

# **8<sup>th</sup> International Conference for Theory and Practice in Education**

## **Lifelong Learning**

1-3 SEPTEMBER 2016, BUDAPEST, HUNGARY

PROGRAM  
ABSTRACTS

Association of Educational Sciences  
King Sigismund University  
Budapest, Hungary

2016

Conference organized by  
**Association of Educational Sciences,  
and King Sigismund University**

**Place:** King Sigismund University  
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# Conference Program

## 1 September 2016

10.00 – 13.00 **Workshop** with György Molnár (vice-president at Association of Educational Sciences, and director of Teacher's Training Center of Budapest Technical University)

BME Building Q

Address: Budapest, district XI, Str. Magyar tudósok körútja

## 2 September 2016

9.30 – 12.00 **Workshop** with Zoltán Szűts (rector's commissioner and head of department at King Sigismund University)

King Sigismund University

Address: Budapest, district III, Str. Kelta utca, No. 2  
building A, ground floor, room Zsigmond 2

### 3 September 2016

9.50 – 10.00

#### Opening Speech

Krisztina Schottner vice-rector at King Sigismund University

King Sigismund University

Address: Budapest, district III, Str. Kelta utca, No. 2

building A, ground floor, room Zsigmond 2

#### Presentations in Sessions

10.00 – 12.00

Session No. 1.  <i>Lifelong Learning</i>	<i>Chairman</i>	Ho-ming NG: An Integrated Professional Development Model for School Leaders
	<i>Zoltán Szűts</i>	József JÁSZBERÉNYI: Features and Good Practices of the International and the Hungarian Gerontology / Geronto-Education
		Rozalina POPOVA & Ljupco KOSKAROV: The Lifelong Education of the Teachers in the Republic of Macedonia
		György MOLNÁR, Zoltán SZÜTS: Attitudes of Different Generations Towards Digital Curriculum and Content
		Mykhailo NOSHCHENKO: Extracurricular Translation Studies Course Based on Video Games
		Adela BRADEA: Some Aspects of the School Seen as a Professional Learning Community

12.20 – 14.20

Session No. 2.  <i>Higher Education</i>	<i>Chairman</i>	Valentin Cosmin BLÂNDUL: Different Aspects of Involving Family in School Life
	<i>György Molnár</i>	Andrea BENCE-FEKETE: Education for Intercultural Approach in the Textbook of Ethics
		Béla MOLNÁR: The Situation of Practical Education in Secondary Educational Institutions for Teacher Training in the Middle of the 20th Century
		Minka KOPRIVNIK, Maja KORBAN ČRNJAVIČ, Vlasta HUS: Primary School Teachers' Opinions on Carrying out Environmental Education Classes Outside of the Classroom
		Tanja BOGATINOVA, Mario POPOV: Play as a Stimulating Therapy for Adoption of Educational Knowledge and Psychomotor Skills for Children with Special Needs
		Susana PADELIADU, Anastasia CHIDERIDOU-MANDARI: Dyscalculia: A Study with Secondary Mathematics Teachers

## Abstracts

## **Dyscalculia: A Study with Secondary Mathematics Teachers**

**Susana PADELIADU<sup>1</sup>, Anastasia CHIDERIDOU-MANDARI<sup>2</sup>**

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The strong presence of students with dyslexia in classrooms has led the scientific community to look more carefully into the teachers' conceptions about the definition of dyslexia and its characteristics. Whereas much research on teachers' knowledge and attitudes towards their students with dyslexia has been accumulated, students with dyscalculia have not gained the same attention. The special interest on language development and the wrong perception that *math are not for everybody* often lead students with dyscalculia to be ignored. The teachers' knowledge about the nature and characteristics of students with dyscalculia seems to be insufficient and this has a strong impact on their instructional decisions. Teachers with many years of experience tend to have more traditional and conservative perceptions about students' difficulties in Mathematics. This affects not only their attitude towards students with dyscalculia, but also the effectiveness of the practices they use during the instructional process. In secondary education, where teachers' pre-service educational programs are more focused on the scientific subject instead of its instructional methods, teachers' knowledge about dyscalculia has not yet been taken into account. The aim of this study was to examine the extent to which mathematics teachers know what dyscalculia is, and what its features are. Possible differences that may occur between teachers with and without special education training were also examined, as well as differences that may occur as a result of their working experience. One hundred and fourteen secondary mathematics teachers, with an average working time of twelve years, completed an electronic questionnaire in which they had to answer to nineteen questions about the definition and content of dyscalculia. Almost half of the participants (n=58) had not received any kind of special education training. Results showed that teachers knew more about the nature and definition of dyscalculia, rather than the characteristics and difficulties of students with dyscalculia. Although they seemed to understand the innate profile of dyscalculia, 31% of them attributed dyscalculia to learning gaps resulted by student absence from school while 67% of the teachers felt that mistakes of students with dyscalculia in solving algorithms may be reduced if more time is given. Furthermore, a great confusion prevailed regarding the abilities of students with dyscalculia to solve word problems. In specific, 63% of the participants attributed students' word problem difficulties to their inability to read the problem and 45% of them held the opinion that students with dyscalculia can easily transform the verbal information of the problem to a visual representation. The findings in this study contribute to the ongoing discussion on the appropriate education and training of secondary mathematics teachers, which should not neglect the special characteristics and difficulties of students with dyscalculia. The teachers' knowledge about dyscalculia is suggested as the base for the design of appropriate teaching practices to address specific learning disabilities in math.

