ИНСТИТУТ
ЗА ПЕДАГОГИЈА

INTERNATIONAL SCIENTIFIC CONFERENCE

75th Anniversary of the Institute of Pedagogy -
Educational Challenges and Future Prospects

BOOK OF ABSTRACTS

Ohrid │ May 16th—18th │ 2022

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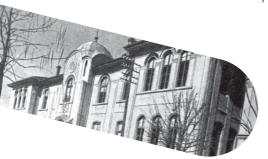
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Edited by:
Angeloska-Galevska Natasha
Ilievska-Tomevska Elizabeta
Trajkovska Martina

Foreword

The International Scientific Conference entitled "75th Anniversary of the Institute of Pedagogy - Educational Challenges and Future Prospects" is organized by the Institute of Pedagogy, one of the oldest institutes at the Faculty of Philosophy, Ss. Cyril and Methodius University in Skopje, for the occasion of the significant jubilee of its foundation.

The Conference is under the patronage of the President of the Republic of North Macedonia Prof. Dr. Stevo Pendarovski. It took place in Hotel Inex Olgica in Ohrid, from 16th to 18th May 2022.

The aim of the Conference is to attract attention to the activities of our institute, and to bring together academics, educational experts, researchers, educators, practitioners and students from various countries. After the period of isolation due to the pandemic, the Conference is a great opportunity to make retrospective of recent developments in educational theory, legislative and practice, to discuss actual issues in all areas of education, to promote new concepts and ideas, and to disseminate results of innovative research and knowledge accomplishments.

The book contains 115 abstracts that are organized alphabetically according to the last name of the first author. List of 195 authors registered for the conference is added at the end of the book.

We are grateful for the interest of almost 200 authors from 21 countries to participate in our conference and to contribute to its success.

We would like to thank all institutions and companies for their support and sponsorship in organization of the conference. Only with joint efforts and cooperation and with exchanging of our professional experience and expertise, we can provide quality education as our children and next generations deserve.

Many thanks to the members of the editorial board who helped us in preparation and publishing of the book.

With respect,

President of the Organizing Committee
Prof. Dr. Elizabeta Tomevska–Ilievska

President of the Programme Committee
Prof. Dr. Natasha Angeloska–Galevska

LETTER OF THE PRESIDENT OF
THE REPUBLIC OF NORTH MACEDONIA

Република Северна Македонија
ПРЕТСЕДАТЕЛ

До
Институтот за педагогија при Филозофскиот факултет
на Универзитетот „Св. Кирил и Методиј" – Скопје

Почитувани,

Најпрво дозволете ми да се заблагодарам за поканата да бидам покровител на меѓународната научна конференција со наслов „75 години Институт за педагогија – Воспитно-образовни предизвици и перспективи". Станува збор за извонредно значајна конференција со бројни еминентни учесници како од земјава така и од десетина други држави, со што соодветно ќе се одбележи големиот јубилеј – 75 години Институт за педагогија при Филозофскиот факултет на Универзитетот „Св. Кирил и Методиј" – Скопје.

Имајќи ја предвид актуелноста на конференцијата и темите за коишто ќе се дебатира, големиот број излагачи и нивното реноме, како и големиот јубилеј којшто е повод за организацијата, би сакал да ве информирам дека со задоволство ја прифаќам поканата за покровителство.

Ви посакувам успешни подготвителни активности за конференцијата, како и за останатите предвидени содржини по повод одбележувањето на јубилејот – 75 години Институт за педагогија при Филозофскиот факултет на Универзитетот „Св. Кирил и Методиј" – Скопје.

Со почит,

12 јануари 2022 година
Скопје

Стево Пендаровски

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Programme committee of the Conference is an international scientific body composed of eminent representatives from 18 countries.

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Ss. Cyril and Methodius University
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PLENARY SPEAKER

Prof. Dr. İrfan ERDOĞAN
Bogazici University
Dean of the Faculty of Education
Istanbul-Türkiye

Abstract

EDUCATIONAL POLICY AND REFORMS

Education reform lives its difficult times. Current implementations and models prioritized in education by reforms have characteristics to create results as centralization, monotyping, over inspection seen as problem in former periods. It is possible to see implementations as standardization, accreditation that we hear frequently today as implementations to create old problems again. In same context, increasing sources appointed for education and studies to be performed to spread education are not also more functional steps for nowadays. So, it is needed not to decide what problems we face in education currently by considering old way of thinking related to education. Favorite implementations and models in today's education are met with doubt. Otherwise, even education model and implementations demanded to be left in previous periods can be reborn by effect of today's new trend implementation and models accepted. This can create a meaningless discrepancy and left more shocking effect for intellectual basis of education. From this point of view, education must be considered not as an implementation area dealt with technical perceptions but an area having theoretic side. In this context, each implementation performed in education must be dealt with context of bindings founded between today and moments in which education thoughts and institutions appeared firstly. For this, education must be signified and guided and implemented by societies having its own terminology, culture on plane of conflicts between paradigms. Besides that reform attempts as increasing in number of school, teacher, student, intensifying technology, increasing education budget must be taken more carefully.

Key words: education reform, changes of education

PLENARY SPEAKER

Prof. Dr. Tonća Jukić
Faculty of Humanities and Social Sciences
University of Split
Republic of Croatia

Abstract

SLOW PEDAGOGY AND CONTEMPORARY TEACHING STRATEGIES

In this paper, contemporary teaching strategies are discussed in the theoretical and practical context of slow pedagogy and contemporary curricular planning of the teaching process. Emphasis is placed on the importance of raising awareness of the need to slow down in the teaching process so that students can fully develop in the experiential learning process, i.e. that each student can acquire knowledge and construct meanings, think in critical, creative, and reflective way, form and express attitudes, and develop psychomotor abilities and skills at her/his own pace through practical activities based on her/his interests. Based on the curricular approach to teaching in the context of slow pedagogy, this paper argues the need for careful planning and choosing learning and teaching strategies to achieve the goal using appropriate teaching content, in appropriate social forms and working conditions, and with appropriate ways of (self) evaluation. As a synthesis of knowledge about slow pedagogy, contemporary curriculum and learning and teaching strategies in the teaching process, the paper argues the importance of teachers' professional development and their role of action researchers who continuously evaluate and improve the quality of the educational process for the benefit of all of its stakeholders.

Keywords: action research, curricular approach, experiential learning, *"knowledge-in-action"*, learner autonomy

PLENARY SPEAKER

Jari Kalavainen
Head of Department
School of Professional Teacher Education
JAMK University of Applied Sciences
Finland

Abstract

RETHINKING PEDAGOGICAL LEADERSHIP
IN EDUCATIONAL ORGANIZATIONS

The conception of pedagogical leadership is defined various ways both in the literature and in everyday discussions among principals, directors and headmasters of educational organizations.

Based on the interviews and practical work with school directors and educational leaders in various training processes during the last ten years, we have, with colleagues of mine, defined pedagogical leadership having three aspects: 1) leading pedagogy, 2) leading pedagogical community and 3) leading pedagogically. When educational organization is led pedagogically, which means understanding personnel's willingness to develop their work and themselves, styles of learning, motivational questions and ownership or personal agency, the quality of pedagogical work will stay on the high level. Thus, the focus in pedagogical leadership should not be on the pedagogical work (curriculums, schedules, teaching processes) only. The living, high quality pedagogy is the result of well-working pedagogical community led and managed using the same basic principles which can be found in guided learning processes.

These practical findings get support also from the research-based development project funded by the Ministry of Education and Culture, Finland. The project is implemented in co-operation with the University of Jyväskylä and JAMK University of Applied Sciences. Its goal is to provide Finland a multi-form cohesive holistic solution for pre-, induction and in-service education in educational leadership.

Keywords: pedagogical leadership, educational leadership

SUBTOPICS OF THE CONFERENCE

1. Pedagogical science - theories, concepts, challenges and perspectives
2. Strategies, reforms, policies in upbringing and education
3. Contemporary education systems, education policy and globalization
4. From the past to the future: Reconsidering educational aims, values, concepts
5. Educational transfer: Risks and benefits
6. Re-thinking of the educational process
7. Ethical challenges in pedagogical theory, practice and research
8. Research paradigms in the social sciences
9. Pedagogical research - past, present and future
10. Educational challenges and future prospects of the pedagogue, educator, teacher as a profession
11. Early learning and development - programs, standards, features
12. Modern Parenting - Challenges and Perspectives
13. Contemporary challenges and perspectives of leisure pedagogy
14. Moral education - a challenge of the modern school in the formation of moral values
15. Modern methodological concepts in teaching
16. Textbooks in contemporary teaching
17. Evaluation and grading of students' achievements
18. Self-evaluation and quality assurance in upbringing and education
19. Distance learning - problems and solutions
20. Impact of COVID 19 on the learning and teaching process

21. Education and child safety
22. Education for sustainable development
23. Inclusive education - conditions, policies and good practices
24. Assistive technologies in the education process
25. Education and human rights
26. History in the educational process
27. Psychology in education - modern trends, challenges and opportunities
28. Modern tendencies in physical education
29. Art education and children creativity
30. Intercultural and multicultural upbringing and education
31. The cultural heritage and education
32. Pedagogical issues and priorities in social protection
33. Local self-government and education
34. Internationalization and mobility in higher education
35. Management and entrepreneurship in educational organizations
36. Andragogy - challenges and perspectives
37. Lifelong learning - changing educational paradigms
38. Vocational education and training - between reality and expectations
39. Professionalization of the adult education staff
40. Career development
41. Human resources management in education

ABSTRACTS

Ajdini Merita
Primary School "26 Juli", Republic of North Macedonia

MATH GAMES A MECANISM FOR SUCCESSFUL LEARNING IN ELEMENTARY CLASSES

Experts of education and others with active role in education believe that traditional ways of teaching are no longer useful to students. Researchers highlight that certain students are not attracted to math due to attractive teachers' instructions, but because math is seen as a task rather than a problem to be solved. Researchers also agree that application of new teaching and learning trends is becoming a necessity. An increasing number of studies show that ninety-five percent of the teaching and learning that occurs through games is effective and quality-based learning. Games were and will always be considered a favorite for children and when designed for learning their effect is even greater. In North Macedonia game-based learning in math is merely researched. Therefore, this study aims at providing some useful practices of game-based learning in math classes. A mixed research design was used to investigate this problem. A group of 30 teachers and 120 students engaged in local public schools, constituted the sample of the study. Interview sessions were conducted with several state experts (University Professors) involved in education problems in our country. It is the researchers hope that the results of this study will serve as a point of reflection to both in-service and novice teachers to focus on quality education.

Key words: math education, game-based learning, elementary classes.

Aleksova Gordana
"Blaze Koneski" Facuty of Philology, Republic of North Macedonia

A FUNCTIONAL AND USEFUL SCIENTIFIC TRINITY IN THE TEACHING OF MACEDONIAN LANGUAGE

The paper will present an opportunity for functional connection of the core elements of three theories with different scientific origins - psychology, pedagogy and linguistics. The unification of: 1. cognitive structures (knowledge structures), 2. interactive models and 3. the principle of syntagmatic and paradigmatic relations in the language into useful models of modern Macedonian language teaching, set on a communication basis, is considered. According to the theory of cognitive structures, the contents of a subject syllabus are a macrostructure in which larger and smaller knowledge structures are

grouped. The interactive model, as a form of organizing teaching, gives freedom and opens numerous opportunities for material upgrading and creative time extension of the existing "teaching unit", and is based on interaction in horizontal and vertical direction. The principle of syntagmatic and paradigmatic relations in language, the linguistic component of the trinity, is the basis for structuring language according to the principle of selection and the principle of combination, which are governed by paradigmatic and syntagmatic relations, placed on a vertical and horizontal axis. As an illustration for connecting these three scientific elements in living classroom situations, the paper presents parts of interactive models, created on the principles of modern teaching systems.

Key words: Macedonian language, cognitive structures, interactive models, syntagmatic, paradigmatic

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Aleksova Gordana
"Blaze Koneski" Facuty of Philology, Republic of North Macedonia

Dimitrieva – Gjorgjievska Marina
Bureu for Development of Education, Republic of North Macedonia

DISTANCE LEARNING – PROBLEMS AND SOLUTIONS THROUGH EXAMPLES

The challenges in education are present in every day practice and they depend on several factors that directly affect its course. For more than two years, humanity has been facing a global pandemic that has accelerated the process of online learning as well as the process of creating digital learning content.

This paper is focused on the problems that have arisen and still arise from the teaching of distance education, in primary and secondary education, but also the advantages that this type of teaching has. The paper will illustrate examples from teachers and will state their perceptions of the teaching process during the classes in which the subject Macedonian language is realized.

Therefore, a survey for teachers (30 teachers from primary and 30 teachers from seconadary school) will be conducted in which they will point out examples from practice and experiences, techniques used to motivate and maintain attention during distance lessons.

Namely, the paper will show the way of connecting the most important elements of the educational process, the student and the teacher, which takes place through a connection provided by the Internet and all its forms: network connections, social networks, platforms. At the same time, the paper will consider some of the possible solutions for using the tools of the existing platforms and will be presented, for the application of different forms and different methods and strategies that make distance learning functional and interesting. The paper will give its view on maintaining the school climate, communication and the way interactive content is realized.

Keywords: Macedonian language, distance learning, strategies and approaches, interactivity

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Anđelković Slađana
University of Belgrade, Faculty of Geography, Serbia

Vračar Maja
High School of Dental Technology Training in Belgrade, Serbia

Prnjat Zorica
University of Belgrade, Faculty of Geography, Serbia

PROFESSIONAL DEVELOPMENT OF TEACHERS WITHIN THE CONCEPT OF EDUCATION FOR SUSTAINABLE DEVELOPMENT

The answer to the question on how to prepare young people to take the role of active citizens, develop their abilities, skills and values that will help them to integrate into a sustainable society and face all challenges, uncertainties and problems of the 21st century lies, among other things, in the continuity of education and training of young people, which is reflected in the continuous progress and professional development that we can see in the concept of sustainability, with special emphasis on the discourse of competence. In that sense, in the paper, through the analytical-theoretical approach, we emphasize the need to change the paradigm in the professional development of teachers as an important factor in the transformation of education for the sustainable future. The model of sustainable professional development of teachers, which is the subject of our study, does not only deal with the development of professional competencies but also explores the areas of personal and social behavior of teachers, as development guidelines in raising awareness, gaining knowledge and conceiving actions for sustainable development. The implications of studying this problem point to the need for a holistic, integrative, and transformative approach in the professional development of teachers and in the construction of a support system for teachers in accordance with the new educational discourse – education for sustainable development.

Key words: professional development, teachers, education for sustainable development, competencies

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Angeloska-Galevska Natasha
Faculty of Philosophy, Ss. Cyril and Methodius University in Skopje

THE METHODOLOGY OF PEDAGOGY AS A PILLAR OF PEDAGOGICAL SCIENCE

The paper is dedicated to methodology of science as an essential scientific discipline for the development and growth of each science. Methodology is a science for all the other sciences, it is a way to gaining knowledge, new perspectives and changes.

In the theoretical part of the paper we make distinction in defining methodology of science and related terms such as research methods, scientific method, methodic of scientific work.

Further we make retrospective of the methodology of pedagogy as a crucial scientific discipline for developing of pedagogical science. For this purpose, we make qualitative research based on analyses of relevant documentation and open interviews with

university professors who teach methodological courses. We analyze the study programs in relation of presence of methodological courses, beginning from general methodology to applied methodology in pedagogy and related disciplines. The paper also provides an overview of the eminent scholars who teach methodology at the Faculty of philosophy in Skopje in the past and present along with the most prominent books in this field.

The significance of the methodology for developing the research competencies of students is inevitable. It is the science that can teach them to be critical, patient, objective, precise, curious, imaginative, confident and to stick to the facts in their reasoning and conclusions.

The paper ends with conclusion that there is need for constantly improvement of methodology courses in line with scientific trends, social circumstances and changing nature of data in the modern world.

Key words: methodology, science, research methods, pedagogy

Angjeleska Natasa
Foundation Open Society Macedonia, Republic of North Macedonia
Blazhevska Aleksandra
PS "Jan Amos Komenski" Skopje, Republic of North Macedonia

NEW TEACHING PRACTICE FOR THE NEW ERA

The aim of this paper is to present new teaching practice that was enforced mainly because of the pandemic and the new circumstances for organizing the teaching process using distance learning and mostly blended teaching.

The pandemic has accelerated an existing trend towards online and hybrid learning. This shift has uncovered new and innovative ways for students and educators to organise their teaching and learning activities and to interact in a more personal and flexible manner online. We are aware that the teaching profession is a key mediating agency for society as it endeavors to cope with change and upheaval. The teaching profession must adapt a great deal so that it can act in a constructive manner within a fast-changing society if it is to retain the confidence of society.

The presented teaching practice in one Macedonian classroom with usage of different learning applications and learning platforms (Nearpod, Google Classroom, Go-Lab, Wordwall, Kahoot, Google Forms, Microsoft Teams, etc.) opens the discussion about the core competences teachers need as they are inadequately prepared to facilitate young people's understanding of and engagement with technologies in general.

In addition, the experience throughout one-school year with distance learning challenge the role that teacher has in the new era of teaching. His/her role changes towards equipping and motivating students' acquisition of skills and knowledge like self-directed learning, self-regulation, innovation, communication and cooperation.

The paper will present several recommendations for improvement of teaching with the usage of technology so to provide authentic experiences for both teachers and students.

Key words: teaching, technology, competences

Atanasov Petar
Institute for Sociological Political and Legal Research,
University "Ss. Cyril and Methodius, North Macedonia

CONCEPT OF INTERCULTURALISM AND ETHNIC CHALLENGES IN THE PROCESS OF EDUCATION IN NORTH MACEDONIA

In May/November 2019 the Government of North Macedonia prepared and enacted the "Strategy for Development of the 'One Society for All' Concept and Interculturalism". This paper will analyse the process of creation of the strategy, as well as the idea why this document was produced and what was behind. Further, the paper will shed more light about the priorities in the section of Education (there are seven sections in the strategy), and what should be done to soften the ethnic integration problems within the society. The team that created this part of the strategy aimed that elements of intercultural education should be implemented in the way to enhance the communication between the young people with different ethnic background in the society.

Key words: divided society, primary education, interculturalism, concept of "one society"

Badarevski Bobi
Institute of Gender Studies, The Faculty of Philosophy, Ss. Cyril and Methodius University, Skopje, R. N Macedonia

GENDER SENSITIVE EDUCATION AS A PREREQUISITE FOR COMPREHENSIVE SEX EDUCATION

The purpose of the text is to examine the relationships between the concepts of Feminist Pedagogy, Gender Sensitive Education and Comprehensive Sex Education. The main hypothesis of this conceptual analysis is that a prerequisite for successful implementation of Comprehensive Sex Education is the successful implementation of the principles of feminist pedagogy and Gender-sensitive education. The main argument for the hypothesis is that Comprehensive Sex Education is a content-oriented education, while Feminist Pedagogy and Gender-sensitive education is focused on teaching, the pedagogical process, and the development of teacher's and student's competencies. Only within Gender sensitive teaching is possible a Comprehensive sex education, in which instead of just transferring information and content, it will enable the development of key competencies, skills development and creative use of knowledge among students.

Keywords: Gender Sensitive Education, Comprehensive Sex Education, Feminist Pedagogy

Bajramović Zlatan
Faculty of Political Sciences, Bosnia and Herzegovina

SECURITY CHALLENGES IN EDUCATION PROCESS ON FACULTY OF POLITICAL SCIENCES IN SARAJEVO DURING PANDEMIC OF COVID-19

First case of COVID-19 in Bosnia and Herzegovina has been registered in March of 2020. After this the authorities proclaim COVID-19 as security challenge, condition of natural disaster and lockdown in Bosnia and Herzegovina. Since that education process in all institutions has been stopped and next step was request for transformation from normal to "new normal" that involves technology for on-line teaching and learning. Faculty of Political Sciences, as part of University of Sarajevo, start with getting hardware and software for teaching and learning but also equipment for individual and collective security of students and employees. Research in this paper is about analysis, statistics and comparison of measures, activities and results for minimizing security challenges for students and employees at Faculty of Political Sciences caused by a pandemic of COVID-19. Significant part of this research paper is on consequences on teaching and learning process after on-line stop and education process at Faculty of Political Sciences back to normal.

Key words: security challenges, education, COVID-19

Bajramović Zlatan
Faculty of Political Sciences, Armed Forces of Bosnia and Herzegovina, Bosnia and Herzegovina

Podžić Vahid
Faculty of Political Sciences, Armed Forces of Bosnia and Herzegovina, Bosnia and Herzegovina

THE ROLE OF DEPARTMENT OF FOREIGN LANGUAGES IN MILITARY EDUCATION OF ARMED FORCES OF BOSNIA AND HERZEGOVINA

Aim of training and military education in Armed Forces of Bosnia and Herzegovina is part of Training and Military Education Policy and Training Doctrine. Main task of military personnel, according to this documents, is to develop well trained and ready individuals and units for successful task execution. Individuals and units have to accomplish high standards and norms of North Atlantic Treaty Organization interoperability. Basic for this interoperability is foreign languages courses in Department of Foreign Languages of Center for Professional Development of Armed Forces of Bosnia and Herzegovina. The whole process involves methodology, facilities, instructors, attendees, internal and external evaluation and testing. Research in this paper is about role of Department of Foreign Languages in achievement of language skills of individuals and units of Armed Forces of Bosnia and Herzegovina and other members of Security Agencies including analysis, statistics, comparison and recommendations.

Barakoska Aneta
University Ss. Cyril and Methodius - Skopje, Faculty of Philosophy,
Republic of North Macedonia

Stojanovska Vera
University Ss. Cyril and Methodius - Skopje, Faculty of Philosophy,
Republic of North Macedonia

THE CHALLENGES AND NEW APPROACHES IN HUMAN RESOURCE MANAGEMENT

Human resource management is a complex and multidimensional process that has always been the subject of interest in science and everyday human practice and is one of the most rapidly expanding fields in recent years. Human resource management is a series of interrelated activities and tasks carried out by management and the organization, focused on providing an adequate number and structure of employees, development of their knowledge, skills, interests, motivation, and behavior, needed to achieve current, developmental and strategic goals of the organization.

Organizations have become aware that the key to success and increased competitiveness on the market most certainly lies in the quality of people who possess the knowledge, skills, and willingness to develop. The success of the organization and the achievement of business performance goals are influenced by various modern trends driven by globalization, the development of information technology and digitalization, demographic changes, and changes driven by the nature of work. The traditional model of human resource management is making space for more modern, flexible, pragmatic and people-centric forms of management.

The purpose of this paper is to analyze the modern concept of human resource management as well as to present some of the new trends and challenges that organizations face today. The paper will analyze all the elements important for human resource management, starting from planning the needs for new employments, recruitment, selection, training and development, motivation, etc. Human resource management today has a strategic dimension, and its concepts imply techniques, processes, tools that are used to emphasize the importance that man has in the organization.

Key words: management, human resources, challenges, organization, strategic development.

Baruti-Sylejmani Miranda
Primary teacher, Kosovo

Baruti Shukrije
Heimerer College in Prishtina, Kosovo

PEER ATTITUDES TOWARDS CHILDREN WHO STUTTER

The purpose of this research was to understand the attitude of peers towards children who stutter in the city of Mitrovica. The research was focused on three schools, for students from grade V to IX. The research sample was 100 students from these schools.

The instrument used for this research was a questionnaire adapted in Albanian. This questionnaire contained 26 questions, of which six were demographic questions and the other were related to measuring peer attitudes towards children who stutter. The data were analyzed with the Social Science Statistical Package, using Cronbach's Alpha, Frequency, T-test and Correlation analysis. All data of the respondents in this research are anonymous, confidential and the participation was voluntary.

It is worth noting that the research findings helped us understand that peers have positive attitudes towards children who stutter. Frequency analysis helps us understand that 91% of respondents of the research wanted to be close, spend time and perform various activities with children who stutter.

