special educational needs and to organize campaigns and events to raise public awareness more often;

- Based on the analysis from the research done, it is necessary to return a combined model of inclusion, i.e., special schools should continue their educational activity and students with a higher degree of disability should continue their education in special schools (Change in the elementary education act of RSM).

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PROFESSIONAL AND CAREER ORIENTATION OF STUDENTS IN PRIMARY SCHOOL

Abstract: The purpose of professional orientation is to help students decide to continue their education and focus on occupations that would best suit their interests and abilities and in which occupation they would most likely have a good fit. There must be no mistakes in the direction, because a poorly chosen occupation leaves very big consequences in the further life and work. Therefore, as part of the Annual Work Program of the school, a special program has been developed which summarizes the long-term experiences and work, as well as the knowledge and skills acquired through the implementation of international projects in the field of professional and career orientation of students in primary schools.

Also in the direction of this issue, meetings were held with high schools, students and the business community in our city. In this regard, we received support from the employment agency and of course we worked with a certain group of students, who were selected according to criteria prepared by the team for professional and career guidance of students. Then those students had the task to share their experience with their peers.

The result we got was a clear vision of what our students want to be in the future.

Keywords: Professional development of students, Program of Work, Change, Career guidance, Market place

Introduction

The purpose of professional orientation is to help students decide to continue their education and focus on occupations that would best suit their interests and abilities and in which occupation they would most likely have a good fit. There must be no mistakes in the direction, because a poorly chosen occupation leaves very big consequences in the further life and work. Therefore, as part of the Annual Work Program of the school, a special program has been developed which summarizes the long-term experiences and work, as well as the knowledge and skills acquired through the implementation of international projects in the field of professional and career orientation of students in primary schools.

Also in the direction of this issue, meetings were held with high schools, students and the business community in our city. In this regard, we received support from the employment agency and of course we worked with a certain group of students, who were selected according to criteria prepared by the team for professional and career guidance of students. Then those students had the task to share their experience with their peers. The result we got was a clear vision of what our students want to be in the future. The job market is changing faster than ever, creating a need for collaboration between businesses as potential employers and schools. For this purpose, based on the needs that dictate currents in education, as well as experiences from working on projects, research and consultations with experts on professional and career guidance from other countries, we have created a model of professional and career guidance for students in primary schools. This model and way of working, which is innovative and composed of previous experiences and work in this field, can contribute to filling the gap between what skills and competencies are needed in the labor market and what skills and competencies are available to students after finishing school. education. This way of working can contribute to students already in primary education to choose their future education (secondary school) based on their own experiences gained through theoretical and practical activities and processes during the educational process in primary school.

Professional and Career Orientation of Students in Primary School

The model is based on the constant and appropriate support of students in professional and career guidance, which contributes to the acquisition of skills, competencies and knowledge that are needed for jobs that are current on the labor market. The implementation of the model in OOU "St. Kliment Ohridski"- Bitola has contributed benefits for both teachers and students in the direction of acquiring new knowledge about work tasks, thus contributing in a direct and indirect way to reducing the unemployment rate from the earliest years. Companies benefit by contacting students who could be recruited after they complete their secondary education and open up new opportunities to influence the content of career guidance schemes and preparatory vocational education.

Phases of the Model

As stages of this way of organization and professional and career guidance of students, the authors point out:
1. Creating partnerships with businesses.
2. Creation of a Curriculum and Annual Plan that focuses on the development of skills and teaching of students for the current demand of the labor market.
3. Implementation of the Curriculum and Curriculum. It also includes trainings for students, teachers or representatives from local employment centers.

1. Creating partnerships with businesses. To start the whole process, the first thing primary schools need to do is to complement existing partnerships with local businesses with new partnerships, expanding the range of available professions/organizations. The first main objective is

to create local/regional networks of schools and businesses, secondly common and homogeneous curricula, moving from a local and regional to a European context. Businesses should regularly host a small group of learners for a few days for 'practical observation' or 'work skills observation'. Here students will receive a demonstration or be able to follow one or more employees on a regular working day. Businesses will receive guidance from the teachers in charge to ensure that their contribution is effective. This will be done through joint meetings and meetings before the start of the 'skills days'.

2. Creation of a Curriculum and Annual Plan that focuses on the development of skills and teaching of students for the current demand of the labor market.

After their creation, the Program and the Curriculum are adapted to the teaching subjects in class and subject teaching, appropriate to the age and abilities of the students.

3. Implementation of the Curriculum and Annual Plan. It also includes trainings for students, teachers or representatives from local employment centers. It is the job of the teachers to guide the students as they choose which businesses/branches they want to focus on. Teachers should focus on students' skills and competencies and their personal desires. teachers work in close contact with local project partners to ensure that their work is in line with the objectives of the program itself.

