



Воронешки државен универзитет Универзитет „Гоце Делчев“ – Штип,
Русија Македонија

Воронежский государственный университет Университет имени Гоце Делчева, г. Штип,
Россия Македония

Voronezh State University Goce Delcev University in Stip,
Russia Macedonia

Четвертая международная научная Четврта меѓународна научна
конференција конференција

Fourth International Scientific Conference

ФИЛКО FILKO

ФИЛОЛОГИЈА, КУЛТУРА И ОБРАЗОВАНИЕ ФИЛОЛОГИЈА, КУЛТУРА И ОБРАЗОВАНИЕ
PHILOLOGY, CULTURE AND EDUCATION

ЗБОРНИК НА ТРУДОВИ СБОРНИК СТАТЕЙ CONFERENCE PROCEEDINGS

23-25 мај 2019 / 23-25 мая 2019 / 23-25 May 2019

Воронеж

Воронеж

Voronezh



**Воронешки државен универзитет
Русија**

**Универзитет „Гоце Делчев“ – Штип,
Македонија**

**Воронежский государственный университет
Россия**

**Универзитет имени Гоце Делчева, г. Штип,
Македонија**

**Voronezh State University
Russia**

**Goce Delcev University in Stip,
Macedonia**

**Четвертая международная научная
конференция**

**Четврта меѓународна научна
конференција**

Fourth International Scientific Conference

ФИЛКО

FILKO

ФИЛОЛОГИЈА, КУЛТУРА И ОБРАЗОВАНИЕ

ФИЛОЛОГИЈА, КУЛТУРА И ОБРАЗОВАНИЕ

PHILOLOGY, CULTURE AND EDUCATION

**ЗБОРНИК НА ТРУДОВИ
СБОРНИК СТАТЕЙ
CONFERENCE PROCEEDINGS**

23-25 мај 2019 / 23-25 мая 2019 / 23-25 May 2019

Воронеж

Воронеж

Voronezh

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

821(062)

811(062)

316.7(062)

37(062)

МЕЃУНАРОДНА научна конференција (4 ; 2019 ; Воронеж)

Филологија, култура и образование [Електронски извор] : зборник на трудови / Четврта меѓународна научна конференција, 23-25 мај 2019, Воронеж = Филологија, култура и образование : сборник статей / Четвертая международная научная конференция, 23-25 мая 2019, Воронеж = Philology, culture and education : conference proceedings / Fourth international scientific conference, 23-25 May 2019, Voronezh. - Штип : Универзитет "Гоце Делчев" = Универзитет имени Гоце Делчева = Shtip : Goce Delcev University, 2019

Начин на пристап (URL): <http://js.ugd.edu.mk/index.php/fe>. - Трудови на мак., рус. и англ. јазик. - Фусноти кон текстот. - Текст во PDF формат, содржи 368 стр. , табели. - Наслов преземен од екранот. - Опис на изворот на ден 31.12.2019. - Abstracts кон повеќето трудови. - Библиографија кон трудовите

ISBN 978-608-244-698-1

1. Насп. ств. насл.

а) Книжевност - Собири б) Јазици - Собири в) Култура - Собири г)

Образование - Собири

COBISS.MK-ID 111947786

ОРГАНИЗАЦИСКИ КОМИТЕТ

Драгана Кузмановска, Филолошки факултет при УГД

Олга А. Бердникова, Филолошки факултет при ВГУ

Светлана Јакимовска, Филолошки факултет при УГД

Татјана А. Тернова, Филолошки факултет при ВГУ

Виолета Димова, Филолошки факултет при УГД

Генадиј Ф. Коваљов, Филолошки факултет при ВГУ

Костадин Голаков, Филолошки факултет при УГД

Лариса В. Рибачева, Филолошки факултет при ВГУ

МЕЃУНАРОДЕН ПРОГРАМСКИ КОМИТЕТ

Виолета Димова (Македонија)

Даниела Коцева (Македонија)

Драгана Кузмановска (Македонија)

Ева Ѓорѓиевска (Македонија)

Марија Кусевска (Македонија)

Силвана Симоска (Македонија)

Татјана Стојановска Иванова (Македонија)

Лариса В. Рибачева (Русија)

Софија Заболотнаја (Русија)

Татјана А. Тернова (Русија)

Татјана Атанасоска (Австрија)

Олег Н. Фенчук (Белорусија)

Јулиа Дончева (Бугарија)

Билјана Мариќ (Босна и Херцеговина)

Душко Певуља (Босна и Херцеговина)

Волф Ошлис (Германија)

Волфганг Моч (Германија)

Габриела Б. Клајн (Италија)

Михал Ванке (Полска)

Мајкл Рокланд (САД)

Даниела Костадиновиќ (Србија)

Селена Станковиќ (Србија)

Тамара Валчиќ-Булиќ (Србија)

Ахмед Ѓуншен (Турција)

Нецати Демир (Турција)

Шерифе Сехер Ерол Чал'шкан (Турција)

Карин Руке-Бруген (Франција)

Танван Тонтат (Франција)

Технички секретар

Ирина Аржанова

Марица Тасевска

Главен и одговорен уредник

Драгана Кузмановска

Јазично уредување

Даница Атанасовска-Гаврилова (македонски јазик)

Марјана Розенфелд (руски јазик)

Биљана Иванова (англиски јазик)

Снежана Кирова (англиски јазик)

Татјана Уланска (англиски јазик)

Техничко уредување

Ирина Аржанова

Костадин Голаков

Марица Тасевска

Славе Димитров

Адреса на организацискиот комитет:

Универзитет „Гоце Делчев“ – Штип

Филолошки факултет

ул. „Крсте Мисирков“ бр. 10-А

Пош. фах 201, Штип - 2000, Р. Македонија

Воронешки државен универзитет

Филолошки факултет

г. Воронеж, пл. Ленина, 10, корпус 2, к. 34, Русија

Е-пошта: filko.conference@gmail.com

Веб-страница: <http://js.ugd.edu.mk/index.php/fe>

РЕДАКЦИОННЫЙ СОВЕТ

Драгана Кузмановска, Филологический факультет при УГД

Ольга А. Бердникова, Филологический факультет при ВГУ

Светлана Якимовска, Филологический факультет при УГД

Татьяна А. Тернова, Филологический факультет при ВГУ

Виолета Димова, Филологический факультет при УГД

Геннадий Ф. Ковалев, Филологический факультет при ВГУ

Костадин Голаков, Филологический факультет при УГД

Лариса В. Рыбачева, Филологический факультет при ВГУ

МЕЖДУНАРОДНАЯ РЕДАКЦИОННАЯ КОЛЛЕГИЯ

Виолета Димова (Македония)

Даниела Коцева (Македония)

Драгана Кузмановска (Македония)