Although the vast majority of peers had good behavior towards children who stutter, still the figure of 9% is quite worrying as this percentage of students may have discriminatory and bullying behavior towards these children. This research has a positive effect on the awareness of children to accept children who stutter, without discriminating. It also has a positive effect on the awareness of teachers and parents to take as much time as possible on the awareness of children with typical development, in order to accept children's who stutters.

Key words: peer, attitudes, children, stutter

Bilal Sonaj
Nansen Dialogue Centre Skopje, Republic of North Macedonia

Krsteska-Papić Biljana
Nansen Dialogue Centre Skopje, Republic of North Macedonia

INTERCULTURAL TRANSFORMATION OF THE EDUCATIONAL PROCESS

The ethos of intercultural education is based on values such as: acceptance, respect, empathy, openness, equality, non-discrimination and impartiality. The principles and goals of primary education are closely correlated with them and should be incorporated as a component of the educational process. The leading role in this multi-layered initiative is played by the class and subject teachers, as well as the professional associates. Systematic and planned, long-term support and transformation of the teaching staff can contribute to intercultural enrichment of the teaching process.

Intercultural education should be a naturally embedded component in the daily educational process, regardless of the ethnic and linguistic structure of students and teachers in a school.

That is why it cannot be reduced to the contours of a school subject, but to be promoted through a series of intercultural initiatives and skillfully designed educational approaches with a sign of transversality and cross-curricularity.

In the past two school years, a content analysis of over 500 intercultural interventions conducted in primary education has been performed, within several subjects, and it has been seen that teachers create a multitude of solutions for subtle intercultural dimension in almost all subjects, contrary to the widely accepted opinion that they are most common in content related to languages, art, sports. The sensitization of teachers and professional associates is a key prerequisite for skillful and continuous recognition and promotion of opportunities embedded in the national curriculum, and in close correlation with the philosophy of interculturalism.

Key words: interculturalism, transformation, educational initiatives

Blazhevska Stoilkovska Biljana
Department of Psychology, Faculty of Philosophy, Ss. Cyril and Methodius University in Skopje

Shurbanovska Orhideja
Department of Psychology, Faculty of Philosophy, Ss. Cyril and Methodius University in Skopje

Fritzhand Ana
Department of Psychology, Faculty of Philosophy, Ss. Cyril and Methodius University in Skopje

IDENTIFICATION OF WORK-FAMILY BOUNDARY MANAGEMENT STYLES: CLUSTER ANALYSIS AMONG TEACHERS IN UNIVERSITY, SECONDARY AND PRIMARY EDUCATION

According to boundary theory people tend to create and maintain cognitive, physical and/or behavioral boundaries between various life domains, such as work and family.

The aim of this exploratory study was to identify work-family management boundary profiles on the base of work-family boundary flexibility dimensions, work-family transition, and work-family conflict. Three measures were administered on a sample of 170 participants (female=119, mean age=43.79±9.19 years), teachers at university, secondary and primary schools in RS Macedonia.

Cluster analysis (k-means procedure) revealed that participants in the first subgroup scored slightly below average on both work flexibility dimensions (work flexibility ability and work flexibility willingness), work-family transitions, and work-family conflict, and were average on family flexibility ability and family flexibility willingness. Participants clustered in the second subgroup showed high ability and willingness to flex work

and frequent transitions between domains. These participants reported relatively highly expressed work-to-family and family-to-work conflict and family flexibility. Univariate ANOVA demonstrated that two clusters differ significantly in work flexibility dimensions, work-family transitions, and work-family conflict (p<0.001).

Further analyses showed that 89% of secondary and primary school teachers were grouped in cluster 1, while most of the university teachers (80%) tend to the cluster 2 ($\chi^2(1, N=165)=74.64, p<.001$). Male study participants demonstrated more balanced distribution across clusters in comparison to their female colleagues ($\chi^2(1, N=165)=5.18, p<.05$). Younger participants were found to inclined to cluster 2 (U=2198.5, z=-2.05, p<.05). Participants in two groups did not differ significantly in regard to work satisfaction, work disengagement, and life satisfaction.

Key words: boundary management styles, work-family flexibility, work-family transitions, cluster analysis

Breznikar Nina
Faculty of Arts, University of Ljubljana, Slovenia

Urbančič Matej
Faculty of Arts, University of Ljubljana, Slovenia

AN ANALYSIS OF THE CONTRIBUTIONS TO THE JOURNAL OF CONTEMPORARY EDUCATIONAL STUDIES FROM 1950 TO THE PRESENT

Journal of Contemporary Educational Studies (Sodobna pedagogika – the successor to the journal Popotnik, which was launched in 1880) is a peer reviewed scientific journal in the field of education, being published by this name since 1950, and has had an important professional role in the wider Balkans, complementing other related journals. The aim of this paper is to present an analysis of the articles published in the journal since 1950, and to show some of the characteristics and, above all, the changes that have taken place since 1990, covering thematic and design features. The research design is primarily descriptive and adopts a mixed method qualitative-quantitative approach. The main results show, that there is are trackable patterns of authors, language, affiliations and contents, bringing a meaningful overview of the time and multinational environment of a former common country. Data also shows that there was a significant shift in type of topics covered and origin of the authors, turned to the West, directly linking to historical circumstances. It is also interesting how the structure of the articles changed to mimic the more prominent international journals, also changing the type of article classification, complied with international standards. It seems that the once natural link between the republics of the former Yugoslavia was first strong, then lost, and now slowly returning. It may point to an unspoken need for cooperation among educationalist in this area.

Key words: Journal of Contemporary Educational Studies, a historical analysis, publication trends

Buzar Mirsad
Service for Foreigners' Affairs of Bosnia and Herzegovina

Bašić Ilarija
Danish Refugee Council Bosnia and Herzegovina

OPPORTUNITIES AND CHALLENGES OF EDUCATING MIGRANT CHILDREN IN BOSNIA AND HERZEGOVINA

Most of the migrant children currently residing in Bosnia and Herzegovina have been on the move for a long time, changing their countries of residence, and different education systems. Some children did not even get an education, while some of them had interruptions in their education for several years. UNICEF's Manual for the Inclusion of Refugee, Asylum Seeker and Migrant Children in the Education Process in Bosnia and Herzegovina highlights the need to overcome a number of challenges. This research paper aims to analyze the forms of education of migrant children in Bosnia and Herzegovina, to show positive examples of integration of children on the move in the education system, but also the shortcomings of the inclusion of migrant children in B&H society. Using the content analysis, comparative, descriptive, and interview methods, we intend to deepen the understandings that are present worldwide, including in B&H, concerning the guaranteed right to education on the principles of non-discrimination, in accordance with the Convention on Child Rights. It is considered how and in what way the education of migrant children is planned, how preschool medical checkups are made, and how successfully migrant children are integrated into the educational system in Bosnia and Herzegovina. The research results indicated a number of challenges that these children face in the education process, from difficulties in enrolling in schools due to the lack of identity and previous education evidence, insufficient knowledge of the local language, and inability to complete education because of their constant move.

Key words: migration, migrant children, education, integration.

Caushi Valvona
"Eqrem Cabej" University, Gjirokaster, Albania

Caushi Anxhela
Adrenalina, SH.P.K, Tirane, Albania

THE STRESS OF LEAVING HOME EXPERIENCED BY FIRST YEAR STUDENTS AND THEIR ACADEMIC PERFORMANCE

This mini-study is about first-year students and focuses on the issue of leaving home and how the stress experienced affects their academic performance. Students living in dormitories in an equal number of boys and girls are included in the study. To make the study 2 methods were used in order for the study to be as effective as possible. The methods used for the study are a structured questionnaire and an open interview. The questionnaire was applied to all 30 students, while interviews to only 10

of them. First year students are surveyed because they are more fragile and more vulnerable to changes that occur during the transition to university compared to students of other years who have adapted to the situation. The whole topic is about the stress associated with living in a dorm away from the family where living in such an environment brings changes and challenges in the lives of students which causes stress. The hypothetical hypothesis is that the stress of first-year dormitory accommodation accommodated in dormitories leads to a decrease in academic performance. While the goals and objectives of the task are as follows. The first goal is to make a comparison between the two sexes, boys and girls to see who is most affected by a stress. While the second goal is to look at how stress changes between students who go home more often compared to those who go less and how this affects their performance at University. While the first objective is to make some recommendations on how to cope with stress and the other is related to the formation of an overall picture of how stress affects academic performance.

Keywords: *stress*, *performance*, *symptoms*, *control*, *management.*

Chalovska Sonja
Kindergarten "SPIRIT" - Skopje, North Macedonia

Peceva Vesna
Kindergarten "13th of November" - Skopje, North Macedonia

Lazovski Aleksandar
SmartUp - Social Innovation Lab, North Macedonia

Ignjatova Milena
SmartUp - Social Innovation Lab, North Macedonia

MODELS FOR MOTIVATING AND COMMUNITY BUILDING FOR INCREASED QUALITY OF EARLY CHILDHOOD DEVELOPMENT

Current social developments as a result of the global health pandemic have imposed very serious consequences on the educational system and the quality of early childhood development. With the closure of schools and kindergartens, educators took upon the responsibility to organize and implement the program requirements in a different way. Furthermore, parents met with a new parenting dimension - creating a stimulating environment at home and taking on some of the tasks in working with their children. This process of mobilization of educators, teachers and students imposed the need of implementation of ICT in education as a very important opportunity for distance learning.

This paper will present several innovative models aiming motivation and connection of the community involving educational work in the area of early childhood development, in process of development of resources for strengthening the capacities and competencies of educators, as well as models of co-creation and practical application of available materials through the collective portal "EDUINO".

Through this portal we will conduct a research with the users (educators, parents and children from aged 3 to 10 years old) in order to determine the practical application

of the open library of digital educational materials, video lessons, resources, games and educational activities to support the educational process and the effects on the socio-emotional development of children.

Keywords: innovation, co-creation, early childhood development, digital educational materials

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Csiszárik-Kocsir Agnes
Óbuda University, Keleti Károly Faculty of Business and Management, Hungary

Garai-Fodor Monika
Óbuda University, Keleti Károly Faculty of Business and Management, Hungary

THE IMPORTANCE AND SCOPE OF FINANCIAL EDUCATION IN A PROJECT PERSPECTIVE AND IN THE SHADOW OF THE PANDEMIC, BASED ON THE RESULTS OF A PRIMARY RESEARCH

As one of the biggest milestones of the century and of the modern era, 2008 has taught us a lot for us. We have realised the importance of making informed decisions in all areas of life, including finance. The importance of financial literacy has been brought into focus as a result of these events, which have highlighted the gaps and knowledge disadvantages that could have prevented the events and disadvantages that much of society has suffered as a result of the crisis. However, in many countries, financial awareness is still conceptual, much discussed, researched and studied, but in many cases no real change is visible or tangible. In many cases, awareness programmes and initiatives are still in an experimental phase and are not yet integrated into the day-to-day management of problems. There are interdependent processes in the development of knowledge and a real financial culture. The family model is important as the primary field for financial socialisation, but the education system is also important, which is complemented by various programmes and initiatives. In our paper we seek to answer the question of who and what extent is responsible for financial awareness and education in the eyes of the everyday people, from whom do they expect solutions and what are the levels and fields where meaningful solutions can be born in terms of financial culture building.

Key words: financial culture, financial education, financial socialization, primary research

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Cvetkovski Tomislav
Ministry of Labor and Social Policy, Republic of North Macedonia

EDUCATIONAL CHALLENGES IN WORKING WITH CHILDREN IN THE DAILY CENTER FOR STREET CHILDREN

Daily center for street children provides educational activities, counseling work with children and their family members and recreational services, as well as cooperation

with schools where children are enrolled or need to enroll. The daily center for street children is a place where children spend part of the day, where they feel safe. In that environment and with the help of the professional staff in the daily center, they get opportunities for individual approach to work according to their characteristics and needs.

Some of the services provided in the daily center for street children are:
- Daily care
- Educational activities
- Counseling work with children

The main goal of this research is to gain knowledge about the educational challenges in working with children in a daily center for street children.

Specific objectives of the research are:

-Getting knowledge about the educational process during the stay of the children in the daily center.

-Getting knowledge about the involvement of schools where children from the daily center are enrolled. Empirical research will be conducted using quantitative methodology and a survey technique will be used by preparing two structured questionnaires. One questionnaire for employees in a daily center for street children and another questionnaire for professionals from schools where children are enrolled. A sample of the research are employed in a daily center for street children and employees in schools where children are enrolled.

Keywords: Educational challenges, children, daily center for street children.

Damovska Lena
Institute of Pedagogy, Faculty of Philosophy, UKIM, Skopje, Republic of Macedonia

INNOVATIVE PEDAGOGY: NEW CONCEPTS IN EARLY LEARNING

In this presentation, the most important elements of the innovative pedagogy and the new concepts for effective early learning are analyzed. The ability to recognize the learning approaches of children and creating new ideas that have significance to them and are functional in a concrete educational context are the subject of interest in this presentation. Among other things, it actualizes the new paradigms of the 21st century pedagogy, which are based on a theoretical background of innovative, participatory, reflective and critical pedagogy. They also generate conditions for new ways of thinking among children, create conditions for change in a positive educational ambience and acquisition of new transversal competences among them. They are a starting point for new and desired changes in the educational theory and practice, where play represents a powerful strategy for early learning. The innovative pedagogy offers a serious change in the discourse of learning and educating, with a constant reanalysis of one's own pedagogical practices. The creation of a holistic platform for support of all children in education, their beliefs and values, as well as narratives, are a realistic basis for identification of the best pedagogical practices.

Keywords: new concepts, early learning, reflective practice, transversal skills

Delcheva Dizdarevikj Jasmina
Ss. Cyril and Methodius University in Skopje, Faculty of Philosophy, Institute of Pedagogy

Hristovska Irena
Primary School Nevena Georgieva Dunja, Skopje

HORIZONTAL LEARNING - PROFESSIONAL DEVELOPMENT OF TEACHERS

This paper will focus on horizontal learning, which generally means that employees, voluntarily and over a long period of time, collaborate and learn from each other, define a shared vision, build values, and critically review their actions to improve teaching practice. It also enables personal and professional development.

This research will be aimed at finding a way / s for proper functioning to improve the effectiveness and efficiency of the teaching staff. Also, this paper will explore the best practices for its proper implementation in the educational process. The subject of this research will be focused on the analysis of the current practice for horizontal teaching of teachers in our country and a comparative analysis from several European countries, such as Portugal, France, Poland, Estonia, and the Netherlands.

The aim is to determine the experiences related to horizontal learning that they have, and what is the need for mutual exchange of knowledge and skills, experiences, and information between teachers. We will also explore the personal motivation of teachers for horizontal learning, what are the factors and how they affect their motivation for this learning process.

We believe that with this paper we will make a small contribution to the realization of the activities of the teaching staff as part of the professional bodies, the assets in the schools, in order to find the appropriate model for upgrading the cooperation, easily and quickly overcoming obstacles of short-term new information and the surge in the rapid growth and development of scientific and technological knowledge.

Keywords: horizontal learning, professional development, professional assets, teachers

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Despotović Miomir
University of Belgrade – Faculty of Philosophy, Republic of Serbia

Pejatović Aleksandra
University of Belgrade – Faculty of Philosophy, Republic of Serbia

FORMAL, NON-FORMAL AND INFORMAL WAYS TO QUALIFICATION - ADULT PRIVILEGES

With the establishment of the National Qualifications Framework in 2018, in the Republic of Serbia, in addition to acquiring qualifications through the formal education subsystem, adults were given the opportunity to qualify by completing accredited training within the non-formal subsystem, as well as through the process of

recognizing prior learning. The aim of the research was to analyze the current situation in all three ways of acquiring qualifications, with the identification of weaknesses, in order to formulate recommendations for further improvement of these systems. Data were collected using the documentation analysis technique.

Acquired insights indicate that: the interest of adults in participation in secondary vocational education is very low; the offer of trainings within the non-formal education subsystem is increasing, but the number of realized trainings is lower than the number of planned ones; in recognizing prior learning, providers have significant difficulties in meeting the conditions and standards for recognizing and assessing knowledge, skills and competences acquired through work and life experience, and potential participants have a low level of interest in acquiring qualifications in this way. Within the recommendations for the improvement of all three channels for reaching the qualification, the following can be singled out: the necessity of designing a more flexible secondary vocational education intended for adults; putting into operation the systems of quality management of publicly recognized adult education service providers in the non-formal subsystem; and providers in the field of recognition of prior learning need to be provided with support in informing and assessing candidates.

Key words: adult education and training, formal education system, non-formal education system, recognition of prior learning.

Dimishkovska Ana
Ss. Cyril and Methodius University in Skopje, Republic of North Macedonia

EDUCATION FOR LOGIC AND CRITICAL THINKING: DEVELOPING INTELLECTUAL VIRTUES IN THE DIGITAL AGE

In recent decades, the systematic development of critical thinking was promoted as an important educational goal in many theoretical and practical approaches to the philosophy of education. However, there are still many competing definitions of critical thinking, as well as many different conceptualizations of its relationship to logic as a fundamental philosophical discipline.

In this paper, after reviewing some of the opposing theoretical views on the (in)dispensability of formal logic in teaching critical thinking, I argue in favor of the thesis that logic does play a foundational role in the activity of critical thinking. Hence, I devote special attention to the arguments for the inclusion of fundamentals of formal logic as an essential part in the teaching of critical thinking.

I also elaborate on the idea that the intellectual skills and virtues (intellectual autonomy, integrity, courage, fair-mindedness, etc.) stimulated by the critical thinking progressively gain on importance in the circumstances of contemporary technological and communicational development. These circumstances are often characterized by information "overload" - the presence of too much conflicting information, which exceeds the processing capacity of individuals. Therefore, the strengthening of the general epistemological, logical and communicative competences through critical thinking becomes one of the most important educational goals in the «digital age».

Development of these competences aims at diminishing an educated person's susceptibility to different forms of intellectual manipulation and at fostering their decision-making process in various social contexts.

Key words: logic, critical thinking, intellectual virtues, digital age

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Dimitrieva – Gjorgjievska Marina
Bureu for Development of Education, Skopje

EVALUATION AND GRADING OF STUDENTS' ACHIEVEMENTS

This paper will address the issues of evaluation and grading of students in order to motivate and support their development in learning and in general. Often the learning evaluation process is equated with the final summative, usually numerical result.

In our country, many times, in the last two decades, a series of trainings were held on the criteria to be used in the assessment as well as on the type of instruments that enable it in both segments: in teaching and in the examination of what has been learned (abilities, competencies). , skills and knowledge). The paper intends to confirm its importance and to pay attention to several important points of the evaluation and evaluation process, which are also ways of evaluation, primarily formative evaluation: oral feedback (as a starting and basic form of encouragement and motivation for students to continue the learning process within and out of the class), as well as written feedback, ranked questions, class discussion, and performance activities. Also, the paper will address the national standards for student achievement and the possible relationship for complementarity and interaction, again in the direction of proper evaluation and assessment to achieve standards after completing primary education. The paper will be mainly related to the subject Macedonian language and national standards of achievement in the field of Language Literacy.

Keywords: assessment, evaluation, principles and criteria, teaching, standards.

Dimitrov Ivan
Sofia University «St. Kliment Ohridski», Bulgaria
Petkova Iliana
Sofia University «St. Kliment Ohridski», Bulgaria

TERMINAL VALUES FOR STUDENTS WITH PEDAGOGICAL PROFILE OF EDUCATION

The report presents the results of the research on terminal values for Bulgarian students of pedagogical profile of education. It was held in the 2021 among students from the first and second year of education. For this report we chose one of the fragments of this broad and complex reality – the goals, outlining student activities and gives meaning to their own lives. As a methodological instruments was use "Morphological test for life values" /MTJC/ by V. Sopov and L. Karpushina (2002). The subject of

research with this test are the terminal values and the various spheres of life of their realization - professional, educational, personal and family life, social and physical activities, hobbies and interests. Mathematics and static data processing is done by using SPSS software, version 22. The terminal values are divided into two groups - moral and business and personality-prestigious. The conducted t-test for dependent samples in order to have a significant difference in the average values of the two variables shows that the studied students generally reveal significantly higher values in the first group of values - moral and business than in the second group - personal the prestigious. The obtained and analysed results in general confirm hypothesis formulated by us for updating and bringing to the forefront of values related to spiritual development, striving for new achievements and self-improvement, and to a lesser extent - active social contacts in new ones, groups and communities.

Keywords: values, spheres of life, students

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Dizdarevikj Vedran
"Blaze Koneski" Faculty of Philology, Ss. Cyril and Methodius University in Skopje

JEROME BRUNER ON LITERATURE: CONCERNING THE IMPORTANCE OF NARRATIVES FOR EDUCATION

In this paper we are going to discuss the status that the cognitive psychologist and pedagogue Jerome Bruner gives to narratives (stories) and literature, especially the part that they should play in the education process. In the first part of the paper, we are going to discuss Bruner's important distinction between the paradigmatic (or logico-scientific) and the narrative modes of thinking and knowing. In the second part, we are going clarify this distinction furthermore, and lastly that we will discuss the specifics of the narrative mode of knowing, especially the important part that stories play in the subject's construction of the worldview and his idea of the self. We will also discuss the importance of literature in the context of the narrative mode of knowledge of reality. In the third part we will delve deeper at the importance that Bruner gives to literature, what according to him are its benefits, and how can literature be better implemented in the process of education. In writing this paper we will consult Bruner's extensive literature, but we will mainly focus on the following books: On Knowing: Essays for the Left Hand (1979), Actual Minds, Possible Worlds (1985), Culture of Education (1996) and Making Stories: Law, Literature, Life (2002).

Key words: narrative, story, literature, education, learning

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Durchevska Georgieva Gabriela
Bureau for Development of Education, Skopje

Chonteva Zaneta
Bureau for Development of Education, Skopje

Palchevska Simona
Faculty of Pedagogy "St. Kliment Ohridski", Skopje

PRESCHOOL EDUCATION AND THE INVOLVEMENT OF PARENTS IN THE ACTIVITIES OF CHILDREN AS A DETERMINANT FOR THE ACHIEVEMENTS OF CHILDREN IN MATHEMATICS IN THE RESEARCH STUDY OF TIMMS IN 2019

The paper uses the data obtained within the international research study for measuring the achievement of students in Mathematics and Natural Sciences (Trends in International Mathematics and Science Study) from the measurement conducted in 2019. The sample consists of a total of 3270 fourth grade students from 150 primary schools in our country.

The paper aims to show the importance of preschool education and the involvement of children in early educational activities for later progress in primary education. According to the obtained results of the conducted regression analysis, it can be noticed that the fourth grade students have higher achievements in Mathematics if they attended kindergarten, when they had activities for developing literacy and mathematics skills in kindergarten, or when their parents involved them in literacy activities and development of mathematical skills at an early age at home.

The results also showed that there is a significant positive correlation between years spent in kindergarten and the achievements of students. Therefore, future actions aimed at improving the achievements of our students in Mathematics on international tests should focus on creating conditions for increasing the years of stay of children in kindergarten, as well as on the time devoted by educators and parents to various activities for development of numerical literacy and mathematical skills in children.

Keywords: Preschool education, TIMSS, student achievements.

Fariz Farizi
UBT College - Higher Education Institution, Kosovo

Qufli Osmani
UBT College - Higher Education Institution, Kosovo

THE TEACHER'S REFLECTIVITY EXPRESSED THROUGH PLANNING THE SOCIAL ASPECTS OF TEACHING

The reflective teacher is the driving force of modern teaching and learning. In this paper we will present findings from a research conducted with two strata of teachers grouped according to the degree of self-perception of one's own reflectivity and assessment of reflectivity by colleagues.

The research is qualitative and within it three separate hypotheses are tested. A total of 247 primary school teachers were interviewed using the survey procedure. In addition to teachers, the research sample consists of 201 students and written preparations for class. Data processing is quantitative and is based on calculated values of arithmetic mean and standard deviation. The comparative method was also used in the research.

