ТРЕЋА МЕЂУНАРОДНА
НАУЧНОСТРУЧНА КОНФЕРЕНЦИЈА
THE THIRD INTERNATIONAL
SCIENTIFIC CONFERENCE

МЕТОДИЧКИ ДАНИ 2014.
METHODICAL DAYS 2014

КОМПЕТЕНЦИЈЕ ВАСПИТАЧА ЗА ДРУШТВО ЗНАЊА

Тематски зборник

COMPETENCES OF PRESCHOOL TEACHERS FOR THE KNOWLEDGE SOCIETY

Proceedings book

Висока школа струковних студија
за образовање васпитача у Кикинди
Preschool Teachers' Training College in Kikinda

Preschool Teacher Training College in Kikinda, The Republic of Serbia | The Faculty of Management in Sremski Karlovci, University "Union – Nikola Tesla" in Belgrade, The Republic of Serbia | "Anton Chekhov" Taganrog State Pedagogical Institute, Russia | Faculty of Letters, History and Theology, Department of Applied Modern Languages and Literatures, the West University of Timişoara Romania | Faculty of Sociology and Psychology, Department of Educational Sciences, West University of Timişoara, Romania | Faculty of Philosophy, Music Department, "Eötvös Loránd" University (ELTE) Budapest, Hungary | Faculty of Pedagogics and Practical Psychology, Southern Federal University, Russia | Faculty of Education, University of Shkodra "Luigj Gurakuqi", Albania | Faculty of Social Sciences, University of Shkodra "Luigj Gurakuqi", Albania

The Third International Interdisciplinary Scientific Conference in Kikinda

Methodical Days 2014

COMPETENCES OF PRESCHOOL TEACHERS IN KNOWLEDGE SOCIETY

Proceedings book

Kikinda, October 25th, 2014

Conference topic
Competences of Preschool Teachers in Knowledge Society

Thematic fields of the Conference:
European dimensions of teachers' competences
Models of managing changes in the educational system's environment (social, economic, cultural, IT, technological, and other changes) – trends and challenges
Developmental assessment and evaluation of the education outcomes as a part of the interaction between the educational system and other national systems (industry, culture, science and technology, public services, administration, etc.)
Professional development of teachers in terms of digitalization and informatization of society, and
Research approaches and best practice examples

The organizers of the Conference:
Preschool Teacher Training College in Kikinda, The Republic of Serbia
The Faculty of Management in Sremski Karlovci, University "Union – Nikola Tesla" in Belgrade, The Republic of Serbia
"Anton Chekhov" Taganrog State Pedagogical Institute, Russia
Faculty of Letters, History and Theology, Department of Applied Modern Languages and Literatures, the West University of Timişoara Romania
Faculty of Sociology and Psychology, Department of Educational Sciences, West University of Timişoara, Romania
Faculty of Philosophy, Music Department, "Eötvös Loránd" University (ELTE) Budapest, Hungary
Faculty of Pedagogics and Practical Psychology, Southern Federal University, Russia
Faculty of Education, University of Shkodra "Luigj Gurakuqi", Albania
Faculty of Social Sciences, University of Shkodra "Luigj Gurakuqi", Albania

Program board
President: Tamara Grujic, Ph.D. Principal (Preschool Teachers' Training College in Kikinda, The Republic of Serbia)

Members:
Academician Cherota Ivan Alexeyevich, Head of Department for Slavic Literatures (Belarusian State University in Minsk, Belarus), Akademician Marina Cuhrova Genadevna (Academy of Polar Medicine and Extremal Human Ecology, Novosibirsk, Russia), Akademician Julijan Tamas (Academy of Sciences and Arts of Vojvodina, Novi Sad, The Republic of Serbia), Alexander Fedorov, full professor, pro-rector ("Anton Chekhov" Taganrog State Pedagogical Institute, Russia), Mihai Radan, full professor (Faculty of Letters, History and Theology, West University of Timisoara, Romania), Zoran Trputec, full professor, Dean of the Faculty of Resource Management CKM (University "Hercegovina", Mostar, Bosnia and Herzegovina), Ion Dumitru, full professor, Head of Department of Educational Sciences (Faculty of Sociology and Psychology, West University of Timisoara, Romania), Alla Belousova, full professor, Head of Department of Educational Psychology (Faculty of Pedagogics and Practical Psychology, Southern Federal University, Russia),

