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DEMOCRATIC EDUCATION¹

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Abstract

Democratic education inspires the learning process with democratic values of the society, like meaningful participation, personal initiative, and equality and justice for all. It sees young people as active recipients of knowledge and active co-creators of their own learning. They are not the products of an education system, but rather valued participants in a vibrant learning community. Democratic education begins with the premise that everyone is unique, so each of us learns in a different way. By supporting the individual development of each young person within a caring community, democratic education helps young people learn about themselves, engage with the world around them, and become positive and contributing members of society. Guided by this vision, democratic education can take various forms, each shaped by the by teachers, young people, school programs and communities. Schools implementing democratic education by involving practices like self-directed learning, shared decision-making, individualized project-based work, and student-chosen internships in the community. This includes schools that use the label “democratic schools“and others that practice these values and use other terms. Teachers creatively involve students working within the conventional structure of the school, but still need to provide students’ opportunity to have a choice in their learning. These teachers go beyond conventional building program to build more relevant and engaging experience that is associated with the lives of young people. (Bennis)

Key words: *democracy, education, classroom, environment, changes*

Introduction

Every society in its development and vision poses challenges to schools who specifically perceive the demands for greater efficiency and greater inclusion of stakeholders concerned. In education there is an always ongoing and prevailing tendency for modernization and acceptance of young generations of all social, social, national and ethnic groups depending on the level of development of society and the needs of the young generations of continuous permanent changes.

Education is a friendly bridge between all institutions in society with one goal, to help young people to be productive, responsible citizens, to realize their intellectual potential, while at the same time to develop and its other capabilities, because our future depends on young people. In order to accomplish its mission, the school should reflect changes in society, and thus to create the necessary changes. Changes in the environment affect the

¹ Specialized paper

shifting interests, needs, the behavior of the students, their readiness for acceptance or rejection of certain ways of learning or models of communication. (Кочоска, 2007)

In recent years it has more to do about work organization in the classroom in which it is represented cooperation between all subjects. Students need to provide a friendly, working atmosphere and all of that they can accomplish when they are in a democratic environment in which jointly make the rules in the classroom, act responsibly and mutual respect. (Learning)

Democratic education

The Institute for Democratic Education in America (IDEA) defines democratic education as “learning that equips every human being to participate fully in a healthy democracy. “ (Graves, 2011) It's important to note that while democracy is taught in public schools, students are not given an opportunity to authentically practice democracy. Therefore the question arises: “If we don't experience democracy in our schools, how could we ever expect to end up with democracy in the ‘real’ world? “(Graves, 2011)

Actually democratic education is a learning that is meaningful, relevant, joyous, engaging, and empowering. It is more than just any learning environment, such as a school, and more than one feature, but an approach to life and learning and an approach to interacting with all members of your community in a way that respects, honors, and listens authentically to each voice within it. It is the practice of real democracy, which can manifest in many different ways based on you, your community, and your learning environment (Graves, 2011)

A number of studies show that in educational environments engaging young people as active participants in their own learning is associated with greater commitment to students and pupils, increased creativity and conceptual learning, and increased intrinsic motivation and determination in learning. In addition, recent cognitive research suggests the value of democratic education learning environment, including key elements such as cooperation projects through active learning experiences, and the importance of community concern. (Bennis)

Definitions of various authors for democratic education

Schools, families and the wider community shape the lives of citizens creating modalities that promote or reduce their ability to act in a democracy and to live their lives in accordance with democratic ideals. All this happens consciously and unconsciously. However, with careful and purposeful training of students in the knowledge and skills they need to function in a democracy as adults, teachers and parents, shape the future of a democratic society. By itself, this task is very difficult to implement, and those who will agree to do that must cope with the noise caused by the change. In school, students need to experience democracy and to begin to develop the skills and attitudes that are necessary to operate effectively as citizens of a democratic society. This theme studies a number of authors who realize the democratic education in their own unique way. (Кочоска, 2007)

According to Bill Ayers, a democratic education is something based in the culture of democracy and based on some radical propositions. A democratic education begins with the foundational belief that every human being is of incalculable value. Democratic education is less about facts and dates ... It's much more about opening windows and opening doors ... learning from the world, not about the world; learning from nature, not about nature; learning from the questions we can generate; and learning from democracy, not about democracy.

Maria Luz Torre believes that one education to be a democratic it must be a holistic education, not proscriptive, and not limited to the four walls of the classroom. It must be developmentally and culturally appropriate and it must be participatory. It helps a child

develop a love for learning and critical thinking. It must also be equitable so that all have access to it.

Melia Dicker considered that the democratic education must be accessible for everyone. It means every human being has access to quality education and has their basic needs met. This means addressing social issues such as poverty and others that affect people's ability to learn. For education to be democratic, every person must be valued, listened to, and participate actively in their learning and in the decision making processes.

According to Sonia Nieto, in terms of students, it means having more of a voice in what happens in classrooms and schools and being able to practice democracy and not just read about it. And not only through student councils, but through taking action and being able to learn the tools of democracy like writing a letter, starting a petition and learning how to start a boycott. (Graves, 2011)

Democratic education aims to develop real democracy through active participation by all those involved in classrooms and educational institutions. In democratic education students have the power to make decisions about their learning, because power is shared rather than appropriated in advance by a minority of people. Education, in its various forms, is basically authoritarian, since one person, or small groups of people make decisions about "what to learn, when to learn, how to learn, how to assess learning, and the nature of the learning environment". (Union). For this reason we need to address with many issues about democratic education within our learning environments by creating authentic opportunities for young people to experience the power and possibilities democracy provides in loving and supportive community. We can transform our educational system to one based on respect for human rights and one that values freedom and responsibility, participation and collaboration, and equity and justice. To create a more just, sustainable and democratic world, we need democratic education. (Graves, 2011)

Key ideas for making a democratic environment for learning

Democratic education in the primary school encourages a realization in pupils that they are valued as people, and that they have a positive role to play in creating a caring community within the school. Relationships between pupils and teachers gradually improve as they work democratically together to create a positive environment. Creating a democratic classroom environment means involving students, on a regular basis and in developmentally appropriate ways, in shared decision making that increases their responsibility for helping to make the classroom a good place to be and learn. A democratic classroom contributes to the character because it: provides an ongoing forum where students' thoughts are valued and where any need of the group can be addressed; creates a support structure that calls forth students' best moral selves by strengthening community and holding them accountable to practice respect and responsibility; mobilizes the peer culture on the side of virtue, because students are working with the teacher in a continuing partnership to create the moral culture of the classroom; the chief means of creating a democratic classroom environment is the class meeting, a face-to-face circle meeting emphasizing interactive discussion and problem solving. (Cortland)

The comments above suggest that some of the consequences of democratic practices closely relate to the aims and objectives of co-operation, conflict resolution and other areas of peace education. Democratic education is likely to develop a sense of community amongst a group of students and a partnership between teachers and learners based on mutual trust in the capability and creative ability of all those involved in a particular learning process. The movement to promote real participatory democracy through the medium of education involves important procedural values. These include tolerance of diversity, mutual respect

between individuals and groups, a respect for evidence in forming opinions, a willingness to be open to the possibility of changing one's mind in the light of such evidence, the possession of a critical stance towards some information and finally, seeing that all people have equal social and political rights as human beings. This relates very closely to some of the aims for building upon the shared aspects of being human and relating toward one another with tolerance and kindness are, arguably, shared objectives. There cannot be a realistic agenda for democratic education unless there is an emphasis on reason, open-mindedness and a fairness which the practice of 'real' democracy will ensure. (Union)

Democratic education includes the peace education which is focused on fostering an ability to strive for peace in relationships between individuals and groups; establishing a sense of responsibility for one's decisions and actions; developing an understanding of the interdependence of people. These aims predicate particular skills and attitudes like fostering of acquired skills such as analysis, evaluation and critical thinking, co-operative skills, empathy, clear communication and conflict resolution. (Union)

Democratic education increases the opportunities for students to act and accomplished their rights to knowledge, success and responsibility, helps students to increase capacity for independent decision making reasonable- to learn how to think rather than what to think. Of great benefit is the realization of educational content that is embedded basic concepts of democracy through which students need to develop skills for active participation in the democratic educational process. They should be able to identify potential problems, asking questions about them and taking action to resolve them. The role of teachers in this process is also great because they are the ones who need to support the students in creating a personal commitment to accept the responsibilities associated with their rights. (Кочоска, 2007)

Active student participation in a democratic environment

Learning about democracy in school is very important for the survival of our constitutional democracy. Educators are challenged to seek and implement means to improve democracy in elementary school. (Hoge, 1996)

In order to be able to actively participate in the environment in which they live and learn, it is necessary to introduce the students with the basic concepts of democracy: Responsibility Authority, Privacy and Justice.

The curriculum content about *Responsibility* is an introduction to the concept that helps students to understand the importance of responsibility in everyday life. They learn to define the responsibility, to identify examples of it, to know the common sources of responsibility and to know what they get to fulfill, and the failures of responsibilities (rewards and punishments). Students are trained to recognize the consequences (benefits and cost) of the fulfillment or non-fulfillment of responsibilities in certain situations, to analyze situations to take responsibility, to evaluate, take and defend its position when it comes to taking some responsibility.

The curriculum content from the concept *Authority* teaches the students the notion of authority and power. They learn to distinguish situations in which people behave in some way on its own initiative and situations in which people behave in some way because someone told them to behave and thus control or guide their actions. Because students are facing daily with multiple rules in the home, in school, in the game etc. they need to learn who creates them, whether they are good rules and if there is a need to create new ones. This content teaches students what is useful to know when it comes to assessing the rules and decide whether they are good rules. Students need to know how to identify deficiencies of rules, to explain the characteristics of a good rule and create a good rule.

The content of the concept *Privacy* help students to define and identify privacy, to understand the elements of which require differences in the behavior of individuals when it comes to privacy and understand that any privacy has its limit and volume (which, how and when). Students are introduced to the three important ways when using the term privacy: privacy from monitoring, privacy of information and privacy of behavior. They need to learn to identify present privacy situations and situations in which privacy is absent. Students should be able to include some of the common examples of privacy and be able to describe how people feel when they want to preserve their privacy.

The curriculum content of the concept *Justice* should allow students to introduce to the three types of justice: distributive, procedural and corrective. They should know how to identify and classify the various situations in the three types of justice.

Students are introduced to the detailed distributive justice and learn to identify the things that they divide at home, school or community; learn how to use the concepts of needs, abilities and merits in deciding to solve a problem related to righteous distribution of work in the group. Then they enter into the corrective justice and introduce to the terms "offense" and "injury". They learn a five-step procedure for the study of issues related to the upright answering the offense or injury and their use in such situations. The development of procedural justice allows students to learn about the importance of the use of righteous procedures for gathering information and making decisions. They meet with the four steps of the procedure which are used to find out something and making decisions. The main goal is through certain exercises, students to be able to evaluate, take and defend a position connected with the problem of righteous ways of finding out something and making decisions. (Кочоска, 2007)

The study of these concepts contributes to expanding the experiences of students from their family and preschool education. Great importance and opportunity for active participation of students in the adoption of new and changing old rules in their environment, in decision-making, planning and implementation of activities that help to understand and take responsibility in the class or family, responsibility to learning, respect for the opinions of others, the right to personal choice, forming their own position etc. (Ѓорѓиоска, 2004) In this way, students will learn different approaches and ideas "intellectual tools" to evaluate these kind of situations. Intellectual tools help students to think clearly about issues of these four concepts, developing their own position and supporting them with reasons. The knowledge skills they gain are not only in addressing issues of public policy, but also in everyday situations they face in their private life. By thinking for themselves, reaching their own conclusions and defending their position, they can be more effective and active citizen in a free society. (Braverman, Croddy, Hirsch, & Rosen, 1995)

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THE QUALITY OF THE MUSIC EDUCATION²

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Abstract

Quality of the education is in common responsibility of all partners in the teaching process: educational institutions - staff, public authorities - Ministry of Education, and users of educational services. The starting point in this paper, the music education in preschool and music education in primary schools (from grade I to V), especially the premise of achieving the quality of music education can be achieved through several factors.

In the interest of time, the paper will place the most important things, those that come from the needs and expectations of society, defined as educational outputs needs of different professions: the demands of occupations defined as teaching outputs; standards of quality: quality standards in the realization of musical education - high quality study programs for music education; study programs in music education; Methods and techniques for learning; forms the study of music education; teaching aids and devices; evaluation of the implementation of music education; Standards for Quality of teachers or competences and activities of each professor successful implementation of the program; Cooperation (Cooperation at the state level - the needs and expectations of the society defined as educational outputs required for various professions, cooperation on an international level - quality of music education can be achieved only with cooperation in the country. It must be realized and international level.

The standards for the quality of teachers and the implementation of the modules in the higher education institutions, representing a whole study programs, or programs offered included, as well as the methods, forms, tools and evaluation. Also important segment in the overall upbringing - educational process belongs to cooperation between public authorities, educational institutions, and consumers of educational services. Also the quality of the overall educational - educational process is internal and international level, within the European educational area.

Keywords: *education, quality factors, programs, cooperation, methods, forms, standards.*

Introduction

Education is a broad term and it will talk about music as a module in the curriculum of Pedagogical faculties (colleges for kindergarten teachers and teachers in instruction) in R. Macedonia. But what we will say about the musical education, with small differences apply to all other academic disciplines, as well as the educational system in general.

² Specialized paper

The quality of music education we can consider by several factors: the requirements of professions, defined as teaching outputs; standards realization qualities in music education that includes: curriculum, methods and techniques, forms, teaching aids and materials, evaluation of the implementation of music education; Standards for Quality of teachers; cooperation at national and international level.

1. Requirements of the professions defined as teaching outputs.

Pedagogical faculties in R. Macedonia aimed at preparing teachers for preschool and elementary school teachers from first to fifth grade. At the end of their studies, they should have the knowledge, abilities, skills and attitudes required for training in music and pre-primary education level, defined as educational outputs in the musical education to the requirements of the above professions. Their definition is implemented as a joint work of Professors of Music Education at the Pedagogical Faculty, Music Faculty - music theory and pedagogy, teachers in preschool and primary school teachers (elementary school), as beneficiaries of educational services directly or indirectly manner. It was done in accordance with the expectations of our democratic society, which needs professionals with personal, family and social responsibility.

2. Quality standards.

Like all other modules in the study program, music education is based on the standards of quality set by the high level of development of science (music theory and pedagogy, pedagogy - didactics and methodology, music pedagogy, psychology of music and psychology) and those specific requirements of all reforms in our education system. These standards of quality are:

2.1. Standards and quality in the realization of musical education, which should include a high quality study programs for music education program areas more precisely, methods, forms, tools and evaluation of the implementation of music education in accordance with the concept of learning outcomes.

2.1.1. Study programs in music education (thematic program areas and program units), to determine what would be taught, made in accordance with the objectives of this module: acquisition of knowledge and development of abilities, skills and attitudes necessary for successful implementation of the training of music in preschool and elementary schools (I to V grade). Therefore, they are based on music education programs in preschool and elementary schools, respecting the needs of the different developmental levels of children, in accordance with the requirements of pedagogy and psychology, implemented in contemporary music theory and pedagogy in a specific way.

2.1.2. Methods and learning techniques, oriented towards achieving the educational goals and objectives. In realization of program music includes two types of methods: methods for the study of music education by students and methods for music training students in pre-school institutions and primary schools. They determine how you studied music education and is developed based on the methods of teaching and training of modern pedagogy - didactics and methodology implemented in music education, taking into account the specifics of music education differences in program thematic areas (such as special musical activities) and developmental levels of students. They continuously improve, especially with the development of information and communication technology, which allows teachers to monitor progress in this area worldwide. It helps teachers to deepen and broaden the knowledge of students, becoming itself a special method of learning. It also helps students to learn how they can use computers in their future work as teachers. Methods for the study of

music education and the training of music is constantly evolving, changing from conservative to modern - including and methods of activity of students. Especially developed for the implementation of the ECTS system, which requires constant active learning by students through various activities. All teaching methods are in accordance with the needs of society for truly creative and responsible individuals.

2.1.3. Forms of study of music education by students and forms of music training of students, as their future profession. From didactics and methodology used all modern forms of learning and training, especially developed with the involvement of the ECTS system.

The first is: collective, group and individual work on music literacy which includes: singing, playing musical instruments. All modern forms of learning and training is part of the Music Education and implemented in everyday work. *The latter are:* teaching exercises - as a collective and individual: children playing musical instruments, creative activities, the presence of music classes education in primary schools and musical activities in preschool; acquisition of practice in training students in preschool children and elementary schools; homework: individual activities responding to questions, analysis of musical texts, making musical works and musical arrangements; Individual activity: practicing singing songs, listening to music, creating special musical works.

2.1.4. Teaching tools and accessories. For successful implementation of the program in music education needs using a variety of teaching resources and materials: books, exercise workshops, manuals, literature, music, slides, illustrations, audio and video recordings, CDs , music boards, computers, music systems, piano... It is necessary to highlight student of Pedagogical faculties have no previous musical experience, initially meet the basics of music theory, which is the foundation for further learning the program requirements within The didactic - methodic placement.

2.1.5. Evaluation of the implementation of music education. According to the concept evaluation is implemented in the entire musical - educational work: lectures - attendance of lectures, exercises - the presence and active participation in the exercises, home tasks - answer the given questions, resolve given problems, analyzing the default music lyrics, composing music examples, making musical arrangements; Practical: planning and practical teaching hours performing teaching hours in primary schools and kindergartens. All these activities students qualitative and quantitatively evaluated according to the standards of achievement. The achievements of students evaluated the educational work of the teachers. Through the activities of the students mentioned previously, teachers can perform a self-evaluation of its educational work and to plan eventually required its improvement. Through the presence of classes in preschool and primary schools can be assessed for the functioning of the final result of the Faculty of Education – music teachers in preschool and music teachers in primary schools. Through various research activities in the field of music education through the system of accreditation of higher education institutions is accomplished external evaluation of the overall educational work of the pedagogical faculties. It is filled with indirect supervision of educational work in preschool and primary schools, which as music teachers work graduates of pedagogical faculties.

2.2. Standards for Quality of teachers, determine the competences and activities of each professor the successful implementation of the program in Music Education: adequate qualifications, musical ability, certain personality traits; planning its educational work; using modern methods and techniques for learning, forms of work, teaching aids and devices during lectures, exercises and practical work; implementation of strategies for obtaining durable and practically applicable knowledge, skills, abilities students; permanent self-interest; participation in in the research work and other activities for the development of music education. It needs to achieve the development of all the students and as future teachers and educators in preschool and elementary schools. "The organization of primary

schools in order to improve the quality of teaching and education calls for conditions with initial teacher education and their additional training to be continuously monitored and evaluated" (Ministry of Education 2007). These standards are determined by the requirements of professions training music in preschool and elementary schools, the implementation of the ECTS system and legal provisions.

3. Cooperation

3.1. Cooperation at the state level.

"Due to the needs and expectations of society defined as educational outputs required for various professions (knowledge, skills, knowledge and attitudes) and the increased role of the market, the quality of education is an issue of national interest. This view was based on reforms of our educational system". (Archive of the Republic of Macedonia in 1973, 1988, 2000 and 2005). As a starting point in them was the vision of the education system and its goals, according to the needs of users of educational services, society, and the academic standards of quality and integration processes in Europe. The National Program for the development of education in the country, which is developed by the Ministry of Education and Science, consists of several parts, four of which are of interest to us: The program for pre-school and primary education and the program for the development of ECTS education. These documents undergo a public hearing, coordinated and controlled by the Ministry of Education and Science. All constructive comments, ideas and suggestions from interested educational institutions, users of educational services, professors, academics, teachers, other educators, and unions of students, professionals and individuals are involved in the creation of the final version of these documents. Thus their final content is the result of cooperation between educational institutions, users of educational services and state authorities, supported by legislation. They are based on the national curriculum for different levels, prepared by the Ministry of Education and Science, with teams of experts from higher education institutions. These documents are compulsory for all programs of educational institutions, which are operationalized their overall goals and objectives, depending on the module of the curriculum, educational level, and developmental level of students. The same applies to music education programs for pre-school and elementary school levels. Pedagogical faculties in R. Macedonia are independent in developing the program for music education as a module in their study programs. It has been prepared by professors of music education at the Pedagogical Faculty in collaboration with colleagues at the School of Music - Department of Music theory and pedagogy, and to accredit the Rector of the University "Ss. Cyril and Methodius" in Skopje. But their legal autonomy is contrary to reality, because of the need for close cooperation and collaboration with educational institutions of lower educational level. All programs in music education for different educational levels each connected vertically or horizontally. So programs for different developmental levels of preschool education and educational programs for primary I to IX grade in vertical continuity. Some of them realize teachers who have completed their studies at the Pedagogical faculties (pre-school education level and I, II, III, IV and V grade), and some university graduates of the School of Music (of VI, VII, VIII and IX grade). Simultaneously, a professor of music education at Pedagogic faculty professors who have completed their studies at the Faculty of Music - Department of Music Theory and Pedagogy. Because of all that, curricula and modules of Pedagogical Faculty and the Faculty of Music must be mutually compatible, and in accordance with the programs of preschool and primary schools to achieve their primary goals and objectives. Here again we meet with the premise that the quality of the education is a problem of public interest and shared responsibility of educational institutions, users of educational services and the public authorities.

3.2. Cooperation on an international level. The quality in music education can be achieved only with cooperation in the country. It must be accomplished and internationally. With the growing service market regulation, quite students graduating university in other countries. Some of them end up postgraduate studies abroad and employed as music educators there. Thus, we can follow the latest developments in the development of music education and to implement constructive ideas in our educational work. With the development of information and communication technology, we constantly monitor what is happening in this area not only in all European countries, but also worldwide. Although this type of cooperation poses no direct cooperation between educational institutions and consumers of educational services, however it is a real cooperation. Direct cooperation in higher education internationally, implemented in coordination with the Ministry of Education, with the help of TEMPUS's office and Bologna follow-up group. With the recent reform of the education system, teacher training faculties in Macedonia participated in the development of education within the European area. Their programs for educational work in accordance with the requirements of the National Program for the development of the educational system, which has been produced in accordance with the vision for the development of education in Europe and beyond. And it is consistent with the objectives of the state and foreign policy in the European integration process area.