It reveals the similarities and differences in the planning of the social aspects of teaching and learning between less and more reflective teachers.

Keywords: reflective teacher, social goals, teaching planning

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Garai-Fodor Monika
Óbuda University, Keleti Károly Faculty of Business and Management, Budapest, Hungary

Csiszárik-Kocsir Agnes
Óbuda University, Keleti Károly Faculty of Business and Management, Budapest, Hungary

OPPORTUNITIES FOR VOLUNTEERING EDUCATION AT UNIVERSITY – EMPIRICAL EXPERIENCES FROM AN INTERNATIONAL PROJECT

This paper aims to share empirical experiences and results from an international Erasmus KA2 project. The main objective of the project is to increase the social responsiveness of young people by integrating them in pro bono activities in higher education institutions. Pro bono is a voluntary activity that aims at supporting non-profit organisations in need with our professional expertise. The Erasmus project involved Spanish, Portuguese, Bulgarian, French and Hungarian universities, which were supported by intermidians in the implementation of pro bono activities and campaigns. Three pilot pro bono activities were carried out at our university in the framework of the project. These were projects of varying duration, supporting a programme for the elderly, an organisation for disadvantaged children and a foundation working for environmental protection. An important outcome of the international programme was the creation of a guide book containing the steps for implementing pro bono as a subject, in the form of an online course to help universities join the programme. We would like to expand the programme in cooperation with other universities by involving international students and promoting the need and importance of social responsibility as widely as possible.

Key words: volunteering, Pro bono, cooperation, CSR

Galevska Elena
Institute for Economic Democracy, Ljubljana, Slovenia

OPINIONS OF STUDENTS TOWARD VACCINATION

Ever since the global media fuss about vaccination in 2017, and especially during the recent pandemic, the whole world is questioning its benefits. Some people are

second-guessing whether vaccinations are good for public health or actually causing additional illnesses. After this populist news got public, different institutions started recording a decline in the number of people around the globe getting vaccinated per season. Due to the relevance of the topic, the purpose of this work is to define the most common opinion regarding vaccination among youth and conclude whether their peers are successful in influencing it or not. The conclusions are drawn from desk research, by examining secondary sources, as well as a survey, where the primary data gathered through a questionnaire is used to verify the hypotheses. The sample consists of 109 respondents, which were non-randomly selected from the target population. The main findings are that majority of the students have a positive outlook on vaccines (both mandatory and optional), students would be more prone to get vaccinated when the vaccines are free, and they believe that getting the mandatory vaccines is more important than getting the optional vaccines.

Gencheva Keti
The Union of Scientists in Bulgaria
Bakoeva Yanitsa
The Union of Scientists in Bulgaria

INTERCULTURAL AND MULTICULTURAL EDUCATION

Intercultural and multicultural education is the basis of the individual to fulfill one's civic duties and responsibilities in accordance with the values and main principles of our modern society: peace and brotherhood among people, respect for human rights, democracy, tolerance, solidarity and understanding, protection and preservation of the environment and the cultural heritage, integration with other cultures.

Intercultural and multicultural education is a progressive approach to transforming the education system, based on the ideas of educational equality and social justice. It is an approach that enables students to get to know, understand, respect and appreciate cultural differences and similarities and to recognize the achievements of different ethnic, racial and socio-economic groups. Intercultural and multicultural education is a combination of knowledge, competencies, skills and leads to a change in the way of thinking. This is a process of personal growth - with an effect on the whole society.

A major pillar of intercultural and multicultural education is to learn to live together as a society with our diverse difference. For the practical implementation of this principle it is necessary to employ in unity both educational work and forms of extracurricular activities with students.

Intercultural and multicultural education in Bulgaria and Bulgarian schools abroad is developed through various channels. In Bulgaria a fruitful experience is reached through working in teams on differenct projects; intercultural clubs/forums; sharing teaching practices; festivals and initiatives such as "Roses of Bulgaria".

Georgievska Sofija
UKIM, Faculty of Philosophy, Skopje

Tonic Ribarska Jasmina
UKIM, Faculty of Pharmacy, Skopje

Trbojevic Svetlana
UKIM, Faculty of Philosophy, Skopje

TALENT MANAGEMENT SYSTEM AND KNOWLEDGE CREATION AMONG UKIM STUDENTS

Talent Management has become a topic of discuss in the area of strategic human resource management since its first appearance in the work of McKinsey & Company in the late 90s. It is important to the success of an organization, as it said to contribute to a competitive edge. The aim of this paper is to develop theoretical framework to show the effect and relationship of strategic talent management and university performance.

The purpose of this study was to evaluate the student's talent management at UKIM by descriptive-analytic method. The statistical population of the study included all 1000 students of the university. Prior to conducting the survey, the researchers refined the questionnaire through an academic peer review process which is a very important procedure of any study structure.

The aim of this research is to reveal how the organization can attract, develop and retain their talented staff. This leads to the creation of academic knowledge together with the necessary active involvement of all staff within UKIM. The primary objective of this study is to understand the best processes that are currently used in managing talent and knowledge creation (KC) at UKIM and then investigate the effect of talent management processes (TMPs) on KC.

The core conclusion of this study is that there is a strongly and significantly positive impact for TMPs on KC at UKIM. This means that TMPs play a core role in KC at UKIM. Academic talents consider the most valuable talent sources of the university which can be continuously developed, retained and utilized by creating knowledge from these talented individuals.

Keywords: talent management, knowledge creation, students

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Gjorevska-Stavrevska Sanja
Vocational High School "Boro Petrusevski"

Dimitrova-Radojichikj Daniela
Institute of special education and rehabilitation, Faculty of Philosophy, Skopje N. Macedonia

USING OF UNIVERSAL DESIGN FOR LEARNING IN INCLUSIVE CLASSROOMS

Universal Design for Learning (UDL) has become a key educational approach used in school systems, which seek to promote inclusive education in response to student

diversity. The UDL is becoming more widely known nowadays as a viable framework for designing curriculum and instruction at all levels of education. Classroom application of UDL includes the use of technology, multiple modalities of instruction, flexible assessment, and group activities to give students choices and provide them with opportunities to empower themselves as learners. The aim of this quantitative study was to investigate teachers' usage of ULD in high schools. Data was collected from a convenience sample of 100 teachers from seven high school in Skopje. The findings of this study reveal that teachers are already using practices that are consistent with UDL principles in an attempt to cater for the needs of diverse learners in their classrooms. The results also found that although teachers may have basic knowledge of UDL, they need more training and practice to successfully address the needs of all students, including students with disabilities.

Keywords: universal design for learning, inclusive classroom, students with disability

Gjurovski Marjan
University "St Kliment Ohridski"-Bitola

Markoski Goce
University "St Kliment Ohridski"-Bitola

NON-FORMAL EDUCATION - OPPORTUNITY FOR SUCCESSFUL CAREER DEVELOPMENT

The knowledge in the 21st century is a significant link in the development of society. However, the question arises as to how much formal education manages to keep up with the changes that are taking place in society. Hence, the need to introduce an unconventional form of education is imposed, as an opportunity to overcome the gap that arises with the speed of change and the inertia of formal education.

Therefore, the aim of this work is to emphasize the role and importance of non-formal education in society, as an important tool for acquiring additional skills appropriate to the current changes in society.

As a starting point in the research for this article, conclusions and recommendations arising from the exchange of experiences with the business community were used. On the other hand, attention is paid to the relationship to knowledge, as one of the most important features of the 21st century. This means, having in mind the rapid technical and technological development, we can freely say that today, new educational challenges have been set for all those who want to remain competitive on the market and develop their careers. This emphasizes the need to adapt the process of education to the changes that are taking place in society.

Thus, given the nature and nature of formal education, and how much we work on its flexibility, we cannot always follow all the changes and new knolage. In response to this phenomenon, we have the phenomenon of decentralization of the educational process and strengthening of informal and non-institutional forms of education. This means that non-formal education should be a carrier for reducing the gap between existing and necessary education.

Although non-formal education does not have directly defined rules for what it should look like, there must still be a framework in which it will be implemented. Therefore, due to the differentiation of educational content, it must be flexible and appropriate for all participants.

Keywords: Non-formal education, education, competencies, career development

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Hamzallari Oriola
"Aleksander Moisiu" University of Durrës, Albania

STUDENTS`PERCEIVED CHALLENGES, LEARNING MOTIVATION AND OUTCOMES IN PROCRASTINATION DURING COVID 19 PANDEMIC

The impact of COVID 19 in educational settings has been challenging. Many students have faced drastic and rapid changes in learning and teaching processes. This study is carried out during the lockdown period in Albania, with college and university students. The main aim of this paper is to measure students`perceived challenges in learning and keeping up with responsibilities during this specific time, learning motivation and procrastination. In total, 458 students from public and non public universities in Albania filled in the online questionnaires. The results suggested a strong correlational link between perceived challenges during the pandemic, learning motivation and procrastination. A linear regression model was conducted and results suggested that perceived challenges during the pandemic and learning motivation were two important factors which influenced levels of procrastination in students. The results are relevant in understanding learning processing during Covid pandemic, factors that may threaten students`academic achievement, educational goals, and also factors that help us understand adaptive psychological coping mechanisms which support students`resilience skills.

Keywords: Perceived Covid challenges, learning motivation, procrastination, Albanian students

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Hočevar Andreja
Department of Pedagogy and Andragogy, Faculty of Arts, University of Ljubljana
Kovač Šebart Mojca
Department of Pedagogy and Andragogy, Faculty of Arts, University of Ljubljana
Lukan Mojca
Department of Pedagogy and Andragogy, Faculty of Arts, University of Ljubljana

WHERE DO CHANGES LEAD IN IDENTIFYING AND ENSURING THE QUALITY OF ECEC IN SLOVENIA?

ECEC has been recognized globally in recent decades primarily as an investment in people, with the aim of achieving "improved human capital" and higher economic

growth. In this context, international (financial) organizations (eg OECD, WB, EU) report the need to increase the effectiveness of ECEC and thus help countries to be more productive and adaptable to rapid global economic changes. In order for early investment in the country's "human capital" to pay off, ECEC needs to develop the skills to adapt and respond to new circumstances (especially in the labor market), a starting point that can also influence ECEC evaluation models so that they focus on assessing the systemic efficiency and profitability of ECEC. In this way, the ECEC identifies and ensures quality assurance (hereinafter IEQ) for the sake of the child holistic development and learning. In the contribution, we will analyze the conceptual changes in IEQ of ECEC, which we follow in Slovenia. We will show that the IEQ model has been implemented in it, which is in line with the described trends at the global level and differs from the model that was designed years ago and allowed to create a holistic picture of the quality of kindergarten. However, the current IEQ model leads to changes in the planning and implementation of the educational process in the direction of schoolification and reduces the quality of ECEC to its effectiveness in terms of monitoring and evaluating children's outcomes.

Keywords: ECEC, quality, Slovenia, human capital, effectiveness

Ikonomoska Angela
Collaborator at the Institute of Pedagogy, Ss. Cyril and Methodius University in Skopje

ANALYSIS OF THE CURRICULA AND TEXTBOOKS FOR I AND IV GRADE IN PRIMARY EDUCATION

Textbooks occupy a central place in the educational process and they are one of the dominant means for the realization of the curriculum. For these reasons, it is more than necessary to raise the standards for their development, because the existing evaluation methodology does not meet the basic and modern criteria for their evaluation. Namely, the textbooks cannot be evaluated with universal methodology, due to the fact that each subject and adult year has its own specifics. The teaching and scientific contents in the textbooks need to be didactically classified. Viewed from several aspects, we can come to an established view that: the quality of education depends on the quality of textbooks.

The educational system in our country is subject to changes that occur in educational policy. In accordance with the new Concept for primary education (2021), new curricula and textbooks for I and IV grade have been prepared for the realization of teaching. From here, the purpose of this paper in to analyze the curricula and modern trends for the preparation of a textbook. We will see how all the components for the textbooks are represented to be modern, whether they encourage analytical and critical thinking, whether the adoption of new concepts is systematic and whether the students are trained for practical use of the acquired knowledge.

Keywords*:* modern textbook, curriculum, textbook evaluation.

Iliev Dean
University "St. Kliment Ohridski"-Bitola, Faculty of Education-Bitola, North Macedonia

POTENTIALS OF THE PEDAGOGICAL FACULTIES IN THE DEVELOPMENT OF THE PROFESSIONAL COMPETENCIES OF HIGHER EDUCATION TEACHERS

Each higher education institution should take care of the development of human capacities of the employees in its own institution. The professional competencies of higher education teachers are a challenge facing higher education in the country, due to the fact that the Standards for Qualifications of teachers in higher education are part of the National Qualifications Framework. The legal framework of this issue mobilizes universities to make their own decisions and develop an adequate system for the development of professional competencies of higher education teachers. Due to the fact that most of the competencies of higher education teachers are related to the teaching profession, teacher training faculties at universities should raise this issue to the appropriate level, seek models and create solutions for inclusion in the professional development processes of higher education teachers. This paper examines the opinions and attitudes of the teachers of the Pedagogical Faculties in the country about the possibility of their involvement in the professionalization of the teaching profession in higher education. The purpose of the paper is to examine and determine the areas of competencies in which teachers from the Pedagogical Faculties in the country can contribute to the development of professional competencies of higher education teachers. The survey was conducted online on the Google Forms platform, and the results were processed quantitatively. The results are a good basis for creating educational policies and creating practical solutions for professionalization of the teaching profession in higher education.

Keywords: Professional competencies of higher education teachers, Professionalization of the teaching profession, Standards for Qualifications of teachers in higher education.

Ilievski Vladimir
Ss. Cyril and Methodius University in Skopje, Faculty of Philosophy, Institute of Social Work and Social Policy, Republic of North Macedonia

Trajkov Ivan
Ss. Cyril and Methodius University in Skopje, Faculty of Philosophy, Institute of Social Work and Social Policy, Republic of North Macedonia

Ancevska Zaklina
University Clinic of Hematology, Skopje, Republic of North Macedonia

SOCIAL PROBLEMS OF STUDENTS WITH RARE DISEASES IN ELEMENTARY AND SECONDARY EDUCATION

Rare diseases are complex, chronic, often degenerative and life-threatening diseases. They are characterized by a variety of diseases, symptoms that vary not only from disease to disease, but also in the disease itself.

Common characteristics of people with rare diseases are: the start of the disease in most people occurs in early childhood, they have no information about the disease itself, have a reduced quality of life, have a large psychological burden in terms of daily care for their health, difficult relationships with families and the community, stigmatization, discrimination, and difficulties in integrating into the community. Students with rare diseases, due to the complexity of the diseases, symptomatology and treatments for their treatment and care, face health, social and educational problems in primary and secondary education. The main goal of the research is to gain knowledge about social problems parents and their children face while the children are attending primary and secondary education. Specific objectives of the research:

- Gaining knowledge about students with rare diseases for social problems they face during their schooling.

- Gaining information about the parents of students with rare diseases for social problems they face during their schooling.

The empirical research was conducted on the basis of application of quantitative methodology, for that purpose the survey technique was used for which two instruments were prepared: a structured questionnaire for students with rare diseases and a structured questionnaire for the student's parent. A sample of research are students with rare diseases who attend primary and secondary education and their parents in the city of Skopje.

Keywords: social problems, education, rear diseases, students, parents.

Ilikj Peshikj Milena
Primary Schoo ,,Brakja Miladinovci, Kumanovo

Angeloska Galevska Natasha
Faculty of Philosophy, Ss. Cyril and Methodius University in Skopje

INFLUENCING FACTORS IN THE PROCESS OF ASSESMENT AND GRADING OF STUDENTS WITH SEN AND MAINSTREAM POPULATION

The inclusion of children with special educational needs in the regular school system has been the focus of educational practice in the 21st century. Students with special educational needs should be given an equal opportunity to demonstrate what they have learned. This research aims to present the most Influencing factors in the process of assessment and grading of students with SEN and mainstream population

A total of 480 teachers took part in the research. The Teacher Questionnaire is adapted from the questionnaire that appears in the work of Mc Millan (2001), Duncan and Noonan (2007), and Gursky (2008). In order to determine the relationship between the data obtained from different groups of respondents, we approached the computer processing of data with a standard statistical program SPSS for Windows applying X2 test, Fisher Exact test R x C contingency tables, as well as one-way analysis of variance - ANOVA.

This research shows that there is a difference in the approach used by teachers among students with special educational needs and students from the mainstream population The invested effort of the particular student is the factor with the greatest influence in the formation of the grade as opposed to the comparison of grades from other professors which is the least represented.

The results we obtained highlight certain points of interest for future and further research regarding assessment and grading by teachers with a specific focus on students with special educational needs.

Keywords: special educational needs, students, assessment, grading.

Iljazi Teuta
Tetova University, R.N. Macedonia

THE ATTRIBUTES OF MATHEMATICS SCHOOL BOOKS

The subject of mathematics is a specific one, for which there is a belief that not everyone can master it. Therefore, the attributes of the mathematics school books are very important in the success of the learning and teaching process. This research aims to research primary school teachers' opinion about the attributes of the mathematics school books. Teachers' opinion was collected with the help of a questionnaire conducted in 2020/21. The questionnaire contains questions from some categories, where the first category is about teachers' general information, the second category is related to the school books in terms of visual impact on students e.g. the cover of the book, the colors used in the book, the paper used in publishing the book, the quality of maneuvering with it (book binding). The third category of questions relate to the scientific aspect of the teaching content, its representation and elaboration and the last category is about the presence of pedagogical elements in the school books. The questionnaire was completed by 52 primary school teachers working in different schools. The collected questionnaires were statistically processed using SPSS. The established hypothesis states that the significance of the textbook is correlated with the teaching objectives, and with how much the textbook fits different student types($p = 0.000$).

Keywords: School textbook, teaching tools, quality textbook

İnan Gamze
University-Cerrahpasa, Istanbul, Turkey

A QUALITATIVE ANALYSIS OF TEACHERS' DIFFERENTIAL BEHAVIOURS IN MOVIES

Description Please insert the text of the abstract here including key words (max 250 word) and also upload file format of the abstract (microsoft office doc, docx) Students' characteristics may influence teachers' beliefs, expectations, and behaviors towards them in the classroom. For instance, for students with special education needs

or lower achievement, some teachers may hold bias moderating differential student outcomes. The current study aimed to investigate how teacher bias was portrayed in classroom scenes from selected movies through teachers' differential behaviors towards students. Scripted in school settings and nominated for reputational awards were selection criteria for the sample movies. Scenes that take place in a classroom setting were selected and qualitatively analyzed. Differential behaviors of teachers were evident in the films. They seemed to portray bias through differential nonverbal and verbal messages accompanied by differential instructional and behavioral management practices. Movies facilitating new understandings and alternative perspectives can affect behaviors and daily teaching practices. The recording of biased teacher behaviors in films provides a basis for developing interventions designed to help teachers reduce biased interactions with students. Besides, influential films can guide teacher educators to notify potential bias in classrooms and assist future teachers to promote positive teacher-student interactions in real classrooms.

Keywords: Teacher differential behavior, classroom, movies

Jevtić Bisera
Faculty of Philosophy in Niš, Department of Pedagogy, Republic of Serbia
Jevtić-Trifunović Nevena
Academy of Educational Medical Vocational Studies in Kruševac, Republic of Serbia
Milošević Danijela
Faculty of Philosophy in Niš, Department of Pedagogy, Republic of Serbia

EDUCATIONAL AND ADVISORY WORK IN THE SCHOOL COMMUNITY: TEACHER PERSPECTIVE

When it comes to the advisory educational work of pedagogues, we must point out the lack of literature and publications that would indicate the greater importance of this topic. On the other hand, the larger works that exist relate to the institutional organization of counseling work in the school. This research contributes to a prominent topic, because it examines the attitudes of teachers about advisory work in the school community. The question arises of the necessity of permanent organization of the advisory work of pedagogues, which contributes to the adequate development and strengthening of social competencies of children and youth. The results have shown that teachers who have a higher level of humanistic pedagogy focus on the permanent development of social competencies through advisory work as a focus of methodological educational activities. The paper offers new knowledge of the development of social competencies of children and youth in order to improve the quality of interpersonal relationships that are important for recognizing the level of culture, while giving several topics for new research.

Key words: advisory work, educational activities, social competencies, self-actualization, encouragement.

Jovanov Marjan
Ss. Cyril and Methodius University in Skopje, Faculty of Philosophy, Institute of Archaeology

Jakimovski Antonio
Ss. Cyril and Methodius University in Skopje, Faculty of Philosophy, Institute of Archaeology

ARCHAEOLOGICAL EVIDENCE OF EDUCATION IN ANTIQUITY IN MACEDONIA

The upbringing and education of children and young people have been given importance for thousands of years. Despite the different approaches in these processes in different cultures, the common goal was to build a mentally healthy and physically strong person who would deal with all the challenges of life. Greater unification in the educational process on European soil will occur for the first time in the Roman Imperial period, when most of Europe, as well as North Africa and Asia Minor, are part of this powerful Empire. Archaeological remains have been discovered all over this territory, which testify to the attention that in the ancient period was given to education, not only in body building, but also in the spirit of young people.

On the territory of Macedonia we have written, but also material remains for institutions in which the local population was educated. The best archeological testimony is the Gymnasium discovered in the ancient city of Stibera, near Prilep. It is a school in which the boys, under the supervision of teachers of reading and writing, philosophy, but also sports and military skills, continued the previously acquired home upbringing and education. This Gymnasium in Stibera is a well-preserved rare example of a building for this purpose, and the architectural remains complement the numerous sculptures of young epheses that the school was proud of.

Keywords: archeology, antiquity, Stibera, gymnasion.

Jovanovski Dalibor
Institute of History, Faculty of Philosophy, Ss. Cyril and Methodius University in Skopje

Minov Nikola
Institute of History, Faculty of Philosophy, Ss. Cyril and Methodius University in Skopje

HISTORY EDUCATION IN SOUTHEAST EUROPE

The main object of our presentation is to show the current history education in the countries of southeastern Europe (Macedonia, Albania, Greece, Kosovo and Serbia), through analyzing the present curriculums and school textbooks. We have been using comparative analytical method during our research. Our object is to show which type of history (political, cultural, social, economic, gender) prevail within the frameworks of the curriculums and textbooks. Also, we have made research on the topics link to

the image of the other/neighbor in the current textbooks which are using in the Balkan's countries. The role of the states is a part of our research. There are some recommendations by UNESCO and Council of Europe about the history education during the process of creation of curriculums and writing the school textbooks. Our attention has been directed on the implementation of these recommendations. We can conclude that the political history dominates through the curriculums and school textbooks currently used in the Balkan countries. Despite expressing a wish and promises we can conclude that the ethnocentric approach still dominates the history's curriculums and textbooks in our region.

Keywords: History, Education, Southeast Europe

Kamcevska Biljana
Faculty of Pedagogy "St. Kliment Ohridski", Skopje
Palchevska Simona
Faculty of Pedagogy "St. Kliment Ohridski", Skopje

CHALLENGES AND CREATIVE SOLUTIONS FOR TEACHING AND LEARNING THROUGH HOLISTIC APPROACH IN EARLY CHILD DEVELOPMENT

Developmental laws are imperative for the need for knowledge and learning through play, interaction and creative activities. In order to ensure a correct growth and development of a child in the context of life, finding new creative ideas, content and activities are selected, which enable acquiring of immediate and diverse life experiences. At the same time, the emphasis is on encouraging and developing of socio-emotional, cognitive, linguistic and physical-motor skills. A starting point is the holistic approach, which, as a way of working with children, includes different learning styles, opportunities for children to learn in various ways interactive contents, and to experience them through various aspects of their personality. Therefore, the approach is integrated, with the inclusion of all educational domains. The goal of learning is the very learning process, where the goals are not aimed at what the children are not able to do, but on the contrary, to what the children can do and are able to do, as well as to encouraging children's symbolic, fantasy and reasoning strategies for thinking and expressing, which are very important for adequate developmental age.