Aneta Barakoska, full professor (Faculty of Philosophy, "St. Cyril and Methodius" University of Skopje, The Republic of Macedonia), Gezim Dibra, associate professor, Dean of Faculty of Education (University of Shkodra "Luigj Gurakuqi", Albania), Mimoza Priku, associate professor, Dean of Faculty of Social Sciences (University of Shkodra "Luigj Gurakuqi", Albania), Milica Andevski, full professor (Faculty of Philosophy, University of Novi Sad, The Republic of Serbia), Olivera Vasic, full professor (Faculty of Music, University of Belgrade, The Republic of Serbia), Ljiljana Pesikan-Ljustanovic, full professor (Faculty of Philosophy, University of Novi Sad, The Republic of Serbia), Miomir Milinkovic, full professor (Faculty of educatioin in Uzice, University of Kragujevac, The Republic of Serbia), Jovica Trkulja, full professor (Faculty of Law, University of Belgrade, The Republic of Serbia), Birute Strukcinskiene, associate professor (Faculty of Health Sciences, Klaipeda University, Klaipeda, Lithuania), Alin Gavreliuc, associate professor, Dean of Faculty of Sociology and Psychology (West University of Timisoara, Romania), Magdalena Dumitrana, associate professor (Faculty of Educational Sciences, Department of Psycho-Pedagogy, University of Pitesti, Romania), Gábor Bodnár, DLA associate professor, Head of the Music Department of "Eötvös Loránd" University (Faculty of Philosophy, Budapest, Hungary), Dragana Pavlović Breneselovic, associate professor (Faculty of Philosophy, Department of Pedagogy – the Chair for Preschool Pedagogy, University of Belgrade, The Republic of Serbia), Zivka Krnjaja, associate professor (Faculty of Philosophy, Department of Pedagogy – the Chair for Preschool Pedagogy, University of Belgrade, The Republic of Serbia), Mirjana Milankov, college professor (National center for injury prevention and safety promotion, Affilaiate safe community support center of World Health Organization Collaborative center for Community Safety Promotion, Safe kids Serbia, Novi Sad, Preschool Teachers' Training College in Kikinda, The Republic of Serbia), Olja Arsenijevic, associate professor (Faculty of Management in Sremski Karlovci, University "Union – Nikola Tesla" in Belgrade, The Republic of Serbia), Goran Bulatovic, associate professor (Faculty of Management in Sremski Karlovci, University "Union – Nikola Tesla" in Belgrade, The Republic of Serbia), Oksana Barsukova, associate professor (Educational Psychology Department, Southern Federal University, Rostov-on-Don, Russia), Elena Krishchenko, associate professor (Southern Federal University, Rostov-on-Don, Russia), Natalya Mozgovaya, associate professor (Southern Federal University, Rostov-on-Don, Russia), Peter Spitzer, Ph.D. (Safe Kids Austria, Medical University of Graz, Graz, Austria), Jovanka Denkova, associate professor (Faculty of Philology, "Goce Delchev" University of Stip, The Republic of Macedonia), Ivan Tasic, docent (Technical Faculty "Mihajlo Pupun" in Zrenjanin, University of Novi Sad, The Republic of Serbia), Predrag Jasovic, docent (Department of Philology at the State University in Novi Pazar, The Republic of Serbia), Jovan Ljustanovic, college professor (Preschool Teachers' Training College in Novi Sad, The Republic of Serbia), Milutin Djurickovic, college professor (Preschool Teachers' Training College in Aleksinac, The Republic of Serbia), Svetlana Kalezic Radonjic, docent (Faculty of Philosophy in Niksic, University of Montenegro), Mariana Crasovan (Faculty of Sociology and Psychology, Department of Educational Sciences, West University of Timisoara, Romania), Bror Salmelin, M.A., Adviser for Innovation Systems (Directorate-General Communications Networks, Contents and Technology, European Commission, Belguim), Marko Mijatovic (Faculty of Social Sciences dr Milenko Brkic, Bijakovici, Medjugorje, University "Herzegovina", Bosnia and Herzegovina), Milos Latinovic, M.A., Director of Bitef Theatre, Belgrade, The Re-

public of Serbia, Lidija Miskeljin, docent (Faculty of Philosophy, Department of Pedagogy – the Chair for Preschool Pedagogy, University of Belgrade, The Republic of Serbia), Vesna Srdic, college professor (Preschool Teachers' Training College in Kikinda, The Republic of Serbia), Djurdja Solesa Grijak, college professor (Preschool Teachers' Training College in Kikinda, The Republic of Serbia), Jasmina Arsenijevic, college professor (Preschool Teachers' Training College in Kikinda, The Republic of Serbia).