Ева Гёргиевска (Македония)

Мария Кусевска (Македония)

Силвана Симоска (Македония)

Татьяна Стояновска-Иванова (Македония)

Лариса В. Рыбачева (Россия)

Софья Заболотная (Россия)

Татьяна А. Тернова (Россия)

Татьяна Атанасоска (Австрия)

Олег Н. Фенчук (Беларусь)

Юлиа Дончева (Болгария)

Биляна Марич (Босния и Херцеговина)

Душко Певуля (Босния и Херцеговина)

Вольф Ошлис (Германия)

Волфганг Моч (Германия)

Габриелла Б. Клейн (Италия)

Ева Бартос (Польша)

Михал Ванке (Польша)

Майкл Рокланд (США)

Даниела Костадинович (Сербия)

Селена Станкович (Сербия)

Тамара Валчич-Булич (Сербия)

Ахмед Гюншен (Турция)

Неджати Демир (Турция)

Шерифе Сехер Эрол Чал'шкан (Турция)

Карин Рукэ-Брутэн (Франция)

Танван Тонтат (Франция)

Ученый секретарь

Ирина Аржанова

Марица Тасевска

Главный редактор

Драгана Кузмановска

Языковая редакция

Даница Атанасовска-Гаврилова (македонский язык)

Марьяна Розенфельд (русский язык)

Бильяна Иванова (английский язык)

Снежана Кирова (английский язык)

Татьяна Уланска (английский язык)

Техническое редактирование

Ирина Аржанова

Костадин Голаков

Марица Тасевска

Славе Димитров

Адрес организационного комитета

Университет им. Гоце Делчева – Штип

Филологический факультет

ул. „Крсте Мисирков“ д. 10-А

Пош. фах 201, Штип - 2000, Р. Македония

Воронежский государственный университет

Филологический факультет

г. Воронеж, пл. Ленина, 10, корпус 2, к. 34, Россия

Э-почта: filko.conference@gmail.com

Веб-сайт: <http://js.ugd.edu.mk./index.php/fe>

EDITORIAL STAFF

Dragana Kuzmanovska, Faculty of Philology, UGD

Olga A. Berdnikova, Faculty of Philology, VGU

Svetlana Jakimovska, Faculty of Philology, UGD

Tatyana A. Ternova, Faculty of Philology, VGU

Violeta Dimova, Faculty of Philology, UGD

Genadiy F. Kovalyov, Faculty of Philology, VGU

Kostadin Golakov, Faculty of Philology, UGD

Larisa V. Rybatcheva, Faculty of Philology, VGU

INTERNATIONAL EDITORIAL BOARD

Daniela Koceva (Macedonia)

Dragana Kuzmanovska (Macedonia)

Eva Gjorgjievska (Macedonia)

Marija Kusevska (Macedonia)

Silvana Simoska (Macedonia)

Tatjana Stojanovska-Ivanova (Macedonia)

Violeta Dimova (Macedonia)

Larisa V. Rybatcheva (Russia)

Sofya Zabolotnaya (Russia)

Tatyana A. Ternova (Russia)

Tatjana Atanasoska (Austria)

Oleg N. Fenchuk (Belarus)

Yulia Doncheva (Bulgaria)

Biljana Maric (Bosnia and Herzegovina)

Dushko Pevulja (Bosnia and Herzegovina)

Wolf Ochlies (Germany)

Wolfgang Motch (Germany)

Gabriella B. Klein (Italy)

Ewa Bartos (Poland)

Michal Wanke (Poland)

Danijela Kostadinovic (Serbia)

Selena Stankovic (Serbia)

Tamara Valchic-Bulic (Serbia)

Ahmed Gunshen (Turkey)

Necati Demir (Turkey)

Şerife Seher Erol Çalışkan

Karine Rouquet-Brutin (France)

That Thanh-Vân Ton (France)

Michael Rockland (USA)

Conference secretary

Irina Arzhanova

Marica Tasevska

Editor in Chief

Dragana Kuzmanovska

Language editor

Danica Atanasovska-Gavrilova (Macedonian)

Maryana Rozenfeld (Russian)

Biljana Ivanova (English)

Snezana Kirova (English)

Tatjana Ulanska (English)