Conclusion

The last decade Faculty "St. Kliment Ohridski "in Skopje and other Pedagogical faculties in Macedonia are in direct cooperation with other Balkan countries (Trakia university in Turkey - Edirne, Trakia University in Bulgaria - Old Zagora and the University of Zagreb in Croatia), who jointly strive to achieve a higher quality in education. They are willing to accept all that is constructive for the development of the system of higher teaching, and share the rich experience of other European countries, in the interests of the real development of education and science. In all universities of the European educational area should be grounded core values, and among them should be established ratio of cooperative and constructive competition.

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THE FAIRY TALE PILLOWS OF SLAVKA MANEVA³

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Abstract

This paper examines the collection of short stories, more precisely fairy tales by Slavka Maneva, titled as "Starry pillows". The collection shows unusual narrative procedure, where the months of the year, each characterized by something, give to the children fairy tales as gifts and the last one is from the author herself. These fairy tales have all the characteristics of a tale: the time and place where the events take place are not familiar; here we find mythological creatures, magical elements and fairy tales that are presented as legends which are part of the mythology.

Key words: fairy tale, Slavka Maneva, Macedonian literature for children.

Introduction

With its diversity, enchanted world, characters, unusual events and many more, the fairy tale has always attracted the attention of young readers. Fairy tales are unique, i.e., original literary art form which contains both obvious and hidden meaning. The most profound meaning of the fairy tale can be different for each person in different stages of its life, which means that they cannot be used only for aesthetic enjoyment since they touch the depth of our soul and our being, where our experiences such as love and sadness, anger and shame, pride and fear etc., exist (Velički, 2011: 93)⁴. One such book is "Starry pillows" by Slavka Maneva, which is conceived as a gift from the author intended for the youngest readers. Regarding this book, Slavka Maneva says:

"In my book, dear children, each month will give you one fairy tale and the thirteenth one is a gift from me. However, at first I will tell you something about them in order to get to know and love them. Usually during the introduction the name is firstly given, but here it's impossible, because every month has a few names. One is according to the calendar, and others are given by the people, according to its characteristics."

As announced by the author, the book consists of a series of fairy tales for all the months of the year, and each of the months gives us one fairy tale. The last one, i.e. the thirteenth fairy tale is a gift from the author herself.

³ Specialized paper

⁴ Vladimira Velički, *Bajka ili put do djeteta*, Detinjstvo, Novi Sad, Zmajevе decje igre, 2011, p.93.

Slavka Maneva's fairy tales

The first month of the year gives us "**A tale of the perplexed princess**". This fairy tale is about a spoiled princess who did not know how to do any domestic tasks and sat by the window all day long, and all the people who had passed by had to bow down to her. Her father always told her: "*My child, you will know nothing ... And later you will be ashamed because of it.*" The stereotypical image of princesses that prevails in fairy tales, where they are presented as spoiled, doing nothing all day long, always forced by their parents to marry the king's son, do not always have the same ending. The same thing goes here, the king spoiled the princess too, so the moment came when a young boy had to advise him, hence the moral: *Sometimes even children think better than adults*. Usually, in most fairy tales kings are strict with their daughters, but in this fairy tale the daughter is a daddy's girl. Kings are always trying to raise their daughters well and eventually to marry them to a king's son. The behavior of the young princess depends on the upbringing of her father. As indicated by Vladimira Velički, fairy tales often present different types of behavior. The situation starting from the beginning of the story, often difficult and scarce, troublesome and seemingly hopeless, suggests a one-sided lifestyle which means that the situation depends on the preceding behavior of the character. In the further course of action, some inconsistency, an antagonistic character or more of them appear and the hero must compete with or be separated from them, defeat them, i.e. has to change something with his/her behavior or action, despite the preceding passivity. The main archetype situation which is often negative or marked with negative behavior can be cured by means of a positive behavior. The tales show us that the salvation is possible and the recovery can occur. Thus, the tale leads the path of inner transformation (Velički, 2011: 98)⁵.

Often, in fairy tales the one who wants to marry the king's daughter, should fulfill the orders given by the king. Princesses in fairy tales are described as the most beautiful girls with red cheeks, long hair and soft hands. Especially frequent and popular are the motives by which the ordinary, poor man with his wisdom and wit manages to acquire the throne, mostly by marrying the king's daughter.

February, the second month, gives us "**A tale of the small dwarf**". The little dwarf called Beans was an orphan since a little boy. Here, the author Slavka Maneva describes the loneliness of the dwarf while the others gathered with their families. Beans decided to seek a better and more comfortable place to live than the old one. He took shelter in a cabbage. Fall came and the cabbage was torn from the field and sold. The little Beans was placed in the home of an old woman. He was very disappointed: "*Why did I have to live in a cabbage? – it thought. It would have been better to stay in my father's house, even though it was windy.*"

In mythology, dwarfs resemble humans, but prefer to live underground or in mountainous areas. Usually they are shorter than men with big long beards. The dwarfs have the ability to see in the dark and other ones so they can live underground. Here they collect treasure like gold, silver and precious stones, and spend their time in forging valuable weapons. They are known as miners and blacksmiths, but are also skilled in any other craft. *Sometimes no matter how much we want to escape from reality and go to a better place, in the ideal world, we always come back to the place where we started from and where the little things made us happy.* So, fairy tales are not any imaginary or false stories for the gullible, but a captivating poetry that acts against the inconsolability of nonexistence of a miracle, but the miracle is nothing but an experience which shows that anything can change, and above all – we can change. Fairy tales do not give specific advice, but with the help of their imagery

⁵ Vladimira Velički, *Bajka ili put do djeteta*, Detinjstvo, Novi Sad, god, 2011, br.1, p.98.

they encourage us to live (Dickerhoff, Lox, 2010: 11)⁶. In such cases, the tale is a condensed wisdom, a mythological and linguistic layer that directs or encourages, comforts or reconciles with fate. The hero, and through his words the writer also, suggests that the situation in the tale should be resolved and a central thread should be established which will always flicker unnoticeably in the process of merging the possible and the impossible (Smiljkovic, 2008: 52)⁷. Thus, the small dwarf, through experience, comes to realize about himself and his philosophical existence. Nikola Cvetkovic, talking about the poetics of Dragan Lukic's fairy tales, points out that children are very fond of dwarfs as a special kind of fantastic creatures, because children are small and enjoy when in tales they encounter dwarfs, they quickly befriend or empathize with them, since they believe that dwarfs belong into their world (Cvetkovic, 2003: 137).

March is the only month that has a female name. In many fairy tales we can find it as "Grandma March". As a gift from "Grandma March" is "**A tale of the weeping willow**". The fairy tale tells the story of the love between a brother and sister who swore to eternally love and help each other:

"I swear that I will always help you whenever you are in trouble. If I don't – I will turn into stone! ". "And I swear that I will always love you I and will never lie to you. If I don't – I will turn into a tree!"

The sister got married and after a long time returned all sad and withered: *"What happened to you, my dear sister? What pains you to have lost so much weight?"* The sister did not reveal the pain to her brother and as promised, she turned into a willow. The author, Maneva, tells this fairy tale as a kind of legend that has been known for a long time. The tree is still called "weeping" willow since it corresponds to the mental state of the young girl. The emphasis here is placed on the selfish love between the brother and sister and the sister's sacrifice to spare her brother from any inconveniences, she transforms into a willow. *We should never hide our sorrow or happiness from our loved ones, because they are always there to rejoice at our happiness and mourn at our sadness.* The transformation, so richly described in fairy tales, is one of the most covered topics, a testament to the close relationship of the fairy tale with the myth. In the fairy tale, as in the myth, each member in the chain man-animal-plant-object can be transformed into another member. Giving human-like characteristics to animals and nature comes from the old animist understanding of the Universe, as the overall unity of the living and the dead (Denkova, 2011:6).⁸ In the ongoing development of human civilization, the tree had a major role, not only as a valuable raw material in many industrial areas, but also the tree is a symbol which is an integral part of the human essence. With its position and existence, the tree represents a link between earth and heaven. The connection of the root with the soil indicates the source of and the man is directly associated with that source. Using the vertical weeping towards the sky, the tree indicates its weeping towards the source of light, and this connects with the man who consciously and constantly seeks to rise, both on the spiritual and intellectual level. Therefore, not surprisingly, the tree will become a symbol of the man, later even of the cross, but also a symbol of the God-pleasing life and as well as a symbol of knowledge (Jasovic, 2010: 37)⁹. In this text the weeping willow is not randomly chosen as a tree in which the sister transforms/morphs, since here the motive of repentance is present due to the lie told to her brother, although not on purpose and with the best intentions, it still remains – a lie. The

⁶ Heinrich Dickerhoff, Harlinda Lox, Märchen für die Seele, Krummwisch, Königsfurt Urania, 2010.

⁷ Ctana Smiljkovic, Zanrovi u bajkma Grozdane Olujić, Detinjstvo, Novi Sad, Zmajevе decje igre, 2008, no.4, p.52.

⁸ Jovanka Denkova, Knizevnost za deca, Goce Delcev University, Faculty of philology, Stip, 2011.

⁹ Predrag Jasovic, Drvo kao književni motiv i simbol, Detinjstvo, Novi Sad, Zmajevе decje igre, 2010, 1-2, p.37

weeping willow with its inclination towards the ground in the form of penitential bow, reminds of the repentance of the sister for not sharing her worries to her brother.

April, the month of spring, greenery and colorful flowers ... A gift from this month is "**A tale of the avens flower**". The motive of this fairy tale has similar content with the folk tale "The girl and the twelve months" and the classic folk tale "Cinderella". The stepmother as in the aforementioned fairy tales torments her husband's girl while treated her own as a precious stone. The hard-working girl fell in love with the shepherd boy, and the evil stepmother noticed it: *"Well bring him to me, daughter, so I can see him if his beauty and mind deserve yours-she said."* The girl was naive and did as the stepmother told her. The cunning stepmother using magic put a spell on the boy and he fell in love with her ugly daughter. When the girl found out she fled to the mountain and disappeared wearing a pink dress. After some time, the boy woke up from the opium and searched for his loved one, he went up the mountain and the entire mountain was covered with a carpet of pink flowers as the color of the missing girl's dress. Till this day the flower is known as a flower of love and the young shepherd girls adorn themselves with it. Several moral values are highlighted here: kindness, honesty, patience and love. As in the previous fairy tale, here also the metamorphosis is implied when the girl transforms into the avens flower with big red or golden-yellowish leaves. Love as a motive in the tales is also addressed by Dragan Lukic. He believes that special attention should be paid to this and to acquaint the child not only with parental love, but also children need to acquire knowledge about the sublimity of the love between a boy and a girl. And according to Lukic, fairy tales are the most suited for it, not only because they love in the tales is just "found", but also because for its realization much nobility, heroism, devotion and beauty is needed (Lukic, 1960: 12)¹⁰. The love between the boy and girl, about which it learns from the tale, should leave a strong impression on the child of something pure, beautiful, graceful, and solemn. It is the basis for developing its own ideas about the beauty of love (Cvetkovic, 2003:136).¹¹

Similar to this fairy tale is "**A tale of Vilen**" by Gligor Popovski, but the difference is that Vilen has to drink the water from which the rainbow drank and in that case he will be rewarded, i.e. he can have everything he can wish for, but to be careful not to dip himself into the water, because he will be punished by metamorphosing into an animal. Here, however, it is different because the boy is the one who drinks opium and the girl is punished and is turned into a flower.

The fifth month is May. As a gift from May we have "**A tale of the black bull**". This tale belongs to the miracle tales unlike the previous ones that fall into the group of fairy tales. The tale took place in a village, which had a big accident when early in the morning a strong earthquake was felt, *"What was this, folks? – they said. - The earth is opening and it will swallow us all!"* The villagers climbed the mountain and caught a glimpse of a black bull as had never been seen before, with bloody eyes and horns as trees. *"Where did this miracle come from? – they said. What is going to happen, my brothers?"*. Everybody was concerned and sought salvation. The theme in fairy tales is a struggle for predominance in crisis, poverty or a natural disadvantage, fight for personal affirmation, and this in the tale is wealth, personal happiness or the hand of a beautiful girl or boy... Through the multitude of difficulties and temptations which the hero must pass, he/she is provided help by a typical aide. The assistance is direct or indirect, through the use of a magical item... The conflicts in the tale are sometimes caused by "the spiritual" forces. Lihachov points out that in the tale a battle of wit is fought, a battle of various intentions and magical forces of nature. Intentions do not encounter resistance in the middle, but collide with other intentions, often

¹⁰ Dragan Lukic, *Bajka u životu deteta*, Rad, Beograd, 1960.

¹¹ Nikola Cvetkovic, *Tumacenje književnosti za decu*, knjiga I, Filozofski fakultet, Sremska Mitrovica, 2003.

unmotivated. Therefore, the obstacles in the tale cannot be predicted. They are unexpected, sudden (Lihacov, 78: 63-64)¹².

They went to a wise old man to seek advice: *"Such monsters appear once in a hundred years. If you find a hero to break his right horn with a stone axe, the bull will immediately die and you will get rid of this trouble."* The presence of this character in the stories, the character of the old man was pointed out by Aleksandar Prokopiev¹³, in the book *"Patuvanjata na skaznata"* (*"Journeys of the fairy tale"*), where referring to the claim of the Swiss psychiatrist Carl Gustav Jung that the appearance of the wise old man in the story actually symbolizes the missing authority, Prokopiev says: „In fairy tales, as well as in dreams ... the old man appears when the hero is in a hopeless situation. The clever, gray-headed old man enables concentration on the moral and physical strengths, and the ability to persist... The old man knows the right path and the way that path can be crossed. He gives genuine advice or magical means for overcoming dangers." (Prokopiev, 1997: 95)

The hero in the tale is distinguished by his exceptionality and strength and is often the result of a miraculous birth. The hero acquires magical powers with the help of a magical object, in order to overcome a problem, as in this tale magical objects are the mirrors and the carpet, and the problem is to defeat the black bull. A poor boy stepped forward and defeated the bull with his cunningness and the villagers were very grateful: *Well done, my good boy! – they told him - "Only a hero born from a mother can save us from evil"*. Slavka Maneva uses hyperbole in the description of the appearance of the bull: *"On the hill lay a huge bull as had never been seen before, with bloody eyes and horns as crooked trees"*. The wise old man as in most fairy tales is the one where people find salvation in his advice. *It does not necessarily mean that the one who is not physically big, it is not mentally, as in the tale the young boy is described.*

"A tale of the fireflies" is a gift from June. This fairy tale tells about the father's strictness towards his daughter. Unable to bear the torture, the girl fled into the woods. There she was very impressed by the sunlight and beauty of nature. When her father found out he cursed her to turn into a night fairy. So it was done. The fairy befriended with the insects and helped them, and they always said to her: *"Grandma fairy, you're the greatest craftsman for mending butterfly wings and that's why we love you so much."* One day she asked the moon for a grain of sun to help the beetles and butterflies and to respect her father's will: *"Forgive me, Father, but I am doing this because I want to help, as you taught me while you were alive"*. Fairies are very popular characters in the Macedonian folk tales. They usually appear as enemies of man, but in this case the girl is cursed to become a fairy and to help her friends (the insects). The fairy in this tale who wanted to help the insects can be compared to the Sugary child in *"Shekjerna prikazna"* (*"A sugary fairy tale"*) by Slavko Janevski. The Sugary child in the fairy tale is a hero who wants to help animals who are residents in the forest (the rabbit, turtle, squirrel, snail), actually they seek help from the sugary child to free the nightingale from the thieves (the bear, wolf and fox).

July, the seventh month of the year gives us a wonderful fairy tale, **"A tale of the rainbow"**. The weaver which is represented in this fairy tale is the ultimate victim in it. Firstly, because she sacrificed for her seven children, and then she is a victim of the king's order. The weaver, who knit beautiful rugs, was famous everywhere and her reputation reached the royal ears: *"Be careful, woman! The royal order is no joke. If you don't weave the carpet, you'll lose your head!"* She wove day and night only to fulfill the king's order. After the carpet was woven, she took it to the river, but a strong wind started blowing and she left with her children to avoid the storm. When they returned the carpet was missing: *"Oh, poor*

¹² D.S. Lihacov, Umetnicki proctor bajke, in Narodna bajka u modernoj književnosti, Nolit, Beograd, 1978, p. 63-64.

¹³ Aleksandar Prokopiev, Patuvanjata na skaznata, Magor, Skopje, 1997.

*me, I'll lose my head! What will I say to the king's men tomorrow, when they come to take the carpet?"*¹⁴ The king's order was executed. On the day of the wedding of the king's son, it started to rain and the carpet from the lake towards the clouds was laid, a carpet in different colors. Since then rainbow was created. As in this tale in which the weaver transformed into a rainbow, a similarity is found in "**A tale of Vilen**" where the author taking elements from the folk tale, introduced and personified a natural phenomenon, which is in actant position of the hero's assistant (Vilen has to drink water at the same moment when the rainbow drinks it). According to popular belief in this fairy tale, the one that will pass under the arc of the rainbow, the one that will drink water where the rainbow drinks from can make a lot of their own wishes come true. This fairy tale is a kind of a legend that remains from the past until today. Until this day, little children still wait with great joy to see the rainbow when it rains.

August is the last month of the summer. The tale that this summer month gives us is "**A tale of the silver sword**". It is a story of a severely ill mother lying in bed who could not see any of the nature's beauties. The son always made sure that she is happy. One day he asked her what her wish was and she replied: *"Let the hill be out of my sight so I can see the meadows and fields on the other side"*. The next day the boy went to a wise old man to ask for advice and he said that the remedy for this wish is the silver sword. Searching for the sword, the boy arrived to the royal palace. The king was in big trouble, because of the great dragon. The boy bravely decided to stand up to the dragon. For defense, the king gave him the silver sword. The boy defeated the dragon, and in return was given the king's daughter. After that, he went to the mountain and saw his mother on the hill: *"Mother, I held my promise! I came home to bring you all to the royal palace for I am the king's son-in-law! Now, tell me, how did you climb to the top of the hill."* And here it is obvious that "the optimism in the tale is more tempting than the transformation of the mythical hero in eternal life in heaven, versus the hero in the story who lives happily ever after on earth (Milinkovic, 2012: 82)¹⁵.

The old man in this fairy tale is also presented as a wise man, from whom the boy seeks help for his mother. Especially frequent and popular are the motives by which the ordinary, poor man with his wisdom and wit managed to acquire the imperial throne. Magical, miraculous items are certainly among the most characteristic elements of the folk tale. It is believed that the abundant presence of miraculous objects in the fairy tale is the result of an ancient human belief in magical rites, which were performed with the help of various material props.¹⁶

A gift from September is "**A tale of the peacock feather**". The fairy tale tells of a sick child whose parents could not save him, and in the fairy tale an old grandmother appeared who was portrayed as wise and she tells the cure to the mother and father of the child: *"It is his fate, to be ill. But we will find a cure for him, if you find a green eye in a blue one. Dip the quill in sea oil, smear the child with it and then he will get well. That's it from me, now go home in good health"*. The possibilities of the magical items are great, with their help one can resurrect, kill the opponent, get whatever one wants... The working of magical items is a magical process, whose activation (and termination) requires knowledge of specific signs (movements, words) (Prokopiev, 1985: 206)¹⁷. So in Macedonian folk tale, the ring, apple, belt, herbs, fruits from different plants, water, comb, soap, stone and many others, often occur as miraculous objects and material requisites. They find the cure in the royal palace, from the king's peacocks. The coincidence between the miraculous items in the tales

¹⁴ Slavka Maneva, Dzvvezdeni pernycinja (Starry pillows), Detska radost, revision 2009 (citation), 2005.

¹⁵ Miomir Milinkovic, Bajkovite forme u književnosti za decu i mlade, Uciteljski fakultet, Uzice, 2012.

¹⁶ Tome Sazdov, Istorija na makedonskata književnost, Usna narodna književnost, Detska radost, 1997 (p.167)

¹⁷ Aleksandar Prokopiev, Edno možno tabelarno pretstavuvanje na fantastičnite elementi vo makedonskata skazna, Makedonski folklor, Skopje, 1985, br.35.

with some other items is not absolute, because the unbridled creative imagination of the popular storyteller added new features to the usual magical items, and created new magical props, which enriched the otherwise overwhelming world of the fairy tale.

A gift from October is "**A tale of the turtle**". This fairy tale is about a turtle that was not satisfied with its appearance and constantly complained to God: "*Dear God! - she said. – You gave everyone a cloak for their body – someone got feathers, others fur. You gave them wings and strength to be fast, and left us naked to wander slowly across the earth*". The turtle was unhappy again and together with the other animals, they went to God. Finally, he fulfilled her wishes and everybody was happy and satisfied. In this fairy tale, Slavka Maneva uses allegory as a figure of speech, giving the turtle human qualities (to speak). Animals in fairy tales speak and act like people, hence we can recognize certain characteristics and types of people. This fairy tale is a kind of a legend about the origin of turtles. This legend belongs to the subtype of cosmogonic legends. Legends about the origin of plants, animals and some phenomena in nature, also draw its origin from apocryphal literature, but they are directly associated with the medieval hagiographic literature. These legends have arisen as a result of the constant human desire to know the world of nature.¹⁸

The next-to-last month gives us "**A tale of the turtledove**". This tale as well as "A tale of the weeping willow" is a kind of a legend, about the origin of the turtledove. This legend belongs to the subtype of cosmogonic legends, legends about the genesis of the universe as a whole, about the creation of the cosmos (order) from chaos (clutter). They tell the creation of the world thanks to the power of one God (e.g., the Bible).¹⁹ The tale is about the love between two young people who come from royal families. An obstacle in their love is the boy's mother, who is represented as a sorceress, who is part of the mythological creatures and is related to the miraculous objects (in this case the tea) that she poured for her daughter-in-law and turned her into a turtledove. She lurked on the window of her husband and her child all day long. She got the name turtledove by cooing to her child: "*Coo - coo! - and from the palace her child replied: - "Coo - coo!"*" Since then the turtledoves are birds that always fly on windows and coo. They are recognizable by gentle gray feathers and a small black circle around their neck.

