
**UNIVERSITY “ST. KLIMENT OHRIDSKI”
FACULTY OF EDUCATION
BITOLA**

**Third International Conference
EDUCATION ACROSS BORDERS**

**EDUCATION AND RESEARCH
ACROSS TIME AND SPACE**

(1100th Death Anniversary of St. Clement of Ohrid)



**6-7 October 2016
BITOLA**

Conference Proceedings

University “St. Kliment Ohridski” in Bitola
Faculty of Education



Third International Conference “Education across Borders”
Education and Research across Time and Space
(1100th Death Anniversary of St. Clement of Ohrid)

6-7 October 2016

Bitola

Organizing Institutions:

University "St. Kliment Ohridski" in Bitola (Faculty of Education in Bitola) together with the University „Fan S. Noli“ – Korçë (Faculty of Education and Philology in Korçë), University of Niš (Faculty of Education in Vranje and Center for Byzantine-Slavic Studies in Niš), Plovdiv University "Paisii Hilendarski" (Faculty of Education in Plovdiv) and Adam Mickiewicz University in Poznań (Faculty of Polish and Classical Philology and Institutes for Slavic and Polish Philology in Poznań).

Plenary Lectures:

Dimitar Pandev, Faculty of Philology Blaže Koneski“ in Skopje

A Word on the Slavic Patterned Teachings

Grozdana Gojkov, Serbian Academy of Education in Belgrade

Education and Research in Postmodern World

Conference topics:

- Ohrid Literary School – The First Slavic University
- Language & Literature
- Pedagogy & Psychology
- Science, Math, ICT
- Social Sciences

Program Committee:

Sašo Korunovski, Rector of the University "St. Kliment Ohridski" - Bitola
Ali Jashari, Rector of the University „Fan S. Noli“ - Korçë
Bogumiła Kaniewska, Vice Rector of the Adam Mickiewicz University - Poznań
Benita Stavre, Vice Rector of the University „Fan S. Noli“ - Korçë
Valentina Gulevska, Faculty of Education - Bitola
Sunčica Denić, Faculty of Education - Vranje
Rumjana Tankova, Faculty of Education - Plovdiv
Dragiša Bojović, Center for Byzantine-Slavic Studies - Niš
Bogusław Zieliński, Institute for Slavic Philology - Poznań
Dobri Petrovski, Faculty of Education - Bitola
Jove Dimitrija Talevski, Faculty of Education - Bitola
Donika Dardha, Faculty of Education and Philology - Korçë
Vasilika Pojani, Faculty of Education and Philology - Korçë
Slađana Ristić Gorgiev, Center for Byzantine-Slavic Studies - Niš
Branko Gorgiev, Center for Byzantine-Slavic Studies - Niš
Krzysztof Trybuś, Institute for Polish Philology - Poznań
Božidara Kriviradeva, Faculty of Education - Sofia
Galena Ivanova, Faculty of Education - Plovdiv
Blagica Zlatković, Faculty of Education - Vranje
Danijela Zdravković, Faculty of Education – Vranje

Organising Committee:

PhD Biljana Cvetkova Dimov, President of the Organising Committee
MA Meri Stoilkova-Kavkaleska
PhD Metodija Stojanovski
PhD Dobri Petrovski
PhD Jove Dimitrija Talevski
PhD Ljupčo Kevereski
PhD Zlatko Žoglev
PhD Tatjana Atanasoska
PhD Valentina Gulevska
PhD Dean Iliev
PhD Violeta Januševa
PhD Daniela Andonovska-Trajkovska
PhD Mažana Severin-Kuzmanovska
PhD Gordana Stojanoska
PhD Jasminka Kočoska
PhD Danče Sivakova-Neškovska
PhD Biljana Gramatkovski
PhD Silvana Neškovska
PhD Marija Ristevska
PhD Milena Pejčinovska
PhD Bisera Kostadinovska-Stojčevska
MA Stela Bosilkovska

Publisher

University "St. Kliment Ohridski" - Bitola
Faculty of Education - Bitola
Dean prof. Valentina Gulevska, PhD

Executive and Editor-in-chief

prof. Biljana Cvetkova-Dimov, PhD

Cover

Aleksandar Gulevski

Technical & Computer support

Jove Stojchevski

CIP - Каталогизација во публикација

Национална и универзитетска библиотека "Св. Климент Охридски", Скопје

37.091.3(062)

821.163.1.09Св.Климент Охридски(062)

271.2-36Св.Климент Охридски (062)

INTERNATIONAL conference "Education across borders" (3 ; 2016 ; Bitola)

Education and research across time and space [Електронски извор] : conference proceedings : (1100 th death anniversary of St. Clement of Ohrid) / Third international conference "Education across borders", 6-7 October 2016 Bitola. - Bitola : University "St. Kliment Ohridski" in Bitola, Faculty of Education, 2017

Начин на пристап (URL): <http://www.pfbt.uklo.edu.mk/eab>. - Текст во PDF формат, содржи 1081 стр., илустр. - Наслов преземен од екранот. - Опис на изворот на ден 14.07.2017. - Библиографија кон трудовите

ISBN 978-9989-100-50-5

а) Климент Охридски, св. (840-916) - Собири б) Образование и настава - Собири
COBISS.MK-ID [103722250](https://nbn-resolving.org/urn:nbn:mk:COBISS-103722250)