Technical editing

Irina Arzhanova

Kostadin Golakov

Marica Tasevska

Slave Dimitrov

Address of the Organizational Committee

Goce Delcev University - Stip

Faulty of Philology

Krste Misirkov St. 10-A

PO Box 201, Stip - 2000, Republic of Macedonia

Voronezh State Universiy

Faculty of Philology

10 pl. Lenina, Voronezh, 394006, Russia

E-mail: filko.conference@gmail.com

Web-site: <http://js.ugd.edu.mk/index.php/fe>

СОДРЖИНА / СОДЕРЖАНИЕ / CONTENT

1. Боровикова Яна – ОРГАНИЗАЦИИ ОБУЧЕНИЯ ЛИЦ ТРЕТЬЕГО ВОЗРАСТА.....	4
2. Бубнов Александр – ОСОБЕННОСТИ СОЦИАЛЬНОЙ ИДЕНТИЧНОСТИ СТУДЕНЧЕСКИХ И КУРСАНТСКИХ ГРУПП В ПРОЦЕССЕ ОБУЧЕНИЯ В ВУЗЕ.....	12
3. Bunčić Suzana R. – KAPOR`S <i>CONFESSIONS</i> BETWEEN METAFICTION, FICTION AND AUTOBIOGRAPHY.....	17
4. Бутусова Наталия – ОБ АКТИВНЫХ МЕТОДАХ ИЗУЧЕНИЯ ПРАВА В ВУЗЕ.....	24
5. Витанова Рингачева Ана – РЕЛИКТИ НА ШАМАНИЗМОТ КАКО НИШКА НА ПОВРЗУВАЊЕ ВО МАКЕДОНСКАТА И РУСКАТА ТРАДИЦИЈА.....	35
6. Власова Надежда – ЛЕКСИЧЕСКИЕ ИГРОВЫЕ УПРАЖНЕНИЯ НА ДОВУЗОВСКОМ ЭТАПЕ ИЗУЧЕНИЯ РКИ.....	42
7. Гайдар Карина – ВУЗЫ НА ПОРОГЕ НОВЫХ ОБРАЗОВАТЕЛЬНЫХ СТАНДАРТОВ: КАК СОВМЕСТИТЬ ПЛОХО СОВМЕЩАЕМОЕ, ИЛИ НУЖНЫ ЛИ ОКСЮМОРОНЫ ВЫСШЕЙ ШКОЛЕ?	49
8. Гладышева Светлана – ЖУРНАЛЫ ДЛЯ ДЕТЕЙ В СОЦИОКУЛЬТУРНОМ ПРОСТРАНСТВЕ РУССКОГО ЗАРУБЕЖЬЯ (1920-1940-Е ГГ.)	56
9. Голицына Т.Н., Заварзина В.А. – ЖАРГОННАЯ ЛЕКСИКА В РОССИЙСКОМ ОБРАЗОВАТЕЛЬНОМ ДИСКУРСЕ НОВЕЙШЕГО ПЕРИОДА.....	62
10. Грачева Жанна – ТЕМПОРАЛЬНОЕ МАРКЕМНОЕ ПРОСТРАНСТВО В РОМАНЕ В. НАБОКОВА «МАШЕНЬКА»	66
11. Гркова Марија – УСВОЈУВАЊЕТО НА <i>ИМЕНКИТЕ</i> ВО VI И ВО VII ОДДЕЛЕНИЕ ВО ШТИПСКО.....	76
12. Грујовска-Миланова Сашка – КОНТРАСТИВНА АНАЛИЗА НА УПОТРЕБАТА НА МОДАЛНИТЕ ГЛАГОЛИ КАКО МАРКЕРИ ЗА ЕВИДЕНЦИЈАЛНОСТ ВО МАКЕДОНСКИОТ И ВО ГЕРМАНСКИОТ ЈАЗИК.....	83
13. Ѓорѓиева Димова Марија – ИНТЕРДИСКУРСИВНИОТ ТАНЦ МЕЃУ РОМАНОТ И ИСТОРИЈАТА.....	89
14. Данькова Т.Н. – ЯЗЫКОВОЕ ВОПЛОЩЕНИЕ ЛЮБВИ К РОДИНЕ В ТВОРЧЕСТВЕ Н.М. РУБЦОВА.....	96
15. Денкова Јованка – МАКЕДОНСКО-РУСКА КНИЖЕВНА ПАРАЛЕЛА (ВАНЧО НИКОЛЕСКИ–САМУИЛ МАРШАК.....	103
16. Жаров Сергей - СВОБОДА КАК ПРОБЛЕМА ОБУЧЕНИЯ В КУЛЬТУРАХ ВОСТОКА И ЗАПАД.....	110
17. Žigić Vesna, Stekić Dunja, Martać Valentina – DIFFICULTIES THAT PEOPLE WITH VISUAL IMPAIRMENT HAVE IN ACCESSIBILITY TO WEB INFORMATION BY USING THE AUDITORY ACCESS.....	112
18. Зыкова Наталья, Мазкина Ольга – ФОРМИРОВАНИЕ КОНФЛИКТОЛОГИЧЕСКОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ СПОРТИВНЫХ ТРЕНЕРОВ В УСЛОВИЯХ РЕАЛИЗАЦИИ НОВЫХ ОБРАЗОВАТЕЛЬНЫХ СТАНДАРТОВ.....	122

19. Ивановска Билјана – ГОВОРНИОТ ЧИН „ОДБИВАЊЕ“ И НЕГОВА РЕАЛИЗАЦИЈА КАЈ МАКЕДОНСКИТЕ ИЗУЧУВАЧИ НА СТРАНСКИ ЈАЗИК.....	127
20. Караниколова-Чочоровска Луси – СУПТИЛНИТЕ ПРОТИВРЕЧНОСТИ ВО ЛИРИКАТА НА ПЕТАР ПЕРАДОВИЌ.....	135
21. Кашкина Марина – РАЗВИТИЕ АНАЛИТИЧЕСКОГО МЫШЛЕНИЯ НА УРОКАХ ИСТОРИИ.....	141
22. Кибальниченко Сергей – ПРОБЛЕМА ДИАЛОГИЗМА В ТВОРЧЕСТВЕ Ф.М. ДОСТОЕВСКОГО И ВЯЧ. ИВАНОВА	145
23. Kyrchanoff Maksym W. – HERITAGE OF NIKOLAI LESKOV AND CULTURAL INFLUENCES IN CONTEXTS OF RUSSIAN-AMERICAN LITERARY PARALLELS.....	151
24. Кислова Дарња – СРАВНЕНИЕ КАК СРЕДСТВО ВЫРАЖЕНИЯ СПЕЦИФИКИ ХУДОЖЕСТВЕННОГО МИРОВОСПРИЯТИЯ (НА МАТЕРИАЛЕ ТЕКСТОВ НАТАЛЬИ О’ШЕЙ)	160
25. Комаровская Елена, Жиркова Галина – КУЛЬТУРОЛОГИЧЕСКАЯ КОМПЕТЕНТНОСТЬ ПЕДАГОГОВ КАК ПСИХОЛОГИЧЕСКАЯ ПРОБЛЕМА.....	166
26. Кортунова Лилия – ТЕХНОЛОГИЯ «ДЕБАТЫ» КАК ИССЛЕДОВАТЕЛЬСКИЙ ТИП ОБУЧЕНИЯ И СРЕДСТВО ФОРМИРОВАНИЯ КОММУНИКАТИВНОЙ КУЛЬТУРЫ ОБУЧАЮЩИХСЯ НА УРОКАХ РУССКОГО ЯЗЫКА И ЛИТЕРАТУРЫ	177
27. Koteva-Mojsovska Tatjana, Shehu Florina – THE INITIAL EDUCATION OF TEACHER AND ITS CONNECTION TO PRACTICE IN THE “SOCIETY OF KNOWLEDGE”.....	181
28. Коцева Весна – ЕКСПЛИЦИТНИТЕ ОБЈАСНУВАЊА КАКО НЕОПХОДНА ИЛИ НЕПОТРЕБНА КОМПОНЕНТА ВО РАМКИТЕ НА ПОУЧУВАЊЕТО ГРАМАТИКА СО ОБРАБОТКА НА ИНПУТ	187
29. Koseva Daniela, Mirascieva Snezana – EDUCATION - NEED OF CULTURE.....	195
30. Кузмановска Драгана, Кирова Снежана, Иванова Биљана – ФРАЗЕОЛОГИЗМИТЕ КАКО ВАЖНА АЛКА ВО ПРОЦЕСОТ НА УСВОЈУВАЊЕ НА СТРАНСКИОТ ЈАЗИК.....	199
31. Кузмановска Драгана, Мрмеска Викторија – МАКЕДОНСКО-ГЕРМАНСКИ ПОСЛОВИЧНИ ПАРАЛЕЛИ СО АНИМАЛИЗМИ.....	204
32. Леонтиќ Марија – ЗБОРОВНИ ГРУПИ СО ПРИСВОЕН СУФИКС ВО ТУРСКИОТ ЈАЗИК И НИВНОТО ПРЕДАВАЊЕ ВО МАКЕДОНСКИОТ ЈАЗИК.....	210
33. Лесневская Димитрина – БОЛГАРСКАЯ СЛАВИСТИКА – СОСТОЯНИЕ И ПЕРСПЕКТИВЫ.....	216
34. Лумпова Лидия – ЯВЛЕНИЕ ДИАЛОГИЧНОСТИ В РОМАНЕ-ЭПОПЕЕ Л.Н. ТОЛСТОГО «ВОЙНА И МИР».....	222
35. Мартиновска Виолета – МАКЕДОНСКО-РУСКИ КУЛТУРНИ ПАРАЛЕЛИ...	229
36. Milanović Nina S. – SYNTAX-STYLISTIC FEATURES OF COMPARATIVE STRUCTURES IN THE NOVEL <i>WE, DELETED</i> BY S. VLADUŠIĆ.....	234
37. Младеноски Ранко – ОКСИМОРОНОТ ВО „НЕЖНОТО СРЦЕ НА ВАРВАРОТ“ ОД ВЕНКО АНДОНОВСКИ.....	240