December, the twelfth and last month of the year gives us "**A tale of kindness**". This fairy tale is about a slow-witted daughter who did nothing, even when her mother got sick. The mother always stared at the wall against which her bed was laid, until one day the neighbor's daughter came and said to her: "*Why are you standing like a tree? Do you not see what the house looks like? Come on, quickly, bring water and towels, so we can clean it!*" The tale reveals to the child the truth about courage, honesty, deceit, treachery, hypocrisy, truth about the constant struggle in life, truth about daydreaming and falsehood. By highlighting these educational values, the child almost always chooses the side of the hero who fights for the good and teaches them to be active in the fight against all that is directed against evil. (Cvetkovic, 2003: 138). Dragan Lukic also sends this message to the children, that rich in spirit is the one who is never bored, who has no empty and futile deeds to show for leading to indifference and idleness. The idler and slacker are like a clock without its arrows, equally useless when they stand and when they walk (Cvetkovic, 2003: 140).

Finally, Slavka Maneva parts with the reader and tells about her own life, how she was a mischievous girl, so she decided to devote her writing to little mischief-makers, but of

¹⁸http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&cad=rja&uact=8&ved=0CC8QFjAC&url=http%3A%2F%2Fwww.gimprilep.edu.mk%2Fmakedonski%2Fdokumenti%2Ffolklor%2520i%2520mit.doc&ei=FNktVNX_HeTTygOHpYLQDg&usg=AFQjCNFzKD-Oy0ZNh5mZgIKbOP67GBad9A&bvm=bv.76802529,d.bGQ

¹⁹Tome Sazdov, *Istorija na makedonskata knjizevnost, Usna narodna knjizevnost, Detska radost*, Skopje (p.207)

course her purpose was not to scare them, but to make them laugh and to teach them. All the fairy tales were written in the spirit of children literature.

Finally, a gift from the author is "**A tale of the starry pillows**" as it's the title of the book. As well as the adults, children also try to survive in the world and to find the true meaning of life. The increasing number of experiences gradually introduces them to the world of adults, which sometimes make them think better. There is a strong social moment present in the fairy tale, when the boy decided to go abroad for work in order to save his family and himself from poverty. The mother blessed him and gave him a tissue with three knots. The subtle interweaving of fantasy and reality, the diversity of emotional stimuli and uncertainty of actions have a magnetic attraction for children, but also for adults, who often tell the fairy tales with the same emotions that they experienced in their childhood. The excitement that these fairy tales cause, encourage the development of children's imagination, speech, social communication and creativity in different areas. "*Son, this can help you when you are in a big trouble. You should untie these nodes, but only then, and remember what I say. The first knot is for what you had and what you could have - if you are hard-working. The second knot is for what you have, and what you could lose - if you're not careful. And the third knot is for what you don't have and you will wish to have it with all your heart.*" The boy fell in love with the girl who embroidered pillows with silver stars that sparkled at night. Not having the money to buy the pillows he remembers his mother's words, and unties the first knot in which he finds two coins that can buy him a pillow. He untied the second knot when he fell ill and it contained tea herbs. He untied the third knot when he asked the girl that embroiders pillows to marry him and in the knot was his mother's engagement ring. And as usual, this tale also ends with the words "In the end, they all lived happily ever after".

Closing remarks

All the fairy tales in this book begin with the phrase *Once upon a time*. The time and place where the events occur are not known, maybe the villages and mountains mentioned in the tales are near us, maybe we have sometimes been there, maybe our grandparents live there, but just MAYBE. According to this "*Starry pillows*" has mythological roots.

Here we encounter the mythological creatures, magical elements and fairy tales that are presented in the form of legends that are a part of the mythology. The myths are still viewed as distorted fairy tales of true historical events, allegories or personifications of natural phenomena or explanations of folk rituals. They were passed on to provide religious experience, to set patterns of behavior and to teach people. In the legends, the miraculous, mythological and religious are one of the main features. The legend reflects reality through a belief. The main social function of the legend is to support the belief, telling of the miraculous. Mythological creatures that we encounter are the fairy in "A tale of the fireflies" and the sorceress (the mother-in-law) in "A tale of the turtledove".

The children in the fairy tales are represented as orphans (except in "A tale of the peacock feather"; "A tale of the turtledove" and the fairy tale which was a gift from the author "A tale of the starry pillows"), they are children who have not felt the love from both parents. Some of the tales are narrated in the form of a legend ("A tale of the weeping willow", "A tale of the rainbow" and "A tale of the turtledove") in which we find shorter notices and important data aimed to inform about the existence of certain facts.

In Slavka Maneva's tales we encounter magical items, such as, the magical wand in "A tale of the fireflies", the red carpet and mirrors in "A tale of the black bull", the silver sword in "A tale of the silver sword," the tea in "A tale of the turtledove", the peacock feather in "A tale of the peacock feather" and the handkerchief with the three knots in "A tale of the starry pillows". With all its characters, the material - magic props and storylines, wonderfully

interwoven, the folk tale created an immensely rich world that comprised - selected and shaped – the various fairy tale answers and narrative images. Featuring nameless characters, undetermined geography, marvelous creatures and mythological creations the tale reached the culmination of the popular writer's capabilities for creative improvisation.²⁰

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²⁰ Tome Sazdov, Usna narodna knizevnost, Detska radost, Skopje, 1997, p. 169)

MANAGING TIME AS AN IMPORTANT FACTOR IN THE REALIZATION OF PROJECTS IN THE FIELD OF EDUCATION²¹

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Abstract

The subject of this paper is the management of time as an important factor in the realization of projects in the field of education. Proper organization of personal and professional duties categorizes people into those who use time wisely, and who are usually good managers and leaders in schools, and those who cannot manage the time they have available. Nevertheless, it is a fact that anyone can learn how to manage time effectively. The idea is to do the right thing at the right time and in the right way. Time management has gone through major changes in recent years in terms of techniques and methods used for time planning.

This paper pays particular attention to the definition of the term time management in relation to projects in education. In order to achieve set values it is necessary to determine long-term and short-term objectives and define the activities necessary to achieve them. This way one may sequence and schedule all daily activities. Nevertheless, this method entails certain drawbacks such as risk of inflexibility, a feeling of guilt for failure to accomplish the defined objectives, neglecting others and their duties and alienation from people in general. Such weaknesses may appear in cases where one is not sufficiently trained to manage time well, yet tries at any cost to achieve the previously set aims and objectives.

This paper will also discuss methods and techniques used in time management. Successful management is only possible if there is a clearly set target in mind followed by monitoring (control) to ascertain whether the objectives have been accomplished. The objectives are a challenge for all participants and they encourage action: knowing where one is headed and what aim one needs to accomplish, or rather what result one expects to achieve. At the same time, these objectives focus on setting standards that will evaluate the manner in which the work has been carried out. In general, management through set objectives is an effective and acceptable approach used by corporations and by management in schools.

This paper will also address the issue of motivation as a factor in successful time management by discussing various time management strategies implemented in the field of education.

***Key words:** time management, projects, education, methods and techniques, motivation.*

Introduction

Time is one of the most important and most valuable resources in education as without proper time management a project undertaken in the field of education can result in

²¹ Specialized paper

disaster. When discussing management or time management within a certain project, we are not simply discussing the issue of managing the time of the project manager, but also planning the time of the project team in schools. What can be accomplished with proper time management? Time management is not merely a matter of having time, it is ensuring that time is spent well and effectively. All members of the school staff, regardless of position—subordinate or superior, carry out their duties and responsibilities in their own way which means that all methods and techniques implemented in time management are not suitable for everyone. The first prerequisite in the effective and efficient use of time is determining priorities, or rather every member of staff needs to pose the following question “Is this leading towards the achievement of predetermined objectives in the educational process?” In this context, prioritizing sometimes results in the selection of duties one does not wish to complete because there are too few priorities and too many secondary tasks. In such a case, one needs to start with the most important tasks, that is focusing on the most concerning issues, thus all other tasks are considered easier in comparison which additionally motivates the members of the school staff, while resolving these issues will contribute to increased productivity in teaching. Therefore plan your time and manage it successfully.

The next section offers advice on proper time management to all those who are interested in improving productivity in education and reducing stress both in their work and personal life. The common areas of (un)successful time management are highlighted by presenting basic techniques and solutions that might help manage time effectively and help members of school staffs across Macedonia select the best method to use in achieving excellent results and realizing their objectives.

Defining the term time management in education

One of the simpler and perhaps the simplest way to manage time successfully is using **reminders**. This does not fall strictly into the category of time planning, rather it is making notes and lists and checking whether certain duties are completed. This way, responsibilities that have not been completed today are re-scheduled for tomorrow. Thus important and secondary obligations are properly prioritized and organized. Furthermore, this technique allows for changes or new duties to be easily incorporated as this form of planning is not strictly formal. The main drawback in this situation is that one can easily lose orientation and many of the unimportant tasks are not completed. In other words, little of what is scheduled (written down) is accomplished and there are constant crisis situations when items seem to pile up while time passes.

The second way to manage time is **planning** the execution of duties by making notes in notepads or calendars. This way time is managed to a certain extent, however, there is no need to divide duties into important and unimportant ones. True time management entails planning, determining and setting priorities and control. Hence in this form of time management, planning is the most important stage where values are determined and priorities are set. The main benefit from this method of time management is the ability to establish values and determine priorities.

There are only a few people with sufficient time to achieve all objectives, however, almost everyone has time to spare. Time is the most important resource at our disposal. Time is worth more than money. Time, like capital, must be invested. Life can be described as time spent on the Earth, while the most important task is to be able to use time in the best possible way:²²

- Time is a rare commodity.
- Time is valuable capital.

²² Haughey D, July 2001., Time Management, More time, Less stress, Version 1.0,

- Time cannot be purchased.
- Time cannot be preserved, saved or stored.
- Time cannot be stopped or continued.
- Time passes irrevocably.
- Time is life.

Time management methods and techniques used in education

The focus of managing time in education lies in the proper setting of goals. It was Mark Twain who said: *“Having lost sight of our goals, we redouble our efforts.”*

By setting goals in life, today’s tasks become tomorrow’s success. In addition to successful schools, successful teachers should also have clearly defined goals. It is impossible to achieve progress in life without setting goals first. Success in life is based on a well-conceived concept or clearly defined goals in one’s career and personal life. This is the only way to establish a direct connection between the various duties of today and the success and satisfaction of tomorrow. Only those with predetermined goals can maintain perspective and survive the chaos of everyday life. Even in conditions when there is too much to do, employees with set priorities know how to optimize their skills and achieve their goals quickly and reliably. Employees focused on accomplishing priorities also direct their subconscious towards achieving their goals through motivation and self-discipline. By setting objectives it becomes easier for employees to direct their energy towards their realization. This enables long-term vision and short-term motivation. It focuses the acquisition of knowledge and helps organize time and resources so more can be done. Setting goals is fundamental to successful time management. The most useful and productive techniques to organize time are:

- The Pareto principle,
- LEADS Method,
- ABC Analysis.

Motivation as a factor for successful time management in education

This theory provides effective insight that helps individuals better perceive their priorities. Basic needs lie in the application of the Eisenhower Method, i.e. prioritizing duties. For example when basic human needs have been met, the individual can focus on more complex needs/tasks. If one can identify the current level of needs, it becomes easier to define the areas where more time and energy should be invested which most commonly is higher-level needs. The ability to identify one’s current level of needs results in a state of self-awareness that enables focusing all the attention on one goal – the next level. The five levels in the hierarchy of needs, according to priority, are:²³

1. Basic physiological needs
2. Safety needs
3. Love and belonging
4. Esteem
5. Self-actualization

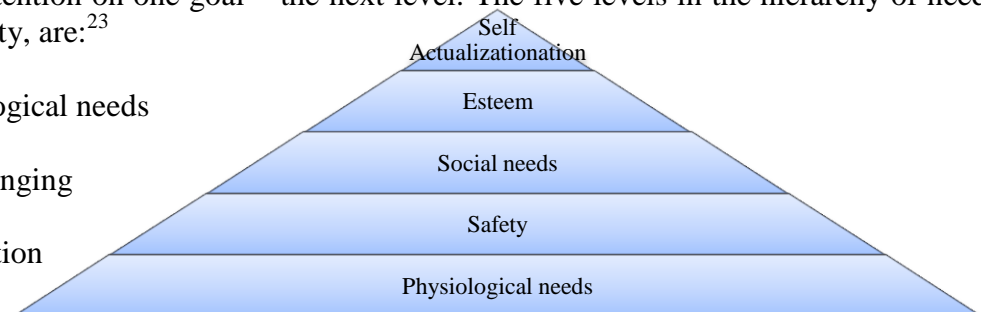


Image 2: Hierarchy of needs

Source: Саздовска С., Чичева В., Димовска В, Менаџмент на човечки ресурси – прирачник, МЦМС, Скопје 2008, стр. 70.

²³ Саздовска С., Чичева В., Димовска В, 2008, Менаџмент на човечки ресурси – прирачник, МЦМС, Скопје, стр. 70.

The image shows that the foundation of the pyramid is compromised of the basic survival needs. Once these needs are met, man strives to accomplish the second-level needs, i.e. the need for safety and security. A need is actualized only when it has not been met. Meeting needs does not make them disappear; on the contrary, it motivates people to reach for the next level.

The third level is compromised of the need for love and belonging, the need for friendship, romantic relationship, the need for family, i.e. a close emotional connection (intimacy). Failure to meet this need leads to loneliness and social anxiety. This level is followed by the need for esteem. Maslow lists two versions of the need for esteem: lower and higher. The negative, “lower” version of this need can result in inferiority complex and low self-esteem. The need for self-actualization is found at the top of the pyramid.

Time management strategies in education

One of the biggest challenges managers at schools face when starting a new project, or entrepreneurs when starting a new business, is lack of time. In these situations, the ability to manage time effectively is an excellent solution that has saved projects and businesses from disaster as well as the personality of the entrepreneur/manager. The five time management strategies implemented in education are: ²⁴

1. Segmenting the calendar

Segmenting the calendar is one tip that might help time management. Set specific time slots during the week corresponding to certain tasks, for instance Monday afternoon is set for accounting. Thus a distance is created between the many various roles one must play, while breaks and the organized approach allow for greater productivity and concentration. In addition, this enables one to set time aside for personal interests, when one wants it or needs it the most.

2. Delegating

The art of delegation is an important technique used on the road to becoming a successful manager. Every manager in education must learn to delegate duties as responsibilities take up a huge portion of their valuable time.

3. Outsourcing

Take delegating a step further.

4. Automatization

It is incredible how much people can benefit from using technology and automatization. Whether it is a matter of communication with employees or the manner in which tasks are carried out, there are huge advantages and possibilities to save time if technology is present and implemented in all educational processes.

5. One personal activity a day

It is very common for managers in education to devote a great amount of time and attention to the creation of a “to do” list for personal activities. This is a good solution, however,

²⁴ <http://karmakasha.mk/rubriki/biznis/item/1722-5-kritichni-strategii-za-menadziranje-so-vreme>, retrieved 05.05.2015

these activities are often low priority tasks and are once again completed after all the important objectives are accomplished. A good tactical solution is to choose only one activity from the list of personal obligations and complete it without feeling any pressure, i.e. that there will be no time to complete the other tasks on the list. Thus, one reduces the stress that can arise from prioritizing as well as the time needed for quick organization.

CONCLUSION

Many of us are aware that time is a limited invaluable resource of which we always need more. In the rapid and tumultuous life we lead today there is an urgent need for managers to learn how to manage their time more effectively and efficiently. Time can be successfully managed through planning, prioritizing, organizing and knowing how to effectively cope with specific activities.

Most importantly, planning is a key component of time management. Each activity that should be completed must be carefully considered at least a week in advance. Finally, activities must be organized in a planner, calendar or personal digital assistant. In fact, organizing tasks in the calendar creates a spare block of time to complete all the activities, hence it is very likely that duties and objectives will be completed if one is organized. Time management is an art in itself that entails planning, organization and budgeting of time.

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SOCIAL CHANGES IN DEVELOPING NEW ETHICAL APPROACH IN EDUCATION IN KOSOVO²⁵

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Abstract

Despite new developments in all spheres of life, Kosovo is still struggling to build a new system of aspired European values, especially related to education and human rights enjoyment. In fact, Kosovo authorities have developed a considerable number of legal documents, starting from laws, strategies, programs, administrative instructions, regulations and decisions. In light of that, issues, topics and documents related to the idea of new ethical approaches regarding morality, codes of conduct, approaches etc., have been introduced. Except description of the education history of schooling in Kosovo from the perspective of education schools/faculties development, this paper aims at analysing efforts and the legal framework related to the education code of ethics and possible interference of the applicable legal framework in creating certain level of understanding of code of conduct and consequent non/acceptance of certain ethics in education process compared to international legal requirements, standards and instruments.

Key words: laws, ethics, standards, instruments, students

Social changes in developing new ethical approach in education in Kosovo

During the last decade, in Kosovo, a considerable number of changes have taken place in nearly all sectors of the education system and on all levels of it. In order to speak about achievements, failures and challenges of the education process in Kosovo, one must recall the first attempts and history of creation of the 'real' educative schools. The first so called 'Shkolla Normale' (a sort of a teaching college) was founded in 1953 in Prishtina as a first real educators' school which continued to work for several decades after the Second World War. Following that, in the beginning of the 1960s, other high pedagogical schools were established in the following towns in Kosovo: Prishtina Gjakova, Prizren, and Gjilan. Such schools offered teaching programs for qualifications of teachers of grades 0-4 and 5-8. The high pedagogical schools only in 2002 changed into bachelor study cycle of three years and those in Prishtina, Gjilan, Prizren and Gjakova as Faculty of Education. These Faculties serve programs from 0 to 9th grade of teaching. However, they do not offer in service professional training. The majority of training of that nature is offered by other different organizations: Kosova Education Centre (KEC), Canadian Education Development Program (KEDP) the European Agency for Reconstruction (EAR) GIZ, etc. This cooperation was made to support Kosovo institutions in making efforts of correlation in the education system, or more precisely as Fulan said to assess the fit between curriculum, pedagogy and assessment of the primary and secondary schools.²⁶ From 2005 on, MEST developed the following documents: *Strategy*

²⁵ Revisional scientific paper

²⁶ Michael Fullan, Force of change, Adea, Prishtina, 2000, p. 25

for *Development of Higher Education in Kosovo (2005-2015)*, *Strategy for Development of Pre-University Education in Kosovo (2007-2017)*, *Medium Term Expenditure Framework (2011-2013)*, and the *Kosova Curriculum Framework*. These documents, together with assistance of the international interlocutors aimed at bringing a new approach in the teaching process in Kosovo. Moreover, KEDP and MEST in 2006 signed a MoU to qualify teachers with different subject background deriving from the old system of the high schools under the program named *Program for Teaching Professional Development*. Seeing it as a positive step the Faculty of Education in cooperation with MEST changed the name of the program into *Teacher Qualification Improvement Program*. In light of these efforts, the *Kosovo Curriculum Framework* clearly states expectations, classifying, grading and the overall organizing of the schooling system in Kosovo²⁷, which led towards a joint effort of all education interlocutors in compiling a deeper and more comprehensive document that consolidates the principles of education in Kosovo called *Kosovo Education Strategic Planning (KESP) 2011-2016* approved by a Government decision in August 2011. The KESP recognizes the need for the education system to be more responsive to the labour market demands, aligned with key government priorities and pressing economic development goals. It offers a range of strategies for meeting the priorities of Government of the Republic of Kosovo, Millennium Development Goals (MDGs) and Education for All (EFA) targets by 2015²⁸. The *Kosovo Education Strategic Planning 2011-2016* offers main Critical Sector Priorities²⁹, The document conveys the idea of changes and modernisation but lacks means of verification. However regarding inclusion, on page 50 several ideas of inclusion and non-discriminatory basis are set forth (equity, persons with disabilities and disciplinary problems) that would have a direct link to understanding, planning and implementing a vision in the education process. In this regard, Fulan highlights that “societies that aspire to make a change can face challenges, as in modern societies the relationship between democracy and education was always abstract, or has been taken as self-understandable and as such was neglected³⁰”.

Kosovo education authorities have made efforts to provide secondary and tertiary legal basis which would regulate behaviours, manners, duties, and freedoms of students and teachers. In the light of this, in 2010 the Minister of Education approved an Administrative Instruction (AI) named *Code of conduct and disciplinary measures for students of upper secondary schools 6/2010*, which was valid until June 2014, when a new AI No. 06/2014 on *conduct and disciplinary measures for students of upper secondary schools* was approved. Considering that both AIs present the main pillars of law implementation regarding code of conduct and general ethics in schools, an analytical description and comparable inquiry of both documents is to be set forth. The AI No. 6/2010 with its ten articles mainly foresaw disciplinary procedures for secondary school students including written warnings and suspensions between 2010 and 2014. It described which behaviour qualified for a particular type of punishment elaborating on the order of disciplinary procedures. For example,

²⁷ https://www.academia.edu/2912972/The_Kosovo_Curriculum_Framework

²⁸ http://www.masht-gov.net/advCms/documents/KESP_2011_2016.pdf

²⁹ The sector is committed to improving the performance of the education system through changes to and modernisation of the curriculum, teaching and learning and assessment. Continuing efforts will be made in enhancing quality in the system through systematic attention to the curriculum and intensive teacher development. Reducing the number of shifts through a continued programme of school classroom building will continue to address access and quality issues. In line with current economic and social developments, key priorities also recognise the importance of expansion of upper secondary education and support to technical and vocational skills and higher education as a means of addressing the pressing economic development goals. An on-going theme of government is a clear perspective of EU membership and thus an education system that meets European and international standards. Increasing the opportunities for girls and women, children and students with special educational needs and those from minority groups are also key sector priorities.