Curriculum for Professional and Career Orientation of Students

The Curriculum covers all classes of primary education according to developmental periods. In each development period there are special goals, activities and results, from which the work program is derived. In the first period, grades I-III, professional guidance is implemented in the various subjects, through the presentation of the same, visits and lectures by parents who have different professions, as well as visits to various institutions and organizations and explanations of some of the jobs. The second period continues with visits, but now the professions are considered in more detail and an electronic catalog of professions is made, which the students create. While in the last period there is a survey of the students about their interests, research and observation of certain workplaces in cooperation with the local community.

Table 1 shows the Curriculum which has been supplemented and improved and applies to students from grades I-IX. It has been improved through research and work during the previous school years. As such, it is part of the school's Annual Work Program.

Annual Plan for Professional and Carrier Guidance of Students

Table 2 represents the Work Plan that emerged from the Curriculum and is divided by months and classes where the activities are carried out by the team of teachers. The purpose of vocational and career guidance for students in primary schools is to help them decide to continue their education and to focus on the jobs that would best suit their interests and abilities. There must be no mistakes in the direction, because a poorly chosen school or workplace leaves very big consequences in the future life and work. It is precisely for this reason that this program was developed, in which the long-term experiences and work, as well as the knowledge and skills acquired through the implementation of international projects in the field of professional and career guidance of students in elementary schools, are sublimated.

Conclusion

This way of organizing the professional and career guidance of students leads to higher quality education in schools, which will improve the qualifications and competencies of students for work in various industries and organizations, thus enabling greater opportunities on the labor market. Communication between the involved teachers will open their view to this problem and create a greater sensitivity to the needs dictated by the labor market.

Table 1

CURRICULUM FOR PROFESSIONAL AND CAREER GUIDANCE OF STUDENTS

What should students learn?
How should they learn it? (methods?)
Why should they learn it?

Students should develop competencies for self-reflection, self-reliance, independence.
The curriculum should enable students to know about the perspectives and opportunities offered by different jobs. Based on that, they make the right choice of high school and further studies. The curriculum gives them a complete picture of professional opportunities, to master the methods of scientific and to search for valid data on the Internet from the official pages of given institutions.

GENERAL OBJECTIVE	COMPETENCES	I PERIOD I-III GRADE			II PERIOD IV-VI GRADE		
		SPECIFIC AIMS	ACTIVITIES	RESULTS	SPECIFIC AIMS	ACTIVITIES	RESULTS
GETTING TO KNOW DIFFENRENT PROFESSIONS IN RN MACEDONIA AND EUROPE	ACQUISITION OF KNOWLEDGE FROM DIFFERENT PROFESSIONS MAKING A DIFFERENCE BETWEEN PROFESSIONS RECOGNITION OF THE NECESSARY SKILLS FOR DIFFERENT PROFESSIONS	Creating a concept for implementing activities in cooperation with parents and the local community to present different professions.	Students have lectures from people who work in different professions. During visits to various institutions and organizations, the students get to know the various workplaces.	Creation of a class book covering all professions. Space is left in the book and it is replenished every year.	Increasing the level of cooperation with the local community. Creating a student's portfolio –I want to be. Setting the goals for creating an online catalog. Creating of an online catalog of future professions. Signing memorandums of cooperation with the local community and local businesses.	Utilization of experiences and materials from the previous period. Ensuring support from the local community. Research future professions and how to make an online catalog. Research the needs of jobs needs in our country. Designing an online catalog.	Efficiency in the professional and career guidance of students. Increased opportunities for hands-on exploration of professions and jobs. Catalog with future professions for the promotion of the professional and career guidance of students. Highlighting the school in the environment. Learning through research and work.

GENERAL OBJECTIVE	COMPETENCES	III PERIOD VII-IX GRADE		
		OBSERVATION	IMPLEMENTATION	RESULTS
		Surveying students about their wishes, interests and needs.	The students spend several days with the employees of the organizations.	The expand knowledge about future professions.