Keywords: early childhood development, holistic approach, learning process, creative solution

Karakadovska Marija
QSI International School of Skopje

STATUS OF THE COURSE MACEDONIAN LANGUAGE FOR STUDENTS FROM OTHER COMMUNITIES IN THE SECOND EDUCATION PERIOD ON ESSENTIAL

The adoption of the Concept for nine-year primary education marks the first more serious reforms since independence. The transition from eight-year to nine-year primary education began in the school year 2007/2008. According to this Concept, children start the compulsory part of their education at the age of five years and eight months, and the educational process is divided into three educational periods. This change meant the compilation of a new curriculum where new compulsory and elective subjects were added, and as a counterpart to that new curricula complementary to the existing curricula that were partially or completely changed and new curricula for the curricula that were introduced for the first time, in the Macedonian primary education system. The second major refort\m, the Concept for Primary Education, was introduced in the academic year 2021/22, and refers to reforms in the first and second educational period, in the first and fourth grade. The need for reforms was necessary taking into account the achievements of students in Macedonian language and mathematics. Therefore, at the very beginning of the Concept for Primary Education, the national standards for the development of competencies from eight areas are named, which are later intertwined in the new curricula. With the new curricula, a new curriculum has been prepared which lists the compulsory and elective subjects and the weekly, more precisely the annual number of classes. Of particular interest is the status of the Macedonian language subject for students from other communities, so one chapter of the paper is dedicated to him.

Keywords: Conception, primary education, nine years, period, curriculum, Macedonian language for students from other communities.

Karovska Ristovska Aleksandra
Institute of Special Education and Rehabilitation, Faculty of Philosophy, Ss. Cyril and Methodius University, Republic of North Macedonia

Filipovska Maja
Institute of Special Education and Rehabilitation, Faculty of Philosophy, Ss. Cyril and Methodius University, Republic of North Macedonia

UNIVERSAL DESIGN IN LEARNING AND RESPONSE TO INTERVENTION: ESSENTIAL ELEMENTS IN INCLUSIVE EDUCATION

Routines and processes in the classroom should be designed in a way that all students are able to have access and a level of success. In order to have effective inclusive education we need to build a scientifically valid framework for guiding educational

practice that will provide flexibility in the presentation of information, flexibility in the engagement of students, reduction of barriers in instruction and provision of appropriate accommodations for all students, including students with learning disabilities.

The main focus of this qualitative research was determining the essential elements for such a framework. For this purpose, an extensive systematic review was conducted with which we summarized all empirical evidence that fitted the pre-determined criteria for eligibility.

One approach to designing inclusive instruction is the utilization of the principles of Universal Design for Learning (UDL). UDL is characterized by three major principles: multiple means of representation, multiple means of expression, and multiple means of engagement. This approach to teaching and learning allows individuals to draw upon and utilize their particular learning strengths, while acknowledging that not all students learn in the same manner.

Another essential element is Response to Intervention (RtI). This is a systematic decision-making process designed to allow for early and effective responses to children's learning and behavioral difficulties, provide children with a level of instructional intensity matched to their level of need, and then provide a data-based method for evaluating the effectiveness of instructional approaches.

Keywords: Universal Design in Learning, Response to Intervention, Inclusive education

Kenig Nikolina
Faculty of Philosophy, Institute of Psychology, Ss. Cyril and Methodius University - Skopje

Ajrulai Ajshe
Bureau for Development of Education – Skopje

TEACHERS ARE MORE RESERVED, YET REMAIN SUPPORTIVE: CHANGES IN TEACHERS' ATTITUDES TOWARDS THE INTRODUCTION OF COMPREHENSIVE SEX EDUCATION

Considering the empirically confirmed positive effects of the introduction of sexuality education in formal education on the health of young people, the Ministry of Education and Science supported the introduction of comprehensive sexuality education as an elective course in primary schools. This initiative, albeit mainly supported by the majority of teachers and parents, has been confronted with conflicting views in the public sphere.

This study aims to identify potential changes in teachers' attitudes regarding the importance of the sexual education contents that might have developed over a period of two years.

An online questionnaire about the importance of key contents of the proposed sexuality education curriculum, distributed with the support of the Bureau for Development of Education, was administered in December 2019 / January 2020 and February

2022. A total of **N=1652** teachers (77.6 % female) from primary schools in the country participated in both turns - 600 teachers in the first and 1052 in the second. Out of the total number of respondents, 82.7% teach in schools where Macedonian is language of instruction, and 17.3% in schools where Albanian is language of instruction.

Although the teachers' attitudes are more affirmative than negative, a comparison of quantitative data shows that there has been a decrease of the overall acceptance. Comparisons were made based on the language of instruction, field of expertise and age of the teachers and the results were discussed in the context of teachers' interpretations of their responses and the intensified anti-gender movement in the country.

Keywords: comprehensive sexuality education, teachers, attitudes

Keskinova Angelka
Institute of Family Studies, Faculty of Philosophy, North Macedonia

Avirovic Bundalevska Irena
Institute of Family Studies, Faculty of Philosophy, North Macedonia

Radulovic Makedonka
Institute of Family Studies, Faculty of Philosophy, North Macedonia

ADAPTATION OF STUDENTS TO DISTANCE LEARNING DURING THE COVID 19 PANDEMIC

The corona virus has significantly affected the overall functioning of our lives, including the way of studying. In the Republic of North Macedonia, starting from March 11, 2020, all universities were closed for onsite lectures, as a necessary measure to prevent the spread of the coronavirus. Two years later, most of the university activities are carried out online, which significantly changed the way of studying.

The aim of our research was to determine the adaptation of students to the newly created conditions of study. Through the research we measured the challenges, motivation for learning and social connection of the students during the distance learning. The research was conducted through a questionnaire with Likert type of questions, answers were collected through Google Form and distributed to the faculties all over the country. The research lasted 2 months and it was conducted on a sample of 234 university students (197 females and 37 males).

According to the results, about 33% of students do well in online studying, compared to 10% who cannot cope at all. In terms of their perception of professors' skills, only 23% manage to respond well to the task, compared to 12% who face serious problems during the online lecturing. Socialization and social interaction between the students are among areas that faced greatest challenges.

The research detects some of the challenges in distance learning and emphasizes the need for its advancement to the needs of students.

Keywords: Distance learning, universities, COVID 19, students

Kitanova Irena
Faculty of education Goce Delcev, Shtip

COMPREHENSION READING AS PART OF A TEXT INTERPRETATION

Understanding a text in teaching is based on reading and experiencing it. One of the tasks of the Macedonian language refers to training the student for independent experience, understanding and evaluation of literary works of art from different genres.

Interpreting a literary work in the text-teaching-student triangle implies several levels of consideration of teaching literature: teaching purpose and tasks, program content, interpretive models, textbook, teacher characteristics and student's cognitive-experiential possibilities.

The purpose of teaching Macedonian is for students to master the basic laws of the language in which they will properly express themselves orally and in writing, to get to know, experience and be able to understand certain literary works.

Keywords: text, reading comprehension, interpretation, realization.

Klashninovski Aleksandar
Brainster Next College

Makeska Anja Marija
Brainster Next College

Radenkovic Darjan
Brainster Next College

Kastratovikj Ema
Brainster Next College

Pesovski Ivica
Brainster Next College

PERSONALITY TRAITS AND CAREER DECISIONS

The aim of this study is to analyze the results of the career quiz launched by Brainster in November 2020. The career quiz was solved by 7009 participants as of December 20, 2021, making it one of the biggest, if not the biggest self-assessment study on this topic in the country. The career quiz includes three types of question: 32 questions which are intended to determine the personality type of the respondent in accordance with the 16 Myers–Briggs personality types; 30 questions to determine the respondents' affinity towards digital skills based on their personal characteristics and 4 questions focusing on the personal data of the participants required for getting personalized career suggestions. Once they completed the quiz, participants received their specific personality type, the digital careers that are a good fit for such personality type as well as how the specific personality type would act in a team and as a leader. The results show high validity of the quiz results in regards to both the specific personality type and recommended career based on the feedback of the participants regarding how true and relevant the results are to them (4.27 and 3.97 respectively on a 5-point Likert scale).

Klemenčić Marta

Faculty of Humanities and Social Sciences, University of Zagreb

LIFELONG LEARNING IN THE REPUBLIC OF CROATIA - IS THE FUTURE IN HEUTAGOGY?

Heutagogy is a relatively new term in the field of autodidactics, and denotes self-regulated learning. It not only puts the educational needs of the individual at the center of the learning process but also places all responsibility on him. The main heutagogical determinant is the high autonomy level of the subject of learning itself. From this, it is already clear that heutagogy is more appropriate for higher levels of education and adulthood, and will thus play an important role in the field of lifelong learning. Nowadays, when every individual who wants to be competent in the global labor market must constantly upgrade their own knowledge, self-regulated learning is imperative. It is therefore not surprising that more and more attention is being paid to heutagogy. The academic community views heutagogy through the prism of PAH (Pedagogy - Andragogy - Heutagogy) continuum and as such this concept is represented in many sciences such as pedagogy, psychology, but also economics. The aim of this paper is to give an overview of the current state of lifelong learning in the Republic of Croatia through the prism of heutagogical principles already used (although not under that name) and to see which heutagogy potentials are still untapped and how to activate them. The paper will provide examples of good practice in andragogy, but also examples of setting a good foundation in pedagogy for the possibility of later upgrading to heutagogy. Heutagogy, as a new stage of educational sciences, contains many potentials whose significance for practice is just beginning to be discovered.

Keywords: heutagogy, andragogy, lifelong learning

Kolak Ante

University of Zagreb, Faculty of Humanities and Social Sciences, Department of pedagogy, Croatia

Markić Ivan

University of Zagreb, Faculty of Humanities and Social Sciences, Department of pedagogy, Croatia

REPRESENTATION OF EDUCATIONAL CHALLENGES DURING THE COVID19 PANDEMIC IN CROATIAN RESEARCH ON EDUCATION

The crisis caused by the COVID-19 pandemic has posed numerous challenges in various fields and areas of life. This research paper is focused exclusively on the field of education. The aim of this research is to determine how much the topic of education in the COVID-19 pandemic is represented in Croatian research on education and which guidelines the researched sources provide in response to pedagogical challenges.

The research was conducted within the quantitative paradigm by the documentation analysis process. The analysis of all available original scientific papers published in scientific journals in the field of pedagogy and published scientific monographs in the

Republic of Croatia is focused on the time period from the beginning of the pandemic to the time of the research. Apart from the analysis of the representation of analyzed researches, which is one of the research questions, all sources are categorized according to the criteria of the subject of the educational process to which the papers are directed (parent, teacher, student). From all available empirical papers, a synthesis of results was made, presented by selected categories. The concluding part of the paper discusses the results of the analyzed sources and their reflection on the field of crisis pedagogy.

Keywords: pandemic, educational challenges, crisis

Komesarović Zoran
Faculty of Education, Josip Juraj Strossmayer University of Osijek, Croatia
Dubovicki Snježana
Faculty of Education, Josip Juraj Strossmayer University of Osijek, Croatia

CREATIVITY IN TEACHING MATHEMATICS

Thinking about the future of education at all levels, we need to ask ourselves which pupils characteristics need to be encouraged and how to prepare them for the challenges that tomorrow brings. Creativity has certainly been highlighted as one of the most important factors to be encouraged during the teaching process. Creative teaching methods encourage students to think, create freely and actively participate. Consequently, it creates a pleasant teaching climate with the presence of humour in the classroom. This is also a feature of today's understanding of modern teaching and active learning. The results of some research point out that creativity in teaching is still not given as much significance as it should be, especially in the context of teaching mathematics, which is the core of other scientific fields. Media in teaching represent notable contribution to raising the quality of teaching, and textual media, as the oldest among them, are still indispensable in primary school student books. In this context, the tasks that appear in them are especially important, and the focus of this paper are open-ended tasks that appear in primary school mathematics classes. Previous research on this issue has not gone in a direction favourable to creativity. The aim of this paper is to show the importance of creativity in teaching and the potential of open-ended tasks as a response to the demand to encourage creativity in teaching mathematics.

Keywords: creativity, math, teaching, open-ended tasks

Kostov Borce
Institute of Pedagogy, Faculty of Philosophy, University Ss. Cyril and Methodius, Skopje, Republic of North Macedonia

ESTHETIC EDUCATION ON IMPACT OF THE FAIRYTALES IN THE DEVELOPMENT OF CHILDREN

One of the basic questions about the esthetic education, which is specially emphasized within the literature, is whether in the educational process the accent should be

put on development of the intellectual and moral features of the personality or a found of this education should be the development of the emotional motions.

In this context, an important place takes the question of the need and impact of the fairy tales in the development of personality within the children.

Considering the dilemma if the children should be given fairy tales and other stories with supernatural character, mainly two positions have been differentiated:

1. Thoughts that fairy tales and other fantastic stories are damaging the normal development of the children and should not be used in education;
2. Thoughts that fairy tales and other fantastic stories help normal development of the children with creating of fantasy and have great impact on them.

This paper looks at these two points of view and explains how esthetical education, as a particular educational area of the theory of education, treats and resolves this issue.

Keywords: esthetic education, fairytales, intellectual and moral features, emotions, children.

Koteva-Mojsovska Tatjana
Ss. Cyril and Methodius University in Skopje, Pedagogical Faculty "St. Climent Ohridski, Skopje, Republic of North Macedonia

HOLISTIC DIMENSION OF CHILD ORIENTED PEDAGOGY -CONTEMPORARY APPROACHES IN EARLY LEARNING

Modern discourses indicate that the child learns and develops in his specific way that means it participates in own development. It uses original ideas thus offering challenges for pedagogical creations and influences on its individual development. Hence, we can talk about child oriented/centered pedagogy. The other side of the modern pedagogical discourses refers to the holistic approach in organizing the educational influences. It means the child is an eco- system whose behavior reflects its interaction with the nature and the socio-constructivist environment. Hence, child development is determined by interaction with the environment.

This presupposes an educational system that relies on children's individual approaches to learning that can only be expressed through the freedom of children's interpretations and expressions. This concept corresponds to the contextual or so-called natural learning which, at the same time, provides a holistic, integrated and active educational process and enables the development of own learning style.

In order to determine whether the development of child own learning style can be integrated in the holistic integrative concept of early childhood development a sample of 106 educators, principals and professionals from several kindergartens in the area of Skopje was surveyed. As well as was interviewed 30 educators arranged in five focus groups. With the help of the descriptive method and the application of an appropriate methodological framework, the research showed significant results that presuppose interventions in terms of redefining some curricular aspects, as well as revision the professional development of educators in preschool education.

Keywords: early learning, holistic approach, learning style

Kovačević Jasmina
University of Belgrade, Belgrade, Serbia

Radovanović Vesna
University of Belgrade, Belgrade, Serbia

Jachova Zora
Ss. Cyril and Methodius University in Skopje, Faculty of Philosophy, Institute of Special Education and Rehabilitation, Skopje, North Macedonia

Ristovska Lidija
City General Hospital "8th September", Department of Otorhinolaryngology, Division of Audiology, Skopje, North Macedonia

COMPARATIVE ANALYSIS OF THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN REPUBLIC OF SERBIA AND REPUBLIC OF NORTH MACEDONIA

ABSTRACT

The conviction that all children have the right to a quality education which respects and promotes their dignity and optimal development is the essence of the approach to education based on the principle of respect for human rights. Quality education is achieved only if all children, including marginalized and excluded children, are included in the school system that gives them the opportunity to learn what they need for the life. Thus, educational inclusion has become a relevant topic both in general social context and in the context of a modern educational reform. In a broader sense, educational inclusion refers to the inclusion of children and adults who due to psychophysical, social, cultural, educational opportunities, ethnic and other differences, are subject of social exclusion. While, in a narrow sense, inclusion is a request that all children have the right to education in accordance with their abilities. Countries in Europe and in the world point to the importance of inclusion in education at all levels of educational work through the national curricula and other educational policy documents.

Analysis of the implementation of inclusive education in Republic of Serbia and Republic of North Macedonia which is the problem of the research is operationalized through the tasks related to the analysis of current legislation, models of assessment and support of children with disabilities in inclusive education, as well as through concrete effects of the implementation of inclusive education in accordance with the specifics of educational policy, national curricula, staffing, material and financial support.

Keywords: inclusive education, legislation, child with special needs

Krstanoska Marija
Collaborator at the Institute of Pedagogy, Ss. Cyril and Methodius University in Skopje

TUTORING PUPILS FROM THE ROMA POPULATION IN PRIMARY EDUCATION

This paper will focus on approaches to improving the quality of education, improving the success of Roma pupils and the role of the tutor, as a mediator between the school and the NGOs sector in terms of extracurricular work with pupils, its irreplaceable place in schools, its role, significance and contribution to the system of primary education with pupils from the Roma population.

The purpose of this paper is to prove the justification, need and effectiveness of tutoring that is focused on primary education of pupils from the Roma population. Also, included is determinizing and exanimating the educational needs of teachers and tutors, the process of micromethod modeling in relation to the tutoring work of the Roma population. The research is aimed at finding and determining the perceptions of working with pupils from the Roma population, improving their education and the resources provided by NGOs as a instigator to help advance knowledge.

This would contribute to additional approaches and methods that are valuable to implement and help increase educational opportunities. The idea of hiring tutors would contribute to the formation of a team spirit and the implementation of an inter-institutional support program

Keywords: Tutoring, Roma pupils, teachers, educational needs, NGOs.

Kudláčová Blanka
Trnava University in Trnava, Faculty of Education, Slovakia

HISTORICAL-EDUCATIONAL RESEARCH: PAST, PRESENT, FUTURE

The paper explores the academic discipline history of education and historical-educational research related to it. Their development needs to be seen in a broader socio-political context of the history of the 20th and 21st century. In the period of separation of Europe and the Cold War, the historical-educational research developed separately: in the countries of the Western Europe, history of education was influenced mainly by the rise of postmodern thinking; considering the countries of the Eastern Europe, it was mainly the impact of sovietization. However, both parts of Europe experienced a serious crisis in the field of history of education. The second severe crisis occurred in the 1990s after the fall of the Berlin Wall, again, in both parts of Europe, however, because of different reasons. This crisis led to doubts whether we need history of education at all. The aim of the paper is to point out: 1) important milestones in the development of the academic discipline history of education and the related historical-educational research, 2) change in the paradigm in the historical-educational research in the last third of the 20th century, and 3) current

issues and trends in the given field. How the world and its organisation will change after the Covid-19 pandemic and after the invasion of Russia to Ukraine remains an open question.

Keywords: history of education, research, past, present, future

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Lameva Beti
National Examination Centre – Skopje

Naumovska Elizabeta
National Examination Centre - Skopje

THE INFLUENCE OF SOCIO-ECONOMIC FACTORS ON THE ACHIEVEMENTS OF THE STUDENTS FROM RSM IN TIMSS2019

Please insert the text of the abstract here including key words (max 250 word) and also upload file format of the abstract (microsoft office doc TIMSS 2019 (the Trends in International Mathematics and Science Study) was conducted in the fourth and eighth grades in 64 countries and 8 benchmarking systems. The Republic of North Macedonia participated with population sample from IV grade. The TIMSS 2019 are based on the Mathematics and Science 2019 Framework which are organized around two dimensions: a content dimension and a cognitive dimension. The results from TIMSS 2019 were announced on December 8, 2020. The aim of this study is to get data and answers for: -The level of our students' achievement compared to the other states and what's the educational system like in the states that great results are accomplished; - The teaching process, teachers' preparation and their professional development; - How is the institutional organization of the educational work of the educational systems different from ours. In the study in R. North Macedonia 3531 students and their 150 parents from randomly selected primary schools, as well as their class teachers and school principals. The methodology and the instruments that are used in this study are the same for every country-participant. The students from R. North Macedonia are on 45-th place from 58 states in Mathematics, and 51-st place in Science. From the received results we can conclude that: there are significant differences in the average achievements of the students from R.N.M. according to the location of school, the official language in school, students' gender, socio-economic status of the students, years spent in kindergarten, schools' equipment.

Keywords: assessment, mathematics, science, achievement, TIMSS

Mažgon Jasna
University of Ljubljana, Faculty of Arts, Department of Educational Sciences, Slovenia

Kovač Šebart Mojca
University of Ljubljana, Faculty of Arts, Department of Educational Sciences, Slovenia

STUDY HABITS OF STUDENTS OF PEDAGOGY AND ANDRAGOGY PROGRAMMES IN RELATION TO UNIVERSITY TEACHERS' EXPECTATIONS

In the text we try to answer the questions: How do students acquire knowledge in general education programmes, and what are the expectations of university teachers in this regard in terms of assessment? In their productive focus on the processes of learning, do university teachers neglect the importance and necessity of the transmission and acquisition of historically accumulated knowledge, studying of the literature, without which quality study in the humanities and social sciences is inconceivable?

We answer these questions by interpreting the survey results we conducted with a sample of 429 students from various study programmes at the Faculty of Arts and the Faculty of Education at the University of Ljubljana. Students answered questions about their study habits in relation to their exam performance. Although we found differences between students of Pedagogy/Anragogy and students of other study programmes, we still found that when studying for exam requirements, students clearly adhere to their teachers' requirements and expectations, therefore studying just enough to meet these expectations. Based on their responses, we can conclude that the assessment criteria for a particular subject are an important determinant of the knowledge that students acquire. And this is to a significantly greater extent than their interest in the subject content. We argue, therefore, that it is not justified for university teachers to complain that students are no longer studying and are only interested in fulfilling the obligation and obtaining a certificate, but rather to question the expectations and consistency regarding the study of literature and the criteria for assessing knowledge, which are concerned with quality knowledge.

Keywords: study programmes of pedagogy and andragogy, university teachers' expectations, study literature, assessment criteria, study habits

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Mehmedbegovic-Smith Dina
University College London Institute of Education, UK

THE ROLE OF TEACHERS IN SUPPORTING PLURILINGUALISM IN DIVERSE CONTEXTS: INSIGHTS FROM ENGLAND, WALES AND IRELAND

For educators working in diverse contexts, where they encounter many different languages, a big question is: How can an educator be able to actively support all learners

to maintain home languages and to develop plurilingual skills, if they themselves have no knowledge of their languages? Many educators see this issue as a big obstacle for engaging with plurilingual practices in their own school communities and classrooms.

This paper will address that question through the analysis of good practice examples and relevant initiatives in England, Wales and Ireland. Based on the analysis of the documentary data this paper aims to provide guidance on the role educators have in: supporting all learners to integrate their home languages into their learning, create plurilingual literacy landscapes and develop practices which encourage all learners to develop plurilingual skills.

Examples of good practice come from three very different contexts: London, as one of the lead global cities, is characterised by hyper diversity and has 233 world languages recorded in its schools. Cardiff, which has been a hub of policy drive to increase education provision in Welsh and English-Welsh bilingualism. Dublin, which has the added complexity of having a number of indigenous minority languages, some of which have the status of endangered languages and have been the focus of a range of language revival initiatives. In all three contexts there are pockets of excellent practice which will be used to shed light on the role of educators in creating conditions for all learners to develop plurilingual potential.

Keywords: plurilingualism, role of teachers, home languages

Mehmedi Lulzim
Faculty of Pedagogy, University of Tetovo, North Macedonia

Ameti Makfirete
Faculty of Pedagogy, University of Tetovo, North Macedonia

Havziu-Ismaili Besa
Faculty of Pedagogy, University of Tetovo, North Macedonia

MODERN METHODS AND TECHNIQUES OF STUDENT MOTIVATION

Student motivation is a crucial segment in the learning and teaching process for this reason there are different theories regarding the student motivation. There are several authors that talk about the different motivational methods and techniques that teachers use in their work with their students. The aim of this paper is to see the impact of motivational methods and techniques on students' motivation, as well as their achievements. For this purpose, the method of quantitative analysis of the results obtained by conducting a survey questionnaire with 150 students from eighth and ninth grade and 150 teachers of subject teaching in primary education in our country were used to complete this research.