CONTENT

PLENARY LECTURES	19
A WORD ON THE SLAVIC PATTERNED TEACHINGS	20
Dimitar Pandev	
EDUCATION AND RESEARCH IN POSTMODERN WORLD.....	25
Grozdanka Gojkov	
OHRID LITERARY SCHOOL – THE FIRST SLAVIC UNIVERSITY	40
HERMENEUTICS IN THE PHILOSOPHY OF SAINT CLEMENT OF OHRID	41
Vera Georgieva &Valentina Gulevska	
CONTRIBUTION OF ST. CLEMENT OF OHRID FOR THE EDUCATIONAL ACTIVITIES AND SOCIETY.....	46
Zlatko Zhoglev	
THE SILVER BOX CONTIANING THE RELICS OF ST. CLEMENT OF OHRID FROM THE MONASTERY OF ST. NAUM OF OHRID IN THE TREASURY OF BITOLA METROPOLIS.....	53
Aleksandar Gulevski	
TEACHERS AND DISCIPLES (FROM 9TH TO THE 14TH CENTURY): SOPHIOLOGAL AND EUCHARISTIC CONTEXT.....	59
Dragiša Bojović	
BRIEF REFLECTIONS ABOUT THE CHRONOLOGICAL ASPECT OF THE GLAGOLITIC AND CYRILLIC	68
Violeta Krsteska	
METHODICAL ASPECTS AND PRINCIPLES IN THE TEACHING ACTIVITY OF ST. CLEMENT OF OHRID.....	73
Daniela Andonovska-Trajkovska	
ST. CLEMENT OF OHRID - PRECURSOR OF THE LEARNING FOR PEACE AND NON-VIOLENCE.....	81
Gordana Stojanoska	
LANGUAGE& LITERATURE	87

THE MODERN MACEDONIAN LANGUAGE – PROBLEMS IN THE TEACHING PRACTICE (ACCENTUAL UNITS AND CLITIC EXPRESSIONS).....	88
Violeta Januševa & Jana Jurukovska	
FOLK TALES AND ITS ROLE IN CHILDREN’S EDUCATION BEYOND SPACE AND TIME.....	98
Ilir Shyta & Jonela Spaho	
CHILDREN’S LITERATURE AS A WAY OF PROVIDING OPENNESS TO DIFFERENT QUESTIONS	105
Sunčica Denić	
RUBRICS AS A TOOL FOR DEVELOPING PERFORMANCE, SOFT AND METACOGNITIVE SKILLS	112
Hilda Terlemezyan	
PROBLEM OF METHOD IN CHILD AND YOUTH LITERATURE.....	118
Hikmet Asutay	
USE OF LITERARY TEXTS AS A MEANS FOR ADOPTING MORPHOLOGICAL SYSTEM OF A LANGUAGE FOR PRESCHOOL CHILDREN	123
Ljiljana Kelemen-Milojević & Blagoje Milojević	
LANGUAGE PLANNING AND LANGUAGE DEVELOPMENT IN PRESCHOOL EDUCATION	134
Lulzim Ademi	
PRAGMATIC LANGUAGE SYSTEM OF PRESCHOOLERS	140
Rriollza Agolli & Albina Pajo	
CORELATION BETWEEN MULTILINGUALISM AND SCORES ON MATHEMATICS TESTS.....	148
Nedelkoska Gabriela & Angjelkoska Violeta	
CREATIVITY AS A POWERFUL TEACHING TOOL IN HELPING LITTLE CHILDREN TO LOVE READING AND WRITING.....	153
Vesela Bogdanovikj	
EFFECTIVE METHODOLOGIES FOR TEACHING VOCABULARY IN THE ENGLISH AS A FOREIGN LANGUAGE CLASSROOM.....	160
Bisera Kostadinovska-Stojčevska & Irina Petrovska	
SPEAKING - AN EFFECTIVE LANGUAGE SKILL TO BUILD COMMUNICATIVE COMPETENCE OF EFL LEARNERS	165
Vasilika Pojani & Benita Stavre	

THEORETICAL APPLIED MODEL FOR EARLY LEARNING OF ENGLISH USING INTERACTIVE METHODS.....	173
Diana Dimitrova	
SOME PROBLEMS ABOUT ENGLISH LANGUAGE TEACHING IN PRIMARY EDUCATION IN KORÇA, ALBANIA	178
Dorela Kaçuni & Aduela Selimollari	
FACTORS THAT HELP IN THE ACQUISITION OF ENGLISH LANGUAGE IN THE TEACHING-LEARNING PROCESS: ALBANIAN CONTEXT.	185
Edlira Xega	
DEDICATED TO THE WAY OF TEACHING ENGLISH GRAMMAR	196
Sashka Jovanovska	
THE IMPLEMENTATION OF CORPORA IN ESP UNIVERSITY SETTING; INTERLANGUAGE ANALYSIS <i>VERSUS</i> VOCABULARY RETENTION	200
Juliana Çyfeku & Eriola Qafzezi	
PROBLEMS THAT LECTURERS TEACHING FOREIGN STUDENTS IN THE PROCESS OF LEARNING TURKISH GO THROUGH	209
Pınar Çal & İbrahim Coşkun	
CROSS-CULTURAL INTERFERENCES IN ENGLISH AND ALBANIAN IDIOMATIC EXPRESSIONS	215
Lorena Robo	
INVESTIGATING FOREIGN STUDENTS' EXPERIENCES OF LEARNING TURKISH, A CASE STUDY OF TURKISH TEACHING CENTER (KTU-TÖMER)	223
Taner Altun & Dilan Kalayci	
MULTILINGUALISM AND COMMUNITY INTERPRETING.....	232
Coşkun Doğan	
MODERN SLAVINIC STUDIES IN VIEW OF CURRENT THREATS AND OPPURTINITES OF FURTHER DEVELOPMENT.....	240
Bogusław Zieliński	
THE SEMIOTICS OF SPACE IN FANTASTIC LITERATURE	246
Eris Rusi	
TIMELESSNESS OF SHAKESPEARE'S LITERARY WORKS	253
Silvana Neshkovska	