38. Негриевска Надица - ЗНАЧЕЊЕТО НА ИТАЛИЈАНСКИТЕ ПРОСТИ ПРЕДЛОЗИ FRA и TRA И НИВНИТЕ ЕКВИВАЛЕНТИ ВО МАКЕДОНСКИОТ ЈАЗИК	248
39. Недосейкин Михаил – КУЛЬТУРНАЯ ПАМЯТЬ И МОТИВ «ОБРЕТЕНИЯ СЕБЯ» В РОМАНЕ М. ОНДАТЖЕ «АНГЛИЙСКИЙ ПАЦИЕНТ».....	256
40. Недялкова Наталия Дмитриевна – СОВРЕМЕННАЯ МАКЕДОНСКАЯ ПОЭЗИЯ – ОТ СИМВОЛИЗМА ДО МАГИЧЕСКОГО СВЕРХРЕАЛИЗМА.....	262
41. Ниами Емил, Голаков Костадин - СУПСТАНТИВИРАНИТЕ ПРИДАВКИ И ПРИЛОШКИ ОПРЕДЕЛБИ ВО РУСКИОТ И ВО МАКЕДОНСКИОТ ЈАЗИК...	269
42. Никифоров Игорь – ТЕОРЕТИЧЕСКИЕ АСПЕКТЫ КОНСТРУКТИВНОГО РАЗРЕШЕНИЯ МЕЖЛИЧНОСТНЫХ КОНФЛИКТОВ В ВОИНСКИХ КОЛЛЕКТИВАХ	274
43. Пляскова Елена – НАЦИОНАЛЬНАЯ СПЕЦИФИКА НЕМЕЦКИХ КОМПАРАТИВНЫХ ФРАЗЕОЛОГИЗМОВ.....	279
44. Позднякова О.В. – СОВРЕМЕННЫЙ РЕБЕНОК И ДЕТСКАЯ КНИГА. НОВЫЕ ВЕКТОРЫ РАЗВИТИЯ.....	286
45. Попов Сергей – ВЗАИМОДЕЙСТВИЕ ЛЕКСИКИ РАЗЛИЧНЫХ ЯЗЫКОВЫХ ГРУПП В ТОПОНИМИИ ВОРОНЕЖСКОЙ ОБЛАСТИ.....	292
46. Пороткова Наталья, Соловьева Ирина – ФОРМИРОВАНИЕ ТВОРЧЕСКОЙ САМОСТОЯТЕЛЬНОСТИ В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ СТУДЕНТОВ – ПСИХОЛОГОВ.....	297
47. Прасолов Михаил – ОНТОЛОГИЧЕСКИЙ СТАТУС ЯЗЫКА И НЕУСТРАНИМОСТЬ АВТОРА: ЗАМЕЧАНИЯ К ФИЛОСОФИИ ИМЕНИ С.Н. БУЛГАКОВА	301
48. Ристова Цветанка – АНАЛИЗА НА ПРЕДНОСТИТЕ И МОЖНОСТИТЕ ОД УЧЕЊЕТО НА ДАЛЕЧИНА ВО ОБРАЗОВАНИЕТО НА ТУРИЗМОТ И ХОТЕЛИЕРСТВОТО.....	308
49. Романова Светлана – ЖАНРОВОЕ СВОЕОБРАЗИЕ ТВОРЧЕСТВА РУССКОЯЗЫЧНОГО АВТОРА БЕЛАРУСИ ЭДУАРДА СКОБЕЛЕВА (НА ПРИМЕРЕ РОМАНА «БЕГЛЕЦ»)	315
50. Сверчков Дмитрий – СОСТАВЛЯЮЩИЕ ИНДИВИДУАЛЬНОЙ ОБРАЗОВАТЕЛЬНОЙ ТРАЕКТОРИИ КУРСАНТА И ИХ КОМПОНЕНТЫ.....	322
51. Shehu Florina, Koteva Mojsovska Tatjana – TEACHERS' INTERCULTURAL COMMUNICATION COMPETENCIES IN EARLY CHILDHOOD EDUCATION....	328
52. Сидоров Владимир, Харьков Иван – ЦЕННОСТИ В КОНТЕКСТЕ СОЦИОКУЛЬТУРНЫХ ПРЕДПОЧТЕНИЙ ИНДИВИДОВ КАК НРАВСТВЕННЫЕ И ЭСТЕТИЧЕСКИЕ ИМПЕРАТИВЫ, ВЫРАБОТАННЫЕ ЧЕЛОВЕЧЕСКОЙ КУЛЬТУРОЙ.....	336
53. Сидорова Е.В., Швецова О.А. – ПРОЕКТНАЯ ДЕЯТЕЛЬНОСТЬ НА ЗАНЯТИЯХ ПО РУССКОМУ ЯЗЫКУ В ШКОЛЕ И ВУЗЕ (К ВОПРОСУ О ПРОБЛЕМАХ ПРЕЕМСТВЕННОСТИ	341
54. Симонова Светлана, Белоусов Арсений – К ВОПРОСУ ОБ ЭВТАНАЗИЙНОЙ ПАРАДИГМЕ СОВРЕМЕННОЙ КУЛЬТУРЫ И ТЕНДЕНЦИЯХ ЕЕ ПРЕОДОЛЕНИЯ.....	346
55. Соколова Марија – ЈАДРОТО НА ЈАЗИЧНОТО СОЗНАНИЕ ВО МАКЕДОНСКИОТ ЈАЗИК.....	355

