

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

fesconference@ugd.edu.mk

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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. 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

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INTEGRATION OF INFORMATION AND COMMUNICATION TECHNOLOGIES INTO PRESCHOOL EDUCATION

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Abstract

Training with application of the information and communication technologies (ICT) is based on information exchange between participants of educational process and means of information technologies. In this article the integration of information and communication technologies into preschool education by means of merging educational areas and learning tools focused on the realization of the psychological and pedagogical purposes of training and education is considered. The author suggests integration of educational spaces by means of game activity designing and a privacy of the spaces providing a free choice of children, removability of game material, emergence of various educational spaces stimulating physical, informative, creative, game and research activity of preschool children including the emotional

environment of development of a training material. Tatyana V. Nikulina in detail describes the activities of preschool children based on spiral development of the process of training in which the child dreams, creates projects, plays, shares thoughts and the results of creativity that constantly induce children to create something new, to put forward innovative decisions, to come to a new spiral turn with unforeseen life situations. The results of preschool education are based on skills to which certain actions correspond formed in the course of studying of educational areas, which are a basis for further studying of school disciplines and application in everyday life. However, formation of skills has to focus teachers on the need for changing the technique and approaches to training of preschool children for the purpose of all-round development of their personalities, their motivation for an educational activity, and ability to self-development. Besides, the article describes in detail the psychophysiological functions providing readiness of the child for school with the application of ICT. The author believes that ICT is the instrument of motivation and development of children allowing them to broaden their horizons, and create system of national values..

Keywords: *training, motivation, activity, psychophysiological functions training program.*

The present stage of development of society is characterized by integration of means is information - communication technologies and preschool education for association of practices of an education system with software of information technologies of training. The main tendency of development of preschool education according to the federal state educational standard of Russian education is characterized by creation of the developing educational environment in the preschool organization, conditions of formation of comprehensively developed identity of the child for the purpose of development of abilities and motivation of children in development of educational areas. Quality of preschool education is directed on formation and development of personal abilities of children, mastering various modes of work with the knowledge gained in the course of training. We will note that in the modern world a demanded source of knowledge are the Internet resources which open access to various sources of information. Results of sociological researches prove that 10-15 % of knowledge are got by the person by means of life experience, and the others by communication. Mass media create the monoworld for collection of information for the purpose of knowledge of world around. Collecting, processing, transfer, accumulation and storage of information is carried out on the basis of various means of information exchange, namely is information communication technologies of training. Application of ICT in the context of education often is considered in two aspects: technologies as means of exchanging information and as tool for something. So, for example, S. Peypert, the founder of the theory of training, treats the term

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education on the one hand as acquisition of information and skills (information), with another, creation of knowledge (constructive). Certainly, on - to opinion of the author, both aspects (information and constructional) are important, but without logic of creation of knowledge in educational process training of children is impossible. The ICT needs to be considered in the balanced sense covering information and constructional aspect as the range of computer and digital educational resources, instruments of communication, etc.

We will remind that information and communication technologies of training (ICT) are focused on simultaneous application of several computer means (multi, media) for the purpose of training of children, providing them quick access to means of information processing, granting it in easily perceived look. Due to simultaneous influence of sound, graphic, audivizualny information, computer technologies possess an emotional charge that promotes active inclusion of children in educational process. The researches conducted in Europe and the USA showed that children till eleven years draw eighty interest of information outdoors both a class, and the main thing, not on papers. Results of sociological researches of Europe testify to efficiency of application of ICT of training, proving it that at an oral statement of material the child in a minute perceives and processes information to one thousand conventional units, however, at simultaneous application of organs of vision to hundred thousand such units. Thus, information and communication technologies provide possibility of an intensification of process of training and increase motivation of preschool children to training for the account modern ways of processing of audivizualny information. We will remind that introduction of ICT in preschool education is carried out since 1987. Researchers L. A. Paramonova and G. A. Repina, considering problems of mathematical development of children with application of computer means, stated the theory that the computer environment is the main factor of preservation of mental health of the child because she solves problems of development of psychophysiological functions of the preschool child, development of components of cognitive activity; enrichment of an outlook; formation of educational motivation and obshcheintellektualnykh of abilities etc. To school carry a small motility, visual and motor coordination, optiko-spatial orientation to the psychophysiological functions providing readiness of the child. Why it is so important to develop psychophysiological functions of children? From the anatomic point of view about a third of the space of a motive zone of a cerebral cortex are occupied by the hand projection located rather close to a speech zone. The size of a projection of a hand and its proximity to a motor zone is the basis for consideration of a hand as the "organ of speech" similar to the articulation device that allows to assume about influence of movements of fingers on development and formation of the speech of the child. Therefore, to teach the child to speak, it is necessary not only to develop his articulation device, but also the movements of fingers of hands (a small motility).