³⁰ Michael Fullan, *Force of change*, Adea, Prishtina, 2000, p.13

behaviour which merited a punishment, under article 4 listed “prohibited actions” among which: unjustified absence from the educational and vocational institution, bringing weapons in the educational institution, intimidation, conflict, vandalism, disrespect, insult of students and the staff; carry and use of drugs, tobacco and alcohol; breach of peace and order; use of cell phones; falsification of documents, destruction of inventory and working tools, wearing of religious uniform and others. Some items of this AI need to be reviewed, as it directly touched upon the wellbeing of students for that period. For example, article 5 describes issue of class attendance alongside with procedural remedies which are greatly related to the impact of success/grades in cases where students do not report to classes up to a certain number of lessons. Article 6 provides that Municipal Assembly will decide on a suspension over a month, which together with the directorate is supposed to organize an alternative education for the student. In this regard, the AI provides for four levels of suspension which are to be imposed gradually, or given the seriousness of the offence; however it does not state any permanent suspension explicitly, but titled it as “Measures for temporary suspension”. Moreover, articles 7.1.4 and 7.5 read that that for any taken measures all students are informed on the public board.

Based on the above description this AI had two main implications: the right to education per se and the right to privacy. In Kosovo, both rights can be subject to cultural understanding and interpretation, be it of legal framework and/or sociological aspects on determination and comprehension of what is right and what is wrong, yet a conclusion based on international standards can be drawn. Thus, implications to the realisation of the above-mentioned articles are related to the provisions foreseen under Article 16 of the Convention on the Rights of the Child (CRC) which states that “No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, or correspondence, nor to unlawful attacks on his or her honour and reputation”. Both articles clearly associate the need of an ethical, professional and advanced approach to related cases, and in this light the issue of confidentiality and privacy is highly requested.

The second AI with its 16 articles widely incorporates measures as in the previous AI and does not include more details on proceedings related to measures and behaviours, but provides a modification regarding improvements particularly related to the protection of privacy and well-being of students. According to it, the main authority to deal with proceedings of violation of code of ethics is the head teacher in cooperation with the respective school director, the school council and finally with the municipal department of education. Despite that, the ‘discriminatory’ sentence on publication of final written measures was included in this AI too under article 11.5 as “the pronounced written measures are published in the announcement board”. It is to be recommended that in case it is necessary to decide on the status of student/s, it can be handled without proceedings with open public board announcements. This could be addressed through references of legally bound options, namely international and domestic legal framework. Authorities can rely on Article 40³¹ of the Law No.04/1 –032 on Pre-university Education, as a supportive mean toward compilation of a more friendly and non-discriminatory policy on code of ethics, and not as continued drafting of secondary legislation on the local level, as was recently the case in

³¹ Article 40 Principle of inclusive education: “It is the explicit intention of this Law that the principle of inclusive education should be applied in the Republic of Kosovo as best practice in accordance with international norms as set out in the UNESCO Convention on the Rights of the Child (1989), the Statement of Salamanca (1994), the UN Convention of the Rights of Disabled Persons (2007) and other relevant international conventions or recommendations”.

Ferizaj/Urosevac municipality³², where a similar document on punishment of students for bad behaviour has been finalized by the respective education department. Article 10 of this draft regulation foresees that all agreed upon measures related to a student will be published on the school public notice board. Examples taken from both AIs and from the municipal regulation present issues for discussion, particularly on interference of certain legal provisions in creating a certain level of understanding, or of a 'suitable' compatibility of legality between culture as a corresponding mean, and/or reaction toward wrongs and rights. In relation to this, Carr says that "if education is regarded as a matter of culture-specific induction into local habits and practices, how could there be any objection to a given personal or cultural practice on principled professional grounds"³³. This might be developed via explanation from two different grounds: traditional and progressive ideas on moral education. Whereas the traditional interpretation sticks to obedience of authority, (teacher, director and department of education), it is to further be replicated on the intent of progressive or liberal discourse because of the mere fact that liberal or progressive teaching of values, ethics and norms depends much on a lot of circumstances: the state of affairs, experience, professionalism level, history of the education system, culture, tradition, typology of classrooms, training, teachers themselves etc. In relation to this, Carr holds a neutral or more of refraining standing when saying that "an implication of some liberal constructivist conceptions of moral development that moral education is not really the concern of the ordinary classroom teacher, and should properly be given into the hands of experts specially trained in psychological and other techniques of moral pedagogy"³⁴. If this is to be compared and examined against description and analysis related to the topic of the two abovementioned AIs in Kosovo and on the history of the development of teachers' education process, then two segments of reality clash between each other. The still de-facto moral values on ethics from the perspective of the traditional authority of the institution/teacher on students, and to some degree, the *de jure* document based approach where components of human rights, inclusiveness and European standards make principles of current efforts in building modern teaching-learning ethics. One helping idea could be taken from the example of the document *Spiritual and Moral Development*, published in 1993 by the British National Curriculum Council. This document on page 4 reads "Moral development, like spiritual development, cannot be defined by one simple statement. To achieve that, inevitable questions like *what are similarities and differences between 'universal' moral principles and particular country circumstances* are to be analysed. This and other questions, on most suitable educational practice are as well part of media debates which are sometimes controversial and supported by standings that powers of educational management are a done deal and any criticism would be punishable. In relation to that, Tomlinson and Little list several ethical principles³⁵, mainly related to students respect and areas concerning modesty of teachers, exercise of truth, respect to nature of knowledge, respect to skills and experience; independence of mind and action, discern and respect the interests of persons taught; respect the families and social situation of those being taught; acknowledge social interdependence; exercise and accept responsibility for influence which may be long term. In conclusion, it is to be accepted that understanding, approaches, methods and standings toward building real democratic policies

³² The municipal regulation on rights, duties and responsibilities of middle high school of municipality of Ferizaj (rregullore për të drejtat, detyrat dhe përgjegjësit e nxënësve të shkollave të mesme të larta të komunës së Ferizajt) was taken as a reference ³²

³³ David Carr, *Professionalism and Ethics in Teaching*, Taylor and Francis Library, 2005, p. 165

³⁴ Ibid, p. 195

³⁵ John Tomlinson and Vivienne Little *Education for Values, A Code of the Ethical Principles Underlying Teaching as a Professional Activity*, Taylor & Francis e-Library, 2005 p. 152

and educational intuitions present challenges in the future as values in a broader sense might not be accepted and understood equally by all persons. In light of this, author Macfarlane notes that values are relevant to all disciplines and do not necessitate religious convictions or a missionary zeal. According to him, developing a sense of common values is the glue that holds society together³⁶.

Finally, respecting human rights and integrity as common values present a *sine qua non* for Kosovo's path towards Europe. That is simple and to the point: complying with the European Convention on Human Rights, especially its provisions to protect the rights of children, because as noted under Protocol 1, Article 2 on the Right to Education, an educational system that embraces a rights-based approach will have long lasting results.

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³⁶ Bruce Macfarlane, *Teaching with Integrity*, Taylor & Francis e-Library, 2004., p.38

ETHICAL PRINCIPLES BY TEACHERS IN SCHOOL-CLASS³⁷

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Abstract

Student and classroom bad behavior doesn't just suddenly happen. In most cases the behavior manifests over time and is often associated with other issues from home, initial upbringing, primary socialization training or lack of it, or medical conditions. With causal factors identified, parents then need to create an action plan, including the help of school officials and physicians if needed. The goal is to provide a child the critical tools needed to function with groups without being disruptive. If there are ways to help a child express fear or anxiety without the disruptive behavior, these are often used with smaller, younger children. Instead of letting the child get angry and loud to get attention, the child should be convinced to go to a teacher and stay close. We done a investigation in elementary school "Musa Zajmi" in Gjilan, to know how teachers build the discipline in school-classroom. In this investigation attended 43 teachers. The obtained results show that teachers are supported : rights and responsibility , respect, good behavior.

Key words: ethic, behavior, pupils, teacher, school,

Introduction

Bad behavior in school gets a lot of spotlight in today's media, but the causal factors and solutions unfortunately do not. Parents, schools, and physicians are often in a position of potential working together to resolve school behavior problems in a child, and going about the matter the right way can make a big difference. However, everyone involved has to be willing to work together with each child on a case-by-case basis. Otherwise, the child often gets relegated to a "closet" just to remove him from the class and stop the disruption. That doesn't solve the problem, and it creates a persona in the child that will continue to let the bad behavior grow worse over time(<http://nobullying.com/bad-behaviour-in-school-and-solutions>).

Parents should be willing to make changes to home life if they are needed and identified. If it means having parental discussion at different times when children are not present, the parents need to adjust. If it means not talking about stressful issues in front of children such as household finances, that can be changed. If it means adjusting exposure to the TV, radio, music or other elements that can influence thought and behavior, it shouldn't be resisted. These are all elements that children pick up on very quickly and then develop their own perspectives as a result. It also affects their behavior and life outlook. Just watch how kids pretend-play at being adults when they are immersed in a game, and their perspective of life around them becomes very, very evident. It is often the case that the early signs of a child's bad behavior pattern are already appearing at home, especially if the

³⁷ Revisional scientific paper

child has siblings she or he interacts with regularly. However, many parents don't see the signs themselves, often due to not knowing what to look for or dismissing the matter as just an untrained child who needs school and routine to get in shape.

It has been long established that institutional honor codes can be effective deterrents to academic dishonesty (McCabe, Treviño & Butterfield, 2001; Whitley & Keith-Spiegel, 2001). A climate encouraging ethical behavior affects students' perceptions of how ethically other students are behaving. Research has consistently demonstrated that the most important factor in whether students behave honestly is their perception of their peers' behaviors (Caldwell, 2010; Engler, Landau and Epstein, 2008; Jordan, 2001; McCabe & Bowers, 2009; McCabe, Butterfield & Treviño, 2006). If students believe that "everyone else is cheating," then they will be more likely to cheat, too. However, honor codes alone do not create a climate of ethical behavior. Honor codes must be backed by institutional programs that educate students and encourage academic honesty (Caldwell, 2010; Engler et al., 2008; MacDonald & Carroll, 2006; McCabe, et al., 2001; Roig & Marks, 2006; Whitley & Keith-Spiegel, 2001). Therefore, to move expectations of ethical behavior from the institution to the classroom, statements encouraging ethical behavior not only need to be placed in the course of the curriculum, but also discussed and reinforced in class. The curriculum should include statements encouraging ethical behaviors. However, these statements should focus on the importance of ethical behaviors to learning and academic development (Davis & Ludvigson, 1995). They should stress the link between ethical behaviors and achieving the learning objectives of the course. They should not focus exclusively on detection and punishment. As honor codes are insufficient, so are mere statements demanding ethical behaviors. However, Davis and Ludvigson found that statements about academic honesty and sanctions do serve as deterrents to cheating. It is also important to remind students that behaving dishonestly conflicts with their own self-images as honest people. In the last decade we can say that there are many changes in the concept of teacher and school pupils. These changes show that students require only the right but not the responsibility.

These rights misinterpreted and mismanaged by teachers or parents in our schools today present major problems teachers and school management without appropriate behavior unethical, ethical code does not correlate with school or school regulations that bind to sequence and responsibility

Ethical knowledge, albeit incomplete and ever evolving, based on the dynamics of new and unpredictable experiences, "illustrates teachers' devotion to living through their actions essential. Moral and ethical principles descriptive of a human legacy in all its complexities and apparent contradictions" (Campbell, 2003).

Thus, on one hand, ethical knowledge is honed within school climates rife with dilemmas and tensions as teachers, like anyone else, interpret and prioritize core moral values and principles in divergent ways. They make decisions based on what Strike (1999) would characterize as "moral pluralism" in ways that are both conflicting and compatible along a wide spectrum of moral goods. And, as Sirotnik (1990) reminds us, in his defense of moral imperatives, "An anti-relativist position, however, does not automatically resolve fundamental questions, dilemmas, and issues". Each school without the basic principles of ethics not only can not be in harmony of developing but has a lack of efficiency. Therefore, the establishment of important ethical principles can increase the quality and efficiency of the school. Should formulated the ethical principles in school? Certainly schools guided by ethical principles based on legislation for education, which gives the normative character, the obligatory and controllable as e.g. at school where the research was conducted, schools had developed some internal regulations for teachers, pupils, which had support in Preuniversity Education Law which were: Status of School, School Board Regulation, Regulations for

teaching, regulation for pupils, code of courtesy for teachers and for pupils. All these regulations have clearly defined roles and responsibilities to each member of the school.

Interpretation of results

Organization and collection of information is carried out by means of a structured questionnaire, which became the choice of the sample. In this study are included 43 teachers of low middle school. This layer is considered as homogeneous regardless of the differences of age, gender, qualifications, experience, etc.

The questionnaire consisted of the following questions

First question is : The school has appropriate environment for the development of the educational process. Estimation is done with mark : 3,4 , 5 . The teacher give these response : 11 teacher think that they have a more suitable environment for the holding of the learning process, and they estimate with higher mark 5. With mark 4 estimate 7 teacher , while with low mark response the low number of teacher 2.

Second question: What are the basic principles of ethics in which your school relies The purpose of discipline in school is that students understand their behavior, take initiative, be responsible for their choices, and to respect themselves and others. For the importance of discipline author Eileene says : “Discipline is the process of learning or training of a person to obey the rules or a code of conduct in both the short and long term” Uelker,J.Eileene (2005, <http://oholine.osu.edu/hyg-fact/5000/5153.html>). So they acquire an habit, a wont of good behavior, you can convey a lifetime. Even the results of research it turned out that teachers give the much importance to discipline in schools where 70% think that their schools rely more on discipline, respect, good behavior, cooperation, support, rights and responsibilities of both parties, while 30 % of other respondents think that the school does not have a code of ethics of their work which is based on their work

How much implemented code of ethics at your school

Teachers should be visionary, student-centered and focus on about implementing ethical code which aims at establishment of rules of behavior at school. We believe that the ethical code is a document that will have to be known to all the participants of the school in order to be applied. Implementation of the school code means that everyone must act in accordance with that code, but in practice it appears that although the schools have a very good legislative, also drafted regulations by themselves, have breakage or non compliance to the code school. That code fully implemented think 60% of teachers, while 40% of teachers believe that in their school the code implemented partially.

3. On which basis do build discipline in your classroom

Create a positive learning environment where the teacher builds bridges of communication and understanding with students relying on the rights and responsibilities arising from the legislation school, while the punishment means keeping under control of unethical behavior of pupils, while the discipline implies child development. Teachers being are aware that discipline is a tool that helps pupils to develop positive behavior 65% claim that discipline build in their classroom and relying on regulations drafted by the school and the pupils themselves. While the rest of 25% think that discipline, that they build with their

pupils is discipline of respect. Education and support have part of work, think so only 10% of teachers.

4. Why children misbehave in class?

Experience has shown that pupils do not behave in the same class, because they are affected by many factors, for example. some of them require the teacher's attention, power, revenge, family culture, etc., that teachers displayed in a dilemma. Diversity in the classroom is asset but at the same time is the problem for management of pupils, especially to those who present bad behavior. Have been made more research in this direction but yet not found a formula that would apply to all cases, that it means that teachers must help pupils in establishing regulations and responsibility through drafting the regulations of the class.

The teacher is an example for the student, which the students must submit respect, gratitude, righteous in judgments, real evaluators of events in the class etc. Pupils need to understand and respect school rules.

Why do children misbehave in class dominates respond: family education, social circle(63 % of teacher), while others teacher(17 %) think that professional service absent in school, while 20% of teacher think that non-enforcement of penalties, affects in bad behavior.

5. Which the bad behavior repeated more often in class.

The teacher in this question had the opportunity to list the bad behavior of pupils as this question was open, but 60% stated that the students in the class posse disruptive behavior. Examples of disruptive behavior include: discussions without permission, stand up, intervention teacher late entered in the classroom, and phone use. As a non-ethical behavior is phone use during school hours have also claimed 40 % of teacher, phone use is a problem in itself and enough disturbing.

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MLADEN JOTOV- A PAINTER AND A PEDAGOGUE³⁸

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Abstract

This paper talks about Mladen Jotov, who after graduating from the Pedagogical Academy in Skopje, spent his whole lifetime in Kladovo, working as an art teacher.

His career as a painter took a little longer than half a century, during which time he painted, using various techniques, some 2500 works. Landscapes and portraits occupy the most important place in his opus. He received a lot of awards for his educational work, most notably the Order of Labor decorated with a silver gloriole, awarded to him by Josip Broz Tito, the president of Socialist Republic of Yugoslavia, as well as the Vuk Award.

Keywords: *Mladen Jotov, Portrait of Ruzica Jotov.*

Mladen Jotov was born in Dimitrovgrad³⁹ in 1934, in a poor, rural family. He graduated from the School of Applied Arts "George Krstic" in Nis. He was the only one in his generation 1952-1957 who graduated with honors. He finished the Pedagogical Academy- the Art department, in Skopje in the class of Professor Georgieva. Being an excellent student he passed all of the exams in a record time-a year. On graduating in 1957 he settled in Kladovo where he spent his entire working life working as a teacher of fine arts in elementary school "Vuk Karadzic". During this time, he hosted 23 solo exhibitions and also took part in several group ones. He died in 2009 in Kladovo.

Through his painting and his painting life, Mladen Jotov remained inextricably linked to his homeland and the places in which he lived and worked. His watercolor landscapes, magnificent in their autumn lipstick tones, green, light blue and ruddy, occupy the most important place in his work.

Beside all this, he was able to evoke a certain atmosphere on his paintings of different seasons, such as a clear freshness of a snow covered landscape- Winter in Dimitrovgrad, A View of Dimitrovgrad; bleak landscapes in the autumn rain- A View of Kladovo, The Danube Banks; a luscious golden autumn- Autumn Landscape, Sunflowers⁴⁰. The terrace of a house on the bank of the Danube is an exquisite filigree of liana, branches, clusters of lace intertwined into the marble with remarkably subtle shades of green and blue, painted with light, quick strokes of the paintbrush.

As far as his feelings are concerned, they are like a breeze of lyrical serenity, like a breath easy vision, the one that shows up while painting the walls of the Femislamic fortress

³⁸ Specialized paper

³⁹ In this provincial town or its close surrounding, a great number of artists of Bulgarian nationality has been born. On this occasion, we will mention some of them: Metodi Petrov – a painter, Branko Biscan – a painter, Georgi Georgiev – a sculptor, Perica Donkov – a painter, Ivan Kolev – a painter, Bogdan Nikolov – a painter, Branko Nikolov – a graphic designer, Dusan Biscan – a lawyer, but also did some paintings.

⁴⁰ Kamenko M. Markovic, Masters of Aquarelle 1, „Sven“ – Nis, Nis 2010, page 32.

with clusters of blossomed acacia in the springtime; the song full palette when painting Negotin with its old houses and yellow trees in the foreground, and the silhouettes of churches in the background, while a cloud hovers over the city, as light as a soap bubble.

A painting showing an old ramshackle farmhouse with blossoming peach trees in front of the door, and a cherry tree under the window, stand for the hymn to the glory of watercolors.

Beside landscape, portraits occupy very important place in Mladen Jotov's creation. Several portraits from the early phase, painted in watercolor, have a special charm. One of them is the portrait of Ruzica Jotov.

The Portrait of Ruzica Jotov

A little gaunt, thin, her look well-kept, Mrs. Ruzica is a very interesting woman. There is a modern touch in the way she was painted, the nose is a little snub with prominent nostrils, heavy eyelids over her eyes, long lashes, they are big and wet having a strange glow. The lips are full, and the chin is firm. Her hair is thinly marked using fine lines. She is wearing a light linen hat on her head and matching earrings perfectly dancing to its rhythm.

The painter himself was always carried away by these details. He openly admitted his deep sensual enjoyment in beautiful faces, gentle pearly skin, in lovely postures, summertime landscapes and eye-catching dresses. He sincerely rejoiced in visual beauty and doing so he never got into artistic vulgarity or sensuality.

This elegantly dressed lady is looking into the distance, due to her daydreaming or her shyness- the true reason for it we cannot really tell. The movement of the paintbrush is so lively and vivacious, so subject to the painter's feelings. Certain dark red points on the clothing and the necklace are stressed and give the painting some special features. Mrs. Ruzica possessed good judgment and sensitivity. Mladen Jotov had always been a good loyal husband and a friend⁴¹.

The painting is signed but not dated, and the woman the artist painted, with a lot of love, has a mature expression despite her youth.

Portraits of Mladen Jotov have become a part of us and our everyday lives and as such they have become an integral part of our future. He is an artist well respected in our rather small country as well as widely throughout Europe by its strict art audience.

Paying Mladen Jotov deserved tribute and recognition for all he had given the city where he had spent his life, The Centre for Culture and Art in Kladovo hosted an exhibition in 2007 entitled- Mladsen Jotov, 50 years of creativity (1957-2007).⁴²

The audience was delighted by the technical perfection and the freshness of the works exhibited even though they all knew that the artist, due to a serious illness, had been bedridden for some years. It was a swan song of an exquisite creator whose home was decorated with The Order of Labour with a silver gloriote, awarded to him by the president of Socialist Republic of Yugoslavia, and the Vuk Award he deservedly shared with his wife Ruzica, an art teacher⁴³.

