / opportunities and untapped potential / University Press, C
- Fisher, St.1997, Economics: Foundations of micro and macroeconomics, Ed. open Society
- EVROPA 2020 strategy for smart, sustainable and inclusive growth, European Commission, 03.03.2010
- National reform program in Bulgaria / 2011-2015 / in implementing the Europe 2020 strategy
- Becker, G. 1964q1975,1997, Human Capital: a theoretical and empirical analysis, with special reference to education, N.Y.
- UNDP, Human Development report,2014OOH, index of human development
- www.nsi.bg, accessed on 30th May
- www.ime.bg, accessed on 30th May