The small motility of hands is reflected in informative mental processes, such as thinking, attention, imagination, observation, a motive and visual memory, optiko-spatial perception, the speech, including mastering the letter. Besides a small motility at children the imagination develops, he learns to state thought. We will note that creativity is one of major factors of development of a small motility of children. The Russian physiologist V. M. Vekhterev proved that the simple movements of hands promote removal of intellectual fatigue, support a tone and operability of a cerebral cortex. Besides a small motility there is a large motility is the movements in which body muscles take part. A small and large motility develop in parallel because various actions of the person demand coordination of both types of physical activity. For example, during the work with the computer the teacher needs to pay attention to the correct position of a body for correction of a bearing and management of a computer mouse, work with the keyboard.

Development of visual and motor coordination in preschool children promotes coherence of movements and simultaneous activity of visual, musculomotive analyzers. It is possible to apply exercises with graphics to development of visual and motor coordination: to finish the picture, to lead round the image on a contour, to decorate pattern elements in various colors. In the course of training, the child often should carry out two kinds of activity at the same time: to look at the picture and to copy something, therefore, it is necessary to develop coherence of actions of eyes and hands in children. For the purpose of development of ability of coherence of action of eyes and hands such exercises are applied how to represent the figure (pattern) offered by the teacher on the computer.

Optiko-prostranstvennyye representations have positive impact on formation of speech and cognitive activity of children, ability of the child to perceive space, to develop spatial thinking. L.S. Vygotsky, A. N. Leontyev considered communication of subjects and phenomena of surrounding reality as bases of development of the speech of children. Designating subjects, their signs, the relations by means of words and

communications, the child masters language as a means of communication, the thinking tool. When forming optiko-spatial orientation apply such exercises as finding of the set figure, definition of the subjects imposed at each other, an arrangement of subjects in space in compliance of the scheme, the image of various figures in a strict arrangement.

Certainly, all exercises are focused on application both traditional, and ICT of technologies. Observance of the main requirements to the organization of work at the computer of children at the organization of educational process promotes carrying out emotionally bright occupations with attraction of illustrative material, video and sound recordings.

Preschool age – the unique age for development of the personality, in it is formed intellectual and mental development, primary idea of the child of world around, functionality of a brain is put, its intensive development arises. Intensive development of thinking of children at the age of 5-7 years it is caused by transition from visually – figurative to abstractly – to logical thinking. S.P.Pervina, S. A. Shapkin, Yu.M.Gorvits consider possibility of mastering the computer of children of five, seven years because at this age the computer acts as a certain intellectual cure of various tasks. Intellectual base of development of activity of children is the thinking, process of mastering ways of the solution of tasks focuses their search of the answer at the high level. The intellectual level is higher, the personality is enriched more stoutly. However, at preschool age computer technologies allow children to realize themselves, to open the opportunities, it is only necessary to direct efforts of the child besides games on the solution of various vital tasks, preparation them to school. We will note that development of logical thinking, abilities to the analysis and synthesis is important for development of the child and their preparation at school. Modern ICT allows to develop art and creative and mental abilities of children, providing all-round development of the personality. Agree, the preschool child develops earlier, the it is easier to study at school. However, the child with limited opportunities of health, as we know, has some features that creates considerable obstacles in the course of correctional work, there is a need of search of effective remedies of training and education of this category of children, but ICT considerably increase informative activity of children, breaking the barriers arising at traditional training.

Lately the computer became the valuable resource allowing not only to adults, but also children, to overcome the various difficulties arising in the course of training. The motivation as one of training factors, allows to choose concrete methodology of education of children and the corresponding software. For example, the child who isn't capable to hold a pencil, can draw, similar to the children not capable to speak have an opportunity of speech development by means of the computer. The computer can become a starting point for motivation of children with cognitive violations to education, support children at acquisition of knowledge, skills, self-assessments. There are various software for overcoming of slowness and inaccuracy of coordination of the movement of hands, developments of memory, the speech, for example, alternative communication: alphabetic devices; the devices based on a code of symbols.

Now process of integration of ICT into preschool education for the purpose of granting to children of a range of opportunities for training and judgment of the world is observed. Realization of this purpose is possible at creation of the developing environment, participation in training of all groups of consumers, to plan training programs in compliance of modern requirements of training of children of preschool age. Informatization of preschool education – complex, resource-intensive process in which all subjects of educational space participate: teachers, parents, children. Expediency of application it is information - communication technologies in development of cognitive activity of preschool children it is considered in works of domestic and foreign researchers, such as E. N. Ivanova, N.P.Chudov, S. Peypert, etc. Integration of ICT into preschool education allows to synthesize, compare, summarize, reveal contradictions in information, to form new genres in science and art.