Mladen Jotov painted more than 2500 paintings using different techniques(oil, pastel, tempera, mixed techniques, watercolor). There is a great variety of motives , ranging from the human figure, still nature, to intoxicating landscapes, however, he particularly clanged to

⁴¹ Kamenko M. Markovic, Masters of Aquarelle 2, „Sitoprint plus“ Nis, Nis 2010, page 11-12

⁴² Zaklina Nikolic, Jotov – 50 Years of Creation 1957-2007, The Culture Centre Kladovo. (the catalogue includes the reproductions, four photos from the artists life and two texts. The first one is called „The Conversation with the Artists“ by Zaklina Nikolic, and the second one: Mladen Jotov „The Artis of Melodious Colors“ by Kamenko M. Markovic.

⁴³ Ruzica Jotov, graduated sculptor, worked at the same school with Mladen. The two of them taught art at the Vuk Karadzic school in Kladovo whose students were winning most prestigious awards in the country.

portraits in which he interweaved his own intimate vision of the motives as well as the lyrical pictorial sensibility.

The female portraits are said to be his best pieces. Beautiful women of Kladovo can be seen in them, luxuriant flowers, this small town, as a sunspot hovering over the green waters of the Danube, in the area of the rosy remnants of the Trajan's Bridge in Kostol to the ashy walls of the Fetislamic fortress.

The paintings of Mladen Jotov can be found in the USA, Germany, Austria, Hungary, Greece, Finland, Bulgaria, France, Romania⁴⁴, the Netherlands, Canada, and in many other galleries throughout Europe and ex-Yugoslavia.

Mladen Jotov gave nineteen of his paintings to his hometown as a gift; to the Grammar School and the town's gallery he gave nine of them each, and one to the "Rozenstvo Of the Holy Mother of God" church.⁴⁵



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⁴⁴ In March 2012, Kamenko M. Markovic organized an exhibition of aquarellists from the south-east Serbia at the Art Museum in Turn Severin. The occasion for the exhibition was the seventieth anniversary of aquarelle in this area. The exhibition consisted of the works of Sima Cemerikic(1906-1973), Bogdan Nikolov(1924-2008), Zlatko Pavlovic(1947-), Momir Armus(1951-), Nenad Corelj(1960-), and Vladimir Crnomarkovic(1960-). The voluminous catalogue of the exhibition had the organizer's analysis of the creation of Mladem Jotov, Georgi Georgiev(1944-), George Zivkovic(1948-2009). Have a look at: Camenco M. Markovici, 70 de ani acuarela in Serbia de Sud-Est, Muzeul Regiunii Portilor de Fier, Sectia de Arta, Drobeta Turnu Severin, 2012.

⁴⁵ Mladen Jotov, paintings, Culture Centre Dimitrovgrad- Dimitrovgrad, 2008.

PROFESSIONAL ETHICS OF TEACHER - LITERATURE REVIEW⁴⁶

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Abstract

Since the distant past, ethics has been considered an important part of teacher profession and is still considered as such nowadays. In this context, the description of teacher profession and ethical responsibilities has been accompanied by changes which are a result of developments in the social, educational and legal fields. All the developments in these fields have influenced the specification of the ethical responsibilities of teacher profession. This paper reviews the literature pertaining to ethics of teachers in general, including the code that describes the professional responsibilities of teachers, the code of professional practice and the code of professional conduct. The contribution of the paper lies in recognizing and defining the main features of ethics of teachers.

Key words: *Teacher, The Code of Professional Responsibility, The Code of Professional Practice, The Code of Professional Ethics.*

Introduction

According to The History of World Pedagogy, various distinguished world pedagogues among them worth mentioning Jan Amos Comenius, Froebel Pestalozzi, Maria Montessori etc, have given different opinions on the ethics of teacher profession and on the responsibilities of their work and personality.

Based on the pedagogical literature, Jan Amos Comenius was one of the pedagogues that valued highly the teacher and his personality, describing him as a skilful person, with general knowledge, as a positive example for others, honest and with positive attitude towards students. In addition to describing teacher personality, Comenius shows his high evaluation for teaching profession by citing that "the profession of a teacher is majestic as no other profession under heaven, and teacher himself should be aware of that as well".⁴⁷

In this context, particular importance was attached to the teacher by the pedagogue Johann Heinrich Pestalozzi, who is a true idealist of teacher profession. Pestalozzi describes the pestalozzian teacher as a humble person with general culture. According to him, the

⁴⁶ Revisional scientific paper

⁴⁷ H. Koliqi, *Historia e Pedagogjisë Botërore I* (1997), Prishtina, Pg.219

teacher must be "The model of the moral man, of image, of kindness and decency"⁴⁸. To achieve these educational values, he organized seminars for teachers, as well.

In education of social society, the teacher occupied an important place even in the Middle Ages, respectively, in scholastic where the personality of the teacher was very much appreciated and also his expression "The teacher said", is indispensable and it shows that the opinion of the teacher is holy, true and undisputed.⁴⁹

Besides the importance of teacher profession in the past, also nowadays, teacher remains inalienable public figure and with the development of new scientific pedagogical disciplines, the meaning, the value of teacher profession and his role in society has further strengthened the pedagogical sense, the value of the teaching profession and its role in society. This paper will cover the responsibilities of teacher profession according to the code of ethics, code of conduct and the code of professional practice.

The Code of Professional Responsibility of the Teacher

The professional responsibilities of teacher's work have been interpreted in different ways in different situations throughout history. So, some of the rules for teachers in 1915 were:

- You will not marry during the term of your contract;
- You are not to keep company with men;
- You must be home between the hours of 8 PM and 6 AM;
- You may not loiter downtown in any of the ice cream stores;
- You may not dress in bright colors;
- You may not smoke cigarettes;
- You must keep the classroom neat every day, etc.⁵⁰

These were some of the rules that the teacher of that time should adhere to, but nowadays there is so called The Code of Professional Responsibility for Educators which is a systematic review of rules and guidelines that teacher's profession requires. The Code of Professional Responsibility covers different issues which teachers should observe during their work at school. This Code provides explanations on various issues for school circumstances. Some of the issues that teachers should observe, are elaborated below and include: electronic communication with students, their behavior towards students, student transportation, use of social networks, penalties, teachers documentation and teacher public behavior.

-Electronic Communications with Students: The Electronic Communication with students outside the school schedule can be associated with different problems which can lead to the loss of employment certificate of the teacher. In this regard, according to the Code of Professional Responsibility, it is important that teachers know the benefits and risks that the use of electronic communication with students could bring.⁵¹ Based on the rules that are described in the Code of Professional Responsibility, teachers should be cautious when communicating with students, they should keep their professional distance and at the same time the communication should be transparent and reasonable.

⁴⁸ H. Koliqi, *Historia e Pedagogjisë Botërore II* (1998), Prishtina, Pg.36

⁴⁹ H. Koliqi, *Historia e Pedagogjisë Botërore I* (1997), Prishtina, Pg.133

⁵⁰ <https://www.nhhistory.org/edu/support/nhrowingup/teacherrules.pdf>

⁵¹ Connecticut's Teacher Education and Mentoring Program (TEAM), *Understanding the Code of Professional Responsibility for Educators*, January 2012, Module 5. Pg.7-9.

-Transport of students: Teachers should not use their vehicle to transport students. According to the Code of Professional Responsibility, the teacher can carry students in his personal vehicle only if the schools staff / school and parents agreed or are aware of that.⁵²

Some of the consequences that result from transporting students with teacher's vehicle can be fatal traffic accidents up to misunderstandings by the public.

-Contact with students: According to the Code of Professional Responsibility, the behavior of teachers should be in conformity with the Code of their Professional Responsibilities, despite positive relations with students, teachers cannot be friends with students, they are professionals and should adhere to professional acts.⁵³ Thus, teachers must respect their professional code aiming that their actions are in harmony with it.

-Use of social network: Based on the Code of Professional Responsibilities, teachers have to keep their behavior up to a high standard compared to other persons in society.⁵⁴ Postings in on-line and communication can reach beyond the audience and influence the level of trust among students and community. Often personal and professional lines may be blurred in social networks. Therefore, it is required from teachers to be aware about their postings in various social networks.

-Penalties: The behavior of teachers can reflect negatively on the status of their profession. Under the professional responsibilities, job applicants who are involved in criminal offences have to wait long after their application, because a thorough check of their CV is needed. In case the applicant is under investigation for meanness, moral misconduct, misuse of alcohol or any other criminal offense, his employment is very difficult.

-Documentation of teachers: Every teacher must possess a regular professional documentation. Based on the Code of Professional Responsibility, teachers are not allowed to present evidence or make false statements, present false diplomas or certificates for professional development.⁵⁵

-Teacher Public Behavior: The teacher is at the centre of the educational process and his position is of great influence and of great trust. Therefore, the teacher should be aware of his behavior outside the school because he is under constant surveillance of the public. Inadequate behavior of teachers in public places is not in compliance with the Code of Professional Responsibility and this contributes to the creation of a negative image in the community, something that might lead the teacher to the loss of his professional certificate.

-Student confidentiality: Schools are obliged to maintain the confidentiality of personal information of students. Teachers are also obliged to maintain confidentiality for each student in the school. This is supported by the Code of Professional Responsibilities for Teachers.⁵⁶ School rules are written in accordance with the law and the Code of Professional

Responsibility of Teachers, which remain in compliance with the state statute.

In this regard, the Code of Professional Responsibilities supports legal rules and procedures of the school and requires all staff to adhere to them demanding avoidance of using personal written information or conversation about specifics of students.

⁵² Connecticut's Teacher Education and Mentoring Program (TEAM), Understanding the Code of Professional Responsibility for Educators, January 2012, Module 5. Pg.12-13.

⁵³ Connecticut's Teacher Education and Mentoring Program (TEAM), Understanding the Code of Professional Responsibility for Educators, January 2012, Module 5. Pg.14-15

⁵⁴ Connecticut's Teacher Education and Mentoring Program (TEAM), Understanding the Code of Professional Responsibility for Educators, January 2012, Module 5. Pg.17.

⁵⁵ Connecticut's Teacher Education and Mentoring Program (TEAM), Understanding the Code of Professional Responsibility for Educators, January 2012, Module 5. Pg.23

⁵⁶ Connecticut's Teacher Education and Mentoring Program (TEAM), Understanding the Code of Professional Responsibility for Educators, January 2012, Module 5. Pg.29.

The disclosure of personal information of students causes break of trust between family and school. This would cause students not to feel safe in the classroom, which is manifested by emotional and psychological disorders affecting the decrease of their success.

-Misuse of position for personal benefits: Teachers should not misuse their professional position for personal gain. Under the Code of Professional Responsibilities, teachers must not call students out of school hours to teach them violin or mathematics etc.⁵⁷ If students need extra teaching hours then teachers must consult these matters with other teachers, with school staff, and even with the families of students in order to get the opinion and consent of all.

-Emotional harassment: The Code of Professional Responsibility clarifies also the duties of teachers towards students. Firstly, teachers should recognize and respect individual specifications. The teacher is obliged to maintain fairness to all students. Schools develop their own policies in accordance with the legislation and the Code of Professional Responsibility of teachers. Thus, teachers who don't adhere to these responsibilities may be admonished, even dismissed. On the whole the teacher is responsible for maintaining a good climate and tolerance in the classroom for all students regardless of economic, social, race and their religious background.

-Electronic harassment: Based on the Code of Professional Responsibility of teachers, it is not allowed any electronic harassment. For ex. to be part of social networks that hate anyone or anything else that is not ethical.

Under the Code of Professional Responsibilities, teachers must respect themselves and the rights of others regardless of race, ethnicity, origin, social class, disability, religion or sexual orientation.

-Physical harassment: Like all other instructions which are part of the Code of Professional Responsibility which should be adhered to by teachers, the use of physical harassment is also not allowed by the teachers. All teachers should be aware of the rules that are described in the Code of Professional Responsibilities because the violation of any rule can lead to their dismissal and to permanent loss of their professional license.

Professional responsibilities of teachers

Professional responsibilities of teachers in work include: responsibilities of teachers to the students, the responsibilities of teachers to the profession, the responsibilities of teachers to the community and responsibilities of teachers to students' families.

Some of the responsibilities of teachers to the students are:

- Recognize, respect and individual support for each student;
- Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their demands;
- Promote the right and freedom of students to learn, explore ideas, develop critical thinking, problem solving, and necessary learning skills to acquire the knowledge needed to achieve their full potential;
- Maintain the confidentiality of information concerning each student;
- Create a healthy learning environment for all students.⁵⁸

Some of the responsibilities of the teacher to the profession are:

- Uphold the principle of academic freedom;
- To serve effectively;

⁵⁷ Connecticut's Teacher Education and Mentoring Program (TEAM), Understanding the Code of Professional Responsibility for Educators, January 2012, Module 5. Pg.32

⁵⁸ Connecticut's Teacher Education and Mentoring Program (TEAM), Understanding the Code of Professional Responsibility for Educators, January 2012, Module 5. Pg.45

- Regular participation in educational practices
- Promote and maintain ongoing communication among all stakeholders
- Provide effective leadership with focus on student achievement;
- Engage in their professional development, etc.⁵⁹

Some of the responsibilities of teachers to the community are:

- Promote the principles and ideals of democratic citizenship;
- Encourage the community in the formulation of educational objectives;
- Endeavour to secure equal educational opportunities for all students.⁶⁰

Some of the responsibilities of teachers to the students' families are:

- Respect the dignity of each family, its culture, race, wealth and beliefs;
- Encourage participation of the family in the educational process;
- Promote, respond, and maintain appropriate communications with the family, staff and administration.⁶¹

The Code of Professional Practice

Besides the Code of Professional Responsibilities, teachers must recognize and adhere to the rules of the Code of Professional Practice, whose obligations should be applied at any point in school. In case of violation of the Code of Professional Practice disciplinary action can be taken such as: counseling, reprimand, financial penalty and termination of employment.

In other words, the Code of professional Practice is a guide for all employees in school and contains the following principles:

Principle of Public Service, that requires from teachers to engage in student learning, to cooperate with parents, to treat students, parents and colleagues with courtesy, sensitivity and protect students from harm.

The principle of responsiveness to the government and the needs of the public, requires from teachers to respect the law and preserve democracy in school in order to meet the interests of students and the effective development of the learning process at school.

Principle of justice and integrity requires from teachers to act with fairness and integrity, respecting the rights and dignity of their colleagues and of others, avoiding conflicts between private interests and professional responsibilities.

Principle of efficiency requires from teachers to use and maintain the effectiveness of school resources.⁶²

The Code of professional Conduct of teachers

An important part of professional ethics of the teacher is the Code of Professional Conduct. This code contains high standards of professional conduct for teachers which include: professional values and relationships, professional integrity, professional practice, professional behavior, professional development and professional collegiality and collaboration

⁵⁹ Connecticut's Teacher Education and Mentoring Program (TEAM), Understanding the Code of Professional Responsibility for Educators, January 2012, Module 5. Pg.46

⁶⁰ Connecticut's Teacher Education and Mentoring Program (TEAM), Understanding the Code of Professional Responsibility for Educators, January 2012, Module 5. Pg.46

⁶¹ Connecticut's Teacher Education and Mentoring Program (TEAM), Understanding the Code of Professional Responsibility for Educators, January 2012, Module 5. Pg.46

⁶² Teacher's Code of professional practice, Australian Capital Territory, Canberra (2006),Pg.6-13.

-*The Standard of Professional Values and Relationships.* To reach this standard, teachers must seek to develop positive relationships with students, colleagues, parents, school management and others in the school community in order to establish and maintain a culture of mutual trust and respect in their schools.⁶³ In this aspect, teachers should care for the best interests of the students and seek to motivate and inspire them towards success.

-*The Standard of Professional Integrity.* To achieve this standard, teachers must represent themselves, their professional status, qualifications and experience honestly.⁶⁴ Teachers should also act with honesty and integrity in all aspects of their work by avoiding conflict between their professional work and private interests which can impact negatively on students.

- *The Standard of Professional Conduct.* To achieve this standard, the teacher should uphold the reputation and standing of the profession, work within the law and regulations. The teacher should also communicate effectively with students, colleagues, parents, school management and others in the school community in a professional manner.

- *The Standard of Professional Practice.* To reach this standard, the teacher should develop teaching, learning and assessment strategies that support differentiated learning in a way that respects the dignity of all students. To this regard, the teacher should act in the best interest of students.

- *The Standard of Professional Development.* To reach this standard, the teacher should take personal responsibility for sustaining and improving the quality of their professional practice.⁶⁵ In this regard, teachers should reflect and critically evaluate their professional practice.

- *The Standard of Professional Collegiality and Collaboration:* To achieve this standard, the teacher should work with teaching colleagues and student in the interests of sharing, developing and supporting good practice and maintaining the highest quality of educational experiences for students.⁶⁶

Compliance with these standards and their respect will enable teachers to have appropriate behavior conform their profession.

The Code of Ethics of Teachers

To successfully exercise their profession, in addition to the Code of Professional Responsibility, the Code of Professional Practice, the Code of Professional Conduct, the teachers should also know the Code of Ethics for teachers that contains the following principles:

The Principle of Ethical Conduct toward Students. All educators are obligated to help foster civic virtues such as: integrity, cooperation, respect, tolerance, care, responsibility, loyalty, etc. This principle involves treating students fairly by respecting their specificities and also maintaining the confidentiality of each student.

- *The Principle of Ethical Conduct toward Practices and Performance.* According to this principle, the teachers should assume responsibility and accountability for their performance. The teacher is not allowed to use privileges for personal or party advantage.

- *The Principle of Ethical Conduct toward Professional Colleagues.* This principle prescribes ethical relations with colleagues and accords just and equitable treatment to all members of the group. According to this principle, teachers should not disclose confidential

⁶³ Code of Professional Conduct for Teachers, published by the Teaching Council, edition (2012), Pg.6

⁶⁴ Code of Professional Conduct for Teachers, published by the Teaching Council, edition (2012), Pg.6

⁶⁵ Code of Professional Conduct for Teachers, published by the Teaching Council, edition (2012), Pg.7

⁶⁶ Code of Professional Conduct for Teachers, published by the Teaching Council, edition (2012), Pg.8

information concerning colleagues unless required by law or even make false statements about a colleague or the school staff.

- *The Principle of Ethical Conduct toward Parents and Community*. This principle requires from teachers to cooperate with parents and community to fulfil the interests of students.⁶⁷

Conclusion

The Ethics of teacher profession requires the realization of professional, practical and educational responsibilities. The general responsibilities of teachers towards their profession require a proper implementation of the Code of Conduct, Code of Ethics and Code of Professional Practice. Since the teacher profession requires knowledge, respect, cooperation, understanding, kindness, love, freedom, honesty, tolerance, fairness and truth, then the achievement of these values of democratic citizenship for teachers will also be achievement of same values of democratic citizenship for students as well. This is proven by the saying: "Each word that the teacher speaks should be teaching, each step that he makes should be a good example"⁶⁸ Jean Baptiste de La Salle.

Referring to and respecting all responsibilities under the Code of Ethics, Code of Conduct for teachers, Code of Professional Practice and Code of Professional Responsibility for Teachers will assist teachers to exercise their profession with dignity and honesty.

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⁶⁷ <http://www.aeteachers.org/index.php/about-us/aae-code-of-ethics>

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IMPLICATIONS OF SEXIST LANGUAGE MEANING TO EL TEACHER TRAINING⁶⁹

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Abstract

There are some examples of languages in which separate individual language forms are used by representatives of different sexes, with “gender-specific” forms considered inappropriate for use by the other, opposite sex.

The question of gender-specific use of language has been explored for over forty years now, but it still remains a not very encouraging fact that language sexism is still present in language use and that this phenomenon is closely related to all the specific features of societal life. The relationship of sex and language and its representation has a major place in sociolinguistic studies.

Training prospective EL teachers to interpret meaning with regard to this phenomenon is a challenge for teacher trainers. Yet, to make future EL teachers capable of preparing their students to gain a multisided, genuine perspective of the potential pitfalls that this kind of language presents and gradually raise their sexist language awareness might well prove worth the effort.

Key words: *sexist language usage; language sexism; meaning*

Introduction

Training prospective English language teachers to successfully teach their future students the unique ability of conveying meaning and prepare them to readily communicate it is a complex task that presupposes developing not only the four language skills, but rather, a unique and specific system of linguistic and non-linguistic knowledge which caters for the most appropriate expression of meaning.

When considering meaning, besides the grammatical, lexical and syntactic aspects, there are other extra-linguistic aspects, such as gesture, mimic, intonation, body language and alike that contribute towards the highest possible meaning formulating precision. Teacher training programs should cater for these aspects and make the prospective teachers aware of their existence. With the ever developing use of language, there emerge other aspects which, for various reasons, gain on their significance and might be equally pertinent to the training of future successful ELT. Among these aspects we may place the use of sex discriminative language. Prospective EL teachers should be thoroughly trained not only to be able to recognize it, but to undertake the necessary steps towards teaching their students to avoid it at all costs. One of the reasons for this is, naturally, the simple and sincere hope of the world to live in a modern society liberated from all kinds of discrimination.

⁶⁹ Specialized paper

Sexist language is understood as language that embodies, affirms, or reinforces discrimination against women or the patriarchal subordination of women to men. Sexist language is prejudiced and may be observed as a weapon for separating men and women commonly leading to diminishing and making women ‘invisible’.

The indispensable interrelation of language and culture, all their aspects interchangeably interwoven within the very essence of each of them, and the societal phenomena are all reflected in language. Language mirrors them to such a precise extent that it is possible to detect any of them in its nature. This being understood, the major natural division of the animate world into male and female is inevitably embodied in the language. It can neither be neglected nor changed as it is given by the biological facts; however, its reflection in languages exhibits certain deviations thus causing various languages to behave in a different way.