## **Education for Intercultural Approach in the Textbook of Ethics**

**Andrea BENCE-FEKETE**

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The base for living together in a society peacefully is the cooperation reliant on a concrete system of norms and values. Ethic is a learnt behavior, which determines the personality of people. Ethical sensitivity may be formed via education, but this raises the need for pedagogues, whose personality is suitable for forming the ethical value system of children. For intercultural education there is a need for a different approach of pedagogues, an attitude, which is tolerant, empathic and free from prejudices. Intercultural pedagogy does not only show the problems of minorities occurring in social and scholar integration; but it reveals the educational and social questions touching both the majority and the minorities, which raises the need for the development of a new theoretical frame and methodological toolbar. The aim of ethics as a subject is a multi-level approach of moral values. For the students this subject highlights those core values, which form the basis for living together in a society; and helps them to accept cultural diversity. During the development of social competences the improvement of openness for intercultural dialogue and forming positive attitudes is in the focus. The aim is the active practice of democracy, acceptance of religious and cultural diversity, gender differences and freedom from negative differentiation. The core of social competence is the effective intercultural communication based on empathy. When forming attitudes, fighting prejudices, understanding others, accepting differences and striving for compromise is crucial. Learning ethics is possible only via personal experience and active participation. The first part of the research was based on the overview of the national curricula of ethics subject, which aimed to find out, whether the development of intercultural competences is part of the ethics curricula. The second part of the research focused on the ethics text books applied in primary schools. We examined the values exhibited in the teaching material and aimed to reveal how the different parts of the material support the interiorization of intercultural sensitivity. At the lessons of ethics students face with the fact that there are approaches and values different from theirs and they get to know the idols representing these approaches. They practice selflessness, helpfulness and understanding others via situational games. With the help of these games they learn the consequences of being selfish and segregated. These sessions enhance the sensitivity of students against the segregation of others. There is a separate part of the teaching material focusing on the cultural-national society, in which students face with the fact that several minorities live in our country, whose culture is part of the national culture. Besides their own nation's customs and habits those of the minorities are also introduced, together with the festivities of other nations. By this time the knowledge and acceptance of these is supposed to be normal for these students.

## **Different Aspects of Involving Family in School Life**

**Valentin Cosmin BLÂNDUL**

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The school has come to not have a huge credibility even, sometimes being abandoned, primarily because, nowadays, no matter hierarchy and is not perceived as a value in itself. The actual society no longer has trust in the educational establishment, the values acquired and ranked by the amount of learning embedded in it. Such an attitude is reflected by the relationship between "parent - teacher" and "student - teacher". Based on these findings, the present study aims to investigate the main features of the relationship that is established between school and family, concerned how parents can get involved in school life effectively. The lot of subjects was represented by 212 teachers from secondary schools in Bihor, Romania and the instrument used in the research was a questionnaire consisting of 46 objective and subjective items. The results are very interesting and shows that many respondents argue that parents show indifference to the formal education of their children, not involved in the didactic or extracurricular activities and in school life, not take part in parent meetings or when called for, is difficult to communicate with parents etc. There are some cases when, because of the family economic situation is poor, parents send their children to work, offering less time and interest in their education and instruction.