Organization board

President: Jasmina Arsenijevic, Ph.D. (Preschool Teachers' Training College in Kikinda, The Republic of Serbia)

Members:

Tamara Grujic, Ph.D. (Preschool Teachers' Training College in Kikinda, The Republic of Serbia), Vesna Srdic, Ph.D. (Preschool Teachers' Training College in Kikinda, The Republic of Serbia), Lidija Miskeljin, Ph.D., assistant professor (Faculty of Philosophy, Department of Pedagogy – Department for Preschool Pedagogy, Belgrade, The Republic of Serbia), Djurdja Solesa Grijak, college professor (Preschool Teachers' Training College in Kikinda, The Republic of Serbia), Slobodanka Radosavljevic (the president of the Union of preschool teachers' associations of Serbia and the president of the Balkan association of preschool teachers, The Republic of Serbia), Jadranka Spasic (the president of the Association of nurses in preschool institutions in Serbia, The Republic of Serbia), Stevan Ilic, M.Sc. (Preschool Teachers' Training College in Kikinda, The Republic of Serbia), Srbislava Pavlov, M.Sc. (Preschool Teachers' Training College in Kikinda, The Republic of Serbia), Tanja Brkljac, M.Sc. (Preschool Teachers' Training College in Kikinda, The Republic of Serbia), Gordana Roganović, ethnomusicologist (Preschool Teachers' Training College in Kikinda, The Republic of Serbia), Jovan Jovanovic, M.A. (Preschool Teachers' Training College in Kikinda, The Republic of Serbia).

The Third International interdisciplinary scientific conference is financially supported by the Secretariat for Science and Technological Development of the Autonomous Province of Vojvodina.

Др Милутин Ђуричковић
КЊИЖЕВНО-КРИТИЧКА ДОСТИГНУЋА МИОМИРА МИЛИНКОВИЋА 430

Др Мирјана Стакић
МОГУЋНОСТИ И ДОМЕТИ ПРИМЕНЕ СОЦИОЛОШКЕ МЕТОДЕ У ТУМАЧЕЊУ КЊИЖЕВНОГ ТЕКСТА 435

Др Софија Калезић-Ђуричковић
ОДНОС МЕТОДОЛОГИЈЕ И МЕТОДИКЕ У НАСТАВИ КЊИЖЕВНОСТИ 443

Др Милош М. Ђорђевић
МОДЕРНИЗАЦИЈА НАСТАВЕ ДЕЧЈЕ КЊИЖЕВНОСТИ У ВРТИЋУ (ТЕОРИЈА, ПОЕТИКА И ПРАКСА) 450

Мр Ивана Иконић
ЈЕДАН ВИД РЕКОНСТРУКЦИЈЕ СРЕМЧЕВЕ БЕЛЕЖНИЦЕ У ФУНКЦИЈИ УСПЕШНЕ РЕЦЕПЦИЈЕ ПОП ЋИРЕ И ПОП СПИРЕ 460

Мр Марина Токин
ПРАКТИЧНА ПРИМЕНА ПРИНЦИПА КОМУНИКОЛОГИЈЕ У НАСТАВИ СРПСКОГ ЈЕЗИКА 468

Јован Јовановић, мастер, Маријана Силашки, мастер, Ана Вукобрат, мастер
КОМПЕТЕНЦИЈЕ ВАСПИТАЧА У ЦИЉУ УНАПРЕЂИВАЊА ДЕЧЈЕГ ГОВОРА 474