1. English vs. Macedonian

This paper is confined only to prospective English language teachers whose native language is Macedonian. An attempt will be made to gain insight into the crucial differences of English and Macedonian that largely account for the different extent to which this phenomenon exists in the two languages.

The incompatible grammatical treatment of gender in the first place gives rise to ambiguous references in English which are almost non-existent in Macedonian simply because of the existence of grammatical gender. In spite of the fact that English language has only natural gender which means that nouns denoting inanimate concepts are classified as neutral, nouns denoting animate concepts do have gender. There is even a number of nouns with a specific ending in feminine i.e. the suffixes -ess, -ette, -trix, or -enne, make unnecessary reference to the person's sex, suggest triviality, unimportance, or inferiority of women occupying such a position: *Actress, duchess, princess, stewardess, mistress, poetess, heroine, proprietress, comedienne etc.* Some concepts have been lexicalized and there are separate lexemes to denote the female representative: *Queen, usherette...* In these cases, the referential pronoun is easily determined. However, there are many nouns of this kind which have one form only, regardless of the sex of the representative they refer to. To number just a few examples, we will mention the following: *Teacher, professor, dean, rector, doctor, physician, judge, assistant, director, manager, president, accountant, clerk, artist,...*

It is in these cases that the referential pronoun is usually taken to be in masculine, that is to say forms such as: *he, his, him* etc. There are also many examples of English nouns in which the word stem is the noun *man*: *mankind, layman, workmen, forefather, manhood, manning, manpower, statemanship, man-made...*

In Macedonian, however, certain sex discriminative language forms can be observed in the use of nouns that represent functions and positions which have retained their typically masculine forms, such as for example: *хирург, гинеколог, пилот*. So, in spite of forms such as *ректорка, деканка, директорка, менаџерка, шефица, раководителка, судика, докторка, професорка, презентерка*, there is a number of nouns in masculine which still don't have their feminine counter pairs.

When speaking of meaning, the case of the noun *секретарка* (feminine of *секретар*) should also be pointed out. Namely, the feminine form refers to the occupation of a secretary to the director, manager, dean etc. whereas the masculine form refers to secretary general in a firm, organization, institution etc. This form is used to refer to a secretary general of both sexes without taking into account the sentence grammatical concordance. Thus, sentences such as: *Генералниот секретар на универзитетот, 2-та Трајковска, укажала на*

*потребата од донесување нови акти..*are common and acceptable in spite of the fact that the subject is in masculine and the verb has a suffix used to denote feminine.

This leads to a conclusion that in language, as in society, there is an unreasonable maintaining of traditional sex roles and an overt discrimination between sexes. This discrimination might lead to further encouragement of undesirable behavior when it comes to equal treatment of both sexes. Since in present times there is a genuine attempt to avoid any type of discrimination, it is unquestionably important to engage in discouraging sexist language to the greatest possible extent.

2. Teacher training

In this sense, teacher trainers should embark upon the serious task of:

- familiarizing students with the notion and types of sex discriminative language and
- detecting and observing cases of sexist language use in both languages;
- raising their students' awareness of the existence of the sex discriminative language and its usage;
- detecting and analyzing specific linguistic features pertinent to each language which are "responsible" for the common/rare appearance of sex discriminative forms;
- detecting and analyzing specific extra-linguistic features pertinent to each language which are "responsible" for the common/rare appearance of sex discriminative forms;
- training for teaching materials assessment regarding this phenomenon;
- making students familiar with all the possibilities of avoiding sex discriminative language;
- making students familiar with all the possibilities of avoiding teaching materials sex discriminative language

Macedonian EL students are rarely aware of the numerous ways in which sexist language emerges in English in various situations for the simple reason of the negative transfer from their mother tongue biasing their perspective of this phenomenon. This is basically due to the differences in the grammatical system, but could also be due to the lower level of recognition it receives in the Balkan societies and some of the still existing traditional standpoints to which these societies persistently cling.

Pointing out some of the commonly used sexist language forms in both languages and comparing the extent to which they trigger certain communicative responses and reactions might foster students' awareness of both the existence and importance of this language aspect and its role in the modern society.

Developing the ability of prospective EL teachers to objectively assess EL textbooks with regard to the mentioned phenomenon is of crucial importance for their future professional awareness and sensitivity concerning this phenomenon and particularly with regard to the power of words and their role in establishing and maintaining social relationships with other members of the speech community. The nature of the social function fulfilled by language can be successfully observed in sex-based linguistic variation.

The concern of sociolinguistics with the relationship presentation of sex and language is an important issue which gained a somewhat more serious treatment and increased interest during the 1970's through the work of M. R. Key(1975), R. Lakoff(1975) and Thorne & Henley(1975).

In the recent years there has been a lot of research going on particularly directed towards the role of language in locating and maintaining women in disadvantageous position in society. Given the powerful role of language in communication and maintenance of societal relations, it is no wonder that it could and, actually, does have a great influence in defining these relations and sustaining certain conditions within a society. As a system of

beliefs and an ideology, sexism is truly embarrassing and undesirable but it is a fact that it is subliminal and reflects sex discrimination to the disadvantage of women in society.

Teaching foreign languages might foster sexist language if educators and practitioners do not promptly develop a sound awareness of the existence of this phenomenon in the textbook linguistic materials which abundantly exhibit features of a male-dominated society. Although the bias most often present in women portrayal might be somewhat reduced through the use of sex-neutral terms, the most effective method of coping with this undesirable situation is to develop a sound system of consciousness-raising programs aimed at the public. These programs will certainly raise the awareness of the wider population of the existence of sex discrimination and the necessity of striving against it with a unique purpose to ensure equality between sexes, linguistically, as well as societal.

Students are invariably exposed to sexist attitudes and values through the materials used for educational purposes. It is now a question of whether such educational materials conveying the biased language of a male-dominated society are still in use today and is this problem recognized and coped with in the light of the newest principles of striving against sex discrimination? Has the publication of LSA and TESOL organization of formal policy statements that encourage the non-sexist use of language been effective and given the anticipated results?

3.Avoiding sexist language

The LSA and TESOL have suggested certain guidelines to help avoid sexist language. These suggestions can be basically followed by choosing to:

1. Use plurals (people, they) whenever possible and other appropriate alternatives, rather than only masculine pronouns and "pseudo-generics" such as man, unless referring specifically to males;
2. Avoid generic statements which inaccurately refer only to one sex (e.g., "Speakers use language for many purposes-to argue with their wives...")
3. Whenever possible, use terms that avoid sexual stereotyping. Such terms as server, professor, and nurse can be effectively used as gender neutral; marked terms like waitress, lady professor, and male nurse cannot;
4. Use parallel forms of reference for women and men, e.g. do not cite a male scholar by surname only and a female scholar by first name or initial plus surname;
5. In constructing example sentences, avoid gender-stereotyped characterizations;
6. Avoid peopling your examples exclusively with one sex, or consistently putting reference to males before reference to females. To illustrate what is meant by the above guidelines, let us take a look into the following examples:

When a reporter covers a controversial story, he has a responsibility to present both sides of the issue./Alternative: When reporters cover controversial stories, they have a responsibility.

Each student should bring his notebook to class every day./ Alternative: All students should bring their notebooks to class everyday.

Everyone packed his own lunch./ Alternative:Everyone packed a lunch.

These guidelines might help to reduce the sexist usage of language provided they are commonly used; it has to be pointed out, however, that sound and broad public campaigns targeted at all societal groups and aimed at decreasing sexist language usage should be undertaken by relevant factors.

4.Meaning

Teacher trainers have a responsible task of acquainting students with possible meanings of sexist language. In the course of time, some words obtain different meanings colored by the society's attitudes, values, beliefs and alike towards particular cultural and

societal phenomena. But this only means that meanings are affected by the above mentioned phenomena and not that words themselves, as signs that convey certain meanings, change in one manner or another. In other words, we don't speak of mutation of words, but rather of different meanings being assigned to them because of the developments that affect modern societies. Thus, the words 'boys' and 'gentlemen' are rarely used to refer to men in written work or speech whereas women continue to be referred to or spoken to as if they were a 'breed apart', e.g., 'mere women' 'ladies' and/or as if they had not yet reached adulthood.

Words should not sound patronizing or offensive, so teenage women should not be referred to as “young girls” and terms such as “love” or “dear” should be avoided for the sake of overcoming offense. Yet, unlike words used to describe males, words used to describe females often bear negative connotations. Common examples for this claim are: bachelor and spinster; sir and madam. Furthermore, even insulting language directed towards men makes reference to women (e.g. ‘old woman’, ‘son-of-a -bitch’) and some of the most offensive (directed at women and men) refer to women’s genitalia.

To illustrate how meanings of words change over time we can mention the word “buxom” which changed from meaning “obedient” to meaning “large-breasted and sexy”. Women’s sexual attraction, their availability to men and their performance of a service role are often perceived by society as the same thing. Society’s assumptions about men and women are also reflected in pairs of male and female nouns;

Male	female
Master	Mistress
Courtier	Courtesan
Sir	Madam
Bull	Cow
Stallion	Mare
Dog	Bitch

Another interesting example is the case of the two semantically seemingly related verbs *to mother* and *to father* which can be clearly different in meaning. Namely, the first verb refers to providing care, nurturing and comforting whereas the second verb refers to conceiving a child. Since both verbs stem from the two nouns designating “parents”, the implications of this example can be clearly interpreted in the light of seeing parental functions from a somewhat different perspective.

5. Critical pedagogy

The sexist status did not prove to be easily mitigated simply by the dissemination of LSA and TESOL guidelines aimed at minimizing sexist language in ELT materials. The way females are presented in teaching materials as being subordinated to the males is mostly due to the subliminal level, as textbook authors, too, might sometimes not be aware of it. Moreover, linguistic change presupposes the social change as what we carry in our sub-consciousness is not so easily neither abandoned nor transformed and sexist attitudes simply reflect the present sex discrimination and the possibly existing relations to the societal disadvantage of women. It is absolutely certain that profound sociopolitical changes would be required in order to achieve the necessary and desired level of non-sexist language usage.

Critical pedagogy seems as the most sustainable immediate solution to this problem. It is defined as “an approach to teaching and curriculum informed by critical social theory” that “seeks to understand and critique the historical and sociopolitical context of schooling and to develop pedagogical practices that aim not only to change the nature of schooling, but

also the wider society" . It looks into the potentialities of language to effect personal and social change. Needless to say, it is largely through formal education that young people obtain their knowledge of the world and form most of their basic and essential attitudes towards life, which will be, in most cases, more or less, retained throughout their lives and rarely completely transformed or lost. As one of the general educative subjects, learning EFL has the power to influence to a very high degree the formation of attitudes towards foreign cultures and languages, and particularly the English language and culture, enhance intercultural and multicultural understanding and boost cultural awareness. Language teachers should try to develop a somewhat more critical standpoint towards sociolinguistic studies which simply describe language behavior in a given community. Language classes could indisputably offer grounds for critical analysis in which teachers and students alike can explore and question various aspects such as power, discrimination, language, social traditions and alike. Language teachers should be aware of the importance of initiating fruitful discussions on certain important questions, particularly when there is hope that such discussions could open up certain appropriate and justified aspects to their students. The question of sexist language usage and societal attitudes that not only provoke them, but keep them alive, may be seen as one of the essential topics that could be addressed during foreign language classes and which could, more importantly, result into increasing students' awareness of this issue.

Conclusion

In spite of the fact that sexist language use is finally being addressed with the due and deserved seriousness, we must say that language usage can't be prescribed by any strict rules or regulations. As a reflection of human way of life, language mirrors the society and its features. It is through well planned, broad and appropriately developed campaigns that the society can increase the awareness of some problems and attitudes. The foreign language teacher can have a crucial role in minimizing sexist usage of language. Detailed explanations of the power of words and the subtlety of the meaning nuances that might be embodied in them due to the social and cultural attitudes which make their substance, might simply but effectively give EL teaching an important role in raising sex discriminative language awareness.

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THE DIDACTIC PRINCIPLES IN TEACHING MACEDONIAN LANGUAGE AND LITERATURE⁷⁰

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Abstract

The didactic principles (from Latin. Principium = managerial idea, basic rules of behavior, a principle, basis, foundation) are defined as basic, general and moral principles that guide the teacher in planning, organizing, execution and evaluation of the teaching process.⁷¹

In the literature there are different types of classifications of the didactic principles, but basically all of them describe the teaching and explain its contents, the work of the teacher, as well as the forms of education.

The principles should be taken as general requirements and ethical standards of the teachers and students, and even all the other participants that enter the organization of the teaching process.

Didactic principles should include starting basic attitudes that underlie in the basics of the content, the organization and the mental and physical characteristics of the student's individual. These principles based on pedagogical-psychological and other research, constantly deepen and enrich with new content.

Keywords: didactic principles, principles of scholarship and education, principle of conscious activity, a principle of individualization.

Retrospective of the understanding of the didactic principles

The first explanations on the didactic principles are given in the works of Comenius, Rousseau, Pestalozzi, who understood their significance for teaching activity.

John Amos Comenius (Great Didactic) held the opinion that the didactic principles are the basic rules of teaching. Comenius pays special importance to the principle of obviousness. Obviousness serve as a starting point for understanding the phenomenon or the objects. Comenius therefore sets the rules that follow:

- ① that obvious instrument should be put in front of your eyes;
- ② not from far apart, but from the proper distance;
- ③ not by the side, but directly in front of the eyes;
- ④ not twisted or turned face down but facing straight ahead;
- ⑤ the view to cover the whole subject;
- ⑥ then to be observed the individual parts;

⁷⁰ Specialized paper

⁷¹ Mladen Vilotievik, Didactics, The subject Didactics 1, School book, Belgrade, 2008, page 370

⑦ go in order from beginning to end.

In the principle of assimilation Comenius states important rules that apply today:

- ① from light to heavier;
- ② from simple to complex;
- ③ from nearby to distant;
- ④ from the known to the unknown.

Jean Jacques Rousseau, similar to Comenius pays special importance to the principle of obviousness.

Vladimir Poljak's defines didactic principles as certain rules governing the teachers in their work of teaching successfully and achieve its mandate successfully⁷² and he covers the following principles:

- ① principle of obviousness and abstraction;
- ② principle of activity and development;
- ③ principle of gradualism and progressiveness;
- ④ principle of differentiation and integration;
- ⑤ principle exemplariness and acceleration;
- ⑥ principle of individuation and socialization;
- ⑦ principle of rationalization and economy;
- ⑧ principle of historicity and actuality;

The didactic principles in teaching Macedonian language and literature

For a creative teaching of Macedonian language and literature, the following didactic principles are used: exemplariness and scholarship in teaching, gradualism and progressiveness in the teaching, the conscious activity of the student, a principle of individualization, link of the theory with the practice, durability of the knowledge and skills.

On behalf of every principle are outlined one or two important causes that condition the teaching positively. If there are two causes, then they are in constant unity and balance, for example scholarship and exemplariness, gradualism and progressiveness, theory and practice.

The teaching principles are in permanent correlation and they mutually condition each other.

Violeta Dimovska in "The Literary Work and the Recipient," explains that the methodology of teaching Literary Education includes the aforementioned didactic principles of teaching, but also creates its own specific principles that show the conditions for a real proof of the work.

The methodic theory and teaching practice affirm the following principles:

- principle of artistic value of the works;
- principle of language, genre, thematic and stylistic diversity;
- principle of representation in the selection of the works;
- principle of exemplariness in the interpretation;
- principle of correlation and integration;
- principle of direct perception;
- principle of problematic research and creative approach;
- principle of methodical mobility;
- principle of methodological pluralism;

⁷² Vladimir Poljak, Didactics, School book, 1984

- principle of conditionality and methodological adequacy;
- principle of methodical discretion;
- principle of methodical efficiency (productivity);⁷³

The principle of scholarship and exemplariness

The principle of scholarship and exemplariness should mean necessity in enabling students to such knowledge that will be scientifically proven and theoretically reasoned and knowledge that can be verified through practice.

An important lack in the day-to-day teaching practice is that constantly primarily and comprehensively is examined only the knowledge of the students. There is no criterion for evaluating moral attitudes, the work habits, skills, manners of behavior etc. Especially in practice, occurs the question to the criteria for external evaluation. With this kind of assessment can not be made that assessment that will be complete reflection of the knowledge, the skills and the exemplariness of the students. In the teaching of Macedonian language and literature, in order to fulfill the principle of scholarly, there should be met more requirements, and among the most important we could mention the following:

- the criterion of the truth is consistently valued;
- the teaching can be performed by professionals;
- application of technical and logical methods of work;
- professional selection of the value (all the writers and all literary works are not equally important);
- interpretation of the literary works and linguistic phenomena develops critical thinking, originality and wisdom among students.

The principle of scholarship requires that in teaching can apply only what is scientifically reliable, undisputed and among the students develops a scientific worldview. It applies to all educational content and teaching of all proceedings which means that the content is processed and the way they are processed must be scientifically based.⁷⁴

Principle of accordance of the teaching with the age and the student's abilities

This principle is one of the most important didactic principles because if you do not pay attention to the age and abilities of the students i.e. if they are not correlated with the difficulty or the ease of the material then the quality in the teaching process will certainly be left behind.

This principle does not mean that the teaching content and the method of processing content will exceed the capacities and abilities of the student, but students' skills should not be underestimated, because their underestimation would be equally striking as their overestimation.⁷⁵

Whether some material is easier or harder to be understood not only depends on its nature but also on the way in which is methodically approached as well as the uniqueness of the objectives that need to be achieved. The bigger the educational goals, the more difficult it is for them to be realized.

⁷³ Violeta Dimovska, The literary work and the recipient, Makedonska Rech, Skopje 2007, page 65

⁷⁴ Bognar, L. – Matijevik M., Didactics, School book, Zagreb 1993

⁷⁵ Bognar, L. – Matijevik M.

The principle of gradualism and progressiveness

Teaching Macedonian language and literature is a continuous process that takes years, and in each area of the subject it involves expressed and mental complexity. The gradualism is a cognitive way from the familiar to the unknown, from easy to difficult, from simple to complex, from close to distant, from the concrete to the abstract.

The true knowledge is a system of scientific facts and generalizations. Therefore, the knowledge of the students should be adopted in certain systems. Any of their knowledge should logically follow the appropriate previous knowledge. In this regard they should not only have knowledge of the relevant subject but also knowledge from other subject i.e. there is a connection of the knowledge from different scientific disciplines. This principle requires students not to adopt only ready systems, but also to become able to self-systematization (in certain scientific criteria), of what they learn and study.⁷⁶

Principle of conscious activity

The conscious activity of the student is the pillar through which the teaching is elevated to its goals and the greater the conscious activity, the easier the material to overcome and the knowledge becomes permanent. Thus, in the active teaching the student is no longer just an object, but also the subject of the pedagogical process because he is no longer taught but he teaches himself. Therefore, the student and the man have to be in constant self-education, because that is exactly what the modern demands of the work and life and the overall technological development are looking for.

Principle of individuation

Individual teaching can be defined as teaching where the teacher does the same with more students, but in different ways.

The principle of individuation can be emphasized in the development of a literary work. Each student understands differently the same literary work, or when writing an essay on the same topic, everyone deals with it in its own way, with differentiated personal style and therefore they are free to call themselves to their own personal experiences, events that are associated with appropriate events and stories on a specific work (romance, narration, poetry, poem, novel, drama etc.).

Principle of linking the theory and practice

If in the teaching of mother tongue and literature the theoretical knowledge is not linked to the practice enough, then they stop to function, they become empty doctrines on general education and lose their purpose. However, even if the practice itself is left without appropriate theoretical background, it becomes practice and crafts routine. Theory without practice is empty and powerless, and practice without theory is blind. If for example: In teaching Macedonian language (specifically in the field of phonetics – the accent) are taught the rules of accent in domestic and foreign words, and then the students do not apply the same rules in specific examples or in practice it means the empty learning of rules has no effect.

⁷⁶ Poljak V., Didactics, School book, Zagreb, 2009, page 206

As for the analysis of teaching units of literature it is quite the same situation. The acquired knowledge and experience of reading works should be applied in everyday life when life will provide such an opportunity.

Linking the theory with the practice in teaching literature

The objectives of teaching literature is developing abilities and skills of the students as for that, by using the works they independently come to the knowledge which is more living than school knowledge. The principle of the unity of theory and practice in literature classes is realized with the use of many methodical activities and procedures, of which we distinguished the following:

- In the teaching are included modern and tested knowledge of the literary theory, literary criticism, literary history, and methodology.
- Purely theoretical approaches to literary works are avoided.
- In the classroom study of literary works it is applied the methodological pluralism which is based on the application of more critical research views whose representation adapts to the nature of the specific artistic text.
- Motivating and training the student for experiencing, investigative and interpretative reading is starting, basic and permanent methodical work in teaching literature.
- Artistic texts are used as prestigious examples and encouragement to develop literacy, culture of speech and original creation.

Unity of the theory and practice in teaching language

In teaching grammar, culture of speech and literacy, the theoretical knowledge is based on knowledge of rules of normative grammar, spelling and orthoepic rules. Linguistic material can be considered as processed and adopted only when it is well trained. The processing of any teaching grammar unit also covers the related exercises by which the knowledge is applied and is then transformed into skill.

Principle of permanence of the knowledge and the ability

Even the most effectively learned and acquired knowledge is forgotten. In order not to forget the acquired knowledge it is necessary to be repeated, but it also applies to the habits and adopted skills. This principle implies the need to repeat the learning and training in order to achieve permanence of knowledge.

The essence of repetition and exercise is not to renew the forgotten, but to prevent the forgetting. Re-learning the forgotten material requires a lot of time and effort, and because of that every teacher should bear in mind that is far better and easier to determine the material with repetition, rather than re-learn.