The obtained results from the research show that a particular number of the teachers use different methods and techniques of motivation, depending on the teaching content, while most of them need professional development, i.e. professional development. At the end of the paper, the concluding observations and recommendations are given, where, among other points, suggestions are also given for motivating the students.

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Miloshevska Tanja

Institute for Security, Defense and Peace, Ss. Cyril and Methodius University – Skopje, Faculty of Philosophy

Kenkov Vancho

Institute for Security, Defense and Peace, Ss. Cyril and Methodius University – Skopje, Faculty of Philosophy

Nacev Zoran

Institute for Security, Defense and Peace, Ss. Cyril and Methodius University – Skopje, Faculty of Philosophy

THE COVID-19 IMPACT ON CHILD SEXUAL EXPLOITATION AND ABUSE ONLINE

This paper aim is an analyze about how the COVID-19 pandemic is presently modifying the trends and threats of child sexual exploitation and abuse offences, which were already at high levels prior to the pandemic. The following modifications in environmental, social and economic factors are of specific consideration in this paper: the increased time children spend online for amusement, social and educational purposes; the closing of schools and consequent change to virtual learning environments; limited access to community support services, child care and educational personnel who habitually play a crucial role in detecting and reporting cases of child sexual exploitation. Methodology/Concept: The paper is managed by looking at current literature in academic journal databases and own research. Key findings and conclusions are drawn primarily from information provided by INTERPOL and EUROPOL member countries as well as from law enforcement, NGOs and Crimes against Children Unit. Results/Conclusions: Online gaming, chat groups, phishing email attempts, contact through social networks and educational applications became the main places for encounters between children and sex offenders. Unsupervised time online also increased the risk that underage individuals could produce and distribute self-generated indecent material. As technological advancements are continuously converting the global economy, they have directed to the appearance and increase of several cyber-enabled offences, containing online child sexual exploitation. Child sexual exploitation and abuse online is reportedly one of the crimes adapting most quickly to and capitalizing on the opportunities offered by technology.

Keywords: child sexual exploitation, abuse, COVID-19, education.

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Miovska-Spaseva Suzana

Faculty of Philosophy, Ss. Cyril and Methodius University-Skopje, Republic of Macedonia

THE LANGUAGE OF PEDAGOGY AND EDUCATION - RETHINKING CONCEPTS AND VALUES

The article explores the changes in the language of pedagogical science and educational policy and practice, which occur in the last few decades in Macedonia. This process is evident in the programs of higher education institutions, curricula of primary and secondary schools, laws and other legal acts that regulate education, as well as strategic documents for development of education. The analysis starts from the ba-sic premise that the language of pedagogy and education is not just a terminological matter, but an essential issue of the meanings and values behind the terms. Given that education is not an isolated system but is rooted in the national and wider socio-po-litical, economic and cultural context, its language actually reflects social transfor-mations and ideological shifts nationally and internationally. Hence, the changes in the language of educational theory, policy and practice is examined in the light of the powerful modern processes of globalization, economization and marketization of ed-ucation, but also of the humanistic tradition of pedagogical science and the ethical di-mension of the educational process.

Keywords: pedagogy, education, language of education, educational concepts, educational aims.

Mircheva Vessela

Department of Information and In-service Teacher Training, Sofia University „St. Kliment Ohridski"; Sofia, Bulgaria

EVALUATION OF PUPILS IN EDUCATIONAL AGE THROUGH PORTFOLIO

The effectiveness of education can be measured through various approaches. However, one of the most important is the assessment of pupils' achievements.

PROBLEM – the desired level of obtained knowledge, skills and capabilities should be defined in such a way as to reflect the extent of the objectives.

EVALUATION – a systematic, critical analysis of data, process – development, output data. Self-assessment is a powerful learning strategy — students acquire the answers themselves and discover their own mistakes.

The educational portfolio is a modern educational technology that is used as a tool for self-assessment and reflection of the author. As an alternative way of forming an assessment is a collection of gathered and arranged materials and documents aimed at achieving a specific educational goal. The e-portfolio is a working file folder containing information that documents the experience and achievements gained - a set of independent works on subjects or topics.

The main purpose of the portfolio is to outline the formative assessment of the educational process and necessarily – evaluation for the purposes of the program. The portfolio method aims at presenting the forming and development of competences.

Quality assessments at school age should be as objective as possible and based on evidence. A major part of the qualitative assessment involves the gathering of evidence. It is important that the documents in the portfolio are organized and kept in chronological order. At the end of the year, the portfolio is to be presented to the student's parents and teachers.

Keywords: evaluation; effective education; portfolio

Nikičić Igor
Josip Juraj Strossmayer University of Osijek, Faculty of Education

PROFESSIONAL LEARNING COMMUNITIES IN SCHOOLS

This review paper brings an outline of information gathered from content analysis of available scientific literature on Professional Learning Communities in schools. As it is not a new concept in education, we feel the need to explore nowadays understanding and practical implications, both positive and negative, of this concept in schools. With the current strong digital transformation of today's schools, comes the need for new strategies and transformation of approaches to empowering teachers towards efficient and sustainable collaborative work in their professional learning communities. The aim of this research was to find new evidence that would help neoteric researchers, education authorities and decision makers in schools to instigate the use of this concept, upgrade crucial aspects of these communities and boost their efficiency to better the educational process in schools. Research has shown various possibilities and strong potential of this concept which should be considered a valuable asset of human resource management in education.

Keywords: management in education, professional learning communities, schools.

Nikodinovska Bancotovska Suzana
Pedagogical faculty "St. Clement of Ohrid", Ss. Cyril and Methodius University in Skopje, North Macedonia

INITIAL EDUCATION AND PROFESSIONAL TRAINING OF TEACHERS THROUGH PEDAGOGICAL FACULTIES

The initial education of teachers represents the basic part of the preparation of the teaching staff. This phase is just a prerequisite for starting the career development of the class teacher, which continues through permanent education.

The functionally established continuity between initial education and vocational training presupposes quality. For these reasons, the pedagogical faculties are the most appropriate institutions that are also responsible for the entire approach of the creation and development of the teacher's profile.

The subject and purpose of the research in this paper refer to the following: analysis of the current situation in our country regarding the systematic professional development of primary school teachers in the primary school and determining a system of thematically structured activities and trainings for the teaching staff, which would be realized at the pedagogical faculties. According to the goal, we determine the operational tasks and hypotheses, as well as the research methods, techniques and instruments that will be listed in the paper.

Through the research we have acquired specific data on what types of training teachers need to actively participate in. From the ranking of the received answers by frequency, it is evident that the teachers need training most, which refers to modern models and strategies of teaching work.

The analysis give us the opportunity to classify the offered trainings based on how desirable and necessary they are for the teachers. When creating the type and content of the trainings, we will start from what teachers emphasize.

Keywords: initial, education, teacher, training

Nikolovska Frosina
PVPU Euro College - Kumanovo

Dimitrievska Nadica
PS "Koco Racin"- Kumanovo

THE ROLE OF LOKAL SELF-GOVERNMENT IN THE DEVELOPMENT OF EDUCATION

Education is one of the key factors on which the quality of social and economic life in society depends. It is an activity of public interest, and the power of its quality has effect on two levels: at the level of personal development of citizens and at the level of development of society. The development of education contributes to the creation of significant opportunities for inclusion, participation and influence of each individual on community life.

With the decentralization process, the municipalities in the Republic of Macedonia became directly responsible for defining and implementing the strategy for the development of education at the local level, (starting from the analysis of the environment, through the preparation of strategic documents, to their implementation, evaluation and control). Thus, the municipalities were empowered to make key strategic decisions for the development of municipal primary and secondary schools.

The role of the local self-government in the promotion of the educational process in the municipality is expressed by supporting the cooperation of the schools with the public sector, the private sector, non-governmental organizations and volunteer associations, by providing appropriate resources (financial, spatial, material-technical, personnel and other) and improvement of conditions for realization of the educational process.

Planning the future in education is not a separate process of local self-government, but involves the involvement of all stakeholders and especially the involvement of teachers and students as direct participants in the educational process. Therefore, it is

necessary to be taken into account the opinions and educational needs of teachers and students when determining the strategic and programmatic setting of education in the local context and to include them in the creation and development of educational policies at the municipal level.

Keywords: local government, strategy, education, teachers, students

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Nikolovski Damjan
Dyslexia Association Einstein, Skopje

IS MACEDONIAN SOCIETY READY TO MEET THE NEEDS OF PEOPLE WITH DYSLEXIA?

This paper aims to investigate the problem of dyslexia in the Republic of N. Macedonia, in relation to the awareness of the population about this condition, the need for this condition to be treated from an educational point of view and the involvement of the state authorities in the creation of inclusive living conditions for persons with dyslexia, with special focus on education. People with dyslexia are invisible to the institutions in charge of education policy in our country. Evidence for this is the inadequate educational policies and the lack of a precise legal framework that will regulate dyslexia as a specific learning difficulty. There is a big lack of dyslexia professionals and experts in our country. In addition, we are faced with a lack of standardized instruments for the detection of dyslexia. The most devastating fact in our society is the treatment of dyslexia with medication, especially the one where antipsychotic medication is prescribed. Macedonian faculties offer "poor" study programs about dyslexia. The teachers do not study dyslexia during their studies and therefore they are facing problems in recognizing the students with dyslexia. The teaching staff constantly appeals to the institutions to provide quality training to enable them as teachers to know how to recognize and help students with dyslexia. The awareness of the population about this condition today is significantly higher than in 2013, when the term dyslexia was almost unknown. Our society may be slowly but surely moving up with world trends about this condition.

Keywords: dyslexia, inclusion, law legislation, education

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Nikolovski Marjan
Faculty of security -Skopje, Republic of North Macedonia
Dimitrievski Maksim
Municipality of Kumanovo, Republic of North Macedonia

THE ROLE OF LOCAL SELF-GOVERNMENT IN DEALING WITH THE CONSEQUENCES OF THE PANDEMIA COVID19 IN EDUCATION

In the past two years, the world has faced a pandemic caused by the covid virus 19. In addition to health, the pandemic has created a series of educational, economic and social challenges, which has had an impact on the work of local self-government

units. Prohibition for organizing events in larger groups, organizing on-line classes in schools, maintaining social distance, reducing the number of employees and other preventive measures The municipality of Kumanovo and its institutions, as well as the municipal primary and secondary schools have adapted and respected decisions made by the Government of RN Macedonia.

The Municipal Headquarters for Protection and Rescue in its work in conditions of pandemic paid special attention to the realization of the educational process in primary and secondary schools, as well as the operation of kindergartens in conditions of pandemic. Institutions with a high concentration of people, among which there may be carriers of the virus that can be easily spread and children would be the first to be hit.

In such conditions of rapid spread of the pandemic caused by covid 19, government institutions and municipal institutions have taken measures for safe conduct of the educational process on-line, until September 2021, where on the recommendations of the Commission for Infectious Diseases and Government decision physical attendance was organized. The paper analyzes the situation with the pandemic in schools and the activities of local government institutions in reducing the spread of the virus.

Keywords: local government, pandemic, education

Nurmaganbetova Margarita
Karaganda Buketov University, Specialized boarding school-lyceum "Information technology"

Yessirkepova Aizhan
Karaganda Buketov University, Specialized boarding school-lyceum "Information technology"

Manapova Aigul
Karaganda Buketov University, Specialized boarding school-lyceum "Information technology"
Kazakhstan

INFORMATION TECHNOLOGIES IN MODERN EDUCATION

Any educational institution chooses for itself valuable reference points of development. The result of the quality of education largely depends on what position the educational institution will take in relation to schoolchildren. For us, the development of a Specialized Boarding school-lyceum "Information technology" is the development of our students, ensuring their success in life. To achieve these goals in the implementation of the educational program of the school-lyceum staff there was a need to study and implement modern pedagogical technologies and innovative forms of education.

The school-lyceum carries out activity in the STEAM direction with training in three languages with profound studying of computer science, mathematics, physics and other disciplines of applied character.

The concept of the boarding school incorporates the best international experience in the construction of an educational model for the creation of information and educational space, favorable for the harmonious formation and development of the

individual capable of self-development, self-determination and self-realization in the modern information society.

The article reveals the peculiarities of studying in a Specialized Boarding school –lyceum "Information technology", the ultimate goal of which is the formation of the basic, social, profile competence of the students.

Keywords: education, school, information technology, robotics, STEAM

Orlovic Lovren Violeta
University of Belgrade-Faculty of Philosophy

THE ROLE OF UNIVERSITY IN STRENGTHENING RESILIENCE TO CRISIS – LESSONS FROM THE COVID 19

Global pandemic of COVID 19 influence core dimensions of social, economic, environmental and cultural development, challenging our visions and strategies for sustainable future. The effects of the crisis, both negative and potentially transforming, are seen in many aspects of internal as well as external functioning of universities.

The purpose of this paper is to provide literature-based overview of the strategies used globally by universities and higher education institutions, in strengthening resilience not only of the students and staff, but also of the local community and wider society.

The methodology used is based on descriptive approach and methods of qualitative content analysis. It is performed looking at the university from the whole institution perspective, including its social responsibility in addition to its academic role and functions.

As revealed by number of studies performed in different phases of the pandemic and in various countries, there are effective strategies that may be used by universities to improve their own functioning as well as to contribute to long term resilience of society. In order to use those potentials, it is necessary to analyze, share and actively reflect on its own practice, building internal as well as external resilience in facing potential, actual as well as the post crises effects.

Keywords: university, COVID 19, crises, resilience

Osmani Ballazhi Sheruze
Faculty of Philosophy, University of Tetova
Petroska Beshka Violeta
Faculty of Philosophy, Ss. Cyril and Methodius University

INSIDE VIEW OF THE TEACHERS' INTERCULTURAL COMPETENCES

Intercultural competences are important for ensuring interethnic integration in multicultural/multiethnic societies. When it comes to teachers they are crucial in preparing students to become open-minded and socially responsible citizens. With the purpose of examining the opinion of elementary school teachers regarding their intercultural competences, an online questionnaire was answered by 2166 teachers (58% ethnic

Macedonians and 42% ethnic Albanian teachers) from 38 schools all around the country. Half of the respondents of both ethnic communities singled out the knowledge of the cultures of all ethnic communities living in the country as the most significant intercultural competence for teachers. Ethnic differences are found on the competences that reflect the awareness of the values and stereotypes imposed by their own culture (chosen by more of the ethnic Macedonian teachers) and speaking the official languages (favored by more of the ethnic Albanian teachers). When evaluating their own interethnic competence, ethnic Albanian teachers got higher score (M=2.74 on a scale 1-3) than their ethnic Macedonian colleagues (M=2.69). The highest portion of ethnic Macedonian respondents (43,3%) believe that ethnic Albanian teachers lack willingness or the capability to communicate in Macedonian, while the majority of ethnic Albanian respondents (50,6%) emphasize the ethnic Macedonian teachers' insufficient knowledge of the specifics of the Albanian culture, which is also seen as an in-group weakness by most of the ethnic Macedonian teacher (49.1%). About half of the respondents from both communities consider professional cooperation and joint in-service trainings as instruments for improvement of interethnic competences in teachers.

Keywords: intercultural competences, inter-ethnic professional cooperation, in-service teacher training

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Osmanović Zajić Jelena
University of Niš, Department of pedagogy, Serbia

Maksimović Jelena
University of Niš, Department of pedagogy, Serbia

Novaković Aleksandar
University of Niš, Department of Serbian Studies, Serbia

THE QUALITY OF UNIVERSITY TEACHING DURING THE COVID PANDEMIC -19

Striving to change the paradigm of education has always been an imperative in our society. It had its full echo during the pandemic caused by the Covid-19 virus. In this context, our educational system had to adapt quickly to changes in a way that has no consequences for the implementation of teaching and especially its quality. In Serbia, the entire school system from primary schools to colleges has undergone crucial changes that have been reflected in the sudden transition from traditional to virtual classrooms with the help of various electronic platforms. The subject of this empirical research is reflected in the examination of the quality of university teaching. The focus of this research was successful on examining and assessing the quality of teaching, the advantages and disadvantages of online teaching, the attitude of teachers and students towards the conceptual implementation of online teaching through the most commonly used e-platforms. This issue has been studied from the perspective of university teachers and associates of the Faculty of Philosophy, University of Niš, with the difficulty of seeing the benefits and limitations of online teaching in pandemic conditions. The paper uses a descriptive method, scaling technique and the Liker-type

Rating Scale instrument (JOZANJM-Covid-19) constructed for the purposes of this research, the consistency and reliability of which were tested by the Conbach Alpha test. The obtained research findings are considered in relation to the independent variables of the research: teachers of social sciences, humanities and philology, and in relation to the title of university teacher. The results of the research are presented in tables and graphs with the help of descriptive and parametric statistics parameters.

Keywords: Teaching quality, university teaching, change and innovation, Covid-19

Klashninovski Aleksandar
Makeska Anja Marija
Radenkovic Darjan
Kastratovikj Ema
Pesovski Ivica
Brainster Next College

THE EFFECT OF FREQUENT TESTING ON STUDENT PERFORMANCE

This study aims to evaluate the effect frequent testing has on students following computer programming courses in an online environment. The experiment consisted of 26 students divided into two groups: 12 students who took tests after each lesson during the module introducing them to computer programming and 14 students who only took the final exam. The first group of students took 14 tests over the course of ten weeks. All 26 students took the final test at the end of the module. The test presented after each lesson to the first group of students consisted of 10 multiple choice questions related to the material covered in the class. The final exam consisted of 30 multiple choice questions, 10 completely new questions, 10 of the least correctly answered and 10 of the most correctly answered questions during the frequent testing phase. Students received immediate feedback on the test score and could see the correct answer to each question after submitting the quiz. The results show that students who took tests after each class scored 13% higher on the final exam than those who only took the final exam. This result holds true when comparing the final exam scores on new questions only, on questions already seen and all together. The evident difference between the two study groups is statistically significant since the difference is large enough to secure higher grades for one of the groups.

Petkova Dimitrinka
Regional Coordination Group for Lifelong Learning, Sliven, Bulgaria

CHALLENGES IN THE COMMUNICATION BETWEEN TEACHERS AND STUDENTS IN TEENAGE YEARS

We live in a dynamic century, information technology has entered all spheres of life, and new professions have emerged, but let us not forget that educational institutions

are and have been the engine of the past, present and future. Students in their teenage years are a challenge for the teachers as they bear the brunt of the "communication". This is why I would like to shed some light and emphasize on the following points:

1. Communication - a necessity and a factor for joint activity.
2. The essence of Pedagogical footwear.
3. "Teenage age" – The challenge.
4. The role of the teacher and the challenges in communicating with students.

The importance of communication is invaluable not only as an activity between individuals, but also for society as a whole. The whole human culture is built and developed throughout communication.

Pedagogical communication is a specific type of social communication because it bears the marks of professional culture and purposeful creative activity. Pedagogical communication is an objective necessity for the realization of the goals and tasks of the pedagogical process, but it is also subjective, because each of the partners presents themselves through their knowledge, positions, views, beliefs and attitudes towards others around them.

The role of the teacher and the challenges in the communication with students - teaching is an art, art is as well communication. It requires not only a diploma, but professionalism, stable mentality, experience, wisdom, tolerance, ability to reach the heart of the student, empathy - to understand and sympathize, to give, to love, to be infinitely patient, because only one word can have dire consequences.

Democracy, pluralism, authenticity and honesty in the relationship between teachers and students can build strong bonds and enable learners to discover their potential in educational work.

A good pedagogue is a responsible person, convinced that with their activity and proper communication they contribute to the development of adolescents, to building their characters, to turning young people into worthy people.

Key words: challenges, communication, teachers, students

Petroska Beshka Violeta
Faculty of Philosophy, Ss. Cyril and Methodius University, Skopje

Barbareev Kiril
Faculty of Educational Sciences, Goce Delcev University, Shtip

Osmani Ballazhi Sheruze
Faculty of Philosophy, University of Tetova

ARE CHANGES IN PRIMARY EDUCATION INTRODUCED BY THE NEW COMPREHENSIVE REFORM EFFECTIVE OR NOT: IMPLEMENTING TEACHERS' PERSPECTIVE

The research intended to evaluate the quality of the changes introduced in the primary education in grades 1st and 4th in the 2021/22 school year. An online questionnaire that asked implementing teachers to evaluate the effects of the changes in all aspects of the educational practice on a 0-7 rating scale and elaborate their perception of the

effects was answered by 371 teachers from 42 primary schools around the country, that provide instructions in Macedonian, Albanian and/or Turkish. All included aspects received fairly high mean ratings: 4.93 for subject curricula, 5.10 for planning curriculum implementation, 5.10 for textbooks, 5.37 for elective subjects, 4.12 for the extended school day for students, and 4.58 for the training for implementation of the introduced changes; the medians were 5 or 6 and the modes were between 5 and 7. The differences between the means of ratings of the quality of previous and current effects of the subject curricula, planning their implementation, and accompanying textbooks were statistically significant, indicating the superiority of the recently introduced changes over the previously existing settings. Mean ratings of the teachers that teach in Albanian for most of the evaluated indicators appeared significantly lower compared to the ratings supplied by the teachers that teach in Macedonian. Participants recognized substantial changes in the curriculum and textbooks of all leading subjects and most of them consider them as improvements. The weakest point identified by fourth-grade teachers was the absence of printed textbooks who supported their opinion with the parents' demands.

Keywords: education reform, evaluation, subject curriculum, curriculum planning, textbooks

Pop-Arsova Maja
Braka Miladinovci Primary School - Kumanovo, Republic of North Macedonia
Anastasovska Irena
Kocho Racin Primary School - Kumanovo, Republic of North Macedonia

THE CHALLENGES OF TANDEM TEACHING IN PHYSICAL AND HEALTH EDUCATION FROM THE ASPECT OF THE GRADE TEACHER

In the last few years there has been a positive revolution in the organization of physical education and health education, in fact with the latest changes to the Law on Primary Education in Article 54 paragraph 5 it is clearly emphasized that for conducting physical education and health education from first to The fifth grade includes a teacher of physical and health education, ie together with the grade school teacher the class according to the Law will be realized together with a teacher of physical and health education. According to the initial knowledge, there are positive effects given by the tandem teaching of physical and health education in primary schools, especially when viewed from the aspect of the class teacher. The subject of physical education has been introduced in the teaching process, which is taught by subjects in addition to the class teachers. The aim of this paper is to discover and present the challenges offered by tandem teaching process from first to fifth grade for pupils through the prism of the grade teacher. While the focus of the paper is on the role of the class teacher in the part of tandem teaching process. As a conclusion from this paper are the positive aspects of tandem teaching for both pupils and the grade school teacher.

Keywords: Tandem teaching process, grade school teacher, pupils, Law of primary education

Popović Katarina
Faculty of Philosophy, University of Belgrade, Serbia

Alibabić Šefika
Faculty of Philosophy, University of Belgrade, Serbia

ADULT EDUCATION POLICY AND THE IMPACT OF GLOBAL CRISES

The paper explores how global crises of different kind influence the changes in adult education policy creation at international level and what are the tendencies in 'translation' of the these policies to the national level. Several event and the crises that followed them are considered: 9/11 attack, global financial crises, climate change, pandemic COVID-19 and war in Ukraine. On the sample of policy documents of the main international actors, the analysis focused on the changes of educational priorities, shift in understanding the role of adult education and its tasks, alternation of the dominant content, priority groups, methods, etc. Some of the national policy response are highlighted too.

The results show that global crises caused significant changes in adult education policy, but not so much in terms of structural or paradigmatic changes. It is more about attributing mainly adaptive role to adult education, which should mitigate the consequences of the crises, and prevent similar ones, without touching the roots and systemic problems. An unstructured, non-deliberated, even chaotic shift from one type of education content to another is observed, not aiming a transformation, but the creation of short-term resiliencies. Reactive and reductive approach to adult education is dominant.