STUDENTS' INTEREST IN READING – FAVOURITE BOOKS AND FAVOURITE WRITERS	260
Natasha Crneska	
PLAYING 'HIDE AND SEEK' THROUGH CLICHÉS AND JARGONS IN SATIRICAL WORKS	267
Alma Karasaliu	
THE AUTOBIOGRAPHICAL DISCOURSE OF PRILIČEV, CONTINUOUS DIALOG BETWEEN POTENTIAL AND REAL LIFE	273
Natasha Mladenovska-Lazarevska	
WALTER BENJAMIN'S THE MODE OF INTENTION	278
Vesna Milevska	
AN ANALYSIS OF DISSERTATIONS ON LITERACY IN TURKEY: FROM 2009 TO 2014.....	281
Gökhan Ilgaz & Yılmaz Çakici	
SYLLABIC CONSONANTS IN ENGLISH AND SLOVAK.....	286
Božena Petrášová	
LEXICAL AND MORPHOLOGICAL CONCORDANCES BETWEEN AROMANIAN AND ALBANIAN IN THE NEWSPAPER <i>FRATIA</i>	296
Daniela-Carmen Stoica	
ETHNOLINGUISTIC NOTES OVER THE TRADITION OF NAMING AND USAGE OF THE PLANTS IN THE SOUTHEASTERN PART OF ALBANIA.....	303
Anyla Saraçi (Maxhe) & Kostika Zdruli	
THE NEGATION IN THE ORIGINAL OF WILLIAM SHAKESPEARE'S "THE MERCHANT OF VENICE" COMPARED WITH THE NEGATION IN THE MACEDONIAN TRANSLATION OF THE PLAY BY DRAGI MIHAJLOVSKI.....	308
Marija Bojadžievska & Stela Bosilkovska	
PEDAGOGY & PSYCHOLOGY.....	316
NEW IDEAS AND APPROACHES IN PEDAGOGY.....	317
Florina Shehu	
MOTIVATED STUDENTS - ENGINE OF CREATIVE DEVELOPMENT OF OPINION	324
Ljupcho Naumovski	

THE NORMAL PARENTAL ATTITUDE TOWARD THE RECOGNITION AND ADMISSION OF THE PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN NORMAL CLASSES.	330
Donika Dardha & Mariela Burda	
REFLEXIVITY AS THE ESSENCE OF EDUCATION FOR THE MEANING OF LIFE	339
Joanna M. Łukasik & Norbert G. Piķula	
PROSPECTS FOR PROFESSIONAL SELF-REALIZATION OF GERIATRIC SPECIALISTS (A PILOT STUDY)	345
Hristina Milcheva & Albena Andonova	
ADULT MAN AND HIS LEARNING STYLES IN CONTEMPORARY TEACHING	350
Afrdita Ilazi-Hoxha	
THE SOCIAL COMPETENCES - AN IMPORTANT FACTOR IN THE TRAINING OF GERIATRIC SPECIALISTS	357
Mariya Dimova	
DEVELOPMENT OF THE PROBATION SERVICE OF THE REPUBLIC OF BULGARIA	361
Bozhidara Kriviradeva & Lidiya Laskova	
ADVANTAGES OF THE INTEGRATED CURRICULUM PLANNING	371
Marija Ristevska & Dance Sivakova-Neshkovska	
SPECIFIC FEATURES OF STUDENTS' ACTIVITIES PLANNING	377
Milena Pejchinovska & Biljana Kamchevska	
THE FUNCTION OF INTERACTIVE TEACHING AND LEARNING TECHNIQUES IN STUDENT LEARNING MOTIVATION	383
Jehona Rrustemi & Tatjana Atanasoska	
THE DESIRE OF PARENTS TO PERFECT THEIR CHILD, HURTS HIM	392
Laura Mezini, Zamira Vllaho, Arjeta Xhemali & Bledar Late	
EARLY DIET EDUCATION, GUARANTEE OF OBESITY PREVENTION	395
Liljana Sokolova, Karolina Berenji & Nenad Đokić	
AN INTEGRATIVE APPROACH TO EARLY CHILDHOOD DEVELOPMENT AND EDUCATION - THE MODEL OF ISRAEL	403
Kiril Barbareev	

COMPETENCE OF THE TEACHERS AND IMPORTANCE OF QUALITY COMMUNICATION FOR WORK IMPROVEMENT IN PRIMARY SCHOOL.....	411
Biljana Gramatkovski & Jasminka Kochoska	
THE ROLE OF PEDAGOGICAL COMMUNICATION AND COMMUNICATIVE COMPETENCE OF TEACHERS IN THE CLASSROOM.....	415
Evjonda Pylli	
EYE CONTACT AS THE MOST POWERFUL WAY FOR CLASSROOM MANAGEMENT.....	421
Jasminka Kochoska & Biljana Gramatkovski	
THE INFLUENCE OF COMMUNICATION ON THE EDUCATIONAL PROCESS	425
Mirjana Aleksova	
TRANSFORMATIONAL ROLE OF EMOTIONALLY COMPETENT TEACHERS IN EDUCATION	430
Maria Kotevska-Dimovska, Dragan Ristevski & Spiro Mavrovski	
INCLUSIVE EDUCATION: POLICIES AND GOOD PRACTICES.....	436
Sonja Ristovska	
THE ROLE OF TEACHERS IN PRACTICING THE INCLUSIVE EDUCATION	444
Teuta Shabani & Leonora Jegeni	
INCLUSIVE TEACHING AND THE SPECIAL NEEDS EDUCATION WITHIN THE SWEDISH SCHOOL SYSTEM	454
Daniela Cvetanovski	
ART CONCEPT OF PEACE AMONG STUDENTS OF SPECIAL AND REGULAR PRIMARY SCHOOL	461
Anica B. Zlatevska & Vilma A. Petreska	
THE NEED IDENTIFICATION OF THE SUPPORT TEACHER IN PRE-UNIVERSITY EDUCATION IN ALBANIA	467
Arjan Kamburi & Olger Brame	
TEACHER'S ROLE IN IDENTIFYING THE GIFTED AND TALENTED STUDENTS .	475
Kristina Petrovska & Dobri Petrovski	
TEACHER'S COMPETENCES TO WORK WITH PROFICIENT AND TALENTED STUDENTS	482
Fariz Farizi, Fadbi Osmani & Buniamin Memedi	