ПРИМЕРИ ДОБРЕ ПРАКСЕ

Др Даниела Андоновска-Трајковска, др Биљана Цветкова Димов, др Деан Илиев, др Татјана Атанасоска
ПРИМЕНА БЛУМОВЕ ТАКСОНОМИЈЕ У РАЗВИЈАЊУ WEBQUEST САДРЖАЈА ЗА НАСТАВУ И УЧЕЊЕ ЈЕЗИКА И КЊИЖЕВНОСТИ 487

Др Ана Виневскаја
ИНСТРУКЦИОНИ ДИЗАЈН У ПРЕДШКОЛСКОЈ ОБРАЗОВНОЈ УСТАНОВИ 494

Др Анђелка Лазић
НЕПОСРЕДАН СУСРЕТ УЧЕНИКА СРЕДЊЕ ШКОЛЕ СА ЛЕКСИКОМ ТРАДИЦИОНАЛНЕ КУЛТУРЕ 498

Др Махмут Челик, др Јованка Денкова
ПРОЦЕНА РЕЗУЛТАТА И СИСТЕМ ОЦЕЊИВАЊА У НАСТАВИ ТУРСКОГ ЈЕЗИКА У ОСНОВНИМ ШКОЛАМА У РЕПУБЛИЦИ МАКЕДОНИЈИ 510

Др Слађана Миленковић, Дарко Дражић, мастер , Маријана Ристић
ВИРТУЕЛНО ОБРАЗОВАЊЕ ВАСПИТАЧА У СРБИЈИ 513

Др Лидија Мишкељин, Александра Петровић, Невенка Вуколић, Јасмина Милићевић
МАПИРАЊЕ ЗНАЧЕЊА КАО НАЧИН ГРАЂЕЊА И РАЗВИЈАЊА КУРИКУЛУМА 519

Мр Ивана Бабић, мр Маријана Шкутор
ПРОЦЕС САМОВРЕДНОВАЊА ОСНОВНЕ ШКОЛЕ 526

Др Виолета Петковић, Изабела Халас, мастер
УТИЦАЈ ПРОФЕСИОНАЛНОГ РАЗВОЈА ВАСПИТАЧА НА ПОДИЗАЊЕ КОМУНИКАТИВНИХ КОМПЕТЕНЦИЈА У РАДУ СА РОДИТЕЉИМА 533

Мр Србислава Павлов, др Снежана Ладичорбић
КОМУНИКАТИВНЕ ИГРЕ У ВАСПИТНО-ОБРАЗОВНОМ РАДУ 540

Мр Марко Станковић, мр Марија Јорданović, мр Сања Јанковић
ПРИМЕНА ПРОГРАМСКОГ ПАКЕТА GEOGEBRA У ЦИЉУ ОСАВРЕМЕЊИВАЊА НАСТАВЕ МАТЕМАТИКЕ 547

Никола Марков
ПЕДАГОШКА ДОКУМЕНТАЦИЈА, ПОСМАТРАЊЕ И ПРАЋЕЊЕ РАЗВОЈА ДЕЦЕ У ВРТИЋУ 555

Марија Минић, Тијана Бајкучин, студенти
ИНКЛУЗИВНО ОБРАЗОВАЊЕ И ВАСПИТАЊЕ ИЗ УГЛА СТУДЕНАТА 565

Daniela Andonovska-Trajkovska, Ph.D.*
Biljana Cvetkova Dimov, Ph.D.
Dean Iliev, Ph.D.
Tatjana Atanasoska, Ph.D.
Faculty of Education, University "St. Kliment Ohridski",
Bitola, The Republic of Macedonia

UDC: 37.012:[004.738.5:37
Original scientific article
Article received on: December 1st, 2014
Article accepted on: March 1st, 2015

THE APPLICATION OF BLOOM'S TAXONOMY IN DEVELOPING WEBQUESTS FOR LANGUAGE AND LITERATURE TEACHING AND LEARNING

Summary: WebQuest is a teaching strategy that the teachers use in order to manage, direct and support students' search on the Internet. When developing a WebQuest, one should have in mind several principles which mold its appearance and use. In language and literature teaching and learning, the teacher is expected to achieve objectives related to linguistics and literature, but also to initiate, facilitate and support research activities in the domain of literary theory, literary critique, as well as undergo comparative, analytical and explorative linguistic practices. Therefore, WebQuest asks the students to be actively engaged as part of the curriculum. The aim of this paper is to make an analysis of several examples of WebQuests made by language and literary teachers in primary school and then – to make a review of the learning objectives in relation to Bloom's taxonomy.

