INTERNATIONAL SCIENTIFIC CONFERENCE
EDUCATION IN XXI CENTURY
- CONDITIONS AND PERSPECTIVES -
Organizers:

Faculty of Educational Sciences,
University "Goce Delcev" - Stip
Republic of Macedonia

Organizing Committee:

Sonja Petrovska, Faculty of Educational Sciences, University "Goce Delcev" in Stip,
Republic of Macedonia
Todor Cepreganov, Faculty of Educational Sciences, University "Goce Delcev" in Stip,
Republic of Macedonia
Nikola Smilkov, Art Academy, University Goce Delcev Stip, Republic of Macedonia
Kiril Barbareev, Faculty of Educational Sciences, University "Goce Delcev" in Stip,
Republic of Macedonia
Despina Siveska, Faculty of Educational Sciences, University "Goce Delcev" in Stip,
Republic of Macedonia
Biljana Popeska, Faculty of Educational Sciences, University "Goce Delcev" in Stip,
Republic of Macedonia
Trajje Stojanov, Faculty of Educational Sciences, University "Goce Delcev" in Stip,
Republic of Macedonia
Irena Kitanova, Faculty of Educational Sciences, University "Goce Delcev" in Stip, Republic
of Macedonia
Oliver Cackov, Faculty of Educational Sciences, University "Goce Delcev" in Stip, Republic
of Macedonia
Jadranka Runceva, Faculty of Educational Sciences, University "Goce Delcev" in Stip,
Republic of Macedonia
Verica Josimovska, Faculty of Educational Sciences, University "Goce Delcev" in Stip,
Republic of Macedonia

Language Editor
Snezana Kirova

Technical Editor
Verica Josimovska

ISBN: 978-608-244-238-9
Scientific Committee:

Ph.D Leonid F. Chuprov, Russian Academy of Natural History (RANH, Moscow), Chernogorsk, Russia
Ph.D Mark R. Ginsberg, College of Education and Human Development at George Mason University, Fairfax, Virginia, USA
Ph.D Ivan Prskalo, Faculty of Teacher Education, University of Zagreb, Croatia
Ph.D Milan Matijević, Faculty of Teacher Education, University of Zagreb, Croatia
Ph.D Sinisa Opic, University of Zagreb, Croatia
Ph.D Tamara Gazdic-Aleric, Faculty of Teacher Education, University of Zagreb, Croatia
Ph.D Zaharnytska Iryna Ivanivna, Institute of the Child Development, National Pedagogical Dragomanov University, Kiev, Ukraine
Ph.D, Lutsenko Iryna Oleksiyivna, Department of Children's Creativity, Institute of the Child Development, National Pedagogical Dragomanov University, Kiev, Ukraine
Ph.D Sukhorukova Halyna Viktorivna, Department of Children's Creativity, Institute of the Child Development, National Pedagogical Dragomanov University, Kiev, Ukraine
Ph.D Kot Natalia Mykhailivna, Department of Theory and History of Preschool Pedagogy, Institute of the Child Development, National Pedagogical Dragomanov University, Kiev, Ukraine
Ph.D Anna Studenska, Faculty of Ethnology and Educational Science, University of Silesia, Poland
PhD Alina Szczurek-Boruta, Faculty of Ethnology and Educational Science, University of Silesia, Poland
PhD Stojan Bogdanovic, University of Nis, Serbia
PhD Stojan Cenik, Teaching Faculty, Vranje, University of Nis, Serbia
PhD Stana Smiljkovikj, Teaching Faculty, Vranje, University of Nis, Serbia
PhD Emina Hebib, Faculty of philosophy, Belgrade, Serbia
PhD Živorad Milenovic, Teaching Faculty, Ieaposavic, University of Kosovska Mitrovica, Serbia
PhD Prof.Iliana Petkova, Faculty of Education, Sofia University "St. Kliment Ohridski", Sofia, Bulgaria
PhD Trayan Popkochev, South-West University "Neofit Rilski" Blagoevgrad, Bulgaria
PhD Krasimira Mutavchieva, Trakiski Univerzitet, Faculty of Pedagogy, Stara Zagora, Bulgaria
PhD Eleonora Mileva, Teaching Faculty, National Sports Academy "Vasil Levski", Sofia, Bulgaria
PhD Anzhelina Yaneva, Sports Department, Sofia University "St. Kliment Ohridski", Sofia, Bulgaria
PhD Veselina Ivanova, Faculty of Education, Trakia University, Stara Zagora, Bulgaria
PhD Elka Kirilova Yanakieva, Faculty of pedagogy, Southwest University of Neophyte Rilski, Blagoevgrad, Bulgaria
PhD Margarita Koleva, Faculty of pedagogy, Southwest University of Neophyte Rilski, Blagoevgrad, Bulgaria
PhD Nino Mihajlov, Faculty of pedagogy, Southwest University of Neophyte Rilski, Blagoevgrad, Bulgaria
PhD Tatjana Novovic, Faculty of Philosophy, University of Niksic, Montenegro.
PhD Sonja Petrovska, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia
PhD Emilija Petrova Gorgeva, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia
PhD Snezana Mirascieva, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia
PhD Snezana Stavreva Veselinovska, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia
PhD Stevan Alekoski, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia
PhD Blaze Kitanov, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia
PhD Nikola Smilkov, Art Academy, University Goce Delcev Stip, Macedonia
PhD Todor Cepreganov, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia
PhD Snezana Jovanova Mitkovska, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia
PhD Kiril Barbareev, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia
PhD Despina Sivevska, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia
PhD Biljana Popeska, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia
PhD Trajce Stojanov, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia
PhD Trajce Nacev, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia
PhD Stojko Stojkov, Faculty of Educational Sciences, University Goce Delcev Stip, Macedonia
MSc Snezana Kirova, Faculty of Philology, University Goce Delcev Stip, Macedonia
MSc Lence Nasev, Academy of Music, University Goce Delcev Stip, Macedonia
TABLE OF CONTENTS

