

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

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 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 TOLERANCE IN ADOLESCENTS

Valentina VASILEVA¹

Abstract

Tolerance is defined as one of the most important social competencies - willingness and ability of people to live and act constructively in the diverse world. It has become a significant strategic objective and the problem has become extremely popular in psychology and pedagogy. Tolerance is not a goal but a means; this is the minimum essential and necessary quality of social relationships, which removes violence and coercion. Tolerance educates and targets education as socialization of young people and is the most direct way of forming and strengthening social values. Education for tolerance is the formation of values. The school should be a center of education for tolerance, a place where tolerance is practiced and taught. Adolescents adopt different social relationships and roles in the world; growing up, they are increasingly geared to their peers, friends, they create an external and valuable to them social circle. Parents giving them some freedom are bound to be a reliable support to give them a sense of confidence in difficult situations. Upbringing of tolerance in the family means a manifestation of respect, acceptance and appreciation of the rich diversity of cultures in our world as forms of self-expression and ways of manifestation of human individuality.

Key words: *tolerance, social relationships, pedagogy, children.*

Introduction

Protection from discrimination is a fundamental human right, which is expressed in the equal treatment of individuals in dignity, regardless of their age, nationality, ethnicity, race, religion, language, gender, sexual orientation, disability and others. Many of these children in Bulgaria grew up in families where they are not treated as equal in dignity with their parents. Adults tend to see children with more potential than as actual personalities. The child is treated as a dependent and immature being and not a small person with the right to own the world and privacy. The result of this is the massive influence and manipulation by adults on children through adolescence, when young people in particular can be put on a par with adults and perceived as individuals.

According to M. Andreev, "the child is born into a family with a certain educational level, belonging to social classes and groups with ethnic characteristics, professional training, interests, social units and others. All this has a huge impact on the early formation of the individual, because it creates a rich subtle features of family culture. The family is not only a passive sub-carrier of a particular culture but also actively inculcate in the child's mind the peculiarities of its culture. School is the second most important social environment of the child after the family. There it creates relationships with peers, develop their social skills, develop new values and attitudes. Learning environment in which children fall can be their "second chance" to develop as confident, dignified and happy people. Development of tolerance and non-discriminatory attitudes in children can occur only in an educational environment where no divisions between students depending on the origin, socioeconomic status, ethnicity, religion, etc. In this environment, different children are welcome and benefit from it, rather than ignore and isolate.

The school often support negative stereotypes and prejudices about different children. Teachers do not always do well in situations of separation between children and isolation and marginalization of some students. Pattern of conduct which they practice, is that lesson without words that children perceive as easily and permanently. Active conduct of protection against discrimination needs a holistic approach that includes

¹ University of Ruse, Bulgaria, vvasileva@uni-ruse.bg

policies and training of the entire pedagogical staff. The training package we offer is focused on the following key objectives:

1. Recognition of the fact that we all have prejudices and their individual awareness
2. To help the children develop skills to detect unequal treatment, injustice, racism, stereotypes and prejudices in many real-life situations
3. To nurture feelings of self-esteem, social tolerance and empathy, which are a fundamental basis for the whole culture of human rights

Training methodology seeks not only to learning but also to develop skills and change attitudes. Knowledge, which is based tolerant attitude and behavior towards others, are in several areas:

- Understand the universal human rights of the child as guaranteed personal freedoms (the Catalogue of Human Rights)
- Understand the responsibility to respect the rights of others
- Learning the basic concepts such as different forms of discrimination skills necessary for children to participate in democratic processes and contribute to building a culture of tolerance and mutual respect are:
Skills for hearing different points of view and expressing their own opinion
- critical thinking skills: distinguishing between fact and opinion, awareness of prejudice and stereotypes, recognizing forms of manipulation
- Ability to group work, cooperation, decision-making by consensus, peaceful resolution of conflicts
- Ability to solve problems
- Ability to confidently self-expression

Attitudes are those principles of life with others that motivate the actions of children. They utilize them examples of relationships that occur in the family, in class, in school, in the community. Affected are the most difficult and require a longer course of study. Attitudes important for the prevention of discrimination are:

- Respect for human dignity, regardless of the differences between people
- A sense of responsibility for one's actions
- Curiosity, an open mind and high valuation differences
- Empathy and solidarity with others, and protection of those who are discriminated against

Attitudes and values that lead to behaviors of tolerance, respect for dignity and responsibility for their actions can not be taught as a theoretical knowledge. They can be perceived through reflection on their own experiences and experiences in different situations. Most suitable for this purpose methods are interactive, which are also called methods of active learning and participation of students. These methods are highly effective, especially when the goal is personal and social change for children. In the process of learning each child comes in contact with your own feelings can explore their experiences, to make their own interpretations of what is happening and to exchange with other children thoughts, opinions and ideas. Interactive methods is better to apply in a logical sequence, known as the training cycle D.Kolb. [6]

This theory is based on the following key assumptions:

1. Sashtestvuvat different styles of thinking and learning.
 - Visual - learning through images, ideas, metaphors
 - Hearing - learning through words, concepts, schemes
 - Drive - learning through the motions, doing, emotions
2. Sustained remember is related to the inclusion of the overall personality of the child (hearing, vision, emotions, actions, etc.)
3. Training should be applicable to most people, and not primarily to academic auditory type.