Key words: WebQuest, Bloom's taxonomy.

1. What is Web Quest?

Web Quest is an instructional strategy that helps in channelizing students' quest on the World Wide Web that is related to the teaching practice and specific educational goals. *WebQuest is an inquiry oriented activity in which some or all of the information that learners interact with come from the resources on the internet, optionally supplemented with videoconferencing* (Dodge, 1995). The term originates from the work of Bernie Dodge in 1995. He is a university professor that wanted to motivate his students to learn and to look for new information themselves, but also to provoke them to use their higher cognitive skills such as analysis, synthesis and evaluation in their assignments' work. After a short period of time, his colleague from the same university – Tom March has developed the first Web Quest.

Web Quest has specific structure, i.e. several steps that should be included in order to guide the students' search or quest on the Internet. The six building blocks of the Web Quest are: introduction, task, process, resources, evaluation and conclusion. In the introduction, which is the first part of this strategy, the teacher can provide verbal or visionary information in order to motivate the students to take the Web Quest journey that seems to be exciting and appealing. Then the students can read the tasks that should be undertaken and to follow the process that has been explained under the third part. A very important part of this kind of students' help in their search for knowledge on the web is the fourth part where the resources are given as hyperlinks that will take the students to the exact web page that the teacher has planned before in the process of lesson planning. Students are also introduced to the method of

* dandonovskatrajkovska@yahoo.com

collecting, writing and presenting the information and with the methods of evaluation the students' work by the teacher in the form of evaluation rubrics (in the fifth part – evaluation). And the last part, conclusion, makes synthesis of the students' work, i.e. learning outcomes are stated or the rationale that stands behind this activity is clearly spoken.

Depending on the time frame where the WebQuest is implemented, there are two types of webQuests: 1. Short term (2-3 teaching classes) and 2. Long term (4-12 weeks). Use of these two types of WebQuests depends on the age of the students, time needed for completion of the tasks and the didactic goals. (Andonovska-Trajkovska, Cvetkova Dimov, 2013: 15–22).

2. Bloom's taxonomy of educational goals

Bloom has been working with his team on the specification and classification of the educational goals in order to standardize the process of teaching and learning in the middle of the last century. The taxonomy was released for the first time in 1956 and in that version scientists described only the educational goals that are classified in the cognitive domain (Bloom, Englehart, Furst, Hill, & Krathwohl, 1956). The cognitive domain contained: knowledge, comprehension, application, analysis, synthesis and evaluation. The categories in the cognitive domain were understood as dependable upon each other. Knowledge, comprehension and application are considered to be the lower cognitive abilities, and analysis, synthesis and evaluation – as higher order cognitive abilities.

Knowledge is the first category of the cognitive domain and it refers to the knowledge of terminology, facts, but also knowledge of theories, classifications, specific methodology… Knowledge is defined as remembering and reproduction of facts and theories. Comprehension means understanding of facts and theories and it is often recognized in any process of translating, transformation, retelling activity, paraphrasing, interpretation, converting, describing, giving examples, summarizing, restating and so on. Application presupposes the use of what one has learned in a new context or in a different situation. We can talk about application of rules, methods, theories, principles in this category. Analysis is process of decomposing of the whole or in another words it is a process of abstracting, discriminating, distinguishing, separating the elements from the whole and finding the relationships among these parts or elements. It could be an activity of making inferences, finding evidence for a theory to support and so on. Synthesis is the opposite process and it means recomposing or combining previously analyzed elements into a different, new and original structure. It could be an essay, a report, schemes for describing the relationships among the elements of the whole, writing scientific paper, making and presenting a model, reorganization, revision, modification and so on. Evaluation is the sixth category of the cognitive domain, and according to Bloom and his associates it is a category that includes higher cognitive skills that a student can employ in an assignment: judging, supporting, concluding, criticizing, defending.