1. WHAT ARE THE WEAKNESSES AND CHALLENGES OF THE MACEDONIAN EDUCATIONAL SYSTEM PURSUANT TO RESULTS OF PISA TESTS?
   Marijana JANCESKA .................................................................................................................................................. 11

2. LANGUAGE CULTURE – A SEGMENT OF LANGUAGE EDUCATION
   Violeta NIHOLSKA .................................................................................................................................................. 12

3. RESEARCH TRENDS IN EDUCATION IN MULTICULTURAL ENVIRONMENTS IN THE REPUBLIC OF MACEDONIA
   Elizabeta TOMEVSKA-ILIEVSKA, Emilija SIMONOVA JANACKOVA, Sadudin SADIKI .................................................................................................................................................. 13

4. USING AUTOMATIC TEXT CATEGORIZATION TECHNOLOGIES IN THE MODERN EDUCATIONAL PROCESS
   Anna GLAZKOVA .................................................................................................................................................. 14

5. THE ROLE OF BUSINESS SCHOOL IN THE POST-GRADUATE EDUCATIONAL SYSTEM
   Nikita RAFOCHIGIN .................................................................................................................................................. 15

6. FORMATION OF ETHICAL RULES (CODE) IN PRESCHOOLERS THROUGH THE BULGARIAN CHILDREN’S FOLKLORE GAMES
   Julia DONCHEVA .................................................................................................................................................. 16

7. FORMATION OF HUMAN POTENTIAL: INSTITUTIONAL MECHANISMS AND POLICIES
   Stanka RINKOVA .................................................................................................................................................. 17

8. THE TRAINING OF SCIENTIFIC PERSONNEL FOR WORK IN THE FOREST COMPLEX IN
   Jane BAUBEL, Petr LYCHCHIK, Andrei NAUMENKO ................................................................................................. 18

9. THEORETICAL FORMULATION AND SCIENTIFIC JUSTIFICATION OF THE PROBLEM OF TRAINING TEACHERS IN TECHNICS, TECHNOLOGY AND ENTREPRENEURSHIP
   Tsvetana KOSTADINOVA ANTIPESHEVA .............................................................................................................. 19

10. INTERACTIVITY IN TEACHING STUDENTS MODERATORS
    Kosta KOSTOV, Silvia KYUCHUKOVA, Hristina MILCHEVA ...................................................................................... 20

11. EVALUATION OF STUDENTS’ LEARNING UNDER THE PRISM OF EXPECTED OUTCOMES
    Teuta SHABANI, Suzana NIHODINOVA BANCOTOVSKA .......................................................................................... 21

12. COMMUNICATION IN THE TEACHING PROCESS. INTERACTIVE NATURE OF COMMUNICATION
    Valentina VASILEVA ................................................................................................................................................ 23