DEGREE OF MOTIVATION AMONG TALENTED AND GIFTED STUDENTS IN PRIMARY SCHOOL	488
Biljana Geras	
TYPES OF LEARNING DISABILITIES	494
Lidija Nedanovska & Marija Nedanovska	
BASIC PRINCIPLES FOR THE PROCESS OF ACTIVE LISTENING IN TEACHING ..	501
Irena Kitanova	
THE ACCOLADE TO BEING ATTENTIVELY LISTENED TO	505
Stela Bosilkovska & Milena Pejčinovska	
THE USE OF MULTIPLE INTELLIGENCES THEORY AND ITS PEDAGOGICAL IMPLICATIONS	513
Sadete Tërnavo-Osmari	
THE VARIOUS FORMS OF WORK WITH STUDENTS IN COMBINED CLASSES - CLASS TEACHING.....	523
Ile Soklevski & Olgica Soklevska	
CONTEMPORARY LEARNING	529
Natasha Zabrcanec & Zorica Trajanovska	
GAME BASED LEARNING	539
Irena Kirovski & Marina Runevska	
LEISURE TIME AND STUDENT'S ACTIVITIES	547
Ajrulla Jakupi	
CONDITIONS AND FACTORS AFFECTING EMOTIONALITY AND EMOTIONAL WELLBEING IN ADOLESCENTS.....	552
Ivan Trichkov	
AESTHETIC ART-SELF- EXPRESSION AS PSYCHO-EDUCATIONAL APPROACH AND STIMULUS FOR REDUCTION OF ANXIETY REACTIONS AMONG ADOLESCENTS	558
Slavica Naumovska	
JOB STRESSORS OF HIGHER EDUCATION TEACHERS: A COMPARATIVE STUDY BETWEEN SLOVENIA AND MACEDONIA	564
Jasmina Starc & Ljupčo Keveleski	
THE MAIN THEORETICAL APPROACHES ON STRESS MECHANISM.....	574
Lorena Prifti	

STRESS OF UNIVERSITY STUDENTS.....	580
Ismail Alii	
SCIENCE, MATH, ICT.....	585
INTEGRATING MOODLE AND PIAZZA IN ONLINE LITERATURE COURSES.....	586
George Goce Mitrevski	
EXPERIMENTAL RESEARCH: USAGE OF EDUCATIONAL COMPUTER SOFTWARES COMPARED TO TRADITIONAL MODEL OF TEACHING	595
Snežana Stanojlović	
THE IMPORTANCE OF GIS INCLUSION IN CURRICULA OF PRE-UNIVERSITY EDUCATION IN ALBANIA	606
Florina Pazari & Ardiana Mici	
DEVELOPING LISTENING COMPREHENSION SKILLS WITH IT-STUDENTS.....	612
Lela Ivanovska	
STUDY OF EMOTIONAL EXPERIENCES IN THE VIRTUAL ENVIRONMENT IN ADOLESCENTS FROM BULGARIA	616
Gergana Slavcheva-Andonova	
PROJECT BASED LEARNING	624
Aleksandra Andonoska	
POSSIBILITIES OF IMPROVEMENT OF ORGANIZATION AND PLANNING OF WORK IN HIGHER EDUCATION INSTITUTIONS ACCORDING THE APPLICATION OF EDUCATIONAL WEB TOOLS	631
Ivana Đorđev, Predrag Prtljaga & Tanja Nedimović	
IMPLEMENTING A RECOMMENDATION SYSTEM IN AN E-COMMERCE WEB PORTAL.....	640
Jasmina Jovanovska & Goce Armenski	
INTERNET ADDICTION IN CHILDHOOD.....	648
Işıl Güneş & Modiri Dilek	
ICT – NECESSITY OR CHALLENGE IN THE CLASSROOM.....	664
Marina Dzeparoska-Tanasoska	
COMPARATIVE ANALYSIS OF THE SCIENCE AND MATHEMATICS CURRICULA IN THE FIRST DEVELOPMENTAL CYCLE IN PRIMARY EDUCATION (FIRST, SECOND AND THIRD GRADE).....	672
Vesna Makashevaska & Biljana Kamchevska	