Keywords: adult education system, crises, pandemic

Popovska Jasmina
Institute of Philosophy, Faculty of Philosophy, UKIM – Skopje, Macedonia

EDUCATING PHRONESIS AND PHRONESIS FOR EDUCATORS: TWO NEO-ARISTOTELIAN PERSPECTIVES

Aristotle in *Nichomachean Ethics* lays the foundation of the concept of intellectual virtues and of phronesis as a virtue crucial for attaining eudaimonia. However, Aristotle did not provide the detailed implications of phronesis considering education although it has wide potential for elaborate moral educational theory. The neo-Aristotelian reflections on education, motivated mainly from the development of virtue ethics, shed new light on the educational potential of phronesis in two directions: first, directed towards moral education theory, and second, directed towards professional ethics in educational practices. These reflections put into question as limitations Aristotle's notion of the initial process of habituation of moral virtues (first direction) and the notion of phronesis as different of techne (second direction).

This article will make brief overview of these two "reconstructivists" perspectives. Firstly, will be discussed their attempts for explaining the development of phronesis-guided virtue form habituated virtue and its educational implications. Secondly,

will be discussed the fundamentals of the role of phronesis in developing teachers' professional wisdom and educational practice. Lastly, will be discussed their theoretical and practical successfulness as well as the role of philosophical education considering the two perspectives in contemporary classrooms.

Keywords: education, phronesis, neo-aristoteliainism, virtue ethics

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Protner Edvard
University of Maribor, Faculty of Arts, Slovenia

EMPIRICAL PEDAGOGICAL RESEARCH BETWEEN THE TWO WARS - THE CASE OF SLOVENIA

The influence of socio-economic factors on children's development and school performance is a field of research receiving increasing attention in the international and national environment. Addressing inequalities resulting from the child's environment is directly related to the issue of the fairness of the school system. This article investigates the beginnings of empirical research on this topic in Slovenia between the two world wars. Along with the methodology, we are mainly interested in the theoretical paradigmatic and political context in which the initiatives for this type of research were formed. The first empirical pedagogical-sociological research was conducted in 1926 by dr. Franjo Žgeč. Two years later, he upgraded the study and carried it out within the Pedagogical Center in Maribor. This first wave was followed by a second wave of empirical research a decade later. To the extent that the motives for research in the first wave were still tied to the paradigm of reform (progressive) pedagogy, the actors of this research in the second wave were already more politically motivated. It is a group of young left-wing teachers who have joined the "Teachers' Movement" group. Their activity in the article is reconstructed based on their publications and memoirs. We especially emphasize the course of statistics organized in 1939 and 1940 for teachers from all parts of Yugoslavia (Croatia, Serbia, Macedonia, and Slovenia) by the School of National Health in Zagreb, where the organizers systematically selected left-wing teachers who already had experience with empirical data collection.

Keywords: empirical research, school justice, social environment, left-wing teachers

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Puto Klementina
FNS, University of Tirana, Tiranë, Albania
Luarasi Linda
FNS, University of Tirana, Tiranë, Albania

ENVIRONMENTAL HERITAGE PRESERVATION AND EDUCATION

In Albania, as everywhere in the world, we have an imbalance between humans and environment, resulting in social and environmental consequences. For this, it is

necessary to prevent and minimize the reasons and causes and to aim to protect and preserve our environmental heritage. The question that arises is: can we preserve and protect this environment that previous generations have left in order to inherit it to the generations that will come? The next question is: can we address these environmental problems through awareness, education of students, community and local government, by creating comprehensive policies to protect this environment and also create the means necessary for the people to understand its dynamics? The situation created during the two years of the pandemic by Covid 19 was complex regarding the impact on human health and the environment. This impact on the environment was positive and negative. Will we be able to appreciate the positive effects that the first phase of the pandemic had on the environment, so that it can serve as an example of a cleaner environment? The purpose of this paper is to show how environmental education should be treated, and that education can serve as a tool in the service of sustainability and improvement of the current environment.

Keywords: education, environment, heritage

Radeka Igor
University of Zadar, Croatia

PEDAGOGY WITHOUT TELEOLOGY

The development of pedagogy in Croatia in the period between the two world wars was strongly influenced by reformist trends. Among a kaleidoscopic range of influences from various currents of *new school* and *new pedagogy*, working school (oriented towards school practice) and cultural pedagogy (which ended the formative process of pedagogical science in Croatia) were most influential.

Working school was focused on introducing practical pedagogical work in schools. It was very well accepted by teachers. It did not have a significant impact upon pedagogical theory, but it created a positive environment for changes in pedagogy induced by cultural pedagogy. Cultural pedagogy, also called *theoretical* or *philosophical pedagogy*, explores pedagogy as a scientific discipline and fundamental teleological questions of pedagogy and education.

After independence and renewed pluralisation of society in the 1990s, recent global trends have come to the centre of pedagogical research in Croatia, while explorations of Croatian pedagogues focus on practical issues in education. What predominates is an eclectic selection of various pedagogic research from among international resources, without critical questioning of their theoretical and methodological grounds, without exploration of the meaning and purposefulness of pedagogy and education. Questions like: what is the meaning of education in new social circumstances, what are its possibilities and ethical boundaries, what is the goal of education in new circumstances etc. remain unanswered.

Pedagogy in Croatia at the beginning of the 20th century had a better academic standing and was in a better state than at the beginning of the 21st century. The following paper analyses circumstances and consequences of the disappearance of

pedagogic teleology, which has reduced pedagogy in Croatia to studying educational methods, with all the drawbacks caused by ignoring the meaning and purpose of pedagogy and education.

Keywords: pedagogy, teleology, Croatia

Radovanović Vesna
University of Belgrade, Belgrade, Serbia

Kovačević Jasmina
University of Belgrade, Belgrade, Serbia

Jachova Zora
Ss. Cyril and Methodius University in Skopje, Faculty of Philosophy, Institute of Special Education and Rehabilitation, Skopje, North Macedonia

Ristovska Lidija
City General Hospital "8th September", Department of Otorhinolaryngology, Division of Audiology, Skopje, North Macedonia

SOCIAL DISTANCE OF THE PARENTS OF STUDENTS WITH TYPICAL DEVELOPMENT TOWARDS STUDENTS WITH DISABILITIES IN INCLUSIVE EDUCATION

ABSTRACT

The aim of the study was to examine the willingness of the parents of students with typical development to accept a certain type of social relations with peers with disabilities. A modified Bogardus social distance scale was used for research purposes. The sample consisted of families of students with typical development who attend inclusive primary schools on the territory of the Republic of Serbia. From the total of 398 students in the sample, 136 (34.2%) attend the class with children with intellectual disabilities, 57 (14.3%) children with autism, 51 (12.8%) children with behavioral disorders, 38 (9.5%) children with motor disorders, 33 (8.3%) children with learning disabilities, 31 (7.8%) children with developmental dysphasia, and 52 (13,1%) children with sensory impairments. In terms of the employment and education, 291 parents (73.1%) are in permanent employment, 171 parents (43%) have completed high school, while 29 parents (7.3%) have a master's or doctorate degrees. The results of the study showed that the parents of students with typical development generally do not reject the social contacts of their children with peers with disabilities, which is shown by the total low social distance, but the social distance increased in the areas of emotional and physical closeness, i.e. in the areas which are ranked as the highest level of closeness. The highest social distance exists towards peers with autism, while the lowest social distance exists towards peers with sensory impairments.

Keywords: social distance, students with disabilities, Bogardus scale, degree of closeness

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Radović Vera
University of Belgrade, Teacher Education Faculty

Kostadinović Danijela
University of Belgrade, Teacher Education Faculty

Ovesni Kristinka
University of Belgrade, Faculty of Philosophy

THE COMPETENCE-BASED DEVELOPMENT OF TEACHERS IN VOCATIONAL EDUCATION

Didactic education and/or in-service training of teachers in higher education institutions based on (self)assessment of their own competencies and educational needs is or should be the basis for their professional development. According to such assumption, founded on the current didactic approaches, and rooted in the constructive alignment and andragogical participatory planning, we researched the opinion of teachers and associates of higher vocational studies to find out how they assess their pedagogical-didactic ability, to address on that basis induced dilemmas, and if possible, to offer certain solutions for teachers' professional development in the domains of pedagogy and didactic. The research was conducted on a proper sample of teachers and associates employed in vocational high schools in Novi Sad and Belgrade (N=124). Data were collected by combination of survey-type questions and three-level descriptive assessment scales. The majority of the teachers and associates (88.7%) stated that they do not have special pedagogical and didactic education, and that the assessment of certain didactic competencies (45 items) varies from "possess knowledge about ways how to support students from vulnerable social groups" (M=2,33; SD=0,729). Significant differences in the assessment of individual competencies of teachers and associates according to the length of teacher 'service, working position and according to the owned pedagogical and didactic education were also found. In conclusion, professional development of teachers and associates in vocational education should be participatory and competency-based planned, implemented and evaluated, while plans and programs for their professional development should be based on specific educational needs and competencies assessment, gained differences, and grounded on constructive harmonization with implementation and evaluation.

Keywords: vocational education / professional development / pedagogical-didactical competences / constructive alignment / andragogical participatory planning

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Rajský Andrej
Trnava University in Trnava, Faculty of Education, Slovakia

FROM NORMATIVE MORAL EDUCATION TO EDUCATION OF A PHILIATIC MORAL CHARACTER

Institutionalized moral education (especially in schools) in classical pedagogical theories (Herbart, Kerschensteiner), but also in newer psycho-pedagogical theories

of moral development (Piaget, Kohlberg) was based primarily on Kant's conception of normative ethics. However, normative moral education encounters ethical-philosophical and pedagogical obstacles of various kinds, due to which the search for new moral-educational concepts prevailed. One of them is a renewed model of character education, based on the classical Aristotle theory of virtue. Our contribution presents an innovated concept of *philiatic* moral character, which combines the ethics of virtue (and education of character) with the ethics of dialogue (and education of prosociality). We are based on a specific interpretation of Aristotle's theory of friendship (*philía*), which distinguishes between two kinds of imperfect, false friendship (for pleasure and for profit) and true friendship, which aims at moral good. The issue of friendship concludes with a discussion of virtues in Nikomachean Ethics and points to the positive quality of the interpersonal relationship as an specific *areté*, that is, as a disposition that can be purposefully pursued, i. which can be intentionally formed. In addition to the vertical gradation of this quality with regard to its perfection, it also offers a horizontal differentiation of forms of social realization of friendship in the context of community (favor, *eunoia*) and wider society (concord, *politiké philía*). Character education, with a focus on developing this quality, proves not only as the subject of cultivating the individual personality for the purpose of a "blissful life" of man, but also as a social and political requirement, reflecting the social interest. In this paper, we will point out the renaissance of Aristotle aretology in the context of current debates on school education and show an example of the school subject Ethical Education in Slovakia.

Keywords: moral education, virtue ethics, character, moral friendship, prosocial education

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Raunik Kirkov Maja
Faculty of Pedagogy St. Kliment Ohridski – Skopje, North Macedonia

Makasevska Vesna
Faculty of Pedagogy St. Kliment Ohridski – Skopje, North Macedonia

Ademi Lulzim
Faculty of Pedagogy St. Kliment Ohridski – Skopje, North Macedonia

Gollob Rolf
Zurich University of Teacher Education, Zurich, Switzerland

THE PRACTICAL WORK THROUGH THE ATTITUDES OF THE STUDENTS - FUTURE TEACHERS

The work presents results of the research conducted among students – future teachers as a part of the process in the realisation of internationally supported pilot-project.

Students participated in online – workshop and in the structured activities of preparation for the realisation of the practical work in university setting with life presence during the pandemic with Covid-19.

The aim of research was to gather data about students – future teachers' attitudes concerning practical work during their initial teacher education.

Practice-based initial teacher education is typically organized to develop a set of core teaching elements like: content delivery, engagement of pupils in active learning, providing stimulative learning environment, evaluation of the results.

To develop advanced understandings, implementation of new concepts and methods, practice-based pedagogies should also support the critical attitudes of future teachers about practical teaching. Based on the premise that an inquiry stance is a key attribute of adaptive expertise and teacher professionalism, this paper examines the function and value of inquiry within practice-based learning.

Findings confirmed that the common denominator of all the answers is the achieved experience, which is shown in the acquisition of teaching competencies in a real space.

Keywords: students – future teachers, practical work, initial teacher education, teaching

Réka Saáry
Óbuda University, Keleti Károly Faculty of Business and Management, Budapest, Hungary

ANALYSING PERCEPTION OF SECURITY FROM A PSYCHOLOGICAL PERSPECTIVE

The changing nature of the environment has a major impact on an individual's sense of security. The way in how individual perceptions of danger and risk are shaped, and how cognitive and emotional information is processed, plays a key role in the development of subjective perceptions of security. This paper examines perceptions of security from a psychological perspective, with a particular focus on the phenomenon of cognitive vulnerability and exposure as a result of unprecedented information overload. The factors influencing the development of subjective feelings of security are measured through quantitative research. In the light of the results of this research, the factors that threaten psychological security were identified, and using cluster analysis, segments that can be described by individual preferences based on their attitudes towards security were described. Based on the findings, attention is drawn to the educational challenges to reduce society's vulnerability to psychological influence.

Keywords: psychological safety, cognitive safety, threat perception

Rizova Elena
Faculty of Philosophy – Skopje, University Ss. Cyril and Methodius in Skopje, Republic of Macedonia

RE-THINKING EDUCATION IN THE CONTEXT OF LIFELONG LEARNING

Lifelong learning as a contemporary educational concept is striving towards re-thinking educational goals and setting and realization of the overall educational process in the "learning" societies. Its core lies in crucial transformation of the present

educational systems in order to provide competences for continuous and consistent learning and education throughout individuals lives which will result in creating critically conscious, learning stimulated, adaptable to changes and competent people who will pursue for changes in personal and professional life. All of these transformations are presupposing different approaches of national authorities and "consumers" towards the phenomenon of education and learning.

Recent national educational analyses in North Macedonia show that educational system fails to implement main goal of the lifelong learning concept. Implemented educational reforms in the last couple of decades are focused towards superficial re-shaping of the system instead of answering the crucial questions about: What are the main educational goals throughout the prism of national context? How can we produce students that can answer personal, social and professional challenges in contemporary societies? and How can we integrate the concept of lifelong learning in national educational system?

To obtain precise insight of this complex problematics we will try to make a vivisection of several key issues that affect contemporary educational systems: national strategic goals in the context of European and world tendencies, initial education of teachers and educational staff, teaching strategies, evaluation methods and techniques, participation of the societal environment and the business sector in accomplishing educational goals, etc. The analyses of these issues will try to eradicate the main challenges that education is facing and trace the future path towards lifelong learning integration in education system at all levels.

Keywords: lifelong learning, educational paradigms, re-thinking educational process.

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Sadiku Ramadani Diana
Bureau for Development of Education, Kumanovo regional unit

Arnaudova Violeta
UKIM, Faculty of Philosophy, Institute of Psychology, Skopje

NEED FOR PROFESSIONAL TRAINING IN TEACHERS FROM PRIMARY EDUCATION - AS A COMPONENT OF PROFESSIONAL DEVELOPMENT

In different school contexts, there is a discontinuity between teachers' initial education and the needs of school practice. In order to overcome this discontinuity in education, it is necessary for the teachers themselves to become aware of the necessity for continuous professional development as an opportunity for their own development. Vocational training is part of the professional development of teachers that takes place through various activities aimed at developing professional knowledge, skills and attitudes.

The paper presents results obtained from an empirical test of teachers' readiness for professional development. The results were obtained by applying the SPR-N, 5 point Likert scale, from Beara, M. (2010) which consists of 17 aitems that refer to:

awareness of the importance of improving the teaching profession, external motivation for professional development and self-motivation for improvement.

The research was conducted on 120 teachers of grade and subject teaching in 30 primary schools, which differ in several demographic characteristics (gender, age, education, length of work experience). In order to test the hypotheses that assume differences between teachers in the readiness for professional development in terms of gender, age, their education and length of work experience, descriptive and inference statistics procedures (t -test and ANOVA) were applied. No differences were identified in terms of awareness of the importance of improving the teaching profession for any of the demographic characteristics of teachers. Only among teachers who differ in the level of education there are differences in motivation and in terms of self-initiative for professional development.

Keywords: professional development, professional development, teaching profession, motivation, self-motivation

Sarne David
Bar-Ilan University

Eden Sigal
Bar-Ilan University

Alkalay Sarit
Yezreel Valley Academic College

Rozenshtein Chen
Bar-Ilan University

USING AI FOR ENCOURAGING RECIPROCITY IN CHILDREN AND PROMOTING ADAPTIVE SOCIAL BEHAVIOUR

Reciprocity is an important social norm which supports long-term relationship building and serves as an important building block in community design. At the micro level, inability of the individual to demonstrate reciprocity may be labelled as exploitative and lead to exclusion from the social group. At the macro level, reciprocity is the basis for many important societal values and goals, such as effective collaboration, tolerance and empathy to the other, and diminished aggression alongside more favourable social climate. Hence the ability to educate to, research, measure and enhance reciprocal behaviors in young age is invaluable. In this talk I will be presenting the CO-OP World system, which is an AI-based framework, synthesized as a computer game with rich ML-based analysis tools, agent-based virtual players and proven deployment schemes, for facilitating, measuring, and diagnosing reciprocity in children in various complementing dimensions. Our inter-disciplinary team, composed of computer scientists, psychologists, and education experts enables much symbiosis in producing such an end-to-end solution, emphasizing a cohesive design that takes into consideration formal theories of cooperation, behavioral models, machine learning, game theory, child socio-emotional development, theory of mind (ToM),

psychotherapy, and class climate. I will present current and planned development of the system and convey a roadmap for enabling educators, therapists and researchers with a set of disruptive tools for achieving a wide range of societal goals, such as promoting adaptive social behavior among children with autism spectrum disorder (ASD), helping children with attention deficit hyperactivity disorder (ADHD) to learn better self-management strategies, diagnosing children with behavioral anomalies, means for improving inter-cultural tolerance, transformative means for children therapy, enjoyable experiences for improving class climate and effective designs for autonomous agents and collaborative robots that can perform better around people.

Sarry Reka
Óbuda University, Keleti Károly Faculty of Business and Management, Budapest, Hungary

ANALYSING PERCEPTION OF SECURITY FROM A PSYCHOLOGICAL PERSPECTIVE

The changing nature of the environment has a major impact on an individual's sense of security. The way in how individual perceptions of danger and risk are shaped, and how cognitive and emotional information is processed, plays a key role in the development of subjective perceptions of security. This paper examines perceptions of security from a psychological perspective, with a particular focus on the phenomenon of cognitive vulnerability and exposure as a result of unprecedented information overload. The factors influencing the development of subjective feelings of security are measured through quantitative research. In the light of the results of this research, the factors that threaten psychological security were identified, and using cluster analysis, segments that can be described by individual preferences based on their attitudes towards security were described. Based on the findings, attention is drawn to the educational challenges to reduce society's vulnerability to psychological influence.

Sesar Mara
Elementary school "Fran Galović" Zagreb

THE IMPORTANCE OF EARLY CAREER GUIDANCE IN ELEMENTARY SCHOOL

The process of career guidance helps the individual to know the requirements of the market (society) and includes awareness of student's interests, abilities and competencies. In Croatia, career guidance is also known as professional orientation and the importance of it is unquestionable in the lower levels of education also, which is the focus of the empirical part of this paper. As part of the project *Pedagogy of relationships in educational institutions in the (post) pandemic period* (Department of Pedagogy, Faculty of Humanities and Social Sciences, University of Zagreb), a research

was conducted to determine different criteria for choosing a profession and differentiate students' interests, opportunities and potential. The goal of the research was approached from students' and teachers' perspectives. The methodological approach of the empirical part is quantitative-qualitative (mixed methods research). The student's perspective was examined through a questionnaire that contains questions of the student's perception of future career path. Qualitative methodology refers to interviews with teachers about professional orientation. The questionnaire and interviews followed after all participants read the didactic material "What will I be when I grow up?" and after conducting pedagogical workshops designed for this research. The experiences of students and teachers in this research prompted further reflections on the potential and importance of early professional orientation as well as the challenges that arise from it. The student's interests should be followed with appropriate guidelines from the existing curriculum, but also with parental support, all so that professional orientation in the final grades is just a stamp on the entire process of professional orientation.

Keywords: career guidance, professional orientation, interests

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Shehu Florina
*Ss. Cyril and Methodius University, Skopje, Faculty "St. Kliment Ohridski",
Skopje, North Macedonia*

THE TEACHER THROUGH THE PRISM OF EFFECTIVE PEDAGOGY

The role of the teacher today is changing diametrically, especially if viewed through the prism of effective pedagogy that includes a number of aspects such as understanding, comprehension, belief, ability to act, manage, achieve various long-term and short-term goals, strategies, techniques, design of the curriculum, but also taking care of inclusiveness, motivation, innovation, consistency, transparency and quality assurance, and the like.

The aim of the paper is to understand the interdependence of the teacher as a person and a professional with the assumptions for achieving effective realization of upbringing and education. The research is a combination of theoretical and practical basis, through the application of qualitative and quantitative approach and appropriate research techniques and instruments. The obtained results indicate the importance and connection of the professionalism and personality of the teacher with the assumptions, principles, elements and approaches of effective pedagogy, as well as the success and quality of the stated approach.

The conclusions, among other things, refer to certain important aspects that presuppose a responsible and conscientious approach of the teacher, but also of the students and other stakeholders in learning, teaching and education.

Keywords: professionalism, personality, teacher, effective pedagogy.

Sherif Miftar Emel
Institute of National History, Republic of North Macedonia

SKOPJE MADRASAS IN THE OTTOMAN EDUCATIONAL SYSTEM (XV-XVI CENTURY)

With the arrival of the Ottomans in the second half of the 14th century on the territory of today's Macedonian state, mektebs and madrasas were the most essential elements of the entire educational system in that period. The mektebs functioned as Ottoman primary schools connected to mosques and masjids where literacy courses were organized for Muslim children, spread across neighborhoods and populated areas with a larger Muslim population. With the emergence of waqf properties as a result of the consolidation of power through the formation of stable economic and trade relations, the functioning of madrasas, i.e. Ottoman high schools for the Muslim population, began.

The purpose of this paper is to present the educational structure of madrasas in Skopje in the XV-XVI century. Based on the archival documents, I will give a clear picture of the education in the madrasas, the founders of the most famous madrasas in Skopje, the curriculum and the studied subjects, as well as the fund of books in the madrasas libraries, for the teaching and administrative staff and students, as well as for the buildings themselves as architecturally independent buildings or as part of waqf complexes.

Keywords: education, mekteb, madrasa, vaqf, library

Shtefanc Damijan
University of Ljubljana, Faculty of Arts, Dept. of Educational Sciences, Ljubljana, Slovenia

THE FUTURE OF EDUCATION: SCHOOL, TECHNOLOGY AND CURRICULUM REFORM

The image and reality of schooling are changing significantly under the influence of advanced computer-based technologies. In my presentation, I will focus on several technology-related issues related to curriculum planning and implementation: How is technology changing schools, the role of teachers, and the processes of teaching and learning? What are the challenges in this area, especially for teachers? The technological implications are and will be many, and one of the most important issues facing the school of the future is the issue of knowledge transfer and acquisition. Not only does technology contribute to the exponential production of information and knowledge, but modern technological means also enable the effective fabrication of false, distorted, and manipulative information. Can we therefore accept without hesitation the thesis, very popular in recent decades, that the teacher is less and less necessary as the subject of knowledge because knowledge is easily accessible through advanced online environments?

Keywords: future education, technology in education, production of knowledge, knowledge manipulation

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Sotiroska Ivanoska Kalina
Faculty of Philosophy, Institute of Psychology, Ss. Cyril and Methodius University in Skopje, Republic of North Macedonia

PSYCHOLOGICAL EDUCATIONAL INNOVATIONS: DO STUDENTS SUCCESSFULLY FACE FAILURES AND CHALLENGES?