13. PHYSICAL ACTIVITY OF 3-4 YEARS OLD CHILDREN IN KINDERGARTEN
Filip SHABANSKI ................................................................. 24
14. INCLUZIVE EDUCATION IN MONTENEGRAIN HIGHER EDUCATION CONTEXT Tatjana NOVOVIĆ ................................................................. 25
15. ADAPTATION OF CHILDREN IN PRE-SCHOOL AGE, LIVING IN THE HOMES FOR CARE AND EDUCATION OF CHILDREN DEPRIVED OF PARENTAL CARE Yaroslava ILIEVA ................................................................. 26
16. SOCIALIZATION OF CHILDREN FROM THE CENTERS FOR FAMILY-TYPE ACCOMMODATION IN MAINSTREAM KINDERGARTENS AND SCHOOLS Tsvetelina SAVIANOVA ................................................................. 27
17. TYPE OF INSTITUTIONS FOR CHILD CARE IN BULGARIA Stela PETKOVA ................................................................. 28
18. MACEDONIAN LANGUAGE IN SECONDARY EDUCATION Liljana MAKARJOVSKA, Zhaklina GJORGJIOSSKA ................................................................. 29
19. STUDENTS’ ATTITUDES TOWARDS TEACHING GRAMMAR IN THE FOREIGN LANGUAGE CLASSROOM Vesna KOCEVA, Marija Todorova ................................................................. 30
20. FOREIGN LANGUAGE CLASSROOM ANXIETY Marija Todorova, Vesna Koceva ................................................................. 31
21. TEACHERS AS A FACTOR FOR THE DEVELOPMENT OF KEY COMPETENCE CULTURAL EXPRESSION AMONG STUDENTS Svetlana PANDILOSKA GRNCHAROVSKA, Fadbi OSMANI, Gordana STANKOVSKA ................................................................. 32
22. INTRODUCTION OF THE DUAL SYSTEM IN THE BULGARIAN VOCATIONAL EDUCATION – REALITY AND CHALLENGES Svetlana NIKOLAEVA ................................................................. 33
23. THE VALUES OF EDUCATIVE FUNCTION IN RELATION PARENT-SCHOOL Ardita CEKA, Rabije MURATI ................................................................. 34
24. ELECTRONIC VERSUS TRADITIONAL TEST FOR MATHEMATICS IN PRIMARY SCHOOLS Katerina PANeva ................................................................. 35
25. THE SIGNIFICANCE OF LOCALLY DEVELOPED EDUCATIONAL SOFTWARE IN THE PROCESS OF SCHOOLS’ COMPUTERIZATION Olga SAMARDJIKJ JANKOVA ................................................................. 36
26. THE ACTIVITY OF MUSICAL GAMES FOR CHILDREN Mijeser ILJazi ................................................................. 37
27. THE PATIENT IN THE PROCESS OF LEARNING IN HIGHER MEDICAL SCHOOL Silvia KYUCHUKOVA ................................................................. 38
28. IMPACT OF THE ENVIRONMENT IN THE SOCIALIZATION OF CHILDREN Rabije MURATI, Ardita CEKA ................................................................. 39
29. INFORMATION AND COMMUNICATION TECHNOLOGIES IN TEACHING MUSICAL EDUCATION Lence NASEV ................................................................. 40
30. LEISURE TIME AND SPORT ACTIVITIES OF STUDENTS FROM THE FACULTY FOR PRESCHOOL AND PRIMARY SCHOOL EDUCATION AT SOFIA UNIVERSITY “ST. KLIMENT OHRIDSKI” – BULGARIA
Georgi IGNATOV ................................................................. 41
31. PLACE OF LIVING AS A FACTOR IN ORGANIZING STUDENTS’ LEISURE TIME
Despina SIVEVSKA, Biljana POPESKA ........................................ 42
32. METHODOICAL APPROACH TO LEARNING ABOUT THE HOLOCAUST BY THE MODEL OF YAD VASHEM SCHOOL
Zivvorad MILENKOVIĆ ............................................................. 43
33. A HERMENEUTIC READING OF A POETIC LITERARY WORK DURING IMPLEMENTATION OF A LESSON
Milena RISTOVA-MIHAJLOVSKA .................................................. 44
34. SOME GUIDELINES FOR INTELLECTUAL PREPARATION DURING PHYSICAL CONTACT BETWEEN THE INSTRUMENT AND THE PIANIST
Angele MIHAJLOVSKI ............................................................. 45
35. IMPLICATION OF EFFECTIVE SCHOOL MANAGEMENT FOR THE CONTINUING PROFESSIONAL DEVELOPMENT OF TEACHERS
Kristinka OVESNI, Emina HEBIB, Vera RADOVIĆ ........................... 46
36. THEORIES, SOCIAL EXPERIENCES AND PRACTICE IN INTERCULTURAL PEDAGOGY
Alina SZCZUREK-BORUTA ........................................................ 47
37. TEACHERS’ ASSESSMENTS OF CERTAIN CURRICULAR DETERMINANTS IN PRIMARY SCHOOL
Milan MATIJEVIĆ, Siniša OPIĆ, Goran LAPAT ................................ 48
38. THE SOCIO-POLITICAL IMPACT OF THE NEW SCIENTIFIC AND EDUCATIONAL TRENDS IN ARCHAEOLOGY, HISTORY AND RELATED FIELDS
Ljubomir TEVDOVSKI ........................................................... 49
39. THE PRACTICE OF TAEKWONDO AS A PREDICTOR OF MOTOR ABILITIES
Ivan PRSKALO, Anamaria RADIĆ .............................................. 50
40. THE RELATION MOTIVE - TEACHING CONTENT IN STIMULATING COGNITIVE ABILITIES THROUGH ARTISTIC ACTIVITIES AT PRESCHOOL AGE
Maja RAUNIK KIRKOV .......................................................... 51
41. CONTEMPORARY ADULT LITERACY MODELS
Elena RIZOVA, Zoran VELKOVSKI ........................................... 52
42. COMPARATIVE ANALYSIS OF PROGRAMS FOR PRE-SCHOOL EDUCATORS IN EUROPE
Kiril BARBAREEV, Alma TASEVSKA ....................................... 53
43. INCLUSIVE EDUCATION - ROLE OF THE TEACHER AND BENEFITS
Sonja PETROVSKA ............................................................... 54
44. THEORETICAL APPROACHES TO MODERN INTERPRETATION OF PEDAGOGY OF PHYSICAL EDUCATION AND SPORTS
Eleonora MILEVA ............................................................... 55
IMPLICATION OF EFFECTIVE SCHOOL MANAGEMENT FOR THE CONTINUING PROFESSIONAL DEVELOPMENT OF TEACHERS