## **Play as a Stimulating Therapy for Adoption of Educational Knowledge and Psychomotor Skills for Children with Special Needs**

**Tanja BOGATINOVA, Mario POPOV**  
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International research into early childhood has shown that play and learning are inextricably intertwined. It has also shown that play provides opportunities to promote skills in all areas of children's development, especially in settings that are supported by confident and informed adults. In this research we show the different methods of play that we use as a therapy to stimulate the process of learning and psycho-motor development of the children with special needs in our school Special Primary School Maca Ovcharova. We worked during this research with our colleagues Tatjana Popova, Sneza Dechkova Stojanova and Elizabeta Dimitrievska.

Results show the connection between the very important roles of play and supportive parenting in contributing to children's well-being and development. Through play, children with special needs learn about themselves, about others, about how things work and about their world. They experience challenges, frustrations, success and the joy of mastery, opportunities to practise new and emerging skills. Play gives children the opportunity to develop physical competence and enjoyment of the outdoors, understand and make sense of their world, interact with others, express and control emotions, develop their symbolic and problem-solving abilities, and practice emergent skills.

Sensory experiences are an important element in all children's development. Such experiences include touch, movement, body awareness, sight and sound. The brain organises and interprets this information through the process of 'sensory integration', providing a crucial foundation for later, more complex learning and behaviour. Through play the children acquire sensory integration experiences.

The goal of the research was to observe the behavior of children with special needs in the natural environment and playful focused game. As methods and techniques were used video game situation, sensory stimulation with innovative game methods and the impact of the toy for stimulating their own experiences and social interactions.

The objectives of our research were directed towards observation of the process of learning through play as an essential component in supporting the development of new skills for children with special needs. The target groups were children from our school aged 6-12 years with intellectual disabilities and multi handicap disorders.

We make individual play plans for every child as well as special needs therapy sessions. We organize different level of experiencing different sensations. We observe the levels of developing fine and gross motor coordination, language and literacy activities, attending and concentrating, dealing with emotions and developing empathy social interactions, including sharing and turn-taking and stimulating imagination and creativity.

The research shows us that different types of disabilities can affect the child's play in a variety of ways. The physical disabilities affect the child play according to its restricted movements. Some children have difficulty moving to the materials or areas available for play. Also, they have difficulty manipulating materials in a constructive or meaningful way.

## **Some Aspects of the School Seen as a Professional Learning Community**

**Adela BRADEA**

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Each school is part of the community and also a provider of educational services. This makes the school a Learning Community for teachers and students. If for students, this is a mission accomplished, for teachers it seems to be a bit more difficult. They should be part of a Professional Learning Community (PLC) where every teacher should cooperate with each other to achieve common goals, to engage in common research activities for the progress of the school, to participate in evaluating the results of the school, in propose their improvement plan etc. This article aims to identify the perception of teachers on the role of the school as a Professional Learning Community, to identify how the school board supports and encourages this goal through a participative management and to identify lines of joint research activities in which teachers are involved. The instrument used in conducting the research was represented by a questionnaire having 23 close-ended items, applied to preuniversity teachers from Bihor County, Romania. The implementation period was January-June 2016. The results show that there is collaboration between teachers in the same speciality (specialized committees, departments) in which they meet to discuss, to analyze, to propose solutions. However, more effort is required in terms of collaboration between experienced teachers and the very young ones, collaboration between teachers of different specialties to engage in joint activities, especially the need for a greater involvement of teachers, of the leadership, the school management, referring to a participative management.

## **Features and Good Practices of the International and the Hungarian Gerontagogy / Geronto-Education**

**József JÁSZBERÉNYI**

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My lecture consists of three segments. In the first part I talk about the history of the international Gerontagogy/Gerontoeducation, from 1962 to 2010. In this topic I talk about mainly the U3A senior educational systems (especially in England), the Roadsolar/Elderhostel organizations and programs (in the United States), the Activity Centers, and the origins of the Hungarian gerontoeducation.

In the second part I present some good, productive and successful practices of the international and the Hungarian gerontagogy (memory-trainings, geopolitical education, self-empowerment courses)

In the last part I talk about three hermeneutical problems of gerontagogy:

- The differences of the Open/Free University and the real, active, successful and productive gerontagogy;
- Exclusive goals, teacher's and learner's motivations, and the potential gaps and barriers in the gerontoeducation
- The "Active Ageing": philosophical and social paradigm - a wide context of the gerontoeducation's praxis.