Concluding observations

Teaching literature accepts the didactic (general) principles as theirs. They correspond, permeating or are complementary with methodical principles that are directly related to the nature and specifics of the program areas and topics of the literature.

Besides the mentioned general didactic principles for the creative teaching of Macedonian language and literature, specifically are noted the following principles: the

principle of research and creation, principle of diversity, principles of practical application and general text.

Regardless the differences in views on appointments and numeration of the didactic principles within different theorists or authors, they all aim to make the teaching better and figuring out how to enable adequate education in schools and to create young people in a better way.

Without the didactic principles teaching is almost impossible to exist. Teaching is performed based on didactic principles exactly.

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DEVELOPING PRE-WRITING TECHNIQUES IN ACADEMIC WRITING FOR EFL STUDENTS⁷⁷

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Abstract

Teaching and learning a language requires mastering language skills as a set that are need for successful communication. One of the first thing that EFL students are being told is that they have to learn to communicate well with the target language: to understand each other, to be able to communicate among each other, read what they have written and to write. The basic language skills reading, listening and speaking are, therefore, the most exploited ones.

But what is as important as developing these three skills, is learning how to communicate with the other person when he/she is not present. This is where emphasis on writing is being put. Needless to say, teaching writing with the sole purpose of communication is not what learning to write in the target language is all about. Learning how to write appropriately in the target language also helps students to strengthen their grammar, they can “play” with the language, “step out of their comfort zone” and the effort to express ideas and the constant use of the hand and brain is a unique way to reinforce learning.

When students are engaged in writing, they often discover something new to write about or a new way of expressing their ideas - they come “face-to-face” with the real need to find the right word and the right sentence. The relationship between thinking and writing is what makes writing a valuable part in any language course.

The methodology for teaching writing is not a clear-cut one and most of the approaches for teaching writing overlaps. All of the approaches for teaching writing have a different focus, the sentence, the paragraph, the grammar – syntax, communication and the process approach. In this paper, the focus will be put on the Academic Writing classroom where the pre-writing techniques are put in focus, mainly through the Process Approach, being used with IInd and IIIrd year undergraduate students. This approach focuses on the process of writing rather than the written, final products, i.e. the development and mastering of the pre-writing techniques.

Key terms: EFL, writing, approach, methodology

1. Introduction

Teaching, as well as learning a foreign language has to encompass all of the relevant skills in order to obtain beneficial results. Teaching the English language as a foreign language is realized according to an already established teaching methodology. The four language skills are said to be equally important for the students to be able to become a fluent speaker/user of the target language he/ she is learning. Reading, writing, speaking and listening are the four language skills that must be present in the teaching of the English language as a foreign language. If we take a look at the structure of the resources that are

⁷⁷ Original scientific paper

being used for this purpose, we will see that the above mentioned skills are involved equally in both teaching and learning resources.

When students are being taught the foreign/second language, they are taught to communicate with other people, that is, to understand them, to be able to exchange ideas, to convey meaning, to read what they have written and to write to them. An integral part of the proper functioning in a new cultural setting is learning how to communicate with people that are not in the immediate surroundings. But learning how to write properly has many other aspects that are worth the effort. First of all, writing reinforces the grammatical structures, vocabulary that the students have learned. When writing, the writer has the liberty to express herself/himself while being very adventurous with the language. Third, when students write, they become very involved with the new language; the constant thinking how to express a certain idea is a great way to reinforce learning.

What has to be distinguished are the differences between speaking and writing which has to be done in order to justify the importance of teaching writing; speaking is universal and inherent whereas writing has to be learned later on; spoken language has dialect variations whereas the written language demands following the standards of grammar, syntax and vocabulary; speakers use their voices and other non-verbal “means” of communication to convey meaning and express their ideas; writers almost always rely on their words to do the same; intonation is a very important part of the spoken language while in writing writers use punctuation, etc. The most important difference which is very important and on which this research is based is that written language is planned and spoken is most of the time, not.

But, teaching writing did not receive the needed and appropriate attention until the second half of the 20th century. Harmer points out that the writing skill has finally been recognized as an important skill for language learning. He lays stress on the essentiality of the writing skill saying “The reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right” (Harmer, 1998: 79). Writing is indeed becoming necessary not only in L2 in school settings, but also in our daily life, particularly owing to the prevalence of information technology, such as writing e-mail, or business letters overseas. The reason that it was not emphasized so far is that students’ writing was only looked at as a ready-made product; students were being taught that the only thing that was going to be evaluated was the final product and not the process or the acquisition and mastering certain skills that they needed in order to have a review-ready written product.

Having this in consideration, through extensive research, a number of approaches and techniques have been provided regarding EFL or L2 writing during the last decade. Unfortunately, it is not easy to introduce these techniques directly into ESL classes. In particular, the process approach, which several researchers began to emphasize as the key in L2 writing, has been influential in the classroom. Until then, the focus of writing instruction was the written product. Putting emphasis on the pre-writing skills is as important as the final product itself. Developing the pre-writing skills is of the utmost importance for the EFL students, since we as teachers cannot evaluate only the final product- it is much more important to make students focus on the process of writing,

2. Emphasis on the pre-writing techniques in the Process Writing approach

The Process writing approach is an approach to writing, where language learners focus on the process by which they produce their written products rather than on the products themselves. This approach emphasizes the pre-writing techniques as the utmost important elements in the writing process. By focusing on the writing process, learners come to understand themselves more, and find how to work through the writing. They may explore what strategies conform to their style of learning. Brown (2001: 336) states that writing is a

thinking process; a writer produces a final written product based on their thinking after the writer goes through the thinking process. In addition, Brown quotes Elbow (1973: 14-16) as saying that writing should be thought of as an organic, developmental process . . . not as a way to transmit a message but as a way to grow and cook a message. Kroll (1990:96) also quotes Applebee (1986:96) as saying that the process approach “provided a way to think about writing in terms of what the writer does (planning, revising, and the like) instead of in terms of what the final product looks like (patterns of organization, spelling, and grammar)”.

The writing approach that puts emphasis on the pre-writing techniques is considered to be very effective. First, in the product approach, the focus is on the end result of the learning process, and the learner is expected to perform as a fluent and competent user of the language. The process approach, in contrast, stresses the process that writers go through in composing texts (Nunan, 1991). Brown (2001:335) states that [in the product oriented approach] a great deal of attention was placed on “model” compositions that students would emulate and how well a student’s final product measured up against a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation. That is, students convey their messages to the readers in written form through the complex writing process; prewriting, drafting, revising, and editing. (Onozawa, 2010:157).

In the Process approach, students do not write on a given topic in a restricted time and hand in the composition; rather, they explore a topic through writing. The latter one is made by using many techniques that develop the writing process- prewriting techniques, writing and post- writing techniques that help the students develop their ideas, explore new and abandon redundant ideas for their own piece of writing. This process also, gives them the sense of liberty in their own composition- they determine which way they will guide their written piece.

The Process Approach which gives prime place to the pre-writing techniques gives students the two most crucial supports: time and feedback. The feedback is twofold: the one from the teacher and the one from the peers. This approach to writing steps away from the Audio-Lingual Method- which was the only method implemented in teaching writing- and the controlled writing. It also fosters cooperative learning.

For the purpose of this research, an emphasis has been put on the pre-writing techniques as part of the implementation of the Process Approach in an EFL classroom.

Developing pre-writing skills is essential to every piece of writing the “writer” does. While the end result is also important, achieving the skill of an efficient writing process will help the student become a skillful writer. Optimal pre-writing strategies eliminate confusion and minimize writer’s block while actually writing. Prewriting activities can be employed later on in every stage in the writing process! The “free time” at the starting point of the writing process is essential.

Prewriting refers to practice or experimental writing—writing that helps you get started and measure what you know, identify new ideas, and indicate areas requiring further research. It is a way of putting critical thinking into action. Prewriting can help sharpen your skills of observation and evaluation. Prewriting can help save time by quickly determining which ideas are worth developing and which should be discarded. Prewriting puts critical thinking into action.

During the pre-writing, many students find it helpful to create lists as a way to generate topics that they might write about. Students should write down possible topics. It may be easier for students to number or double space between each idea so that they can go back and revisit their ideas. This allows them to easily add to these ideas and hopefully form a coherent topic. Students can also free write; after which they can discuss their possible topics with their peers. Through this process, students can get feedback about their writing

and constructive criticism that will help them in their finished work. Once the students have chosen a topic the next step of an efficient pre-writing process would be free writing.

3. Method and Research

The research conducted for the purposes of the paper was made with second year students and third year students in undergraduate studies (the second year students attend the Academic Writing class for the first time) at the Faculty of Education in Bitola, Macedonia, who are students of English as a Foreign Language at the department for English Language professors.

The students were at beginner stages of Academic Writing but B2⁷⁸ level of English Language knowledge.

The research was focused on developing pre-writing strategies in the academic writing process. The introduced techniques were the following:

- Activity “tell and Transform”- Employing *knowledge telling vs. knowledge transforming*

- “*Silent Brainstorming*”
- Listing
- Brainstorming
- Mapping (also known as mind mapping)
- Clustering
- Free writing
- Questioning

But for the sake of the research only two were chosen for further implementation and research:

- Activity “tell and Transform”- Employing *knowledge telling vs. knowledge transforming*

- “*Silent Brainstorming*”.

The methods used for collection of data for the research were the following: in the first phase, teaching and practice, in the second phase: monitoring, asking questions, inspecting students’ work and interviews with the students.

Activity “tell and Transform”- Employing *knowledge telling vs. knowledge transforming*

Knowledge telling vs. knowledge transforming; the teacher gives the topic; unstructured way in the telling-all-you-know phase

Knowledge telling means that students just have to write down everything that comes into their mind about a certain topic. This is probably the only approach that is applicable to beginners’ stages of teaching and learning academic writing. *Knowledge transforming* means that basic knowledge is developed, shaped and organized so that the student’s own structure is imposed on the material (White, 1987:11). What is important to mention here is that several attempts might be needed to go from the first phase into the second, or to go from unstructured knowledge to an acceptable draft that transforms into a concept.

Silent Brainstorming

This activity helps the students to generate their own ideas for topics that they have chosen but need further thinking on the topic. This technique fosters cooperative learning and peer input analogous to brainstorming: its freedom, creativity and lack of inhibition are of great value in prewriting. By doing this activity, every student gets an input from his/her peers and every student contributes in an intensive way.

⁷⁸ CERF framework

In this activity, each student gets a card on which he/she writes the topic they are planning on writing about, and a brief statement about any aspect of the topic that might be developed in their essay. After each student does this, the process of silent brainstorming begins. The teacher shuffles the cards, and hands them out to the students in the class. The teacher only serves as a facilitator in this process. Each student has to write a statement about the topic they see on the card. The activity is finished when there are enough comments on each card which at the end go back to their originators.

It is important to tell the students that the teacher will not read or grade these cards, so that they are ensured that they are giving their input to their peers and not the teacher so that they would feel more inhibited.

3.1. Analysis

During the research, both techniques proved to be easily explicable and accessible by the students. After each lesson where these techniques were used, students were asked for a feedback about the Academic writing lessons and the techniques used. Students were asked if they thought whether each of the techniques was helpful, if they thought they can use it further on in the writing process. It was important to find out if they thought it was better to be “evaluated” by the teacher or by their peers.

Separately, about the *Knowledge telling* and *knowledge transforming* activity students were asked if it was easy for them to go from phase I to phase II or if they needed further practice. It was important to have feedback for this particular point about the usage of this technique because it is considered to be a more elaborated and more demanding pre-writing technique.

These two techniques were used and researched upon from two main points of view: the one was being evaluated by the teacher and the other one offered more independence for the students. Also, the *knowledge telling and knowledge transforming* technique required more attempts to be made by both the students and the teacher in order for the technique to be “mastered”, while the *silent brainstorming* technique was simpler to use and required no further explanation.

Here are the answers that students gave when asked about these two techniques:

Knowledge telling and Knowledge transforming

- 50% of the students said it is helpful, but they need help from the teacher
- 30% said that they can re-use this technique in every stage in the writing process
- 20% said it is hard to go from phase I into phase II

Silent Brainstorming

- 80% of the students found it helpful, useful, and possible to use it more than once.

The fact that it is not to be evaluated by the teacher, made them write more comfortable.

- 15% thought that they only needed two or three comments

Asked whether they would use these techniques again the process of writing, the students provided the following answers:

Knowledge telling and Knowledge transforming

- Strongly Agree: 55% Agree: 18%
- Neutral: 27%
- Disagree: 0
- Strongly Disagree: 0

Silent Brainstorming

- Strongly Agree: 75%
- Agree: 15%
- Neutral: 10%
- Disagree: 0
- Strongly Disagree: 0

4. Discussion

From the conducted research, it can be seen that the pre-writing techniques are of the utmost importance when dealing with students who enter the Academic writing class for the first time or are in their beginning stages. The Process Approach allows close monitoring of the process that students go through when writing and until they hand in their final draft. As it was previously mentioned, this approach to teaching writing gives students time to do their work. These techniques that were used in the writing classes allowed the teacher to monitor students' work without obliging them to hand in their work and without pressuring them with evaluation.

From a teacher's perspective, the *Knowledge Telling* and *Knowledge transforming* techniques proved to be a more advanced technique and a technique that requires more practice but which is very useful for both students and teacher.

The *Silent Brainstorming* was said to be an activity that proved to be very productive since the teacher is only a mediator; the students felt more independent and responsible for their own writing; the decision making is left to them. It takes a lot of time and effort to write, and so it is only fair that student writing is responded to appropriately. Positive comments can help build student confidence and create good feeling for the next writing class. It also helps if the reader is more than just the teacher, but peers also, which only helps to make the writer (the student) more involved and engaged in his/her piece of writing.

5. Conclusion

The main idea of this research conducted with EFL students at the Faculty of Education in Bitola, R. of Macedonia was to show the importance of the pre-writing process in Academic writing. As it was previously mentioned, this was made within the framework of the Process Approach to teaching writing. This research has explored this approach from the perspective of a teacher experimenting with it in the field of incorporating reusable pre-writing techniques that can be used throughout the entire writing process.

As it can be seen from the results from this research and the feedback from the students, they all agreed that the implemented techniques, *Knowledge Telling* and *Knowledge Transforming* and *The Silent Brainstorming* can be used over and over again in the writing process whenever the need arises. These two techniques also foster cooperative learning, which can be said that it has a social dimension.

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THE ROLE OF THE ENGLISH LANGUAGE TEACHER AS A PROMOTER OF GENDER EQUALITY IN PRIMARY EDUCATION⁷⁹

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Abstract

In democratic societies schools are institutions where the educational process takes place on several levels, in order for students to develop as accomplished young people who are the future pillar of social life. That is why schools implement various educational programs for both the teachers and the students, which will raise gender equality awareness to a higher level.

The focus of this paper is towards the English language teacher, whose pedagogical practise should constantly upgrade in order to present to the students the positive attitudes towards gender equality

Key words: *primary school, gender equality, English language teacher*

Introduction

Teachers are carriers of the educational process, which is realized on the basis of curriculum goals and objectives presented in textbooks as teaching instruments. However, it should be noted that the educational curriculum as a constant that is not subject to change is not perfect, which means that, the textbook is not the perfect teaching tool. Because changes and adjustments are often made to the curriculum, changes should be also introduced in the teaching material to be a contemporary and modern intermediary between the teaching aims and the students. This means that teachers are obliged to recognize, correct and indicate to the competent authorities the existence of any deficiencies found in textbooks.

Teachers as key links in the creation of gender sensitive persons, impose their attitudes and knowledge about essential issues such as gender roles, stereotypes, prejudice and sexism, on the young minds of the students. The critical thinking related to these issues, which the teacher should encourage, will create a rational treatment of all forms of discrimination. Furthermore, through the introduction of inventive and innovative methods of gender representations, teachers will crystallize the students' perceptions about the gender equality.

1. The primary education as carrier of the educational system

The primary education in the Republic of Macedonia is compulsory according to the Constitution⁸⁰ and regulated by the Primary Education Law.

⁷⁹ Revisional scientific paper

The objectives of the primary education by the Manual for prevention and protection from discrimination in the educational system of the Republic of Macedonia are:

- developing self-confidence and awareness among the students for their own identity and responsibility for their actions,
- educating mutual tolerance, cooperation, respect for diversity, fundamental human rights and freedoms,
- educating about general cultural values which arise from world cultures and traditions,
- adopting general and applicable knowledge which enables independent creative activity in the social and natural environment and development of cultural and art skills.⁸¹

2. Primary school - gender equality application primary institution

The primary education is organized and realized at schools.

The school is a public institution that prepares students to engage in the social life and to meet with the social identity, the mutual relations and the relations with the institutions.

Meyer's (2010: 5) attitude regarding the role of schools is that they are designed to prepare students to become active citizens in democratic societies. In order to meet the students' needs, schools introduce number of changes, perspectives and experiences from all society members.

For McKay and Hornberger (1993) the schools are the primary institutions for socialization of students in society. Although schools have partial responsibility for teaching the students about the different roles that society assigns them, often underrepresentation of the female sex is encouraged through the teaching material, as well as through the teacher's personal attitude towards this issue which can degrade and / or stereotype the students.

In order to achieve gender equality, schools should be primary institutions in which injustices based on gender, race, ethnicity etc. are transformed through selection of materials where the male and female gender are treated equally, which promote students cooperation in the classroom, where students will demonstrate their achievements, and critically analyze the language use.

3. Gender in the curriculum

Issues of gender and gender differences are important for the primary education, and hence important for the schools in which they are implemented through educational programs and curriculum, for teachers as carriers of the educational process and for the final recipients (addressees) - the students.

The basic element of the educational process is the teaching which is a process of acquiring knowledge, in which at the same time and space, more individuals are subjected to the process of teaching and learning, based on pre-prepared program. (Atanasoska, Petrova Gjorgjeva, 2006: 56).

The curriculum covers the contents and subjects that are taught in the formal part of education which includes lectures, texts, films and other activities prescribed by the Ministry of Education. The curriculum concerns the knowledge that a society considers is important to be taught at school. With the society transformation the curriculum is also changing as well as certain aspects and values. This means that the implementation of gender equality in the

⁸⁰ Section 44 from the Constitution, taken from http://www.uni-graz.at/opv1www_ustav_makedonija_mak.pdf, on 18.5.2013

⁸¹ Section 3 from the Primary Education Law, Official paper of RM no. 103/08 and 33/2010 r., taken from bro.gov.mk, on 24.2.2012

curriculum will affect the student's perceptions about the gender roles and the ways for rejecting prejudices and stereotypes.

Societies are organized to function according to certain gender rules, roles, beliefs and convictions, as well as by gender stereotypes which are placed through the curriculum.

That means that "the state should take actions by introducing educational programs and adapting the teaching methods for overcoming the dominant traditional gender roles in the families, as well as for the prejudices and stereotypes which have a strong influence on the actual position of men and women".⁸²

4. The English language teacher as a promoter of gender equality

Paying due attention to gender equality is one of the challenges of modern society and the education system, which means that schools and teachers play a key role in the development of future gender sensitive generations.

The teacher views about male and female are important for their behavior towards the students. The teacher presentations will reflect the student's future perceptions and attitudes towards social norms, values, gender roles, stereotypes and so on. In a nutshell, the teacher models the student's opinion regarding gender equality and gender discrimination.

5. Methods and strategies that the English language teacher uses to achieve gender equality

In order that the teacher deals adequately with the forms of gender un-equality that occur in his pedagogical practice Wiltzius (2005: 15) proposes:

- informational campaign for the teachers (gender conferences, compulsory gender education for teachers, mandatory literature for all subjects, etc.)
- freedom and opportunity for teachers to introduce new programs and activities,
- knowledge of gender differences and their implications which are of great importance for the teacher and his professional competence,
- introducing new pedagogical curriculum in teacher education,
- conducting workshops, lectures, written materials and seminars
- exchange of experiences with other teachers,
- gender sensitivity as professional competence, which will recognize boys and girls in the classroom as separate individuals.

Renner (1997: 10) argues that for the teacher's education it is important to create awareness about the nature of the content that is taught, to develop skills to identify and assess them, and the approach toward gender and gender issues in the materials which the teacher chooses to use.

Furthermore, Renner says that female characters in textbooks are numerous less and have limited professional roles unlike males. This means that in reality textbooks can reflect the classroom activities, and reduce the learning opportunities of the female students. Therefore, teachers need to develop student's awareness of the existing sexism. Renner therefore offers students to be encouraged for the following activities:

1. to analyze attitudes about gender and gender roles which are reflected in the material,
2. to study what people say or do, and whether it is linked to their position in society as a man or woman, in the family, workplace, etc.,

⁸² Section 5 of the Recommendation Report to the Convention on the Elimination of All Forms of Discrimination against Women, p.17, taken from [www.esem.org.mk/.../Izvestai%20vo%20senka/Извест\(..\), on 19.6.2011](http://www.esem.org.mk/.../Izvestai%20vo%20senka/Извест(..), on 19.6.2011)

3. to consider replacing the roles of male and female characters in a given situation,
4. to explore the reactions of the characters who are not "gender accurate", ex., Woman pilot; language use which is not "gender appropriate", ex. female decision maker, board director etc.,
5. to challenge existing assumptions about gender and gender roles in communication.

For dealing with the gender biased teaching materials, Swann (Hornberger and McKay, 1996: 263) proposes checklists (check lists), which teachers and researchers could use for determining the presentations of both sexes in the texts and choosing the activities in the classroom. Once the teacher sees that the teaching material is not balanced in terms of gender, ex., that the texts include several achievements of women, or that women involved in texts are portrayed only in traditional roles, another text can be used, preferably one that offers images of women and men in less traditional roles. Swann further argues that the teachers' aim is to encourage students to challenge traditional views, not only by provision of alternative gender images. The teacher should encourage students to talk about traditional and alternative images through critical reading and responding to sexist materials, by emphasizing the choice of male and female roles, and by challenging the way women and men are portrayed. In other words, as Byram and Gribkova (2002: 27) state „, the classroom needs to be carefully managed to ensure that conflict of opinions is productive, not destructive. The most important thing is to challenge ideas, not people who express their ideas”.