3. Research methodology

In the beginning of 2014, a research was undertaken by the authors of this paper in order to answer the question whether the Language and Literature teachers in Macedonia use Web Quests to provoke students' high order thinking. Therefore, we made a collection of Web Quests that can be used in the teaching and learning Macedonian, English and German language in primary school that was compiled from the teaching work of 14 Macedonian, English and German language teachers in Bitola, Prilep, Veles and Skopje (cities in central Macedonia) that are postgraduate students at the Faculty of Education – Bitola and who have taken the ICT in the teaching language and literature as a course under the mentorship of the assistant professor Daniela Andonovska-Trajkovska. Then the process of content analysis was em-

ployed for the purpose of distinguishing the elements of the didactic goals that refer to the usage of Bloom's taxonomy of educational goals by using content analysis schedule sheet.

4. Results

The content analysis showed that the language teachers use Web Quests for many purposes: to develop the students' vocabulary in many contexts, especially in the cases of Web Quest for teaching and learning foreign languages; to promote foreign cultures and civilizations (Great Britain, Austria, Germany, USA); to become familiar with their own native culture and achievements of national importance; to gain knowledge and comprehension of their own native city and its functions; to learn about grammatical categories on their own; to gain knowledge and comprehension for specific contexts where a foreign language is used; to become familiar with the architectural structures that are important for the whole world civilization; to gain knowledge of Nobel Prize and think upon the Nobel prize in literature; to become familiar with the Struga's Poetry Evenings as an event of great national and international importance; to find information about pop music, and to become familiar with the endangered animals in English. Down below, a table of specific information regarding the educational goals in the Web Quests in relation to the Bloom's taxonomy of educational goals is given.

Table 1. Educational goals in the Web Quests in relation to the Bloom's taxonomy

Web Quest	*Description*	*Educational goals*	*Application of Bloom's taxonomy of educational goals*
The first day of school in Germany	Students working in groups are searching for information about the first day of school in Germany, extract the most important facts and prepare presentation.	To know and understand: - when the children first enter school in Germany; - How the preparations for school are going on; - How the teachers prepare for the first school year day with children at elementary school; - To abstract necessary information; - To make a presentation	Cognitive domain: - Knowledge - Comprehension - Analysis - Synthesis
Cows are fatter than goats	After listening and repeating the vocabulary chorally, students should work in groups (each containing 6 students) - five of them read articles about farms, animals, basic terms about life on the farm, and the sixth student in each group takes notes of everything that the rest of the students have read) and discusses what they have read and noticed. The result of the group work is presented by preparing brochure with the answers of the questions, descriptions, grammar and vocabulary use. Students are evaluated for the organization of their work as well.	- learn new vocabulary words about animals; - learn more about animals (what they eat, how they live) - be familiar with the life on a farm;	Cognitive domain: - Knowledge - Comprehension

German breakfast	Students are introduced to tasks and the process: they work in groups, search for the appropriate information from the offered web sites, they make analysis and conclusions and a presentation at the end.	- to become familiar with the typical German breakfast; - to know what people in Germany and Austria like to eat in the morning; - to know the most popular bread in Germany	Cognitive domain: - Knowledge - Comprehension - Analysis - Synthesis
How to say the year	Students are introduced to the theory (rules and examples) placed in specific web sites and then the students are asked to implement their knowledge in writing the correct forms of the words.	- To know how to say and write years, months and days in English; - To write years, months and days in English.	Cognitive domain: - Knowledge - Comprehension - Application
In the quest for Bianca's family	Students work in pairs, open, read and comprehend the texts behind the hyperlinks in order to answer the posted questions related to the facts and opinions. Presentations are made by using graphic organizers.	- To know different types of bears; - To know how mother bears care for their babies; - To know unique bears' characteristics; - To conclude why bears are important to the world.	Cognitive domain: - Knowledge - Comprehension - Analysis - Synthesis - Evaluation
Amazing buildings	Students search for amazing buildings in order to find pictures, maps, facts and interesting information related to the buildings and make a presentation.	- To know important facts about the Great Pyramid, Statue of Liberty and London Eye.	Cognitive domain: - Knowledge - Comprehension
Our town	Students work in groups of five in order to withdraw information about Bitola from the offered links in the Resources part.	- To get knowledge about Bitola (location, population, how old it is, what it is famous for, the main industries,…)	Cognitive domain: - Knowledge - Comprehension
Favorite animal	Students work in groups in order to choose a favorite animal and then they search for important information about that animal.	- To know the important characteristics of several animals	Cognitive domain: - Knowledge - Comprehension
Careers and jobs	Students will be given a list of different professions, they should choose what career they want to research and present it afterwards. Students will need to make a presentation explaining why they chose to research the job they did and why the job is valuable to a community. The way the information is presented is completely up to the group, but should be clear and concise to the other students in the class. Each group will be asked to give a presentation in front of the class.	- To learn the importance of certain careers; - To know and understand the job of people from the authorities in their community; - To understand responsibilities that come along with different jobs to the community; - to compare and contrast different jobs people do to earn income, - to identify services people do for each other, - to be able to give examples of people who have the authority to make and enforce rules.	Cognitive domain: - Knowledge - Comprehension - Application - Analysis - Synthesis - Evaluation
Nobel prize winners	Students work in groups: they search for the information first, then they make analysis, draw conclusions and make a presentation in the format of a big book. After the presentation of the facts, the discussion about the importance of the Nobel Prize follows.	- To find out who the latest Nobel Prize winners are; - To know facts about four Nobel Prize winners; - To discuss the importance of the Nobel Prize in our society; - To come to an opinion or attitude why our global community needs prizes such as Nobel Prize.	Cognitive domain: - Knowledge - Comprehension - Application - Analysis - Synthesis - Evaluation