Rapid economic and social development relies on technological innovations. In addition to technical knowledge, innovation requires critical thinking, creativity, problem-solving, and communication skills. The main challenge of education in STEM areas is to develop a complete set of skills. From a pedagogical point of view, the question of whether students receive support on how to successfully face failures and challenges arises. The purpose of this research is to assess and understand how students experience coping with failure in mastering subjects in the STEM context. The research included 109 respondents, undergraduate students of STEM programs. The results showed that the most common styles for dealing with stress are problem-solving by using direct action, emotional regulation, problem-solving by planning, information seeking, and self-blaming. The least commonly used styles for coping with stress were acceptance, helplessness, denial, and humour. The results indicate the need of developing skills to help students avoid or overcome inappropriate ways of coping with failures and challenges, such as depression, withdrawal, anxiety, and dropout. Innovations in education will include encouraging and developing appropriate coping strategies so the STEM lectures and learning will become more effective, relevant, and enjoyable.

Keywords: Coping styles, challenges, failures, STEAM context

Stefanovska Divna
Faculty of Philosophy - Institute of Special Education and Rehabilitation, Skopje
Ajdinski Goran
Faculty of Philosophy - Institute of Special Education and Rehabilitation, Skopje

PREPARING THE REGULAR PRIMARY SCHOOLS WITH INCLUSION OF ALL STUDENTS WITH DISABILITIES

With the transformation of the special schools into resource centers and the transfer of all students with disabilities to the regular primary schools, we come to a very important question; is our country ready for the whole process of inclusion of all students with disabilities?

The subject of this research is the determination of the preparedness of the educational system for implementation of inclusion for all students with disabilities in the regular primary schools in the Municipality of Resen. For this purpose, a research was conducted in all regular primary schools in the Municipality of Resen and it involved 129 teachers and professional associates.

The purpose of the research is to determine whether has been created a inclusive climate and inclusive policy for the inclusion of all students with disabilities in the educational process in the regular primary schools, as well as to determine whether the educational system is ready for inclusive education.

The research enabled us to see the overall state in which the regular primary schools are. The results of this research are that the regular primary schools in the Municipality of Resen are not prepared for the inclusion of all students with disabilities, and we still need to work on removing the architectural barriers and reinforce the capacities of the professional associates and train the teachers to work with students with special needs.

Keywords: inclusive education, students with special needs, preparedness for inclusion of all students with disabilities.

Stevanovska Violeta
PS "Sv. Kliment Ohridski"- Bitola

Anastasova Gordana
PS "Sv. Kliment Ohridski"- Bitola

Stojanova Snezana
PS "Sv. Kliment Ohridski"- Bitola

PROFESSIONAL AND CAREER ORIENTATION OF STUDENTS IN PRIMARY SCHOOL

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 orientation, development, students' achievement, primary school, education

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Stojanovska Vera
University Ss. Cyril and Methodius - Skopje, Faculty of Philosophy, Republic of North Macedonia

Barakoska Aneta
University Ss. Cyril and Methodius- Skopje, Faculty of Philosophy, Republic of North Macedonia

INITIAL EDUCATION OF THE PEDAGOGUES AND THEIR PROFESSIONAL COMPETENCES

In recent decades, the educational system has undergone profound changes overall, primarily with the transformation of the so-called traditional school into an innovative, modern school. The reform steps undertaken in the educational field have necessitated the reconceptualization of the professional roles of its stakeholders, as well as the role of the pedagogue as a professional associate. In this context, the competences of all profiles of school support staff, have been precisely defined as a key assumption, for a successful and uninterrupted realization of their diverse work assignments in the classroom, and new legal bases have been adopted for their work.

The reconceptualization of pedagogue's professional role does not refer only to the redefinition of the requirements of its professional practice, but also implies and requires adequate changes in the conception and organization of the education of the pedagogues. This paper focuses on the initial education of pedagogues, which has also undergone significant changes in recent years, under the influence of the Bologna process, i.e. the wider reforms undertaken in the field of higher education.

More specifically, an attempt is made to assess the compatibility of the current study program of the Pedagogy Institute with the real needs and requirements of the pedagogues for effective and efficient realization of their professional responsibilities in the school. It is also based on the opinions expressed by the already employed pedagogues in the form of a constructive critical review of possible steps towards content upgrading of the existing program base.

Keywords: Pedagogue, professional associate, initial education, professional competencies

Tančić Nataša
University of Novi Sad, Faculty of Philosophy, Department of Pedagogy
Pavlović Aleksandra
University of Novi Sad, Faculty of Philosophy, Department of Pedagogy

INCLUSIVE CULTURE AS A PEDAGOGICAL DIMENSION SUCCESSFUL EDUCATIONAL INCLUSION

Educational inclusion, understood as a philosophy, aims to promote access to education for all children, as well as strategies that should contribute to the promotion of an inclusive society. The paper, starting from emphasizing the importance of "inclusive

pedagogy" and the welfare of the child, points out the importance of inclusive culture as a key dimension in achieving quality educational work and inclusive institutions. This dimension has its implications in creating a secure, stimulating community, in which everyone is respected and which is the foundation for the greatest achievements of all community members. It develops shared inclusive values, which are passed on to all new employees, children, parents, guardians and members of the local community. Since inclusive culture has visible and invisible elements as well as assumptions that we notice and those that we do not notice, it is an important factor in participation but also exclusion, discrimination and isolation of students. Therefore, the study and development of an inclusive culture of educational institutions presupposes scientific and professional answers and views on the importance of the inclusion of all children in the regular educational system. It is a process that is created, improved and developed every day in the life of the educational institutions, and those who are directly and indirectly participate in them contribute to its development.

Keywords: educational inclusion, inclusive culture, school, preschool education

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Tasevska Alma
University "Ss. Cyril and Methodius", Faculty of Philosophy-Skopje,
Institute of Pedagogy

PARENTAL PROGRAMS FOR QUALITY CHILDHOOD

Parenting has a different treatment earlier and now. In the past, people spontaneously prepared for parenthood. The model according to which they were brought up had a strong influence, which was difficult to change due to the strong cultural tradition. Today the situation has changed. The need for systematic support of parents by professionals is clearly stated. With the reform pedagogical movements in Europe at the beginning of the 20th century, as well as with the more intensive development of pedagogical theory and practice, the first associations, the first counseling centers and the first schools for parents appeared, through which the parent programs are realized.

The research in this paper aims to determine whether parenting programs provide activities and program content that support and lead to quality parenting. In theory, but also in practice, there are a number of different parenting programs. Hence, the research will focus on two approaches in parenting programs, namely:
- Parental programs of a preventive nature aimed at building parental competencies;
- Parenting programs to change behavior patterns.

The expected result in this paper refers to the fact that parenting programs increase parental competence in the parental role and lead to improved parental interaction with children by encouraging their positive behavior. The results and conclusions go in the direction of the effects of parenting programs in terms of developing attitudes, behavior, communication, perception, thought, parental emotion and the way it reflects on the quality of childhood.

Keywords: Parenting, Programs, Support, Quality, Childhood

Tasevska Daniela
University of Veliko Turnovo "St. Cyril and St. Methodius", Bulgaria

Dyankova Gergana
South-West University "Neofit Rilski" – Blagoevgrad, Bulgaria

Dermendzhieva Sofiya
South-West University "Neofit Rilski" – Blagoevgrad, Bulgaria

PERSONAL GROWTH AND DYNAMICS OF IDENTITY IN A MULTICULTURAL EDUCATIONAL ENVIRONMENT

The scientific report presents ideas that rethink the social meanings of diversity, which nowadays provokes pedagogical interaction in the school institution. The need to support global education is revealed on the basis of a detailed analysis of the findings on the social role of the "student" and the main characteristics of the role inherent in the role. The global dimensions of modern societies are beginning to dominate, which necessitates a change in traditional pedagogical practice. The term "global education" gives rise to a discussion of the formation of knowledge, skills and attitudes based on cultural pluralism, interdependence and international economic competition. School age is the time when the individual accumulates knowledge about the world. The introduction of global education means that students understand the importance and complexity of globalization processes and build an identity for intercultural interaction and existence in an interdependent world. In its dynamic structure, identity is a phenomenon related to the peculiarities of values, way of life, regulation of relationships based on history, ethnology and cultural development. The implementation of a targeted educational policy for equal rights goes hand in hand with the idea of acquiring competencies for interconnection, consolidation and partnership in a multicultural environment. Promoting the philosophy of awareness of the concept of "global education and identity" is a psychological and pedagogical model of cultural relativism.

Keywords: school age, global education, identity, cultural relativism.

Timovska Maja
Protection and rescue Directorate, R.N. Macedonia

DISASTER MANAGEMENT THROUGH DISASTER RESILIENCE EDUCATION

The need to tackle disaster management through disaster resilience education is needed now more than ever. Author emphasis that even if the risks are not as widely visible, everyone should start prepare and working on education for resilience from disaster. There is a need for a mindset shift to see that prevention begins with education. The aim is to highlights the importance for skills and confidence to take protective actions building disaster resilience education. At present, disaster resilience is often not prioritised because it is seen as a cost for an event that might never happen. This results in devastating impacts when disasters do occur. To strengthen our resilience,

we have no choice but to reframe the narrative on disaster resilience, demonstrating that it is an urgent need. From the conducted empirical research as important outcomes are that we should further support action for improving multi-hazard risk knowledge, ensuring inclusive disaster skills, tools and methods for resilience from disasters and strength disaster risk reduction. Regarding that, there is a strong imperative to be more efficient with the education that we have, and anticipatory action is one way to achieve that, on all level.

Key words: disaster, education, resilience, management

Todorovska Marija
Popovska Jasmina
Donev Dejan
Djeparoski Ivan
Dimishkovska Ana
Institute for philosophy, Faculty of philosophy, University Ss. Cyril and Methodius, Skopje, Macedonia

THE DIDACTIC GOALS OF THE PHILOSOPHY COURSES IN THE MACEDONIAN HIGH SCHOOL CURRICULUM

The aim of the paper is to illustrate the main objectives and goals of the Philosophy courses (obligatory and elective) in the Macedonian high school system, and to determine whether, and to what extent, they align with the contents of the courses syllabi. At a first glance it might seem that the objectives stated in the course programs are unattainable and over-stretched, but a further analysis shows their diversity, applicability, and usefulness for the overall student improvement. These objectives, being directed towards the development of critical thinking, moral deliberation, pluriperspective flexibility, and awareness for the contexts in which people function, are crucial in this age, and necessary for the formation of young adults capable of determining causal relations, of orienting in multiple sources of information and sets of circumstances, and staying in tune with the moral needs of their communities.

The text will show the main didactic goals of the Philosophy courses in the Macedonian high school curriculum in light of the courses' contents, and in the greater framework of the Philosophy courses from several countries from this region (Serbia, Montenegro, Croatia, Bulgaria). Attention will be paid to the ways in which the goals reflect the contents of the courses, and the contemporary needs for solid education rooted in context-awareness, critical thinking, and empathy. The comparison between several courses' goals will show that while the objectives of the philosophy education seem complex and multifaceted (as is philosophy itself), their achievement (even partial) is pivotal in the formation of young adults capable of not only understanding the values with which they live, but of working on ways to improve their own, and the circumstances of their communities.

Keywords: philosophy, courses, goals, didactic, curriculum

Todorovska Marija
Institute for philosophy, Faculty of Philosophy, Ss. Cyril and Methodius University, Skopje, Macedonia

LEARNING TO LEARN WISDOM: INTRODUCING STUDENTS TO PHILOSOPHY

The aim of the paper is to illustrate the ways in which the study of philosophy can be introduced. The two courses shown are Introduction to philosophy at the Institute for philosophy, and the elective Philosophy (101) course available to students from the other Institutes at the Faculty of philosophy. In the hope that the way to wisdom can be illuminated through teaching, the Introduction to philosophy course's objectives center around the inauguration and understanding of philosophical concepts and categories, the promotion of critical thinking, and the improvement of oral and written expression in students. These objectives will be overviewed in their complementarity with the course's contents, the criteria for selecting, framing and communicating the main philosophical problems and categories though the reading of philosophical texts, and the teaching methods incorporating the most efficient practices of verbal and written skills improvement. The need for a proper balance between maintaining a solid comprehensive introductory philosophical basis, while leaving sufficient room for flexibility in adapting the material in light of the particular groups' intellectual needs will be shown. The utmost importance of the development of critical thinking and context-awareness, and of the abilities crucial for the individual orientation both in massive amounts of academic material, and the intricacies of human existence will be underlined.

Some attention will be paid to the Philosophy (101) course, which aims to introduce students to the significance of the pursuit of wisdom.

Keywords: introduction, philosophy, teaching, improvement

Troshanska Jasmina
University of Tetovo

Kingsdorf Sheri
Masaryk University, Brno, Czech Republic

Pančocha Kare
Masaryk University, Brno, Czech Republic

Nolcheva Meri
PSRC D-r Zlatan Sremec, Skopje

THE OPINION OF THE MAINSTREAM SCHOOL TEACHERS ON THE CONTENT OF THE AUTISM TRAINING: THE A-CLASS PROJECT

Autism in the classroom is hard for teachers to deal with, especially as many children on the spectrum have accompanying challenging behavior. Giving accurate information about autism and behaviour to teachers and teaching them to adapt their curriculum using good autism practice has been shown necessary to be effective in

improving children's education. However, in some parts of Europe, such education is extremely limited or non-existent.

The aim of this article is to present initial research of the multinational project funded by Erasmus + program that has been developed to establish teacher education training program in six European countries based on Applied Behavior Analysis (ABA) method.

Methodology: To ensure that the training is relevant and appropriate a survey was created out in Autumn 2020 to identify the areas of training that they felt most important. A total of 223 respondents from seven countries took part in the survey: Denmark, Italy, Spain, Macedonia, Cyprus, Czech Republic, and Croatia. Data were evaluated with descriptive approach.

Results: Most of the respondents (60.4%) did not receive any training in autism spectrum disorders (ASD) during university studies and more than half of the respondents (53.1%) have never heard of Applied Behavior Analysis (ABA).

Conclusion: Teachers agreed that they need additional education. There was no wide difference between countries regarding the content that they felt important to be included in the training curriculum. Six procedures were suggested for training: Behavior management strategies, Functions of behavior, Using reinforcement in the classroom, Extinction, Token economies and Group contingencies.

Key words: autism, ABA, behavior.

Tomevska-Ilievska Elizabeta
Ss. Cyril and Methodius University in Skopje, Faculty of Philosophy, Institute of Pedagogy

DEVELOPMENT OF THE METHODOLOGY IN TEACHING THE MACEDONIAN LANGUAGE AS A PEDAGOGICAL DISCIPLINE OF THE INSTITUTE OF PEDAGOGY

The paper studies the teaching methodology (in Macedonian language) as a special pedagogical discipline, which has a treatment primarily of a complex and a very delicate scientific discipline that has its own built methods, procedures and forms of work and its own methodology. When emphasizing its independent status, first of all it refers to its theoretical-methodological construction and its scientific construction, specificity and autonomy of the teaching area it covers.

The theoretical part of the paper elaborates the view of the teaching methodology in Macedonian language (mainly aimed at grade teaching) as an autonomous and interdisciplinary science. The methodology is usually related to a subject area. At the same time, a review of numerous methodological debates on the scientific status of methodology is made on whether the methodology is a pedagogical discipline or it is based on the subject profession (in the science of literature, ie in the science of language). Scientistically oriented methodologists claim that methodology is an autonomous and interdisciplinary science based on the subject profession ie on the science. Pedagogically oriented methodologists and experts in pedagogical education

emphasize that methodology is a pedagogical discipline. The methodology is mainly scientifically based on pedagogy and didactics. The development of methodology as a science of methods, procedures and forms of teaching work is seen in the context of the historical development of pedagogy and didactics, so in relation to that its status is constituted. The paper, which is based on results obtained from field research and qualitative research, analyzes the decades-long development of this scientific discipline at the Institute of Pedagogy. By analyzing the study programs of the Institute of Pedagogy, a review of the treatment, the content structure and the terminological determinations of the teaching methodology is made. The paper also provides an overview of renowned professors who in the past and in the present realize this subject at the Institute of Pedagogy at the Faculty of Philosophy in Skopje and their most important publications. This pedagogical discipline is crucial for the development of professional competencies of future teachers and pedagogues. The concluding part of the paper provides guidelines and recommendations for strengthening this pedagogical discipline, in theoretical and practical terms.

Keywords: methodology, grade teaching, Macedonian language, pedagogical discipline.

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Tomevska-Ilievska Elizabeta
Ss. Cyril and Methodius University in Skopje, Faculty of Philosophy, Institute of Pedagogy

Janevska Maja
PS "Ismail Kemali"- Skopje

USE OF LITERATURE CONTENTS IN TEACHING IN MACEDONIAN LANGUAGE

Literary works with different formats such as literary contents in the textbooks and reading works are used in the teaching in Macedonian language, which are provided by the curriculum for the teaching subject Macedonian language. Due to the importance of this process, it receives the status of a special program area, which is represented in all classes of the nine-year primary education.

Sequences from the reading works in the program area Literature are studied as smaller literary forms: fables, fairy tales, folk tales, short stories and dramatic texts, which are implemented in the textbooks in Macedonian language.

The purpose of the research is content and structural analysis of the curricula and literary contents in the textbooks in Macedonian language in the first two educational cycles of the nine-year primary education.

According to the obtained results, in the textbooks for the teaching subject Macedonian language, various genders, types and genres of the literary contents from domestic and foreign authors are used in almost equal proportion.

Literary contents are complicated in the second educational cycle, and the complexity of the didactic apparatus does not follow this trend. It is necessary to complicate the requirements and tasks related to the literary content in the second educational cycle.

However, there is a need for strengthening and building consistent didactic support for the analysis of literary content in the form of manuals and worksheets for students.

The conclusion for the need for more comprehensive research to examine the quality of the program setting of the program areas, re-examination of the offered literary contents, encouraging students' interest in reading literary contents included in the textbooks; the possibilities for actualizing the representation of reading on a daily basis, in general in the teaching and extracurricular time is imposed.

Keywords: literary contents, textbooks, curricula, reading.

Trajkovska Martina
Collaborator at the Institute of Pedagogy, Ss. Cyril and Methodius University in Skopje

DIDACTIC-METHODICAL DESIGN OF TEACHING MATERIALS FOR THE PROGRAM AREAS INITIAL READING AND WRITING AND LANGUAGE

Teaching Macedonian language, composed of knowledge in the field of grammar and spelling, can be an important prerequisite for the language culture of each individual. Without the basic knowledge on which the Macedonian literary language is built, no one can speak of literacy in the broader sense of the word, through which the teaching of the Macedonian language is based.

In order for students to master the goals provided by the curricula for teaching Macedonian language, through the program areas Initial reading and writing and Language from I to III grade, an appropriate classification of materials is needed based on which students will be able to master grammar and spelling rules and tasks, as well as practice the already acquired knowledge. Therefore, it is necessary to analyze the curricula, as well as appropriate didactic-methodical design of modern teaching materials that will help teachers to realize the teaching of Macedonian language, and students to more easily master the curriculum. The aim of this paper is aimed at analyzing the program setup of the program areas Initial reading and writing and Language and methodical-didactic design of modern teaching materials, all in order to improve the teaching of Macedonian language.

Keywords: analysis, design, curricula, teaching materials.

Trajkovski Vladimir
Institute of Special Education and Rehabilitation, Faculty of Philosophy,
"Ss. Cyril and Methodius" University, Skopje, Macedonia

SUPPORTING PUPILS WITH AUTISM SPECTRUM DISORDER IN EDUCATIONAL SETTINGS

Introduction: autism spectrum disorder (ASD) is a developmental disorder, which affects the way a person communicates with and relates to other people and the world

around them. About 1.55% of the general pupil body receive additional supports because they have been diagnosed with an ASD. The focus is on the needs of pupils with ASD and how they can be supported to achieve their potential. ASD is a spectrum condition, so some pupils with ASD require little support in school and are relatively independent in their learning.

The **aim** of the study is to shown kind of interventions, which can be effective for some pupils with ASD.

Results: there are numerous different approaches such as: antecedent-based interventions, behavioral packages, cognitive behavioral intervention, comprehensive pre-school or early interventions/programmes, discrete trial teaching, early intensive behavioral interventions, exercise, extinction, functional behaviour assessment, functional communication training, joint attention, language training, modelling, multi-component socials interventions, naturalistic intervention or naturalistic teaching strategies, parent-implemented interventions, Picture Exchange Communication System, pivotal response training, schedules, social narratives, social skills training, social communication training, technology-aided instruction and intervention, visual support, structured play groups, and many others.

Conclusions: classrooms are social environments that rely heavily on being able to interact, socialize and communicate with others effectively. The challenges that pupils with ASD face with regards to communication skills and socializing can intensify their feelings of stress, anxiety and depression. This can lead to a decrease in academic performance. Working with any of these methods can improve outcomes they can achieve.

Keywords: autism spectrum disorder, pupils, support, school, classroom

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Vchkova Zorka
Municipality of Kavadarci, Department of Education and Sport, Macedonia

THE INFLUENCE OF TV SHOWS ON THE CULTURE OF STUDENTS' COMMUNICATION

The culture of communication of television presenters in TV shows from the Macedonian production can affect the culture of communication to students of primary and secondary education. Therefore, TV hosts of television shows, as agents of socialization of young people, contribute to shaping the culture of communication and bear responsibility for the quality, type and nature of the information transmitted in the air.

The continuous development and improvement of technology and changes in the taste of the audience posed the need for constant improvement and upgrading the knowledge of television hosts, especially in view of their culture of communication, regarding the verbal and the nonverbal speech.

Therefore, the success of the mission of the Television presenters should be expected to come out from fulfilling the moral and normative commitments in the process of creating quality television shows.

The choice of shows should contribute to the proper psychological development of students. A quality show is a product of the skills of the presenter, and it is reflected by the viewings and positive ratings of the audience. The results obtained from the research conducted, had shown that the culture of communication of the presenters of the TV shows has influenced the culture of communication of students.

Key words: television shows, television presenters, culture, communication, students.

Velkova-Manovska Klaudija
ESL Tetovo

THE NECESSITY OF IMPLEMENTING EDUCATION FOR SUSTAINABLE DEVELOPMENT IN EARLY CHILDHOOD

We live in a present time that faces great challenges on a daily basis. Therefore, to respond to these huge challenges and overcome them, it is necessary to find solutions that completely support brand new and more sustainable ways of living. It is an unquestionable fact that children around the globe are also exposed to such issues. For this reason, there appears a need for introducing ESD starting from the early years. This kind of education equips students with knowledge, skills, values and behaviours, which will help them in making informed and responsible decisions to solve current and upcoming obstacles.

In this paper, the necessity of ESD execution in all systems of education (including early childhood education) is emphasized, which can be achieved by: supporting ESD, promoting sustainable development in the formal, non-formal and informal education, developing the competencies of the professional staff, providing appropriate tools and educational materials and promoting research and cooperation. During the research on this matter, besides the analysis of pedagogical documentation, ESD declarations and early learning curricula, the views and understandings of headteachers, teachers, students and parents will be examined. The international initiatives and programs that fulfil the idea of sustainability, may certainly confirm that the empirical application of Education for Sustainable Development is a promising mission. Through the principles mentioned in the Early Learning and Development Program in our country, the author sees the connection, as well as the possibility, for implementing ESD in the kindergartens and centres for early childhood development in the Republic of North Macedonia.

Keywords: sustainable development, Education for Sustainable Development, early childhood, global goals.

Velkovski Zoran
Institute of pedagogy, Faculty of philosophy, University "Ss Cyril and Methodius" – Skopje

THE MIRROR OF ERISED

The text aims at determining the relation between educational policies and their implementation, and is based on an analysis of education policies in the world and in the Republic of North Macedonia in the past 75 years. This period is characterized by high turbulence in the creation of education policies and frequent disagreements in their implementation. If mass educational mobility, primarily the race for qualifications, is treated as a factor for economic development and stabilization of countries in the world, with the accumulation of surplus staff who do not have adequate place or satisfaction in the field of labour, it emerges as a factor of destabilization of society and an argument that compromises education policies that increasingly resembles the Mirror of ERISED. This mirror usually does not show the real image - the reality of education and corresponding initiatives for its realistic transformation, but displays a distorted image, i.e. a reflection of the deepest, most desperate desire of the creators of education policies. Much time, energy and resources will be spent in front of such a mirror, losing in the process all traces of a reality filled with unsuccessful attempts to reach an illusion. Everyone pays the price for such a delusion.