56. Тасевска Марица, Хаџи-Николова Адријана – УСВОЈУВАЊЕ НА ВЕШТИНАТА ЗБОРУВАЊЕ ВО НАСТАВАТА ПО ГЕРМАНСКИ ЈАЗИК.....	360
57. Тодорова Марија – НЕВЕРБАЛНА КОМУНИКАЦИЈА ВО НАСТАВАТА.....	373
58. Токарева Наталџа Владимировна – КАТЕГОРИЈА МЕЧТЫ В ПОЕЗИИ Д.В. ВЕНЕВИТИНОВА.....	377
59. Тужикова В.И. – ОСОБЕННОСТИ ЭТНОСТЕРЕОТИПОВ РУССКОЙ МОЛОДЕЖИ.....	382
60. Филюшкина Светлана, Борискина Жанна – АВТОР В ПУБЛИЦИСТИЧЕСКОМ ПРОИЗВЕДЕНИИ (НА МАТЕРИАЛЕ КНИГИ Г. ГРИНА «GETTING TO KNOW THE GENERAL. THE STORY OF AN INVOLVEMENT», 1984.).....	390
61. Хаџи-Николова Адријана, Тасевска Марица – СТРАТЕГИИ ЗА УЧЕЊЕ СПОРЕД ОКСФОРД.....	394
62. Христова С.Н. – ФОРМЫ ОБРАЩЕНИЯ Ты / Вы И You В ЭТИКЕТНОЙ РЕЧИ РУССКИХ И АНГЛИЙСКИХ АРИСТОКРАТОВ XIX ВЕКА В АСПЕКТЕ СОЦИОЛИНГВИСТИКИ (НА МАТЕРИАЛЕ ПРОИЗВЕДЕНИЙ РУССКОЙ И АНГЛИЙСКОЙ ХУДОЖЕСТВЕННОЙ ЛИТЕРАТУРЫ)	403
63. Цацков Оливер – ДУШАН БУДИМИРОВИЌ И СЕРГЕЈ МИХАЈЛОВ ОСНОВОПОЛОЖНИЦИ НА ТЕАТАРСКИОТ И МУЗИЧКИОТ ЖИВОТ ВО ШТИП ПОМЕЃУ ДВЕТЕ СВЕТСКИ ВОЛНИ.....	413
64. Чарыкова Ольга – ИМПЛИЦИТНЫЕ КАТЕГОРИИ В СИСТЕМЕ РУССКОГО ЯЗЫКА.....	420
65. Шутаров Васко – МЕДИУМСКАТА ПИСМЕНОСТ И НОВИТЕ ОБРАЗОВНО-КУЛТУРНИ ПРЕДИЗВИЦИ.....	425

**DIFFICULTIES THAT PEOPLE WITH VISUAL IMPAIRMENT HAVE IN
ACCESSIBILITY TO WEB INFORMATION BY USING THE AUDITORY ACCESS**

Vesna Žigić, PhD,¹ Dunja Stekić,² Valentina Martać³

¹Vesna Žigić, PhD,
University of Belgrade,
Faculty of Special Education and Rehabilitation,
Belgrade, Serbia,
E-mail: vesnazigic59@gmail.com

²Dunja Stekić,
University of Belgrade,
Faculty of Special Education and Rehabilitation,
Belgrade, Serbia,
E-mail: dunjastekic44@gmail.com

³Valentina Martać,
University of Belgrade,
Faculty of Special Education and Rehabilitation,
Belgrade, Serbia,
E-mail: martacvalentina@gmail.com

Abstract: An increasing amount of information on Web, has given faster and better opportunity for people with visual impairment to reach the new information and to learn, but it has also created difficulties/problems in usual way of approaching the content. The sample includes 46 respondents, 18 females and 28 males, of all visual impairment categories, at the age range from 18 to 63 years old, various vocational structure. The goal of this research is to define the problems which these respondents have in web's accessibility by using the auditory access to information, that is screen reader. The results are showing the following: too many advertisements, a lot of graphs on the web pages, very often incomprehensible audio challenge, as well as different navigation strategies for solving these problems. In conclusion, we emphasize the need for development of technology for better accessibility to information on the Web and improved search engines, on the principles of universal design, as well as creating better and practical solutions in design of interface for people with visual impairment.

Keywords: *web, information accessibility, visual impairment.*

1. INTRODUCTION

The new concept of access to information and knowledge acquisition is based on the development of innovative complex and Internet technologies, allowing the reception of even more information that becomes available to users at anytime, anywhere, across the globe. While increasing technological advancement in this field should provide easy and simple access to information, people with disabilities often have difficult interactions

with the computer due to accessibility problems. Namely, often even very well organized sites can be inaccessible to people with visual impairments, because they are difficult to use. Therefore, the World Wide Web Consortium [1] has published guidelines known as the "Web Accessibility Initiative", based on a large number of automated tools that reveal compliance with these standards and enable the field of available web design to grow. However, in order to be really accessible, the site must be useful. Technical compliance with accessibility standards is necessary, but that is insufficient to build useful sites for people who are blind or visually impaired.

Web is increasingly important in many areas of life: education, employment, recreation. Web accessibility should provide visually impaired people with the same experience it offers to individuals without visual impairment. This would happen if web designers, together with developers were eager to learn and understand the problems that people with visual impairment encounter in order to make more useful and therefore accessible web pages. Researches show that despite of the growing awareness of web accessibility issues, people continue to cope with barriers to access certain pages [2]. Availability of Web-based information could be enhanced in two basic ways: by using access technology and by adopting good practical solutions in interface design, as many studies have shown that the current Internet access is less than optimal [3].

It is generally accepted that people with disabilities should be assisted in gaining the access to information in electronic form, that a design that is good from the point of view of availability is a design that is good for everyone. From the perspective of an internet presentation, "Design for Everyone" is defined as "an individual version of an internet presentation that is accessible to everyone." It also states that well-designed graphics and multimedia content are a real help in using web presentations, and that they should not be sacrificed at the expense of availability [2]. This has become even more apparent since people could access the Web in many different ways, for example via mobile phone, a PDA (Personal Digital Assistant). In 2002, the European Commission issued an e-Accessibility Statement [4] with the aim of encouraging the implementation of recommendations from the Action Plan and achieve the "Information Society for Everyone," promoting an inclusive-oriented digital society that gives everyone the opportunity and minimizes risks from exclusion.

Blind and visually impaired persons use computer equipment to access information as persons of typical population, with adequate adjustments. In many cases, if a person with vision impairments wants to use the benefits of technology, they must also use certain aids.

The need for a universal approach was initiated by the increasing complexity of creating and delivering information that is available on the Web. They first emerged as mostly textual, and later as dynamic, multimedia interfaces offering visual, audio, and interactive ways to access and use the information provided. Both Braille alphabet and speech synthesis require the use of a screen reader. Synthesized speech has become so widespread and therefore it has become an obvious option for many challenges a blind person encounters [5]. Screen reader is actually a standard Windows computer application, and its task is to work with other programs. Since the blind person cannot see what is on the screen, the screen reader usually has a built-in speech synthesizer that reads the contents on the screen.