Kristinka OVESNI¹
Emina HEBIB²
Vera RADOVIĆ³

Abstract

In this paper we presented research findings about the implication of effective school management for the continuing professional development of teachers. Empirical data for research in which quantitative, non-experimental, descriptive research method was applied, were collected from a random sample of 1162 respondents from 92 primary schools in Serbia. The primary purpose was to research relations between the perception of effective school management and: (a) teachers participation in continuing professional development programs, (b) possibility of teachers to participate in continuing professional development programs, (c) possibility of teachers to fulfill their educational needs through participation in continuing professional development programs, (d) the prospect of teachers to apply knowledge acquired in continuing professional development programs. The effective school management indicators we considered: (a) strategic orientation of school management, (b) leadership style, (c) organizational climate, and (d) relations of school management to their employees (teachers) regarding continuing professional development.

Accordingly, the basic techniques for gathering data were questioning and scaling by the instrument designed as a survey comprised of questionnaire and modified five-point Likert-type scales. The applied instruments showed high reliability; the instrument for gathering data about teachers' perception of effective school management consisted of 22 items (Cronbach’s α=0.817), while the instrument for gathering data about teachers' participation in continuing professional development programs consisted of 25 items (Cronbach’s α=0.833). The collected data were subjected to a few common (frequencies, std. deviation, mean, etc.) and more complex statistical proceedings (canonical correlation analysis). The findings suggest that effective school management has the capacity to affect: the possibility of teachers to meet their educational needs through participation in continuing professional development programs, teachers' satisfaction with continuing professional development programs, and to help teachers to apply knowledge acquired in continuing professional development programs. These findings have important andragogic and pedagogical implications, especially in the fields of management in education and human resource development.

Keywords: effective school management, continuing professional development of teachers, educational needs, management in education, human resource development.

¹ Department for Pedagogy and Andragogy, Faculty of Philosophy, University of Belgrade, Belgrade, Serbia, kovesni@gmail.com, kovesni@f.bg.ac.rs
²Department for Pedagogy and Andragogy, Faculty of Philosophy, University of Belgrade, Belgrade, Serbia, ehebib@f.bg.ac.rs
³Teacher Education Faculty, University of Belgrade, Belgrade, Serbia, Vera.Radovic@uf.bg.ac.rs.