Keywords: Education Policy, Economics, Qualification, Individual Development

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Xhakolli Blerina
"Aleksandër Moisiu" University, Durrës, Albania
Recka Liljana
"Aleksandër Moisiu" University, Durrës, Albania

MODERN METHODOLOGICAL CONCEPTS IN TEACHING

Education is an engine for the growth and progress of any society. It not only imparts knowledge, skills and inculcates values, but is also responsible for building human capital which breeds, sets technological innovation and economic growth. Multimedia is the combination of various digital media types such as text, images, audio and video, into an integrated multi-sensory interactive application or presentation to convey information to an audience. The teacher uses multimedia to modify the contents in a more meaningful way.

The purpose of our paper is to study the role of modern methods in teaching. For this reason we conducted observations at the secondary schools in the city of Durres. The sampling selected was random and layered.

Some of our study findings are: In traditional teaching methods the teacher controls the guide process, submission content of all classes and the teacher tends to emphasize factual knowledge. An advantage of creating multimedia projects in the classroom setting is that when students create multimedia projects, they tend to do this in a

group environment. By working in a group, the students would have to learn to work cooperatively and collaboratively, using their group skills and a variety of activities to accomplish the project's overall objectives.

The findings of the study come with the following recommendations, which go directly to the pedagogical staff of the schools.

Keywords*: teacher**,** children, teaching ,modern methods.

LIST OF AUTHORS

No.	Surname and Name	Affiliation
1	ADEMI LULZIM	Faculty of Pedagogy St. Kliment Ohridski – Skopje, North Macedonia
2	AJDINI MERITA	Primary School "26 Juli", Republic of North Macedonia
3	AJDINSKI GORAN	Faculty of Philosophy - Institute of Special Education and Rehabilitation
4	AJRULAI AJSHE	Bureau for Development of Education – Skopje
5	ALEKSOVA GORDANA	"Blaze Koneski" Faculty of Philology, Republic of North Macedonia
6	ALIBABIĆ ŠEFIKA	Faculty of Philosophy, University of Belgrade, Serbia
7	ALKALAY SARIT	Yezreel Valley Academic College, Israel
8	AMETI MAKFIRETE	Faculty of Pedagogy, University of Tetovo, North Macedonia
9	ANASTASOVA GORDANA	PS "Sv. Kliment Ohridski"- Bitola
10	ANASTASOVSKA IRENA	Kocho Racin Primary School - Kumanovo, Republic of North Macedonia
11	ANCEVSKA ZAKLINA	University Clinic of Hematology, Skopje, Republic of North Macedonia
12	ANĐELKOVIĆ SLAĐANA	University of Belgrade, Faculty of Geography, Serbia
13	ANGELOSKA GALEVSKA NATASHA	Faculty of Philosophy, Ss. Cyril and Methodius University in Skopje
14	ANGJELESKA NATASA	Foundation Open Society Macedonia
15	ARNAUDOVA VIOLETA	Faculty of Philosophy, Institute of Psychology, Ss. Cyril and Methodius University in Skopje

16	ATANASOV PETAR	Institute for Sociological Political and Legal Research, Ss. Cyril and Methodius University in Skopje, North Macedonia
17	AVIROVIC BUNDALEVSKA IRENA	Institute of Family Studies, Faculty of Philosophy, North Macedonia
18	BADAREVSKI BOBI	Institute of Gender Studies, The Faculty of Philosophy, Ss. Cyril and Methodius University in Skopje, R. N Macedonia
19	BAJRAMOVIĆ ZLATAN	Faculty of Political Sciences, Bosnia and Herzegovina
20	BAKOEVA YANITSA	The Union of Scientists in Bulgaria
21	BARAKOSKA ANETA	Ss. Cyril and Methodius University in Skopje, Faculty of Philosophy, Republic of North Macedonia
22	BARBAREEV KIRIL	Faculty of Educational Sciences, Goce Delchev University, Shtip
23	BARUTI SHUKRIJE	Heimerer College in Prishtina, Kosovo
24	BARUTI-SYLEJMANI MIRANDA	Primary teacher, Kosovo
25	BAŠIĆ ILARIJA	Danish Refugee Council BiH
26	BILAL SONAJ	Nansen Dialogue Centre Skopje, Republic of North Macedonia
27	BLAZHEVSKA ALEKSANDRA	PS "Jan Amos Komenski" Skopje, N. Macedonia
28	BLAZHEVSKA STOILKOVSKA BILJANA	Department of Psychology, Faculty of Philosophy, Ss. Cyril and Methodius University in Skopje
29	BREZNIKAR NINA	Faculty of Arts, University of Ljubljana, Slovenia
30	BUZAR MIRSAD	Service for Foreigners' Affairs of BiH
31	CAUSHI ANXHELA	Adrenalina, SH.P.K, Tirane, Albania
32	CAUSHI VALBONA	"Eqrem Cabej" University, Gjirokaster, Albania
33	CHALOVSKA SONJA	Kindergarten "SPIRIT" - Skopje, North Macedonia

34	CONTEVA ZANETA	Bureau for Development of Education, Skopje
35	CSISZARIK-KOCSIR AGNES	Óbuda University, Keleti Károly Faculty of Business and Management
36	CVETKOVSKI TOMISLAV	Ministry of Labor and Social Policy
37	DAMOVSKA LENA	Institute of Pedagogy, Faculty of Philosophy, Ss. Cyril and Methodius University in Skopje, Republic of Macedonia
38	DELCHEVA – DIZDAREVIKJ JASMINA	Ss. Cyril and Methodius University in Skopje, Faculty of Philosophy, Institute of Pedagogy
39	DERMENDZHIEVA SOFIYA	South-West University "Neofit Rilski" – Blagoevgrad, Bulgaria
40	DESPOTOVIĆ MIOMIR	University of Belgrade – Faculty of Philosophy, Republic of Serbia
41	DIMISHKOVSKA ANA	Ss. Cyril and Methodius University in Skopje, Republic of Macedonia
42	DIMITRIEVA-GJORGJIEVSKA MARINA	Bureu for Development of Education, Republic of North Macedonia
43	DIMITRIEVSKA NADICA	PS "Koco Racin"- Kumanovo
44	DIMITRIEVSKI MAKSIM	Municipality of Kumanovo, Republic of North Macedonia
45	DIMITROV IVAN	Sofia University «St. Kliment Ohridski», Bulgaria
46	DIMITROVA-RADOJICHIKJ DANIELA	Institute of special education and rehabilitation, Ss. Cyril and Methodius University in Skopje, N. Macedonia
47	DIZDAREVIKJ VEDRAN	"Blaze Koneski" Faculty of Philology, Ss. Cyril and Methodius University in Skopje
48	DJEPAROSKI IVAN	Institute for philosophy, Faculty of philosophy, Ss. Cyril and Methodius University in Skopje, Macedonia
49	DONEV DEJAN	Institute for philosophy, Faculty of philosophy, Ss. Cyril and Methodius University in Skopje, Macedonia

50	DUBOVICKI SNJEŽANA	Faculty of Education, Josip Juraj Strossmayer, University of Osijek, Croatia
51	DURCHEVSKA GEORGIEVA GABRIELA	Bureau for Development of Education, Skopje
52	DYANKOVA GERGANA	South-West University "Neofit Rilski" – Blagoevgrad, Bulgaria
53	EDEN SIGAL	Bar-Ilan University, Israel
54	ERDOGAN IRFAN	Faculty of Education, Istanbul-Türkiye
55	FARIZI FARIZ	UBT College - Higher Education Institution, Kosovo
56	FILIPOVSKA MAJA	Institute of Special Education and Rehabilitation, Faculty of Philosophy, Ss. Cyril and Methodius University, Republic of North Macedonia
57	FRITZHAND ANA	Department of Psychology, Faculty of Philosophy, Ss. Cyril and Methodius University in Skopje
58	GALEVSKA ELENA	Institute for Economic Democracy, Ljubljana, Slovenia
59	GENCHEVA KETI	The Union of Scientists in Bulgaria
60	GARAI-FODOR MONIKA	Óbuda University, Keleti Károly Faculty of Business and Management
61	GEORGIEVSKA SOFIJA	Ss. Cyril and Methodius University in Skopje, Faculty of Philosophy, Skopje
62	GJOREVSKA-STAVREVSKA SANJA	Vocational High School "Boro Petrusevski", Skopje
63	GJUROVSKI MARJAN	University "St Kliment Ohridski"-Bitola
64	GOLLOB ROLF	Zurich University of Teacher Education, Zurich, Switzerland
65	HAMZALLARI ORIOLA	"Aleksander Moisiu" University of Durrës
66	HAVZIU-ISMAILI BESA	Faculty of Pedagogy, University of Tetovo, North Macedonia
67	HOČEVAR ANDREJA	Department of Pedagogy and Andragogy, Faculty of Arts, University of Ljubljana

68	HRISTOVSKA IRENA	Primary School Nevena Georgieva Dunja, Skopje
69	IKONOMOSKA ANGELA	Ss. Cyril and Methodius University in Skopje, Faculty of Philosophy, Institute of Pedagogy
70	ILIEV DEAN	University "St. Kliment Ohridski"-Bitola, Faculty of Education-Bitola, North Macedonia
71	ILIEVSKI VLADIMIR	Ss. Cyril and Methodius University in Skopje, Faculty of Philosophy, Institute of Social Work and Social Policy, Republic of North Macedonia
72	ILIKJ PESHIKJ MILENA	Primary School ,,Brakja Miladinovci,, Kumanovo
73	ILJAZI TEUTA	Tetova University, R.N. Macedonia
74	İNAN GAMZE	University-Cerrahpasa, Istanbul
75	INGNJATOVA MILENA	SmartUp - Social Innovation Lab, North Macedonia
76	JACHOVA ZORA	Ss. Cyril and Methodius University in Skopje, Faculty of Philosophy, Institute of Special Education and Rehabilitation, Skopje, North Macedonia
77	JAKIMOVSKI ANTONIO	Ss. Cyril and Methodius University in Skopje, Faculty of Philosophy, Institute of Archaeology
78	JANEVSKA MAJA	PS Ismail Kemali- Skopje
79	JEVTIĆ BISERA	Faculty of Philosophy in Niš, Department of Pedagogy, Republic of Serbia
80	JEVTIĆ-TRIFUNOVIĆ NEVENA	Academy of Educational Medical Vocational Studies in Kruševac, Republic of Serbia
81	JOVANOV MARJAN	Ss. Cyril and Methodius University in Skopje, Faculty of Philosophy, Institute of Archaeology
82	JOVANOVSKI DALIBOR	Institute of History, Faculty of Philosophy, Ss. Cyril and Methodius University in Skopje
83	JUKIĆ TONĆA	University of Split, Faculty of Humanities and Social Sciences, Republic of Croatia
84	KALAVAINEN JARI	JAMK University of Applied Sciences, School of Professional Teacher Education, Finland
85	KAMCHEVSKA BILJANA	Faculty of Pedagogy "St. Kliment Ohridski ", Skopje

86	KARADAKOVSKA MARIJA	QSI International School of Skopje
87	KAROVSKA RISTOVSKA ALEKSANDRA	Institute of Special Education and Rehabilitation, Faculty of Philosophy, Ss. Cyril and Methodius University, Republic of North Macedonia
88	KASTRATOVIKJ EMA	Brainster Next College, Skopje
89	KENIG NIKOLINA	Faculty of Philosophy, Institute of Psychology, Ss. Cyril and Methodius University in Skopje
90	KENKOV VANCHO	Institute for Security, Defense and Peace, Ss. Cyril and Methodius University – Skopje, Faculty of Philosophy
91	KESKINOVA ANGELKA	Institute of Family Studies, Faculty of Philosophy, North Macedonia
92	KINGSDORF SHERI	Masaryk University, Czech Republic
93	KITANOVA IRENA	Faculty of education Goce Delcev, Shtip
94	KLASHNINOVSKI ALEKSANDAR	Brainster Next College, Skopje
95	KLEMENCIC MARTA	Faculty of Humanities and Social Sciences, University of Zagreb, Croatia
96	KOLAK ANTE	University of Zagreb, Faculty of Humanities and Social Sciences, Department of pedagogy, Croatia
97	KOMESAROVIĆ ZORAN	Faculty of Education, Josip Juraj Strossmayer, University of Osijek, Croatia
98	KOSTADINOVIĆ DANIJELA	University of Belgrade, Teacher Education Faculty, Serbia
99	KOSTOV BORCE	Institute of Pedagogy, Faculty of Philosophy, University Ss. Cyril and Methodius, Skopje, Republic of North Macedonia
100	KOTEVA-MOJSOVSKA TATJANA	Ss. Cyril and Methodius University in Skopje, Pedagogical Faculty "St. Climent Ohridski, Skopje, Republic of North Macedonia
101	KOVAČEVIĆ JASMINA	University of Belgrade, Belgrade, Serbia
102	KOVAČ ŠEBART MOJCA	Department of Pedagogy and Andragogy, Faculty of Arts, University of Ljubljana

103	KRSTANOSKA MARIJA	Ss. Cyril and Methodius University in Skopje, Faculty of Philosophy, Institute of Pedagogy
104	KRSTESKA-PAPIĆ BILJANA	Nansen Dialogue Centre Skopje, Republic of North Macedonia
105	KUDLACOVA BLANKA	Trnava University in Trnava, Faculty of Education, Slovakia
106	LAMEVA BETI	National Examination Centre, Skopje
107	LAZOVSKI ALEKSANDAR	SmartUp - Social Innovation Lab, North Macedonia
108	LUARASI LINDA	FNS, University of Tirana, Tiranë, Albania
109	LUKAN MOJCA	Department of Pedagogy and Andragogy, Faculty of Arts, University of Ljubljana
110	MAKASHEVSKA VESNA	Faculty of Pedagogy St. Kliment Ohrodski – Skopje, North Macedonia
111	MAKESKA ANJA MARIJA	Brainster Next College, Skopje
112	MAKSIMOVIĆ JELENA	University of Niš, Department of pedagogy, Serbia
113	MANAPOVA AIGUL	Karaganda Buketov University , Specialized boarding school-lyceum "Information technology"
114	MARKIĆ IVAN	University of Zagreb, Faculty of Humanities and Social Sciences, Department of pedagogy, Croatia
115	MARKOSKI GOCE	University "St Kliment Ohridski"-Bitola
116	MAZGON JASNA	University of Ljubljana, Faculty of Arts, Department of Educational Sciences, Slovenia
117	MEHMEDBEGOVIC-SMITH DINA	University College London Institute of Education, UK
118	MEHMEDI LULZIM	Faculty of Pedagogy, University of Tetovo, North Macedonia
119	MILOŠEVIĆ DANIJELA	Faculty of Philosophy in Niš, Department of Pedagogy, Republic of Serbia
120	MILOSHEVSKA TANJA	Institute for Security, Defense and Peace, Ss. Cyril and Methodius University – Skopje, Faculty of Philosophy

121	MINOV NIKOLA	Institute of History, Faculty of Philosophy, Ss. Cyril and Methodius University in Skopje
122	MIOVSKA- SPASEVA SUZANA	Faculty of Philosophy, Ss. Cyril and Methodius University-Skopje, Republic of Macedonia
123	MIRCHEVA VESSELA	Department of Information and In-service Teacher Training, Sofia University „St. Kliment Ohridski"; Sofia, Bulgaria
124	NACEV ZORAN	Institute for Security, Defense and Peace, Ss. Cyril and Methodius University – Skopje, Faculty of Philosophy
125	NAUMOVSKA ELIZABETA	National Examination Centre, Skopje
126	NIKIČIĆ IGOR	Josip Juraj Strossmayer, University of Osijek, Faculty of Education, Croatia
127	NIKODINOVSKA BANCOTOVSKA SUZANA	Pedagogical faculty "St. Clement of Ohrid", Ss. Cyril and Methodius University in Skopje, North Macedonia
128	NIKOLOVSKA FROSINA	PVPU Euro College - Kumanovo
129	NIKOLOVSKI DAMJAN	Dyslexia Association Einstein, Skopje
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131	NOLCHEVA MERI	PSRC D-r Zlatan Sremec, Skopje
132	NOVAKOVIĆ ALEKSANDAR	University of Niš, Department of Serbian Studies, Serbia
133	NURMAGANBETOVA MARGARITA	Karaganda Buketov University, Specialized boarding school-lyceum "Information technology", Kazakhstan
134	ORLOVIĆ LOVREN VIOLETA	University of Belgrade-Faculty of Philosophy, Serbia
135	OSMANI BALLAZHI SHERUZE	Faculty of Philosophy, University of Tetova
136	OSMANI QUFLI	UBT College - Higher Education Institution, Kosovo

137	OSMANOVIĆ ZAJIĆ JELENA	University of Niš, Department of pedagogy, Serbia
138	OVESNI KRISTINKA	University of Belgrade, Faculty of Philosophy, Serbia
139	PALCHEVSKA SIMONA	Faculty of Pedagogy "St. Kliment Ohridski ", Skopje
140	PANČOCHA KAREL	Masaryk University, Czech Republic
141	PAVLOVIĆ ALEKSANDRA	University of Novi Sad, Faculty of Philosophy, Department of Pedagogy
142	PECEVA VESNA	Kindergarten "13th of November" - Skopje, North Macedonia
143	PEJATOVIĆ ALEKSANDRA	University of Belgrade – Faculty of Philosophy, Republic of Serbia
144	PESOVSKI IVICA	Brainster Next College, Skopje
145	PETKOVA DIMITRINKA	Regional Coordination Group for Lifelong Learning, Sliven, Bulgaria
146	PETKOVA ILIANA	Sofia University «St. Kliment Ohridski», Bulgaria
147	PETROSKA BESHKA VIOLETA	Faculty of Philosophy, Ss. Cyril and Methodius University
148	PODŽIĆ VAHID	Faculty of Political Sciences, Armed Forces of Bosnia and Herzegovina, Bosnia and Herzegovina
149	POP ARSOVA MAJA	Braka Miladinovci Primary School - Kumanovo, Republic of Northern Macedonia
150	POPOVIĆ KATARINA	Faculty of Philosophy, University of Belgrade, Serbia
151	POPOVSKA JASMINA	Institute of Philosophy, Faculty of Philosophy, UKIM – Skopje, Macedonia
152	PRNJAT ZORICA	University of Belgrade, Faculty of Geography, Serbia
153	PROTNER EDVARD	University of Maribor, Faculty of Arts, Slovenia
154	PUTO KLEMENTINA	FNS, University of Tirana, Tiranë, Albania
155	RADEKA IGOR	University of Zadar, Croatia
156	RADENKOVIC DARJAN	Brainster Next College, Skopje

157	RADOVANOVIĆ VESNA	University of Belgrade, Belgrade, Serbia
158	RADOVIĆ VERA	University of Belgrade, Teacher Education Faculty, Serbia
159	RADULOVIC MAKEDONKA	Institute of Family Studies, Faculty of Philosophy, North Macedonia
160	RAUNIK KIRKOV MAJA	Faculty of Pedagogy St. Kliment Ohrodski – Skopje, North Macedonia
161	RAJSKÝ ANDREJ	Trnava University in Trnava, Faculty of Education, Slovakia
162	RECKA LILJANA	"Aleksandër Moisiu" University, Durrës, Albania
163	RISTOVSKA LIDIJA	City General Hospital "8 th September", Department of Otorhinolaryngology, Division of Audiology, Skopje, North Macedonia
164	RIZOVA ELENA	Faculty of Philosophy, Ss. Cyril and Methodius University in Skopje, Republic of Macedonia
165	ROZENSHTEIN CHEN	Bar-Ilan University, Israel
166	SAÁRY RÉKA	Óbuda University, Keleti Károly Faculty of Business and Management
167	SADIKU RAMADANI DIANA	Bureau for Development of Education, Regional unit Kumanovo
168	SARNE DAVID	Bar-Ilan University, Israel
169	SESAR MARA	Elementary school "Fran Galović" Zagreb / Department of Pedagogy, Faculty of Humanities and Social Sciences, University of Zagreb
170	SHEHU FLORINA	Ss. Cyril and Methodius University in Skopje, Faculty of "St Kliment Ohridski", North Macedonia
171	SHERIF MIFTAR EMEL	Institute of National History, Republic of North Macedonia
172	SHURBANOVSKA ORHIDEJA	Department of Psychology, Faculty of Philosophy, Ss. Cyril and Methodius University in Skopje
173	SOTIROSKA IVANOSKA KALINA	Faculty of Philosophy, Institute of Psychology, Ss. Cyril and Methodius University in Skopje, Republic of North Macedonia

174	ŠTEFANC DAMIJAN	University of Ljubljana, Faculty of Arts, Dept. of Educational Sciences, Ljubljana, Slovenia
175	STEFANOVSKA DIVNA	Faculty of Philosophy - Institute of Special Education and Rehabilitation
176	STEVANOVSKA VIOLETA	PS "Sv. Kliment Ohridski"- Bitola
177	STOJANOVA SNEZANA	PS "Sv. Kliment Ohridski"- Bitola
178	STOJANOVSKA VERA	University St. Cyril and Methodius - Skopje, Faculty of Philosophy, Republic of North Macedonia
179	TANČIĆ NATAŠA	University of Novi Sad, Faculty of Philosophy, Department of Pedagogy
180	TASEVSKA ALMA	University "St. Cyril and Methodius", Faculty of Philosophy-Skopje, Institute of Pedagogy
181	TASEVSKA DANIELA	University of Veliko Turnovo "St. Cyril and St. Methodius", Bulgaria
182	TIMOVSKA MAJA	Protection and rescue Directorate, R.N. Macedonia
183	TODOROVSKA MARIJA	Institute for philosophy, Faculty of Philosophy, Ss. Cyril and Methodius University in Skopje, Macedonia
184	TOMEVSKA-ILIEVSKA ELIZABETA	Ss. Cyril and Methodius University in Skopje, Faculty of Philosophy, Institute of Pedagogy
185	TONIC RIBARSKA JASMINA	Faculty of Pharmacy, Ss. Cyril and Methodius University in Skopje
186	TRAJKOV IVAN	Ss. Cyril and Methodius University in Skopje, Faculty of Philosophy, Institute of Social Work and Social Policy, Republic of North Macedonia
187	TRAJKOVSKA MARTINA	Ss. Cyril and Methodius University in Skopje, Faculty of Philosophy, Institute of Pedagogy
188	TRAJKOVSKI VLADIMIR	Institute of Special Education and Rehabilitation, Faculty of Philosophy, Ss. Cyril and Methodius University in Skopje, Macedonia
189	TRBOJEVIC SVETLANA	Faculty of Philosophy, Ss. Cyril and Methodius University in Skopje

190	TROSHANSKA JASMINA	University of Tetovo
191	URBANČIČ MATEJ	Faculty of Arts, University of Ljubljana, Slovenia
192	VCHKOVA ZORKA	Municipality of Kavadarci, Department of Education and Sport, Macedonia
193	VELKOVA-MANOVSKA KLAUDIJA	ESL Tetovo
194	VELKOVSKI ZORAN	Institute of pedagogy, Faculty of philosophy, Ss. Cyril and Methodius University – Skopje
195	VRAČAR MAJA	High School of Dental Technology Training in Belgrade, Serbia
196	XHAKOLLI BLERINA	"Aleksandër Moisiu" University, Durrës, Albania
197	YESSIRKEPOVA AIZHAN	Karaganda Buketov University, Specialized boarding school-lyceum "Information technology", Kazakhstan

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✉ pedagogija75@fzf.ukim.edu.mk

🌐 www.pedagogy.fzf.ukim.edu.mk

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