TEXTUAL AND PROBLEM TASKS IN THE MODERN TEACHING OF MATHEMATICS	678
Marzanna Seweryn-Kuzmanovska & Sonja Chalamani	
IMPROVING THE TEACHING AND LEARNING OF MATHEMATICS BY THE USE OF ICT	683
Dance Sivakova-Neshkovska & Marija Ristevska	
VIEWS AND OPINIONS OF CLASS TEACHERS FROM I-III GRADE OF SEVERAL ELEMENTARY SCHOOLS IN SKOPJE ABOUT THE USE OF GAMES OF MATHEMATICS CLASSES	688
Merita Ajdini & Bujar Saiti	
FOR CONCEPTS OF MATHEMATICS AND THEIR FORMULATION DURING TEACHING	694
Lidija Kondinska	
MOTIVATING PUPILS DURING INDEPENDENT WORK IN SOLVING TEXTUAL PROBLEMS IN MATHEMATICS	706
Aneta Soklevska	
THE EFFECTS OF BOM GAME ON STUDENTS' LEARNING OF CHEMICAL ELEMENTS	712
Ayşegül Haneci, Lale Cerrah Özsevgeç & Hülya Demircioğlu	
TEAMWORK OF THE STUDENTS WITH MEDICAL SPECIALTIES	719
Sylvia Kyuchukova	
THE KINETICS OF ION TRANSPORT IN ELECTROCHROMIC WO ₃ THIN FILMS	725
Margareta Pecovska-Gjorgjevich, Nace Stojanov, Julijana Velevska & Metodija Najdoski	
ENERGY EFFICIENCY WITH ELECTROCHROMIC COPPER(I) OXIDE THIN FILMS	733
Ratka Neshkovska	
SPRAY PYROLYSIS DEPOSITION OF α -Fe ₂ O ₃ THIN FILM FOR HUMIDITY SENSING	740
Atanas Tanushevski & Mimoza Ristova	
FUNCTIONAL FOOD AND PHYTOCHEMICALS	748
Zamira Vllaho, Laura Mezini, Marsel Vllaho & Maria Agolli	
CYTOGENETIC CHANGES OF TOBACCO SEED (<i>NICOTIANA TABACUM L.</i>) DURING A TREATMENT WITH ULTRASOUND AND MICROWAVES	752
Gjoko Atanasovski	

SOCIAL SCIENCES	762
TEACHERS' PERCEPTION OF THE APPLICATION OF THE BOLOGNA PRINCIPLES – FIVE YEARS LATER.....	763
Radmila Nikolić	
REDIFINING STRUCTURE AND STRATEGY FOR DEVELOPMENT OF HIGHER EDUCATION	772
Ildiko Đokić, Miroslav Kuka & Jove Dimitrija Talevski	
GENERAL AND SPECIFIC BENEFITS OF THE EDUCATIONAL PROCESS FROM THE REALIZATION OF THE TEACHER'S EDUCATIONAL RESEARCHES.....	776
Dean Iliev	
THE NEW HUMANITIES IN POLANDTHE SCIENTIFIC AND EDUCATIONAL CHALLENGES	781
Anna Legeżyńska	
PROFESSIONAL ROLE, STATUS AND IDENTITY OFTHE SCHOOL PSYCHOLOGIST IN SERBIA	788
Slavica Maksić	
ASSESMENT OF THE IMPLEMENTATION OF CAREER DEVELOPMENT TRAINING MODEL	794
Valentina Sharlanova	
EVALUATION IN EDUCATION - CONDITIONS, CHALLENGES AND PERSPECTIVES	801
Snezana Miraschieva	
EDUCATION FOR PROSOCIAL BEHAVIOR IN ELEMENTARY SCHOOL	806
Voglushe Kurteshi &Valentina Gulevska	
THE COOPERATIVE ACTIVITY OF THE TEACHER FOR THE DEVELOPMENT OF THE EDUCATIONAL PROCESS.....	811
Emilija Petrova-Gjorgjeva	
THE IMPACT OF THE EDUCATIONAL VALUES OF MODERN TEACHING TOWARDS CREATIVE AND STIMULATING LEARNING ENVIRONMENT	817
Sabit Vejseli, Emil Sulejmani & Muamer Alla	
RESEARCH, DIDACTICS, JOB MARKET – CONCEPT OF TWO-SUBJECT STUDIES	824
Krzysztof Skibski	

THE TEACHING PROFESSION AND BEGINNER TEACHERS.....	830
Lulzim Aliu	
A THEMATIC REVIEW OF STUDIES INTO THE EFFECTIVENESS OF SCIENTIFIC INQUIRY ON PROBLEM SOLVING SKILLS: NEEDS, AIMS, METHODS, GENERAL KNOWLEDGE CLAIMS AND IMPLICATIONS	835
Esra Yazar & Muammer Çalik	
IMPORTANCE OF STEM TEACHERS' NETWORKING FOR THE SUCCESS OF EUROPEAN PROJECTS	846
Jove Dimitrija Talevski & Natalija Aceska	
POLES AND GERMANS IN EUROPE – AN EDUCATIONAL PROJECT AND AN AREA OF STUDY	853
Krzysztof Trybuś	
THE PROBLEMS THAT FOREIGN STUDENTS FACE IN PERIOD OF LEARNING TURKISH	858
Elif Erdoğan & İbrahim Coşkun	
SOCIOLOGICAL ASPECTS OF THE DRUG ABUSE WITH HIGH SCHOOL POPULATION IN REPUBLIC OF MACEDONIA	864
Jove Dimitrija Talevski & Gjoko A. Strezovski	
THE LEGACY OF ANTIQUITY IN THE CONTEMPORARY LEADERSHIP	869
Snezana Mojsovska-Salamovska & Vesna Kalpakovska	
THE EDUCATION AND MANAGERIAL CHALLENGES ACROSS TIME AND SPACE	876
Toni Soklevski	
THE PRINCIPLES OF ETHICAL LEADERSHIP.....	884
Metodija Stojanovski & Vesna Stojanovska	
THE PRINCIPAL'S ROLE IN THE CREATION OF ADEQUATE SCHOOL CLIMATE	889
Dobri Petrovski & Kristina Petrovska	
INTERLINKING EDUCATION, INNOVATION AND ENTREPRENEURSHIP	896
Elizabeta Tosheva & Elena Tilovska-Kechevi	
PRECONDITIONS FOR DEVELOPING ENTREPRENEURIAL SCHOOLS.....	903
Liljana Polenakovikj	
DEVELOPING "THE SCALE OF CLASSROOM MANAGEMENT SKILLS"	911
Demirali Yaşar Ergin	

