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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 Дарья – 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. Фиљушкина 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

**THE INITIAL EDUCATION OF TEACHER AND ITS CONNECTION TO
PRACTICE IN THE “SOCIETY OF KNOWLEDGE”**

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Abstract

The initial education of teacher is a complex process that the university professor puts before the challenge of linking the academic knowledge and professional-practical ability of the students. Namely, the teacher is a key factor for social development. The specificity of its role requires autonomy in its activity, which defines the independence of the work and the creation of the educational process. To this end, the initial education should contribute to the development of professional and applicative skills of the teacher, with which he will adapt to the knowledge society and will be in constant touch with the modern changes and the development of the activity. This requires a synchronized and congruent relation of theory and practice in the education of future teacher, as well as development work on academic knowledge on the one hand, and on the development of applicative-practical competences of the teacher for the transfer of knowledge in practice, on the other hand.

Hence, this paper addresses the issue of the systemic connection of the initial education of the teachers with the practice as an imperative for their successful inclusion in the society of knowledge development and change. In addition, the training of the teacher is taken into consideration not only for monitoring and implementation of new scientific knowledge, but also for independent involvement in the process of change and development.

Key word: *Initial education, connection to practice, teacher, professional skills, knowledge society*

Initial Education of preschool teacher - Education for quality transfer of knowledge

Educators are key factor for social development at all. The quality trained staff contributes to quality early childhood development and provides a sure way to social

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cohesion and socio-economic development . Accordingly, it can be said that the system that educates quality teachers ensures quality in the society of knowledge. Hence, we can rightly say that the initial education of educators is quite a significant segment of his personal and professional development and precisely because of this, it is a complex process.

His complexity is very significant and with the fact that the process is not completed with him professional formation of the teacher , but with him, in addition to profiling teachers, a healthy basis for further professional and personal development is set. Namely, the initial education is the beginning of professional and personal development of each teacher, as well as the beginning of his career development. Therefore, it is emphasized the need to update the issue of the quality of the initial education as a whole.

According to the European Commission for Higher Education, the Framework for Quality of Initial Education depends on:

- The philosophy of education and educational policies
- Educational standards
- Labor market and employability
- Economic Policy and Development
- Mobility in global European frameworks
- The sustainable quality framework
- Profile status and etc .

Looking from this perspective, the concept of pre-service training of educators is conditioned by the specifics of the subsystem of preschool education and a educates us. It should be anticipated the rapid changes in the preschool education in the direction of the discourse on the role of early childhood development on the development of the individual in general, for which the student should be ready . Taking into account the conditionality of the conceptualization of the initial teacher education from the subsystem of pre-school education , it can be said that as a reference point should be taken into account three main moments the named subsystem, i.e.:

- Orientation and conceptual arrangement of the pre-school program
- The philosophical basics of the pre-school program (humanistic pedagogy)
- Orientation to the child and to individual and holistic-integrative concept (*more in Koteva-Mojsovska T. 2017*)

The modern initial education of the educator directed towards holistic-integrative educational practices in the early childhood development should be considered from the aspect of: the autonomy of the future educator, the intellectual and professional component of his personality , his personal integrity and social intelligence. All this would not matter if the student - a future educator did not prepare for the transfer of knowledge in practice. Namely, with the specificity of his role , based on the contemporary conception of the pre-school program, it requires that he be autonomous in his work .This implies with the independence of the work and in the creation of the educational process, but with full responsibility for the human role of his profession . All this , in the direction of quality social cohesion requires from the teacher :

- Personal and professional identity and consistency
- autonomy in estimates on educational needs.
- Ability to reflect and self-reflection,
- Self-consciousness for the needs of development, etc.

Regarding all stated in the interest of successful transfer of knowledge in practice, it is of utmost importance that the educator strengthens his self-esteem. Interesting is the research by the author Koteva-Mojsovska, conducted with teachers involved in the preschool practice which was supposed to point out the acquired competence for self-confidence and skill of the educator for self-organizing. Namely the surprisingly are obtained data that a small percentage of respondents, on a scale with grades from 1 (lowest) to 5 (highest) this competency is assessed with a high grade. Only 38,09% of all of them have assessed this competence with grade 5 (five), while 23,81% of the respondents assess the degree of its adoption (possession) the self confidence with grade 3 (three), which is not satisfactory. But also surprising is the fact that most of them appreciate that it competence is not even needed for them. Namely, 42.86% of the total number of respondents assessed the need with grade 1 (one), which is a great number given the great need for this competence in the function of practical training and autonomy of the educator in the work. (*more in: Koteva-Mojsovska, 2018, pp: 81-88*)