Struga's Poetry Evenings	Students work in groups of four on the same assignments. Each member of the group has specific role and part in the assignment. At the end they make PPT.	- To know facts about Struga's Poetry Evenings - To comprehend and acknowledge the importance of this international event.	Cognitive domain: - Knowledge - Comprehension
Pop music in English - speaking countries	Students work in three groups and work on three different assignments related to the three specific educational goals. Then they make a presentation of their work. At the end they discuss their work.	- To know what pop music is; - To know and understand the history of Pop music in English speaking countries. - to make a difference between different types of pop music - to find out what their favorite type of pop music is and be able to explain reasons for their choice.	Cognitive domain: - Knowledge - Comprehension - Application - Analysis - Synthesis - Evaluation
Holidays in Macedonia and USA	Students work in groups in order to find the information. They use art as a pre-writing activity and write a report on their research. Discussion follows.	- To know facts about different types of celebrations in Macedonia and USA; - To recognize the differences in cultures; - To classify the holidays in terms of different occasions; - To write an essay about one holiday; - To tell their own true story about a celebration of a holiday; - To make an art work related to a theme and to explain its denotative and connotative meaning; - To make a comparison between holidays in Macedonia and USA.	Cognitive domain: - Knowledge - Comprehension - Application - Analysis - Synthesis - Evaluation
Endangered species	Students work individually and present their work in many forms in their own choice. They discuss at the end of the presentations.	- To know fact about several endangered animals; - To choose animals that should be put in the ZOO and explain the rationale behind it; - To share an opinion about who is the most responsible for the endangered animals and to defend it; - To present a standpoint on the steps that the human should undertake in order to save the endangered animals.	Cognitive domain: - Knowledge - Comprehension - Application - Analysis - Synthesis - Evaluation

The graphic chart presented below shows that the most employed cognitive skills in the Web Quest that were subjects of analysis are the basic ones: knowledge and comprehension, and that the higher order cognitive skills such as analysis, synthesis and evaluations are also employed in 8 out of 14 Web Quests. The starting activities in each Web Quest are evoking low order cognitive skills (knowledge and comprehension) and the latter activities in most of the cases in which the students are engaged include the higher order skills as well (analysis, synthesis and evaluation).