MANAGING PROJECT RISK IN UNSTABLE ENVIRONMENTS.....	921
Enis Ujkanović & Samir Ljajić	
MULTIPLE CRITERIA ASSESSMENT OF SOIL REINFORCEMENT APPLICATION BY MOORA METHODS	928
Latif Onur Uğur, Ali Ateş, Rifat Akbiyikli & Esra Durmaz	
EFFECT OF DIFFERENT SEISMIC ZONES ON ROUGH BUILDING COST	936
Latif Onur Uğur, Mürsel Erdal & Nurgül Tuncay	
INTERCULTURAL SENSITIVITY OF FUTURE TEACHERS - THE BASIS OF INTERCULTURAL EDUCATION	942
Blagica Zlatković	
PURPOSE AND BENEFIT OF INTERCULTURAL EDUCATION IN MACEDONIAN SOCIETY.....	950
Daniela Kočeva	
DIDACTIC STRATEGIES FOR APPLICATION OF INTERCULTURALISM IN WORKING WITH PRESCHOOL CHILDREN	957
Suzana Nikodinovska-Banchotovska	
CROSS-CULTURAL COMMUNICATION SKILL AS ONE OF THE KEY COMPETENCIES IN EDUCATION.....	961
Jelena Prtljaga	
VIA INFORMATION MEDIA TO CREATION OF THE IMAGE OF THE OTHER.....	968
Danela Petrovska-Matevska	
BIOETHICS EDUCATION: LEARNING PERSPECTIVES AND MULTIDISCIPLINARITY	973
Marija Todorovska	
ANCIENT AND CHRISTIAN "PAIDEIA"	980
Branko Gorgiev	
PLATO ON THE EDUCATION OF THE WILL.....	988
Sladjana Ristić-Gorgiev	
THE EDUCATION DURING THE MIDDLE BYZANTINE PERIOD – A GENERAL OVERVIEW	993
Dušan Simić	
EDUCATION IN ALBANIA DURING THE COMMUNIST PERIOD.....	1007
Alba (Kreka) Osman	

EDUCATIONAL RESEARCHES IN VISUAL ART EDUCATION – APPROACHES TO EVALUATION OF WORKS OF ART	1014
Maya Raunikj-Kirkov	
VISUAL ART EDUCATION IN THE CURRICULUMS OF PRIMARY EDUCATION IN THE REPUBLIC OF MACEDONIA AND THE REPUBLIC OF ALBANIA	1019
Biljana Cvetkova Dimov & Nikoleta Malevska	
MUSICAL INSTRUMENTS AS CATALYSTS IN EDUCATION AND CULTURE.....	1027
Jeta Starova-Mehmeti	
APPLICATION OF TRADITIONAL MUSIC AT PRESCHOOL AGE AS A FACTOR OF PRESENTATION OF ONE’S OWN CULTURE AND CULTURE OF OTHER NATIONS	1030
Eudjen Cinć, Jasmina Stolić & Kristina Planjanin-Simić	
SPORTS PSYCHOLOGY EDUCATIONAL IMPACT ON SPORTS PARTICIPATION	1038
Danica PirsI	
THE APPLICATION OF DEA (DATA ENVELOPMENT ANALYSIS) MODEL, BASED ON LINEAR PROGRAMMING, IN ANALYZING THE QUALITY OF STUDY PROGRAMS.....	1043
Agim Rushiti	

ADVANTAGES OF THE INTEGRATED CURRICULUM PLANNING

Marija Ristevska

University "St. Kliment Ohridski", Faculty of Education
"Vasko Karangelevski" bb. Bitola
marijaboki@yahoo.com

Dance Sivakova-Neshkovska

University "St. Kliment Ohridski", Faculty of Education
"Vasko Karangelevski" bb. Bitola
d_sivakova@yahoo.com

Abstract

The findings of the theory of teaching and learning and the experience in primary schools are long tended to accept the concept of integrated curriculum planning. It offers teachers the overall structure of all components in planning the curriculum. Integrated planning in teaching and learning is particularly necessary when dealing with more complex requirements and objectives as set out in the curriculum. The programs are designed according to modern concepts of teaching and learning experience in elementary education in our country, as in more developed countries in Europe. The specific objectives, expected results, selection and development of content and basic concepts, activities, methods, tools and other resources is a wholeness.

The advantages of integrated planning of the curriculum are perceived that teachers will enrich their experience and knowledge and will be much more confident in making daily arrangements for each teaching unit. The teacher will be able to start from that level of knowledge and skills of students in his class at the beginning of the academic year. In the teaching process exposes the students as advance knowledge of the formation of concepts and their connection into a logical system of concepts.

Key words: planning, curriculum, teachers, advantages.

Introduction

In our schools and in the didactic literature the curricula are accepted as school documents that contain educational purposes (whether it is for their greater or lesser concretization and operationalization) and activities / methods on teaching topics / areas, planned curricula and basic concepts. The programs contain guidelines for implementation of the teaching and show the basic requirements that must be provided (materials, equipment, and facilities for students' activities) as well as the regulations on the type and the level of the professional education of the teachers. The curriculum covers the subjects that are deployed in the departments from I to IX grade of the primary school.

The preparation for the teaching should include the development of the content of the curriculum and plan which will place the activities of the students in the teaching process;

therefore it is necessary to plan the type of the activities / methods for achieving specific objectives and the type of valuation of the students' achievement.

For the development of the content usually are observed the basic didactic rules of gradation from close to distant and from simple to complex. These didactic rules could most easily be accepted if the contents are classified according to the so-called progressive spiral programming.

In this context, we are talking about the fact that the child adopts certain knowledge even in the preschool period, at home with the parents and the family, in the kindergartens, as well as from its friends in the living place. The experience acquired by the child from the television, the picture books and toys and trips with parents is very significant. The child adopts certain knowledge, develop skills and form attitudes. With the advent of primary school it continues to adopt new knowledge, develop skills, to form opinions and judgments independently.