| EXPLORING POSSIBLE CAREER AND PROFESSIONS IN RN MACEDONIA AND EUROPE

WHAT IS MY PROFESSION

CONDUCTING A SURVEY ON FUTURE PROFESSIONS BY STUDENTS

SUBLIMINATION OF RESULTS

EXPLORING OPPORTUNITIES | Visiting different professions and talking with experts in the fields.
Active involvement of students in the research of future professions.
Students reveal their interests in relation to the profession. Social inclusion of all students equally.
Implementing the chance in the school curriculum.
Improving students' view of jobs.
Innovation of students' work. | The curriculum becomes visible and practical.
More time spent in organization and experts with different fields.
Students become researchers.
Students discover the possibilities of the profession.
Improvement of the curriculum for the work of the school.
Students become aware of different jobs.
Active role of students in researching the possibilities for professional and career guidance. | The school becomes an innovative school in the field of career and professional guidance of students.
Cooperation with the local community is improving in the direction of improving the career and professional guidance of students.
Improving students' skills and knowledge regarding future professional and the choice of secondary schools.
They become more and more aware of the opportunities offered by jobs and start to think differently.
Activating the career corner.
Professionals from the local community are part of the career corner.
Students from VIII and IX grades become role models for their peers. |

GENERAL OBJECTIVES AND TEACHING PREPARATION

WHAT SHOULD THE STUDENTS LEARN AND HOW THE LESSON SHOULD BE PREPARED TO FULFILL THE GOALS	GENERAL OBJECTIVES	LESSON PREPARATION*
	OBJECTIVE 1 FAMILIARITY WITH DIFFERENT PROFESSIONS IN RN MACEDONIA AND EUROPE Gaining knowledge about future professions, studying and learning the characteristics and specifics.	-lectures by parents -role play implemented in teaching subjects -visits to various institutions and organizations
	OBJECTIVE 2 RESEARCH POSSIBLE CAREERS AND PROFESSIONS IN RN MACEDONIA AND EUROPE Visiting the most popular workplaces, discovering the real situation in RN Macedonia, discovering career opportunities and discovering their interests according to their abilities.	-visits to institutions and organizations -lectures from parents -research on professions -creation of a catalog of professions
	OBJECTIVE 3 WHAT IS MY PROFESSION Comparison of professions in RN Macedonia and Europe and equal teaching of all	-survey for students -their direction

* The professional and career guidance of the students is carried out with the help of the team of the same name in the school and all activities are integrated in the various teaching subjects, while the visits, research and observations are part of the extracurricular activities and/or the work of the professional assets in the primary schools.

Curriculum of Proffessional and Carrer guidance of students

Table 2

Annual Plan for professional and carrier guidance of students

PROFESSIONAL AND CAREER GUIDANCE OF STUDENTS

SELF KNOWLEDGE

Activities	Objectives	Carriers of the activities	Forms/methods of work	Resources	Expected results	Indicators
Realization of workshops	Expressing attitudes and thinking about different professions	Teachers of different subjects, team members	Presentation and debate	Presentations and materials about different professions	Acquiring attitudes and thinking about different professions among students	Statements from students
Job simulation	Expression of attitudes and thinking about different professions	Teachers of different subjects, team members	Simulations and discussions	Educational videos and different materials about the professions	Awareness of the work tasks of specific jobs	Completed lists, records of knowledge gained from the simulation
Research on professions ions	Highlighting the characteristics of different professions	Teachers of different subjects, team members	Research and survey method	Surveys	Independent research on professions	Surveys prepared and completed by students, research carried out, records of research conclusions

INFORMING AND SEARCHING ABOUT TYPES OF PROFESSIONS AND EDUCATION OPPORTUNITIES

Activities	Objectives	Carriers of the activities	Forms/methods of work	Resources	Expected results	Indicators
Making a student portfolio (my interests/ want to be/decided)	Highlighting students' interests	Students, teachers	List	Portfolios with completed lists for students	Students to know what they want and choose what they want to be in the future	Open portfolios for students
Selection of students for testing in cooperation with ESA	Forming a target group	Team for professional orientation	Group and in-dividual work, discussions, con-versations	Sheets with information about testing in cooperation with ESA	Selection of a group of students for testing	Number of students sent to ESA

Activities	Objectives	Carriers of the activities	Forms/methods of work	Resources	Expected results	Indicators
Development of a protocol for a visit to a professional by the students	Highlighting the interests of the students realization of cooperation	Team for professional orientation, students	Group work, discussions and conversations	Materials and examples of work protocols	Protocols made by students	List of protocol, minutes of meetings with students
Drafting of a protocol by a professional	Highlighting the key things for the professions realization of cooperation	Team for professional orientation, professionals	Individual conversations	Materials and examples of work protocols	Protocols made by the professionals	List of protocol, minutes of meetings with the professionals
Dissemination of students from grade IX	Sharing of practices and experiences of older students with younger students	Professional orientation team, students	Presentation, discussion, asking questions and discussions	Presentations and materials made by students	Presented experiences and practices	Made presentations and materials by students, minutes of the savings
Survey "Where would you like to continue your education"	Creating a survey obtaining a list of schools	Team for professional orientation of students	Group work, discussion	Program of work and materials for professional orientation of students	Prepared survey	Completed surveys
Creation of lists of future professions according to students' interests	Identification of desired professions	Team for professional orientation of students, students	Group work, discussion	Data from surveys and discussions with students	Created list of future desired professions	Created list of future desired professions
Creation of an online catalog for future professions	Highlighting of desired professions with explanations and photos	Team for professional orientation of students, students	Group work, discussion	Data from surveys and discussions with students	Created online of future desired professions	Created online catalogue of future desired professions