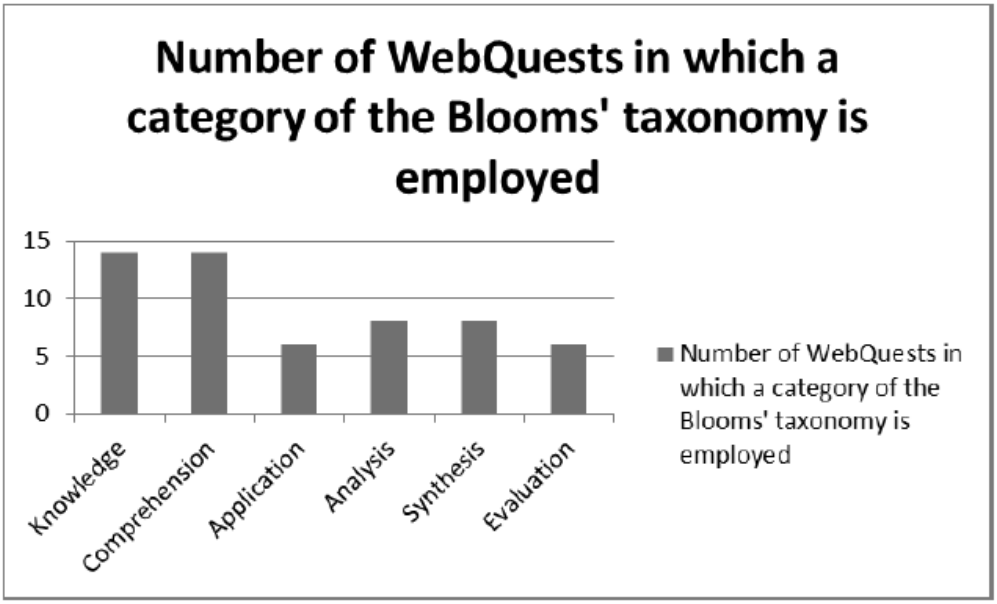

Chart 1. Cognitive skills employed in the Web Quests

5. Conclusion

Web Quests as a teaching and learning strategy is used in the teaching and lear native and foreign languages in order to develop cognitive skills of the students. It is n activity that takes place only in one lesson, but it is a strategy that engages students into a tual quest for information for a longer period of time. Working with Web Quests is also a experience for both – teachers and students because they guide the students into the proce analysis, synthesis and evaluation and make them work together as a group. Educational g that are in the cognitive domain were the most visible ones in the process of content anal but Web Quests also include educational goals that are categorized in the affective don There was group or pair work in each case (except for one) which presupposes organize teraction and communication in the frames of the group, mutual respect, taking responsi ties for completing the task, standing out for each other, relying upon each other, mutual and understanding. Therefore, working on a Web Quest in the teaching and learning langu is an experience that is rich and comprehensive in addressing the learning styles of the le ers and their educational interests and needs as well.

REFERENCES

Abbit, J, & Ophus, J. (2008). *What we know about the Impacts of Web-Quests*.

Anderson, L.W., & Krathwohl (Eds.). (2001). *A Taxonomy for Learning, Teaching, and Assessing*. A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.

Andonovska-Trajkovska, D. and Cvetkova-Dimov, B. (September 2013). *WebQuest as a Teaching Strategy, "Teacher" International journal of education,* Bitola: University St. Kliment Ohridski, Faculty of education-Bitola, Vol 5, pp. 15–22,

Bloom, B, Englehart, M. Furst, E., Hill, W, & Krathwohl, D. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain.* New York, Toronto: Longmans, Green.

Dodge, B. (1995). *Some Thoughts About WebQuests*. Retrieved from http://webquest.sdsu.edu/about_webquests.html.

Huitt, W. (2011). Bloom et al.'s taxonomy of the cognitive domain. Educational Psychology Interactive. Valdosta, GA: Valdosta State University. Retrieved from http://www.edpsycinteractive.org/topics/cognition/bloom.html [pdf]

Ikpeze. C. H. (2007). *Web based inquiry learning: Facilitating thoughtful literacy with WebQuests*. International Reading Association, pp. 644–654, doi:10.1598/RT.60.7.5.

March. T. (1998). *Why WebQuests*? Working the web for education: the online home of *Tom March*, Retrieved http://tommarch.com/writings/why-webquests/.

research. *AACE Journal, 16*(4).441–456.

Vidoni, K.L., & Maddux, C.D. (2002). *WebQuests: Can they be used to improve critical* thinking skills in students? *Computers in the Schools*, *19*, 101–117,

MacGregor, S.K, & Lou, Y. (2005). "Web-based learning: How task scaffolding and web site design support knowledge acquisition". *Journal of Research on Technology in Education*, *37*, 161–175.

Кларин, М. В. (1995). *Педагошката технологија во наставниот процес,* Скопје: Педагошки завод на Македонија.