Therefore we consider that there are almost no contents in the school, and activities in which the child adopts knowledge, skills, attitudes and beliefs that are completely unknown to the child, when he set off to school in first grade.

In primary school the child continues the process of expansion, filling the knowledge, the abilities, the attitudes and the skills for knowledge, thinking and storytelling that has passed before reaching elementary school.

Almost for all subjects in the first grade we start from the setting that the child has adopted certain experiences to recognize letters, read some articles, advertisements ISL., to draw, to model, to cut with scissors, to count, etc., and all that is contained in the subjects the child is learning at school. Teacher when you make a review of what the child has learned in first grade for new knowledge, facts, skills, attitudes, etc., Then you can get the first "clean" result of teaching and learning in first grade.

In the next grades the child with the achieved results in the first grade and with all the experience/knowledge has gained during the preschool period goes in second grade. The process of upgrading of the knowledge skills, the attitudes and the reasoning skills of the child continuous during the entire schooling and in its life.

In the pedagogic literature the term curricula refers to the planned interaction of the student with the teaching contents, the teaching resources and the whole teaching process for realization of the educational goals (Glossary of educational technology terms (1984, UNESCO, Paris)¹³⁸.

Under the term curricula we understand a whole system of actions in the process of learning which include:

- Goals toward which we strive in learning;
- Content, or items that are important for achieving the learning objectives;
- Methods (plan for articulation of the teaching process, tools and materials they need to achieve learning objectives);
- Situations (grouping and correlation between the contents, methods, activities);
- Strategies (planning situations, activities);
- Evaluation (diagnosis of the situation at the beginning of the academic year, measuring the success of learning by applying objective procedures), standardized tests of knowledge and skills and so on.

¹³⁸L. Bognar; M. Matievič, 2002, Didaktika, Školska kniga Zagreb, str.183

In some countries the term curriculum is identified with the term "program", so in that sense it is translated as educational program or educational plan. In that sense the term educational program in our country coincides with the term curriculum because with the educational programs are planned not only the content in the learning process, but also the objectives pursued by specific content and activities / methods, and didactic guidelines for the implementation of the program.

In the concept of integrated planning of teaching are taken into consideration the basic knowledge of theory and the curriculum which are structured in accordance with the didactic understanding of the European didactic school.

The educational programs in the nine-year elementary education in the country have a certain sign of professional and legal obligation for the teachers and the schools, and if we look closer we will notice that it contains grounds for development of content and based on them the teachers can prepare daily preparations and examination teaching units.

A very important question comes out: "whether there is a need to be made a concept for planning the curriculum" and "whether with the specific objectives should be planned gradually the expected results too." In this sense, the specific objectives, the expected results, the selection and the development of the content and the basic concepts, activities, methods, tools and other resources is wholeness. On this basis it is necessary to pay more attention to each of these components of the teaching process, in particular the choice of content and the planning of the activities of a united articulation of the teaching process, the outcomes and the evaluation of student achievement.

Advantages of the integrated planning

The integrated planning in teaching and learning is particularly necessary when dealing with more complex requirements and objectives as set out in the curriculum in every subject. Based on the goals of teaching programs, an integrated planning elaborates in detail the expected results after the study subjects and units of a particular subject.

Here are listed some of the advantages of the integrated planning of the curriculum in several domains. According to them:

- Teachers can determine the extent and depth of the content for each topic in the program;
- Make an economical choice of activities for processing contents according to the scheduled time and effort invested by students in learning (depending on the nature of the topics / motives are processed content);
- To compare the breakdown of content on topics of lessons and age of the students;
- Review whether teachers have the content and activities are processed in a meaningful way for students and business as a whole;
- Every teacher has a clear plan for articulation of the teaching process through individual work of student activities in pairs or small groups, for which activities will be used frontal work, that united interaction in the teaching process (student to student, curricula, teacher) .
- Will be clearly stated to teach students, to what extent and depth and what kind of activities and resources;
- Will have a better overview of the issues and activities for each content to verify the knowledge and skills of students at the beginning of the academic year, in the first and second half as organized teaching;

- Teachers have a solid basis (full view) how to deploy content to determine the type of activities (individual work, work in pairs or small groups of two to three students), and the correlation of content in Macedonian language and art and music education and

- Teachers will have to review that content to plan additional processing or determining the knowledge and skills of students.

Based on the above advantages of the integrated planning it is clearly shown the necessity of united planning curriculum and according them reveals the intricate professional work of the teacher on integrated planning of the curriculum.

Solid united assumptions for planning the curriculum can be created with textbooks and also by making a series of contents and activities in educational topics and choice of teaching materials, illustrated picture books, encyclopedias and other materials. Especially there is a need of using programmed content and activities, using the computer in teaching and learning and of course a number of forms and methods of learning.

The basic term *actions* refer to forms of group work, pair work and dialogical method. When there is a need is used a frontal form of work with the entire class. The educational process develops through inductive activities of knowing, thinking, conversation, storytelling with cooperation between students and teachers.

"In fact the central issue in teaching is how to plan and organize activities for students that allow each student to be active. So there is a need to define the essence of the concept of student activity. A student's activity in the teaching process can be achieved when the student is motivated to make a choice of his friends for the game and the activities if there is interest and need to participate in the action, if the content that teaches the pupil / student or activities in the games, studies, etc. they are accepted and are respected by others. "¹³⁹

The main feature of the *method of learning by heart or mechanical learning* is that the student learns the contents as they are written or provided without changes or additions, without disclosing meaningful connection between words in the text or previous knowledge and experience of the student. Student remembers what he needs to learn by repeating the words, sentences, lines and the like. A mechanical learning is also the learning of various skills (rollerblading, bicycling, cutting with scissors, gluing, pouring, various materials from one container to another). With this method of learning the student is required an exact reproduction of what you learn. For example, when learning phone numbers, names of cities, countries, mountains, seas and so on. Also some contents can be learned by heart with understanding of the content like lyrics, a text for a drama role, group or riddles, tongue twisters, proverbs. But also there is learning by heart without understanding. ¹⁴⁰

The method of the *meaningful, verbal-receptive learning* is applied when the student adopts new knowledge and links that knowledge with the previous knowledge and experience. The new knowledge links / integrates with what already the student knows. Therefore, this method provides greater intellectual activity of the pupil / student in the learning process.