Extending the concept of usability is often based on the data of a user experience based on the elimination of access barriers, which was followed in our research, looking for data on subjective problems, satisfaction, and motivation of respondents in using the

program. The aim of this research was to see the fuller picture of the problems that people with visual impairment encounter when using the Internet, what quality of information they receive with their voice software on information from the world wide web, how they solve the problems they encounter, and what would they recommend and suggest to Web designers so that the access to the Internet network would be universal and accessible to anyone, regardless of the absence or the presence of visual impairment.

2. METHODOLOGY

The sample included of 46 respondents, of whom 18 were female and 28 male of different professional structures. The group to 19 years is mainly comprised of high school students, the group of 20 to 26 years is comprised mostly of students, and mostly employed persons, unemployed, and beneficiaries of invalidity pensions make up the group of over 26 years of age.

For the purposes of this research, a questionnaire was prepared with 153 questions, which focused on frequency, nature, and causes of problems, and difficulties in accessing the Web in auditive way. The questionnaire was e-mailed to respondents, and only a few of them gave answers in person to a surveyor.

The questions were divided into several areas of user experience that relate to: possibilities and way to access by audiovisual aids by various applications of computer technology and the Internet; availability of mobile telephony devices, as well as motivation for access to technology and on-line information, using auditive programs, and screen readers.

The aim was to determine the difficulties the people with vision impairments experience when they use computer technology, mobile devices, closed television systems, audio devices, the Internet, as well as the motivation needed for using these devices.

The research results are outlined in numerical and percentage values according to the representation of the answers to the statements in the questionnaire, in accordance with the objectives of descriptive statistics.

3. RESULTS

Screen reader is a program that works together with the sound synthesizer and reads aloud everything on the computer screen: icons, menus, text, punctuation characters. Using a sound card, the voice reads the contents of the entire screen or active window [6].

As technology advances, an artificial pronunciation of the synthesizer is getting closer to the natural voice, to its color and height; it could have the characteristics of a male, a female or a child's voice, and has enabled pronunciation speed setting.

The aim was to determine which speech applications are most often used by visually impaired people in their everyday life, in educational and professional work, as well as in leisure time.

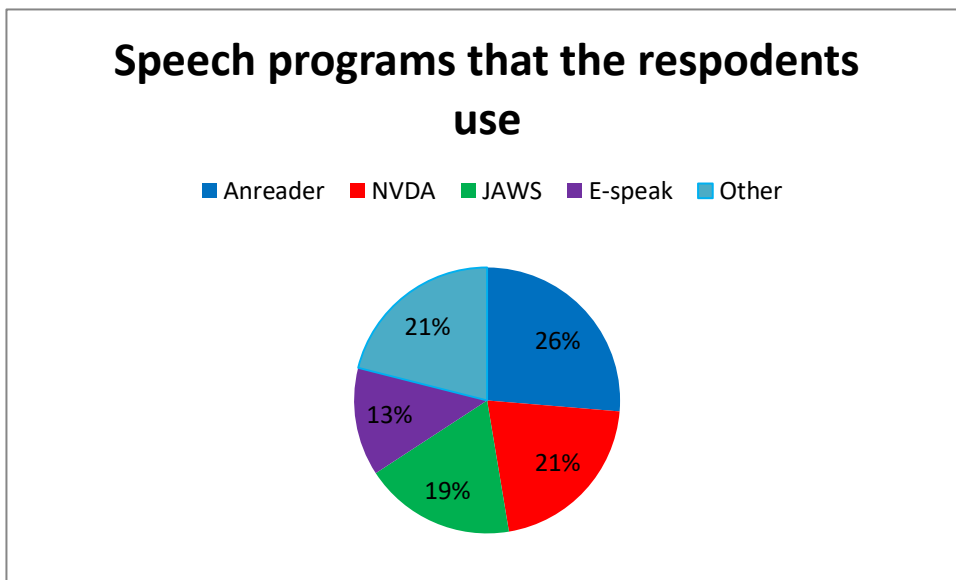


Table 1. Speech programs that the respondents use

Under our conditions, regardless of gender and age, respondents use the Anreader screen reader program, and then NVDA, JAWS, E-speak, and other respondents use a variety of programs, such as : Eloquence, Nuance, Vocalizer, Mobilespeak, and Talkback.

It could be concluded that the visually impaired respondents generally use the program Anreader. This software, developed for converting text to speech, is in Serbian and is connected to screen readers NVDA and JAWS, so that the JAWS screen reader for example, in the Windows operating system, uses Anreader as its voice component [7].

Anreader is most commonly used because it is certainly easier to understand and use the program that is in the mother tongue, but also the reason is that people with visual impairment after joining their organization i.e., the local Association for the Blind, receive this program for free, i.e. its installation.

The results obtained by this study coincide with the results of the research which established that blind high school students mostly use the screen readers JAWS (Job Access with Speech) and NVDA (NonVisual Desktop Access), both in our country and in the world [8].

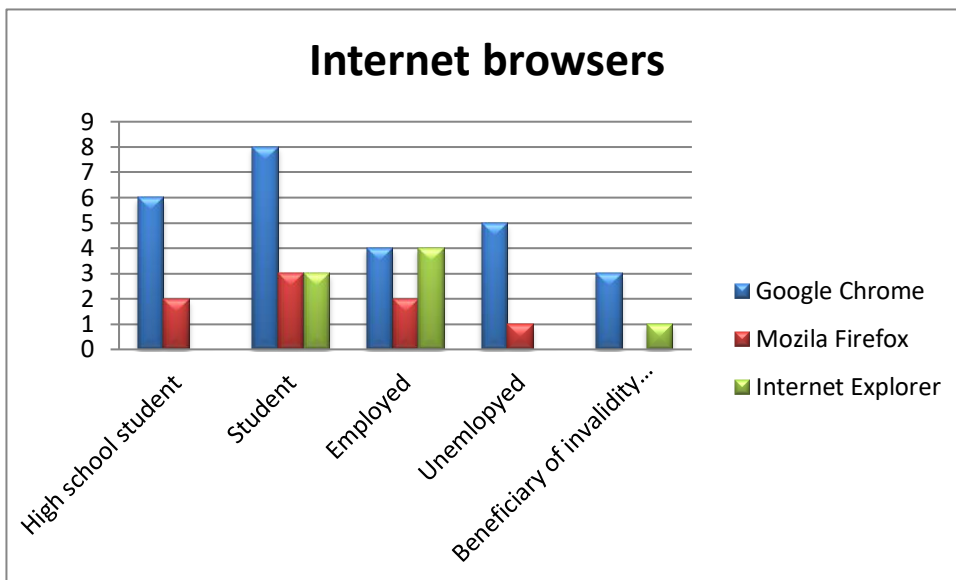


Table 2. Internet browsers

All persons with visual impairments in this study have a complete access to computer technology, of which 89.4% of them have a computer or laptop in their possession, while others have access to one of these devices at school, university, or work.