"I hear and I forget. I see and I remember. I do and I understand."(Confucius)

In the learning cycle of Kolb include more learning styles and activates the whole person. Experiential learning and experience can lead to a change in attitudes and to have a lasting effect on the students.

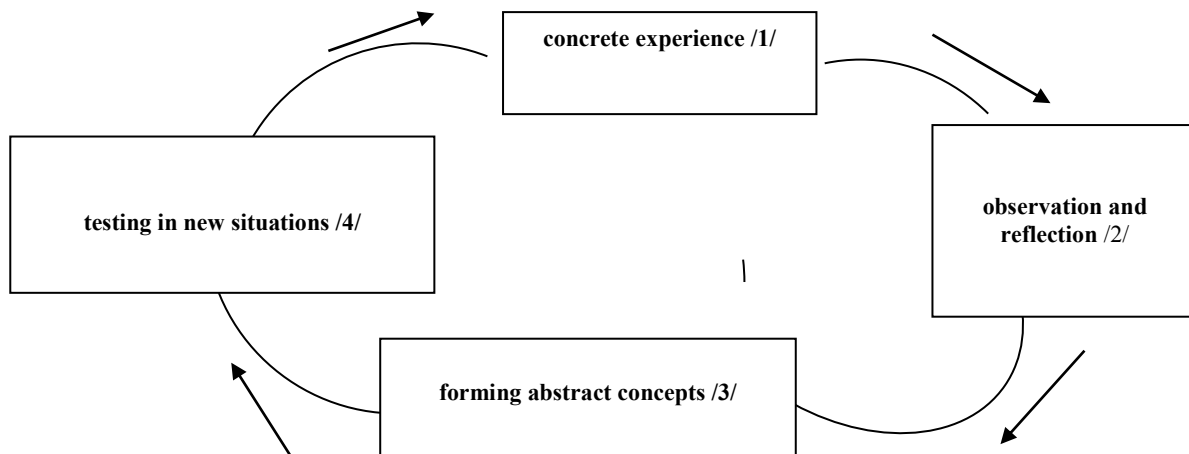


Figure 1. Model of the learning cycle (Kolb, Fry) Cycle of D. Kolb

Phase №1. Specific experience - provoking immediate ("here and now") existential experience or update specific experience of children associated with the topic. This is done through various interactive methods - watching movies or videos, discussing the press material, brainstorming, role play and storytelling, drawing pictures, small group work, case studies, group exercises and games.

Phase №2. Observation and reflection - discussion in the group of what happened in the previous phase. Students look back at their actions and realize their fundamental aspects to create alternative methods of action. This process is called reflection (when one reflects his experience trying to restructure). The teacher leads a discussion focused around key issues:

- What happened? How I felt?
- What was I thinking?
- What was important to me?

Phase №3. Summary - comparing similar and different opinions in the group and extract summaries and conclusions. The teacher introduces the theoretical knowledge related to the issues discussed, to support new alternative courses of action in similar situations in the future. Learning is highly individualized process, not every child will draw the same conclusions from their participation in a common game and diskusiya. Tezi different answers must be respected.

Phase №4. Testing new situations - active check in real life of the new, alternative courses of action. In this phase, the children discuss what learned in hours may apply to their actual social environment. They can offer different ideas for action in practice (private or social life). It is very important ideas to be their choice, not under the influence of authority of the teacher to stimulate active citizenship. Even in a small group 7 may be large differences in the willingness and desire of children to act. Not everyone who wants to do something, you will want to take action. The teacher should help children find a range of options to meet the diverse interests and abilities of the group.

Experiential learning and experience puts children at the center, not the teacher or knowledge. Children are the main actors, and the teacher is the one who puts somewhat directed scene. Assuming the function of a facilitator, the teacher moves away from its traditional role as a leader and expert. It facilitates and supports the activities and discussions of children creates an environment where there is mutual respect, provoke and stimulate students to mutual learning. Many primary teachers are facilitated for challenging and uncomfortable. It is not hard and learn mostly by doing. The art of facilitation requires not only a shift in focus,

but also a high degree of awareness of one's own behavior. Due to the fact that children are strongly influenced by the behavior of adults in their lives, the facilitator should strive to model the values that are the foundation of human rights. So he must constantly reassess their own behavior and attitude towards certain students, especially when they cause it to realize its stereotypes and prejudices.

Protection from discrimination is a fundamental human right, which is expressed in the equal treatment of individuals in dignity, regardless of their age, nationality, ethnicity, race, religion, language, gender, sexual orientation, disability and others. Teachers very much, though good professionals, they do not pay enough attention to sensitize the students to otherness. Immersed in the daily life of the learning process, teachers do not realize that often carry their stereotypes and prejudices on unencumbered consciousness of students. They do unconsciously and without malice, because no one has taught them how to deal with this problem, they often do not even know that it exists. Actually, the development of tolerance and non-discriminatory attitudes in children most naturally can happen at school, where there is generally no divisions between students depending on the origin, socio-economic and health status, ethnicity, religion. It is therefore necessary in the basic training of future teachers to be addressed key elements of protection from discrimination - legal basis, Bulgarian and international, sensitivity to different groups of people subject to discrimination, attitudes and skills for dealing with the existence of discriminatory practices.

References

- Andreev, M. Problems of educational sociology, S. 1976
Galcheva K. child and adult world 1995
Delcheva, T. et al Technology teacher interaction situation, ed. Consult Access, 2004
Derizhan I. Technology of social work with children, 2001