The term "integration" is considered as an indicator of system effectiveness, its integrity, connectivity and association of elements in a whole. System – the ordered set of elements. The system assumes emergence of the integrative qualities entering into it elements. V. S. Bezrukova emphasizes that integration creates integrity and consistency of system. A.Ya. Danilyuk considers integration as an entry condition of education which quality depends on quantity of the integrated areas. N. M. Garanovich as one of the parties of process of training for the purpose of formation of complete system of the knowledge and abilities which are trained. M. N. Berulava– system with a certain structure. E.Yu. Asadulina as process of formation of a new component with the changed signs of the integrated parts which entered integration. Integration can be considered at the level of complexity and coordination, complexity studies educational areas in a complex, and coordination enters a certain ratio and an order of their studying. Integration of information and communication

technologies into preschool education is carried out by merge of the educational areas and learning tools focused on realization of the psychology and pedagogical purposes of training, education.

Training represents a way of the organization of educational process. Training – purposeful, socially and individually caused and pedagogically organized development of the personality happening on the basis of mastering the systematized scientific knowledge and ways of activity, all richness of spiritual and material culture of mankind. Educational process is represented as joint activity of the teacher and trainees during which the teacher aims, informs, will organize and stimulates activity of children, corrects and checks it, and the trainee seizes the maintenance of educational areas, kinds of activity. Integration creates a basis for complete educational process, characterizes the certain unity appearing by integrity consideration (it can be integrative educational areas (their contents), spaces for games, designing, a privacy, etc.). Integrative knowledge, skills are understood as the educational actions of children necessary for expansion of the general adjacent educational environments, their systematization and generality. We will present process of interrelation and interpenetration in training in the form of the following logical sequence: establishment of interrelation of educational areas; integration of knowledge and skills at implementation of different types of children's activity; interpenetration of one area into another; structuring and systematization of integrative knowledge and skills, i.e. establishment of communications between kinds of activity of children in a certain system. Development of educational areas by the child, has to happen through interrelation of knowledge and skills, types of educational activity; readiness of preschool children to carry out educational activity, i.e. existence of various spaces stimulating vigorous activity of children. Condition of such preparation is optimum definition of structure and the content of the occupations answering as to interests of development of the personality from a position of its socialization, and to interests and requirements of society. Thus the main thing consists in development of skills and methods of application of the gained knowledge in the innovative predictive mode at the solution of educational tasks and increase of level of the self-development.

Integration of educational areas allows to develop informative, practical and emotional spheres of the identity of the preschool child in unity. S. L. Novoselova writes that ICT enter life of children by means of game, designing, drawing, etc. For implementation of games with preschool children it is necessary to create system of conditions for it is computer - a game complex and the training programs. The training programs have to be an educational orientation, with musical and voice maintenance, (perhaps, to be commented by children's verses), to work in the interactive mode. The sound, animation draw attention of preschool children, create an emotional and informative charge on performance of educational activity. In the course of occupations with application of ICT memory and attention of children develops. Screen symbols focus preschool children on development of conventional signs, thereby forming sign function of consciousness, understanding of world around: world of reality and pictures. ICT allow to form coordination of movements of eyes and hands at preschool children, develop ability to concentrate on an educational task, to remember its condition for the purpose of the further decision. Integration of educational areas when carrying out occupations will allow not only to create complete, system idea of world around at preschool children, but also to develop personal qualities.

The federal state educational standard of preschool education (further FGOS TO) defines requirements to structure of an educational program and its volume. When developing the program of preschool education the organization has to provide development by the child of the ways of activity representing certain directions of education of children and applied as in educational process, and life situations. Successful socialization of the identity of the child in the world of informatization of society is provided by information and communication technologies. E.S.Polat, S.V.Panyukova, A.A. Kuznetsov and others proved the psychology and pedagogical aspects of informatization of education providing creation of the technologies and techniques of training focused on an individualization of training and development of various types of information activities at the expense of opportunities by means of ICT for collecting, storage, processing, information transfer about the studied objects. Therefore, purposeful training of preschool children for future educational activity in the conditions of informatization of education, formation of abilities of application of ICT in everyday life, further professional activity is necessary. Are considered by ICT not only as a tutorial, but also object of studying. In fact, the ICT is expanded by borders of training of preschool children for school. The ICT is allowed to design, invent, play, enriching pedagogical process with new opportunities. Integration of ICT into preschool education provides: individualization of educational process; activation of

activity of children; rational distribution of time; motivation to training; to formation of primary ideas of life on the earth, etc.

The standard of preschool education defines requirements to development of norms and values, including moral, moral values; development of communication and interaction of the child with people around, respect for them; independence; emotional intelligence and responsiveness; formation of positive installations; safe behavior in society, etc. Each child is individual because passes a way of individual development in the period of the childhood researchers D.B. Elkonin, A.S. Belkin D.I.Feldstein, etc. consider. The preschool age is sated with concrete achievements in socialization of children, development by the child of culture, life experience, it is impossible without interaction and communication of society. Communication allows to live comfortably in society, to learn world around and itself. Successful formation of the personality capable to the solution of communicative tasks and interpersonal interaction, provides her adaptation in sociocultural space.

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