REAL CONTACTS/METINGS

Activities	Objectives	Carriers of the activities	Forms/methods of work	Resources	Expected results	Indicators
Signing of joint cooperation agreements with companies and organizations from the local environment	Emphasizing cooperation with the local community	Team for professional orientation of students	Discussions and negotiations	Memoranda of cooperation	To find and sign the right professionals who will work with the students	Number of signed memorandums of cooperation

Activities	Objectives	Carriers of the activities	Forms/methods of work	Resources	Expected results	Indicators
Interviews with professionals	Explanation of the professions	Team for professional orientation of students	Interviews and conversations	Interviews	Conducting more interviews with professionals and students in order to highlight the characteristics of the profession	Number of conducted interviews with professionals and students
Observation of workplaces	Understanding the specifics of the workplace	Student professional orientation team	Discussions and conversations	Protocols for workplace behavior	Realization of workplace observation and monitoring of the work of professionals during a working day	Number of students and workplace observations places, protocols for student behavior during workplace observation
Organizing open days-visiting secondary schools and presenting the desired professions	Promotion of different types of professions and directions by secondary schools	Vocational orientation team,	Director Presentations, discussions	Prepared presentations	Vocations were presented and students were introduced	Number of visits by of secondary schools and the number of students involved in the meetings, minutes and lists
DECISION MAKING						
Activities	**Objectives**	**Carriers of the activities**	**Forms/methods of work**	**Resources**	**Expected results**	**Indicators**
Completion of portfolios by students	Highlighting students' interests and inferences about their profession	Students, teachers	Discussions, conversations, debates, interviews, job observations	Portfolios with completed lists for students	Students to know what they want and choose what they want to be in the future	Completely filled student portfolios
Making a decision on enrolling in secondary school and choosing a profession	Enrollment of students in secondary schools	Students and the team for professional orientation of students	Conversations	Materials on professions and directions in secondary schools, documentation for enrollment	All students enrolled in secondary school	Lists of secondary schools for enrolled students from our school
Evaluation of the procedure and implemented activities	Addition to the program for the next year evaluation of work	Team for professional orientation of students	SWOT analysis	Prepared questionnaire for SWOT analysis	Filling out the questionnaire by teachers and students	Completed SWOT analysis (list)

It does not mean changing the Annual Programs, but their innovation and adaptation in certain teaching subjects, through the organization of activities in regular teaching and extracurricular subjects. The following are highlighted as benefits that teachers, students and all stakeholders will gain:

- improvement of motivation due to the introduction of quality competencies based on learning and teaching
- encouraging cooperation by creating a common point of interest that provides an opportunity to exchange experiences and work methods
- strengthening of self-confidence, self-esteem, competencies and valued for the labor market. Other aspects related to this way of working are the development of innovative and creative learning experiences; consistency between education provided in schools and student competencies expected by industry, and promotion of collaboration between schools and industry.

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THE IMPACT OF INTELLIGENT LEARNING MANAGEMENT SYSTEMS IN IMPROVING EDUCATIONAL PROCESSES

Abstract: The aim of this paper is to promote ideas for involving a wider use of intelligent e-learning systems in educational processes and highlight their benefits. We analyze the use of current most popular Learning Management Systems, in particular amplified due to the impact of Covid-19 global pandemic. We discuss on their advantages and disadvantages, accompanied by conclusions upon the topic. The main objective is to provide recommendations for overcoming the detected weaknesses in order to benefit the learning processes. We suggest a use of intelligent e-learning systems that include item response theory within. That would personalize the learning process deeper and adjust the content material to the students' personal abilities and their current level of knowledge. Such systems – when carefully created and designed, provide specific personalized student feedback and support the functional knowledge that students gain throughout the learning process. Additional outcome is the adaptation of the corresponding ideas for students with special needs, which would improve their integration into educational processes. The last conclusion is that intelligent e-learning systems can be used for multilevel purposes. The gathered data can be very useful for analyses on various parameters (common students' gaps in acquired knowledge, time management in mastering topics, etc.). All this would lead to curriculum improvements as well as proof oriented based education reforms.

Keywords: E-learning systems, Item response theory, Testing, Educational reforms