All respondents stated that they had access to the Internet, mainly in all places they visit, at lectures, at work, or while performing some other personal obligations.

As could be seen from the table, Google Chrome is most commonly used of all browsers in all categories of respondents. As a reason for the most frequent use of this browser, the respondents emphasize the speed of searches, memorized previous searches, the smallest braking, good cooperation with the screen reader and speech program.

However, despite all the advantages, a significant number of people with visual impairments also use Mozilla Firefox and lists similar reasons for that. Only a few of them have opted for Internet Explorer, and the reasons for this are slow searches and deteriorating cooperation with readers and speech programs. It is interesting that in an online study about the behavior of blind people from Australia, it was concluded that blind persons still most often use Internet Explorer because of its compatibility with the JAWS reader [9].

If the respondents learned to use the Internet services over a certain browser, usually they do not change it, regardless of the conditions. Our opinion is that the main reason for giving advantages to a particular type of browser is a matter of habit. Insignificant number of visually impaired people said they use two or even all three browsers now and then, and they do not have any special reason for doing so, but use them randomly.

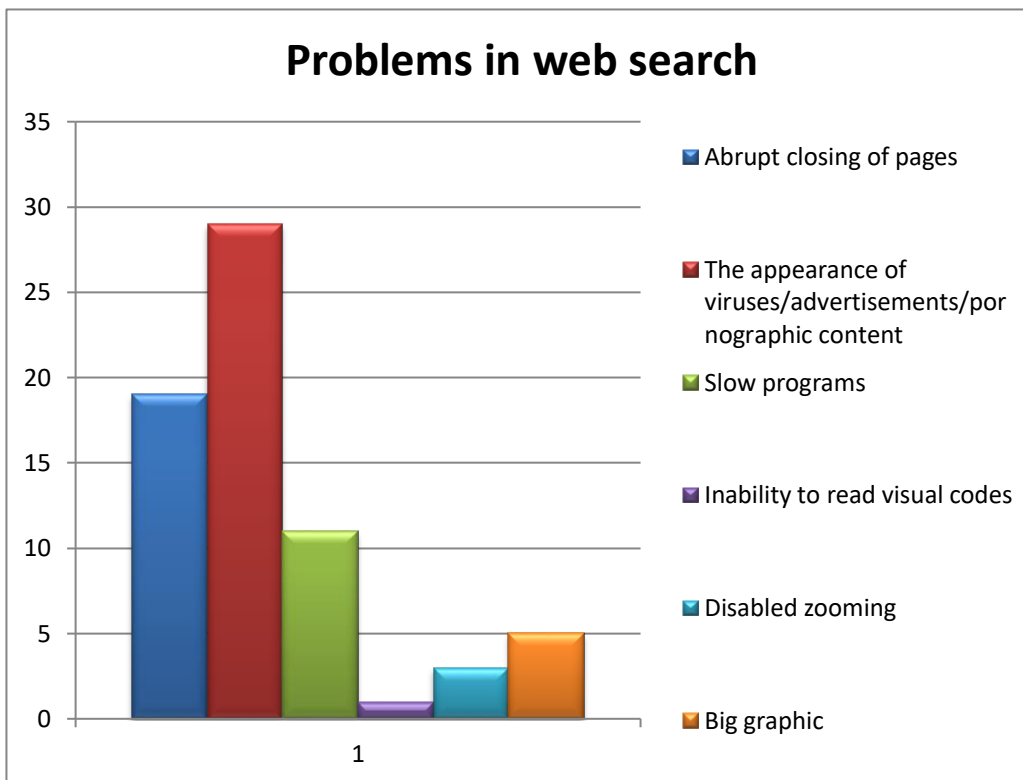


Table 3. Problems in web search

Regardless of the degree of visual impairment, gender, age, and professional structure, most respondents have the same or similar problems when accessing the Internet. As could be seen from the table, most of the respondents said they had a problem with the appearance of viruses, advertisements, and pornographic content, then an abrupt closing of the page and slow response of the voice software after the given command. They also point out the need to block ads that suddenly appear during the search, and are a problem because they are hard to turn off. The big problem to the respondents is the appearance of pornographic content, emphasizing that many children use the Internet and they are not safe, and they have a feeling of discomfort until they turn off such content, as the reader reads all the items written on the screen.

A somewhat smaller number of respondents have a problem with visual codes, specifically with the inability of a speech program to read the visual code that appears when registering on new sites, then with the disabled zooming on some web sites and a problem with large graphics that in most cases is a problem when using the screen reader.

It is evident that respondents have their own way of solving these problems, but they all declared that they are not provided with accessibility and that it could create great frustration, considering that most sites are insufficiently friendly for people with visual impairments. Murphy et al. [5] have also reached the conclusion that people with visual impairments feel frustrated when they use the Internet, when viruses and commercials transfer them from one site to another, or a new window opens by itself.

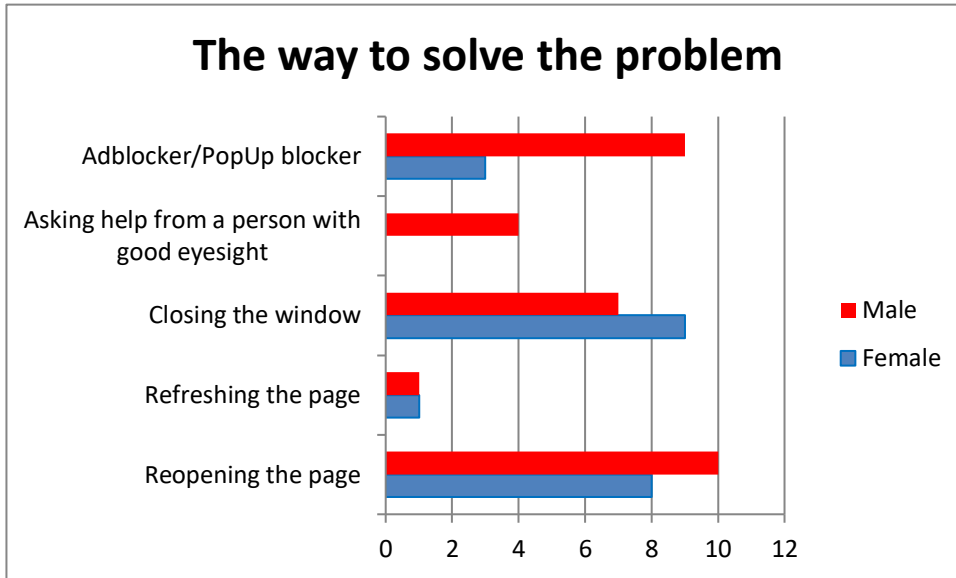


Table 4. The way to solve the problem

In order to solve the problems that arise when searching the Internet, respondents point out the ways they select to overcome these difficulties. As could be seen from the table, these are: re-opening the page, refreshing the page, installing the antivirus programs, closing a problematic window with the help of a person with good eyesight or avoiding and ignoring certain sites.