For successful application of this method it is necessary the teachers to take appropriate action:

- To learn about previous knowledge and experience of the pupil / student (for example: the beginning of academic year) associated with the content to be taught or required for the adoption of new knowledge and skills;
- To connect the new knowledge with the experience and knowledge the students have acquired in life;

¹³⁹Milan M. 2005, *Sopstvenim iskustvom do znanja*, Zavod za udzbenike i nastavna sredstva, Beograd, p.19

¹⁴⁰Same p.19

- New content to be elaborated in the problem way. This means students to ask questions, to elaborate the content of the various aspects, from more aspects
- To take care of what you're teaching process to suit the age and developmental characteristics of students, so they can understand / realize and become usable in the further process of learning, called in another context and so on.

The teacher's task is to act as mediator between the content (which the students adopt during the teaching process) and the students themselves. The meaningful learning supports the development of thought processes, motivates the activities of pupils / to come to know, to think, to ask questions, to seek answers, to narrate.

The method of *Practical meaningful learning* involves learning of external motor activities by the students. But also, it is necessary the understanding of the meaning of the practical activities. In fact, it means the students can use the acquired skills and abilities when doing something (the fund of knowledge, skills, information, etc.).¹⁴¹

With the method of *Learning whole parts* is connected and aligned the practical and the verbal learning. Actually are connected the knowledge and skills of students. This way of learning can be applied without the practical skills of the students and vice versa. The practical skills can be applied without knowledge. However this method of learning is more applicable to students in the second and the third development period of nine years of elementary education.

The meaning of the method of *learning by discovering* is contained in the meaning of the term "discovering". It implies that whatever you teach the student the knowledge is not given with the final shape / structure, but the students independently come to knowledge in the teaching process or in the process of learning. They reveal important situations, they acknowledge connection or dependency of a phenomenon from another. The students come to this knowledge by monitoring the process or comparing, setting assumptions (hypotheses), or experiments, etc., when talking with friends and with teachers about their personal experiences and knowledge. In fact, the students independently search for solutions to the problem, conflict.

By applying this method, the students are prepared to independently learn strategies to solve problems, not only to acquire a body of knowledge.

The more important are the way students think and the procedures they apply to the problem than the final settlement.

By learning by discovering can be fulfilled the following functions:

- To develop greater independence of students in learning,
- Be trained to enable them to solve problems, conflicts etc.
- To enable simple for research,
- To motivate learning and
- To enable the application of knowledge¹⁴²

The term *creative / divergent* thinking refers to the ability of students to independently innovate their own original solutions. This way of learning often comes to the fore in drama games, composing new stories or fairy tales, writing rhymes, riddles, tongue twisters, illustrations inventing, inventing new songs for singing, artwork. In creative learning are very important the following moments: giving ideas or assumptions, finding how to solve the problem, conflict. Here come to the fore the individual abilities and characteristics of students, such as initiative, independence, flexibility in thinking and reasoning, ingenuity and so on.

¹⁴¹Same p. 20

¹⁴²Same p. 21

With the help of a *teaching according a model /models* means learning when students will see something new in another. They repeat what have seen, accept and adopt and also come up with new knowledge and skills. However, the essence of this way of learning is interactive, because there was extensive interaction among the offered models which teach the pupil / student. This way of learning often takes place spontaneously when students learn something from each other in social settings. In that sense they participate in the interaction with the physical and social environment. Children become very active, make choices patterns of behavior in the environment with others who will accept and it will adopt.

This type of learning requires strong motivation, and also understanding / perception of the patterns of behavior thatthe students should adopt.

The interactive learning / collaboration, exchange of ideas, experience ... It is known that students effectively learn from each other or cooperate, tell their opinion, their ideas, their ways of solving tasks and so on. Often when learning from each other there isan appearance of opposition, and cooperation agreements, tolerance, common remedies.

According to the starting point this way of learning is to establish cooperation, to teach students to learn with their partner. Partners in Learning can also be the students and the teachers. The students participating in the interactive learning participate with their personal knowledge and experience with their previous knowledge and skills and become active participants in the learning process. The partnership behavior among the participants in learning implies appreciation of the real possibilities of the student. Still in the learning process it's actually the mutual learning of students with the teacher so that learning comes to the fore the abilities of students to learn.

In the interactive learning the exchange takes place between students of the same or different ages in pairs, groups and exchange with teachers and adults of different ages.

The interactive learning helps the student to achieve the following functions:

- To increase motivation for learning,
- To achieve higher activity among students and
- To increase the volume of knowledge and skills adopted, the skills of students in the learning process¹⁴³

Conclusion

From the previously said are gradually revealed the advantages of whole planning of the curriculum. In that sense it is obvious that the teachers will enrich their experience and knowledge and will be much more confident in making daily arrangements for each teaching unit. The teacher will be able to start from that level of knowledge and skills of students in his class at the beginning of the academic year. In the teaching process exposes the students as advance knowledge of the formation of concepts and their connection into a logical system of concepts.

Specific advantages can be seen from the examples and indicators for planning topics, according to the number of classes, the design of any content on the topics and number of hours, especially the choice of content and activities is a structure to develop a plan for articulation of teaching process.

In fact we think it will be one of the biggest benefits of improving the quality of teaching.

¹⁴³Same p. 22