## **Primary School Teachers' Opinions on Carrying out Environmental Education Classes Outside of the Classroom**

**Minka KOPRIVNIK, Maja Korban ČRNJAVIČ, Vlasta HUS**

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With the primary school curriculum reform in the Republic of Slovenia, experience based learning and carrying lessons outside of the classroom became one of the more important starting points of environmental education class, which is taught in the first three grades.

With our empirical research, we wanted to examine which locations teachers choose most commonly when carrying out environmental education lessons outside of the classroom, how often this is carried out, how long it lasts, how it is evaluated and if they feel competent enough for carrying out lessons in this way. To collect our data, we used an anonymous questionnaire. Our research sample included 233 teachers who are teaching in the first educational period (from grades 1 to 3) in elementary schools in Slovenia.

Our research showed that teachers, when carrying out environmental education classes outside of the classroom, most commonly choose a location that is in the immediate vicinity of the school and that the majority of the surveyed teachers carry out classes outside very often once a month. Both analysis showed some statistically significant differentiation based on the location of school and teacher seniority. Results show that experience based learning most commonly lasts one hour, and least commonly several days. In that, it has been shown that younger teachers spend less time outside of the classroom, compared to senior colleagues. When working outside of classroom, surveyed primary school teachers most commonly evaluate their work and the work of their pupils. The analysis showed that teachers would like to have additional professional training in this area.

## **The Situation of Practical Education in Secondary Educational Institutions for Teacher Training in the Middle of the 20th Century**

**Béla MOLNÁR**

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Between 1950 and 1959, teacher training in secondary schools meant an education to last for four years followed by a specified final exam and a practice period of one year. Trainee teachers were subsequently expected to take a qualifying exam. The objective of the investigation is to present and analyse the forms and the documents related to the regulation in practical training. In the course of the lecture we will go into details concerning the difficulties and problems in organising practical training as well as the issue whether the vocational training allowed to contribute to develop trainee teachers' expertise. The use of primary sources such as curricula and regulations were included during the investigation. In the training of professionals, practical training is used in both wider and closer sense of the word. It is used in the wider sense in teacher training when, for instance, we generally speak about the theoretical knowledge being put into practice. When investigating the very side of the whole process of training teachers where trainees are taught the practical skills, abilities needed for their everyday profession as primary school teachers, in this case practical training is used in the closer sense of the word. The preparation for primary school teachers' profession as a career takes place in the course of practical training. One of the most important parts of practical training is to pass on the knowledge of how to teach as well as preparation for the practical issues to be arranged in connection with teaching. In the framework of practical training, the pedagogical techniques and methodological culture essential for professionals can be acquired by the trainees. Practical training is also quite a complex process taking into consideration the fact that it can solely be solved by possessing wide-ranging knowledge and applying the skills and abilities of using this knowledge practically. The professional preparation of would-be primary school teachers accomplishes itself in the process of practical training as a consequence of which their professional competence and expertise are developed. In the middle of the 20th century, the conscious and methodological development of trainee teachers' practical skills and abilities was considered as highly important by those preparing curricula, headmasters of teacher training schools and teachers of institutions and training schools. The proportions and the amount of lessons provided for practical training did not change, they kept on having their conditions in syllabuses all the time. A new form of practical training was introduced from 1950: a probationary year. Syllabuses, the content and quantity of subjects made it possible to acquire the bases of general education and craftsmanship at institutes of training primary school teachers of secondary level.

## **Attitudes of Different Generations Towards Digital Curriculum and Content**

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Non-formal and informal education as a part of life long learning is becoming more and more popular. Among the context of this new educational point of view, many of the students get their knowledge online. Besides the printed curriculum, textbooks and books, online journals, blogs, and wikis are being used during studies. If one would focus on lifelong learning, than the issue of attitudes of different generations towards digital and virtual curriculum and content should be raised. Is it for everyone as valuable as the printed one? Or is has no value for anyone. Do the older students use and appreciate digital content as much as the younger ones? This article asks the question how different generations of students relate to the digital culture and content. In our survey the different generations student's attitudes were measured in order to determine if the lack of "body" under-values digital culture, or digital curriculum is accepted by everyone.

The research presented in our talk was conducted by electronic survey in May-June 2016 and was based on simple random sampling; the target group involved full time and part time students aged from 18 to 60, studying pedagogy, economics or engineering. The research focused on students' attitudes towards digital content and online curriculum, in order to determine how effective is the learning for different generations when the previous incorporated into learning process. We got N=105 analyzable answers within the deadline. The survey consisted of 16 closed questions. SPSS analysis was used to get better insights.