Objectives of connecting the initial education of educators with practice

So far, it points to the need to connect the initial education with the practice in order to determine the need for specific knowledge and skills of the future educator and in order to provide a quality system of transfer of knowledge and abilities in practice to him. Hence, we can say that the goals of connecting the educator's initial education with practice are as follows:

- Understanding knowledge and theories to set up and tended development
- Integrity of the personal and professional identity of the future educator,
- Providing creativity, flexibility and quality in the transfer of knowledge,
- Development of synchronization between the social component, communication skills and the educator's self-concept

According to the European Commission for Higher Education initial education generally suggests three key priorities in preparation for the profession:

- To enable students to acquire basic learning ability in the classroom to achieve satisfactory work at the beginning of their careers;
- To prepare for situations in which you need to continue to learn independently, based on classroom experience so;
- To prepare to critically respond to requests for innovation and improvement

According to all of the above, we will understand the practical skills in the wider sense, i.e. : 1. as internal training for practical application of knowledge, which first puts the academic competence of future educators - understanding and accepting the activity; and 2. how external training for the practical application of knowledge, i.e. implementation of students' knowledge in the practice during their studies as a first part of the external practical training and in the first year of employment as a second part of the external practical training. The second part refers to the inductive period in which the student still finds himself in the activity for which he has been able to educate

Models for linking university education of teacher with practices

There are various models of connecting the initial education of educators with practice. In most countries, 1/4 of the initial tuition studies are implemented through practice. For quality educational systems use consecutive model, i.e. 1 year practical studies beyond four years initial education - as a second degree of initiation education, but there are countries in which the practice is realized during the studies and it is determined by the anticipated number of seminars and credits of study, or by number of weeks with

reviewed practice. In some countries the practice is related to first year of employment but supervised by the university.

In the Republic of Northern Macedonia, students' practice is realized during the four-year studies with a fixed number of hours and number of credits. For example, at the Pedagogical Faculty "St. Kliment Ohridski "in Skopje at the University" St. Cyril and Methodius "in Skopje, the practice of future educators is realized on three levels:

1 Pedagogical practice realized on a weekly basis (once a week) in the first four semesters of studies and through which students, at the beginning are phased and then systemically get acquainted with the fundamentals and the essence of significant aspects of the preschool educational activity and its position in the education system .

2 Practical (Matodic-didactic) exercises that are realized on a weekly basis and refer to the contents of the specific methodologies (methodology of artistic education, methodology of musical education, methodology of the natural area, etc.) . They are realized with a fund of lessons and courses determined according to subject programs in the field of methods

3. Pedagogy internship realized by two days a week during the last (eighth) semester of the studies and relates to the overall activity for which students-future educators are preparing.

Apart from the above, there is an intention "... these forms of practical training of students are constantly being refined and complemented with new methods and methods of practical work, but also with new forms of cooperation with all relevant factors ... In this way, students will have an open possibility for the greater inclusion in various forms of practical teaching, in different projects and processes of gaining experience by connecting the acquired theoretical knowledge to what the practice requires "(<http://www.pfsko.ukim.edu.mk/>?). Each of all models to use is of great importance is for the inclusion of the faculties in the process of education for the practice of educators for pre-school education.

CONCLUSION

The preschool teacher is a key factor for social development and challenges. The specificity of its role requires autonomy in its activity, which DEFINES the independence of the work in the creation of the educational process. To this end, the initial education should contribute to the development of professional and applicative skills of the educator, with which he will adapt to the knowledge society and will be in constant touch with the modern changes and the development of the activity . This requires linking the theory and practice in the education of future educators, it also implies simultaneous influence on theoretical and academic knowledge on the one hand and the development of applicative-practical competences of the educator for the transfer of knowledge in practice , on the other.

Given that the concept initial EDUCATION of educators is complex and largely dependent on the specifics of the subsystem of preschool education one should take into account the rapid developmental changes in the this subsystem , as well as the role of early childhood development on the development of the individual in general . Therefore, the student should prepare for the transfer of knowledge into practice, and his education should be based on specific of his role in the realization of the modern concept of preschool education. This requires a student to develop autonomy and self-esteem in the realization of the activity for which it is being prepared

For these reasons, it points to the need to connect the initial education with the practice, in order to determine the need for specific knowledge and skills of the future educator and in order to provide a quality system for transfer of knowledge and abilities in practice. The students' skills in this regard should be realized in two aspects: academic qualifications of future teachers- understanding and accepting the activity and implementation of students' knowledge in practice during their studies and during the first year of employment . The developed educational systems pay great attention to the practical ability of the students. In some of these, the practical training is realized during the studies, while in others, in a variety of other ways, including the subsequent model as part of the studies and the model as part of the employment. All of models have a great importance is the inclusion of the faculties in the process of education for the practice of educators for pre-school education.

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