The results of the study in relation to gender are interesting, and they indicate that male respondents usually solve the problem by reopening and finding the page on which they were using the option History. They also regularly update antivirus programs, and much more often look for help from persons with good eyesight, significantly more often than female respondents do.

Female respondents point out that they generally resolve the problem by closing the window and leaving a site / browser, and then reopen and search for the page / site on which they were. Interestingly, none of the female respondents said they were looking for help from persons with good eyesight. The results of some US studies point to similar attitudes where the respondents said that if they thought the solving a problem would take too much time, they would rather quit than disturb their friends / relatives / associates [10].

Recent research results in this area are often contradictory. Some researchers claim that men use the Internet more than women and easier overcome problems in using, while others claim that there are no gender differences [11]. It seems that gender plays an important role in defining the character and behavior of end-users of communication media.

Problems are most easily solved by students, employed persons and high school students. They are most acquainted with the use of computer technology and the Internet in all areas of life, from school work, through professional to personal needs, as opposed to the group of unemployed, and the users of invalidity pension who predominantly use these devices for personal, everyday needs.

CONCLUSION

The results of this preliminary study point to the very complex needs of accessibility, of both the functions and the information displayed on the screen that could be recognized and understood by the access technology. The access has the potential in compensating the functional limitations and opens up new opportunities for people with visual impairment [12].

The respondents pointed to the fact that there are issues of accessibility and usability that still pose great challenges, such as: a number of problems with screen readers, inaccessible sites, installing and updating of data, lack of voice feedback and finding strategies for getting them, rapid changes. It was also emphasized that it should be possible to zoom content on any browser and each page visited, given that it is currently not possible on each site. The respondents believe that the solution is in improving speech programs and screen readers that would better collaborate with search engines and be able to read graphic displays on the screen, and they also pointed to the removal of visual codes that the reader cannot read.

In a considerable number, the respondents appealed to web designers to follow the instructions set at the Rulebook of Web Design for sites to function without any difficulty with screen readers. With their suggestions and recommendations to web designers, the respondents have provided plenty of information in order to realize the above-mentioned "Design for Everyone" that would provide a multitude of opportunities to all persons with visual impairments to use the world wide web.

While new technologies are being developed, getting feedback from users with visual impairment is also a part of the solution of accessibility and usability for current and future technological developments.

Awareness of the entire population should be raised and it should be understood that better accessibility to internet and computer technology would enable not only those with visual impairments, but also all people with disabilities. Thus, they would be able to develop easier access to information, learning, easier professional training, increasing the employment rates, and increasing their independence because, according to Žigić [6], computer technology brings the independence to a visually impaired person in many parts of work and life activities.

State should develop strategies that would make the accessible information technology accessible, through various departments, to various groups of people with disabilities. It is also necessary to provide support for the use of new technologies, development, and production of auxiliary devices, tools and equipment, as well as tools that would facilitate the accessibility of devices and equipment to people with disabilities.

Finally, it should be emphasized that it is necessary to conduct more research on this topic and on a larger sample to deepen our understanding of the problem with the access technology that the people with visual impairments encounter, as well as constants or variations among the different types of screen readers.

REFERENCES

- [1] World Web Consortium (W3C). (1999). Web content accessibility guidelines 1.0 .
<http://www.w3c.org/TR/WCAG10/> American Foundation for the Blind web site: www.afb.org

- [2] Žigić, V.; Maćešić Petrović, D. (2017). Universal design in education and rehabilitation of people with visual impairment ", FASPER, ICF, Belgrade.
- [3] Hackett,S.,Parmanto,B.,Zeng,X. (2005). A retrospective look at website accessibility over time. *Behaviour & Information Technology*, Vol. 24, No. 6, November-December 2005, 407 – 417
- [4] Web Content Accessibility Guidelines 1.0, G. Vanderheiden, W. Chisholm, I. Jacobs, Editors, W3C Recommendation, 2002, <http://www.w3.org/TR/1999/WAI-EBCONTENT-2002505/>. The latest version of WCAG 1.0 is available at <http://www.w3.org/TR/WAI-WEBCONTENT/>.
- [5] Murphy,E., Kuber,R., McAllister.,G., Strain,G.,Yu,W. (2007).Universal Access in the Information Society, Published in Universal Access in the Information Society
- [6] Žigić, V., Radić-Šestić, M. (2006). Computer Technology for Persons with Visual and Hearing Impairment, Faculty of Special Education and Rehabilitation,CIDD,Belgrade.
- [7] Knežević,M. (2012). Educational model for people with special needs. University Singidunum, Belgrade.
- [8] Žigić,V., Savković, Z., Maćešić-Petrović,D., Veselinović,M. (2018). The contribution of information technology in the education of high school students with visual impairment, Proceedings TIE 2018 7th International Scientific Conference Technics and Informatics in Education, Čačak, Serbia, 25-27th May,University of Kragujevac, Faculty of Technical Sciences, Čačak.
- [9] Vigo, M., & Harper, S. (2013). Coping tactics employed by visually disabled users on the web. *International Journal of Human-Computer Studies*, 71(11), 1013–1025.; Online search behaviours of blind users, 2017) <https://www.kaylaheffernan.com/blog/2017/4/18/online-search-behaviours-of-blindusers>
- [10] Jarry, A., Chapdelaine, C., Kurniawan, S., Wittich, W. (2017). Blind Adults' Perspectives on Technical Problems and Solutions When Using Technology. *Journal of Blindness Innovation and Research*, 7(1). Retrieved from <https://nfb.org/images/nfb/publications/jbir/jbir17/jbir070102.html>. doi: <http://dx.doi.org/10.5241/7-130>
- [11] Kelly, B., Phipps, L. & Howell, C. (2005). Implementing a holistic approach to e-learning accessibility [Electronic version]. In J. Cook & D. Whitelock (Eds.), Exploring the frontiers of e- learning: Borders, outposts and migration (ALT-C 2005 12th International Conference Research Proceedings) <http://www.ukoln.ac.uk/Web-focus/papers>.
- [12] Abner, G. H., & Lahm, E. A. (2002). Implementation of assistive technology with

students who are visually impaired: Teachers' readiness. *Journal of Visual Impairment & Blindness*, 96(2), 98–105.