## **An Integrated Professional Development Model for School Leaders**

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School leaders, like teachers, need to engage themselves in life-long learning to improve their work. Around the world, huge amount of human, material and financial resources are spent on continuous professional development (CPD) activities for school leaders. However, the impact of CPD on school improvement is generally not evident. This may be due to that participants have no change in their attitudes and belief in the training and do not practice what they have learnt in schools. This paper introduces a new school leadership training model that addresses such problems and is able to bring about really changes in schools.

Most CPD training focuses on knowledge and skills. The mere acquisition of knowledge and skills would normally bring neither changes in attitudes and belief, nor the implementation of actions. This model aims to facilitate attitudinal and value changes through deep reflections. Participants are given an opportunity to visit foreign schools in which practices differ greatly from their own. The great contrast stimulates deep reflection on their practices, particularly the underlying rationale, that they have taken for granted. This would lead to some paradigm shift among participants. After the training, they are required to apply what they have learnt by carrying out a school improvement project. Trainers will visit their schools later to give professional support and evaluate the project. Moreover, participants are not just school leaders; educational officers responsible for supervising schools also take part in the programme as participants. Understanding what were learned in the programme as well as the underlying rationale, the officers will be more positive and supportive to the school leaders under their supervision when the latter carry out the school improvement plan.

The captioned model designed by the Centre for Educational Leadership, The University of Hong Kong, has been practised in Gansu province, China since 2014. 12 rounds of training have been conducted for a total of around 400 principals of pre-primary, primary and secondary schools and educational officers, who have attended the two-week training in Hong Kong. Based on the feedback of participants, the changes observed in participants' schools, and programme reviews conducted by independent scholars, the effectiveness of the model and the impact of the programmes are evident. In the paper, the design, content and rationale of the model will be elaborated in detail, and evidences supporting its effectiveness will be presented.

## **Extracurricular Translation Studies Course Based on Video Games**

**Mykhailo NOSHCHENKO**

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At International Association of Teachers of English as a Foreign Language (IATEFL) 2011 annual conference in Brighton I announced my dedication to outlining possibilities for creating virtual English-speaking environment in non-native-speaking countries via various media like TV-shows and computer games. At IATEFL 2013 in Liverpool, MGIMO University 2013 conference “The Magic of Innovation: New Techniques and Technologies in Teaching Foreign Languages” in Moscow and IATEFL 2014 in Harrogate I took a liberty to expose my design (ever in progress) based on an outstanding work of my students who volunteered for an extracurricular practice of playing a computer game in order to develop their language skills through gaming experience.

Nowadays computer games have evolved into something more than just a tool for wasting time. I dare say that they are developing into a new form of art.

As with literature and cinematography, there are certain pieces to consider and certain pieces to discard. That is why I feel compelled to share my ideas about how we should perceive computer games regarding ELT.

Since my last talk at an international conference regarding the topic I have been developing this approach and adapting it to teaching Translation Studies – my primary field of expertise. And with the help of my colleagues I have also been drafting a syllabus for such a course. It is all of those developments that I would like to share in this presentation.

In order to be concise and relevant I am going to elaborating on a draft syllabus of the abovementioned extracurricular endeavour, specifically highlighting module design, providing examples of tasks and talking about assessment and descriptors issues (which I believe should also be relevant to any Translation Studies course).

## **The Lifelong Education of the Teachers in the Republic of Macedonia**

**Rozalina POPOVA**

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**Ljupco KOSKAROV**

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This paper analyzes important issues related to the lifelong education of the teachers in the Republic of Macedonia. The goal of the research, which is a part of the project Permanent Education of the Teachers (the current condition and perspectives) is to get an idea about the current condition and the need for permanent education of the elementary school teachers in the Republic of Macedonia. We investigated the forms and content of the permanent education, and the need for this type of education while taking into consideration: the location of the school (city or rural area), working experience, type of initial education, gender and ethnicity. The sample of 288 teachers from 11 schools from Skopje (the city and the rural environment) was formed by stratified random sampling and an assessment sample, based on the goals of the research and the different characteristics of the respondents. The calculations in the research were made with the statistical package SPSS 17.0. The research was carried out in five planned stages from 2010 to 2012.

The gathered data confirms the fact that the existing forms and content of the permanent education do not meet the needs of the elementary school teachers in full. This implies that we need a new concept of permanent professional and pedagogical training of the teachers based on their needs and modern scientific achievements.