To help students feel valued and involved in gender diversity, Meyer (2010: 65) believes that primary school teachers should include lessons and activities that show the differences and challenge gender stereotypes. Her proposals are:

1. Teachers should provide images that show men and women in various professional roles, while teaching professions,
2. Teachers should avoid queuing students according to gender; it could be done according to height, month of birth, alphabetically etc.
3. Teachers should talk about the different roles and responsibilities of parents while teaching about the family, avoiding phrases like "what mothers do" and "what fathers do" - mostly because some students have only one parent, or a guardian.

If the English language teacher notices gender un-equality in the teaching materials, he/she has to make some adjustments, just like Jesenska suggests:

- changing the word order while writing personal pronouns: she and he, he and she
- writing personal pronouns like for ex.: s / he, he / she,
- using substitute forms of plural because they are gender neutral - they, them, theirs
- avoiding gender marked names of people - business people / person, but no businessman, businesswoman,
- using questions for depiction of men and women in a positive or negative sense, and considering whether the descriptions are related to their gender, eg., presentation of an old woman and a young man
- discussing topics as "ideal woman", "ideal man", "women's world", "men's world" social expectations depending on sex, etc.,
- questioning the students about the kind of clothes (male and female) represented in textbooks, ex., choice and reasons for clothes color, the existence of male and female colors (pink and blue)
- using questions for commenting the appearance of male and female characters in the pictures and illustrations,
- indicating activities involving both genders.⁸³

⁸³ P. Jesenska, Gender Sterotypes in Selected EFL Course Books, taken from www.hlomag.co.uk/dec09/mart03.rtf, on 14.8.2011

Conclusion

All these examples of successful management of the classroom, including the explanation given to the students about the meaning of gender roles and gender equality nowadays, are accepted in democratic societies as essential parts integrated into educational programs and in teacher education. Teachers share their knowledge and experiences with the students, skillfully leading them through the process of integrating gender equality to social life.

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STUDENTS' ACTIVITIES IN THE TEACHING OF NATURAL AND SOCIAL SCIENCES IN ELEMENTARY EDUCATION⁸⁴

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Abstract

The activities that students realize in the teaching process are an indicator of the developmental changes and of the reached progress of the students in the educational process, and hence, they are crucial for the educational process. For the activities of the students to be in function of the effectiveness of the process of learning it is of the utmost importance for them to be a product of the contents and objectives of the teaching process. In that sense, the aim of this paper is to clearly determine the term activity of the students in the teaching, to determine the basic characteristics of the activities and types of activities, as well as to emphasize the main determinants that each teacher should take into consideration when operationalizing the educational objectives of the teaching in activities for the students.

Through the analysis of the problem connected with the nature of the activities that students realize, in this paper, we want to stress that the role and the meaning of the activities that students realize in the teaching in the field of natural and social sciences on the effects of studying is great and starting from there, we will put an emphasis on the meaning of the introductory, learning and reflexive activities for all domains of the personality development of the individual in the first and second developmental cycle of the elementary education.

Key terms: *activities, classification, types, determinants*

1. Term, classification and types of students' activities in the teaching process

So that the level of realization of the objectives in the field of natural and social sciences can be determined, as well as in any other field, the attention is more and more put on the following students' achievements and on assessing the effects from the teaching (that is, on the final result) that are being compared to the already determined criteria. In the process, the achievements and the success of the students is being followed and assessed through *measurable, structured, organized activities* that arise from the concrete objectives. On one side, these types of activities are indicators of the effects, the developmental changes and the progress of the students in the educational process, and on the other, they present a necessary condition for the efficiency of the process of learning in the teaching process.

⁸⁴ Original scientific paper

Defining the term – The term activity, realized in the broadest sense, signifies an activity, a doing, voluntary directing the doing and moving the activity in a certain direction. The term is derived from the Latin verb *actus* which means *activity, an act*. In that sense, *the activity* in its broadest sense can also be defined as a characteristic of someone who is active, doable, working but also as acting, involved and urging others to act, (Mikjunović, 1990: 33). In the scientific psychological literature, Čudina and Andrić state that the human changes its inner and outer behavior based on the finished actions in different areas of the personality, (Andrić, Čudina, 1985: 3). That undoubtedly points to the fact that the activities, in fact, comprise the basis for the human learning. In fact, when a learning of any kind is taken into consideration, the same could not be thought of without a certain activity, and on the other side, there is no activity if there is no need and an urge for the same on behalf of the person. The urges or the people urging, in that sense, are of the utmost importance since they are objects, doings, acts form the outer environment that make the person to act.

The significance of the activities in the teaching process in their bases is not different from these basic definitions that sum down to work, acting, taking action that leads to change of the constant situation with putting energy into it, which is mental and physical force. What is joint for all of these actions is that they are directed towards an external purpose that has to be reached. The teaching activities of the students, therefore, are directed towards realization of the educational purposes of the learning. According to Adamčevska, the teaching activities are usually connected with the work of the teacher during the lesson, but also with the activities of the students that have cognitive character, and which are conducted in the classroom, during the lesson, but also out of the lesson. That said, Adamčevska classifies the teaching activities according to the functional and educational tasks that need to be realized and separates them into the following activities: *activities of the student encompassed in the educational tasks*, and *activities of the students encompassed in the functional tasks*, who, in their turn, depending of the field of acting are classified in the following: psychomotor and cognitive activities, (Adamčevska, 1996: 59 – 60). Havelka states that the activities present a basis in learning, that is, learning is a sum of activities that change the personality of the student. Voluntarily conducted activities lead to permanent positive changes in the personality of the students, (Havelka, 2000: 67 – 68).

The activities of the students have to be *planned* beforehand and to be adequate with the type of the lesson. During the operational daily planning, based on the concrete objectives the teacher sets the activities for the introductory, main and finishing part of the lesson, and according to the phases of the lesson, the activities can be classified to the following types: *activities in the introductory*, *activities in the main (learning activities)* and *activities in the finishing part of the lesson (activities for reflection and activities for evaluating*, for example, activities that involve analytical journal, 5-minute essay, etc.).

The activities are conditioned from the aim of the lesson, that is, from the type of the competencies that need to be developed with students. Hence, according to some authors, several activities can be distinguished: *cognitive, motor, receptive, productive, reproductive, creative* and other. Those activities that are of a higher cognitive level from the level of learning with receptive activities, with which higher thinking processes are being employed and logical thinking with students is required, and who, in that way, with independent thinking efforts cognate certain structures and come to conclusions, in the pedagogical encyclopedia are called *responsive* activities. Actually, those are activities with which the students react, that is, responds to the content he/she learns.

Depending on the implementation of the activities in different teaching strategies such as the instructing and learning strategies, experiencing and expression, exercising, creating, etc., (De Zan, 2005: 267 – 268) we can classify the activities into activities: *of instructing through* – talks, dialog, programmed instruction, etc.; *learning through* – research, problem

solving, discovering, different projects, creative games etc.; *receptive and productive; learning of* – practical skills, mother or other tongue and other; *that encourage different forms of creation* etc.

Depending on the forms of the teaching work the activities can be classified in the following manner: *activities for group work; activities for pair work; activities for individual work.*

The planned activities need to be conducted in a way that a stimulative environment and positive social and emotional atmosphere will be enabled which will manifest with students with motivation, will encourage them, will keep them interested and attentive etc.

For reaching better effects when learning natural and social sciences it is necessary for the teaching to be didacticaly and methodologically properly modeled. That said, certain methodological models need to be made as directions that will serve as an initiative for teaching situations. The methodological models include the activities of students and teachers, the forms and methods for work, teaching aids, etc. Modeling, in the simplest form, presents a system of doings through which teaching situations can be identified with already determined type and content of activities that the student must do, in collaboration with the teacher and the other students. What are understood with teaching action are *concrete activities that are in function of creating teaching situations, i.e. ways of doing the sequences in the teaching process*, (Havelka, 2000: 137).

What is understood under *specific* activities of the students is a sum of activities, that are determined on the bases of the type of the lesson (regarding if new knowledge is being acquired, or an exercise lesson will take place, or the already learned is being repeated), and on the basis of the nature and the aims that need to be realized. For example, if the teaching situation points to prevailing of the problem elements, then the specific activities are research type of activities in realization of the sequence of the teaching process.

Every activity has a *structure* which underlies *a beginning, main part and end* of the activity.

The activities of the students that comprise the content of the teaching process are numerous. In that sense, for us, the most acceptable is the division of the activities according to the domains which are being influenced in the development of the students' personality. Those are activities for developing the *cognitive, psycho-motor and socio-emotional competencies*. That said, what is realized under activities are the real activities of the students in the educational system, directed towards accomplishing the aims of the learning, that are planned, specific and structured. Under *real activities* what is realized are the activities of the student in the educational process that can be visibly manifested, i.e. that are the introductory, learning, reflexive and assessment activities that the students does in the process of learning and are an indicator of his/her achievements. *Quality activities* are activities that arise from the objectives and from the teaching content for the appropriate lesson. Meanwhile, the quality, planned, specific and structured activities of the student that are appropriately didacticaly and methodologically guided and directed from the part of the teacher are a presupposition for successful learning on behalf of the students.

Types of activities – Based on the way the students gets acquainted and acknowledges the surrounding environment, in accordance to the already set concrete objectives that need to be realized and the created problem situations that are to be solved, we distinguish the following *types of activities* in the domain of the psychomotor, socio-emotional and cognitive development.

In more detail, the description of the activities is the following:

- Perceptive-motor activities – For inspiring and stimulating the development of the general and specific psychomotor competencies (development of the senses, ability for talking and writing, reading, working and technical abilities and skills, motor abilities and

skills, etc.) of the students in the natural scientific and social field the following specific activities can be implemented: acquisition of relevant stimulation with the senses for touch, taste, smell, sight, hearing with talking, dramatization, oral presentation, noting down terms, reading texts with scientific, popular, artistic content in which there is a description of events, describing certain processes and similar, activities in written form, then, technical activities like modeling, gluing, drawing, making sketches, coloring, etc.

- Practical life and working activities – In the subjects from the field of natural-scientific and social studies the practical life and working activities include self-service and house work doings (maintaining hygiene and personal health; taking care for the cleanness of the home, the classroom, etc.), caring after animals, plants and immediate and wider environments (planting, sowing, watering, digging, feeding the animals and birds, etc.), making toys and models of objects and means (bird houses from cardboard, pencil cases, masks, pet clothes, etc.) as well as activities in the broader societal environment that have characteristics of work camp (cleaning the school yard/park from litter, gifts and help for elderly people, making gifts, messages for Mother's day, etc.), (Kolondovski, 2010: 160 – 161).

- Societal activities – Their purpose is to improve and to gain a more detailed knowledge for the societal life, to establish social contacts and to interact with the environment, to manifest group solidarity and collaboration, to acquire and affirm ethical norms of conduct etc. most often these activities understand simulated real-life situations and re-work and practice of the social experiences (for example, *Witness of the actions*), role play with re-working of the emotions and inspiring empathy, solidarity and compassion, as well as playing activities such as *me-messages*, *praise in circle* etc.

Other specific activities for the development of the socio-emotional competencies (values, attitudes, ability to judge/assess, feelings, motivations, etc.) are: respecting rules, customs, norms, collaboration, role changing, esthetic acquisition of words, movements acknowledgment, sounds acknowledgment, visiting cultural and historical sites, natural sites, monuments of nature etc.

- Observation, receptive, responsive activities – In this type of activities included are all of the forms of observation, for example in traffic and traffic situations, growing of the plant, of the market, of the farm life and farm work, producing pastry, milk, meat and other products. Also, other systematic observations of the natural occurrences and processes with plants, animals and human and his activities, through which the quality of knowledge is enriched and the cause and effect relationship is being discovered are a part of these, (Kolondovski, 2010: 158). Much clear determination of this type of activities for the students is given for the purposes of the doctoral thesis, (Pejchinovska, 2015: 54).

- Activities for reasoning, understanding, discovering – The activities of reasoning, understanding and discovering are immediately connected with the development of the logical thinking and thinking processes of higher instances, through which the student with independent thinking effort sees certain structures and processes and reaches conclusions and solutions. These activities are closely connected with the research and observation activities that enable further cognitive development. In the framework of this type of activities fall the following: *activities of classification*, which underline grouping of the subjects and occurrences based on certain qualitative and quantitative characteristics. These activities are significant for the process of forming the terms because the activities of this type in the beginning classes contribute for the forming of classes of subjects, occurrences and processes that later serve for assimilation of new knowledge.

- Activities for presenting, making, assessing, evaluating – These types of activities include the *activities for space structuring* (activities for determining the space structure such as openness, reticence, closeness, distancing, separateness etc.; activities for enabling the

students for getting around and orienting themselves in space and for cartographical literacy, such as: activities for determining direction, left, right, forward, backward and similar, activities for determining the four sides of the world with the help of the Sun or with the help of other orients of the land such as: growth rings and moth, Northern star, religious objects, compass and other, activities for smaller presenting the following: distance, land scheme, classroom plan, school and its immediate surroundings, settlement plan, activities for introduction to cartographical literacy – getting acquainted with relieve, from relieve to map, getting over to map, etc.); *activities for time structuring*; *activities for problem-solving*; *discovering and reseacrh* (activities for asking questions, supposing (hypothetical frame), data collection, gaining insights into relations and reaching conclusion based on the relations, activities of synthesis, analysis, comparison, combining, reversibility, discovering the laws and principles, etc.); *activities for presentation, making, assesment, evaluation* (activities of imitation, pantomime, imaginary objects and their usage, onomatopoeia, or sound presentation of some objects, ideas, emotions or situations, tridimensional presentation of objects – creating models from different materials or using toys as preventatives, making of picture-books, albums, boards, pictures and illustrated cards, two-dimensional presentation, giving meaning to patterns, drawing, painting, dramatizations, essays, etc., while examples of activities through which the students develop ability for assessment, self-assessment and evaluation we will name a few: 5-minute essay, analytical diary, reflexive essay, active learning etc.).

The activities of the students in the educational programs – The decisions from the type of *what will be taught* (which units will be worked on), then, aims of the programs of the subject (why those content units are being taught, worked on) and *with which media* the teaching will be made (what will be used for teaching/learning) are all included in the teaching curricula. Every primary and secondary school gets basic program and for its concretization makes its own construction program of the educational work. In this respect, taken into account are the specifics of the environment where they are educational institutions, their material and human capabilities, and interests of children, parents and teachers. The ultimate goal should be the preparation of such programs that meet the educational needs of individuals – participants in the educational process. Realistically, this optimal scheduling in practice is still elusive given that it comes to educational institutions that include large populations of students, thus acceding to certain modalities of elements of self-programming, such as the ability to make the required separation on elective and optional subjects, (Kamchevska, 2006: 48).

The learning goals (specific goals) in the educational curriculum have to be clearly and concisely formulated, and they should relate to the specific changes in the fields of development of the student's personality (cognitive, pyschomotor and socio-emotional development). The expected result of the learning, and the outcome of the learning are established by the curricula goals (i.e. the learning goals) and they are compared with the already established criteria which shoud be easily measurable. For illustration, one specific goal (a learning goal) can be: the student should identify similarity and should make difference between himself/herself and his/her colleague – student, and the final result can be: percieves and states characteristics according to which he/she is similar/different than his/her friend (appearance, abilities, skills). In addition, the expected result, or the outcome (which is compared with the criteria) will be achieved when the student realizes some activities, such as: measures the height, weight, observes eye color, talks about his/her success etc. The notion criterion for success prevails in the new curriculum for the primary school. It is an expression which can be drawn from the learning goal, and correlates with the outcomes/results of the learning, (Pejchinovska, 2015: 52 – 56).

For successful operationalization of the goals into activities, it is essential for the teacher to pay attention to the so-called *Mager's principles*, i.e. the teacher should: use activity verbs which describe the students' activities; choose adequate questions which will reflect students' knowledge, abilities, or skills (towards the achievement of the set goal); describe the criterion which he/she will be using during the evaluation of students' achievement, (De Zan, 2005: 65).

For example, some of the activity verbs for goals operationalization are: insert, write in, establish, add, state, ascertain etc. In addition, in order for the teacher to be able to determine the activities, the knowledge level has to be determined (remembering, identifying, reproduction, creative etc.), i.e. the level of development of students' skills and abilities, which will serve as basis when choosing adequate activities. One convenient approach for this goal is the Bloom's taxonomy, which is the first step when the goals are being operationalized, i.e. the teacher begins from the activity verbs, which are equivalent to the activities oriented towards the desired level of achievement, which will allow more precise and more complete defining of the specific goals and the outcomes of the learning, (Pejčinovska, 2015: 80).

3. Analysis of the determiners of students' activities

The students' activities must be a result of the teaching goals and teaching contents, while the real completed activities of the students are indicators for the achievements during the process of teaching. In that sense, the key determiners by which, more or less, the choice of the actions is determined are: *the goals of the science and social teaching programs, the planning of the education process, the specific goals of teaching of every subject, the type of the content, the characteristics of the students' age and the role and characteristics of the teacher.*

3.1. Goals of the science and social teaching programs

In today's conditions, the goal of the education is to provide free and complete development for every person, in accordance with their natural and individual possibilities. Based on that, the contents, and the didactic and methodic solutions in the educational process are being correlated and changed, without overlooking the specific activities for goal realization. Still, we can conclude that the goal of education in science studies and social studies is the students to acquire the ability to explore the world around them, to understand the natural and social phenomena and the process of thinking and, by their own judgment and creativity, to discover their real role in the social life. The school nowadays should be a place where the basis of the future explorers and innovators are set, who by their own activities in the spheres of social life and everyday work will ensure their personal and social improvement and development. In accordance with these tendencies, the student should be provided with the ability to be an active student, (Stevanović, 2001: 42 – 46; De Zan, 2005: 109 – 114; Kolonđovski, 2002: 24 – 31) in the teaching through activities that will help the students: accumulate permanent and usable knowledge, abilities and skills; solve problems by doing research, observation, case study, analysis, synthesis, generalization, conclusion etc.; to become able to study independently; to be able to evaluate themselves about their personal development and knowledge; to develop the creative and critical thinking; to develop their motivation which comes from the clear picture of the set goals and the desire to reach those goals (extrinsic motivation); to become able to communicate freely in interpersonal relations; to become able to collaborate with others; to become the carrier of initiatives and to choose

alternatives; to know and use the research methods and to methodologically empower themselves.

Based on what the mentioned above, the general conclusion is that the educational goals refer to the desired *personal* and *social* outcomes. The social aspect of the basic and specific educational goals refers to promoting the system of values (ethic, moral, cultural, etc) in accordance with the social needs, while the individual aspect refers to satisfying the *cognitive, experiential and psychomotor* needs and interests by which the individual tends to self-affirm by affirming their own potentials, satisfying, and the need for their own identity and autonomy, (Bognar, Matijević, 1993: 139). However, under the social requirements of the educational process it is good to mention the requirements that lead towards the preparation and gradual implementation of individuals for taking a specific social role, without, in the same time, conforming and alienation. For that purpose, highly desired social requirements, which in the same time satisfy the individual needs of a person, also, are the social integration and acceptance through productivity and creativity. These requirements, needs and interests are the basis for the goals, which refer to the personality of the student and his/her optimal development in *cognitive, socio-emotional and psychomotor* field, accepting the widely accepted psycho-pedagogical classification for the developmental domains of the person. Therefore, as a conclusion we can state Havelka's view which points out: *one of the most important functions of the goals of the educational process is to identify the key components of everyday activities of the students, which means they (the goals) to enable the education to influence the real activities of all students in order to get the desired profile*, (Havelka, 2000: 46). In that sense, the main determiner of the students' activities are the goals of the educational process, its effects that can be monitored through the completed activities, only if the activities in the operationalization emerge from the specific goals, and in that case, they should be objective and relevant indicator of the quality of the educational process, (Pejčinovska, 2015: 84 – 85).

3.2. Teaching content

The teaching content is an important part of the education and it influences the working style of the teacher, because it characterizes the technology in its entirety and the dynamic of the work in the teaching process. The teaching content is chosen following the accumulated experience based on the: social needs and trends, the needs of the individuals, the degree of the cultural development, the cognitive abilities of the students and the goals of the education. The basic directions for the choice of the content for any program are the educational goals. The teaching content is current, humanistically and scientifically based, and its planning and choice is done in accordance with the age capabilities of the students, gradually, depending on the complexity of the material. The goals of the teaching are achieved through the realization of the teaching content, i.e. through the activities which are chosen in accordance with the nature of the teaching content and the lesson type. An important function of the educational goals and the teaching content in the educational system is to insure optimal determination of the everyday real activities of the students, especially if we take into consideration the fact that the educational process in its entirety is oriented towards the development changes, which are not visible immediately. Therefore, the realized activities of the students are the only relevant indicator of the quality and the potential efficiency of that process. The analysis of the quality of some of the teaching content in certain textbooks in use shows serious conceptual inconsistencies, and in some of them orthographical and didactic-methodical deficiency can be found, (for example, contents in the textbook for the subject *Nature* for fourth grade, by B. Krtolica, V. Mitkovska and O. Velichkovska)

3.3. Developmental characteristics of the students from age 6 to age 11

Essential characteristics of the cognitive development – For optimal cognitive development, the starting point should always be the knowledge about the developmental characteristics of the students and the teaching and learning should be adjusted to the way of thinking and to the specifics of the logical learning. The learning goals in the first and the second developmental period, in broad sense, include the students' activities during the learning of the following things: *knowledge that they should master (know)*; *skills that they should develop (to do)*; *values and attitudes that they should build (to be)*; *interest and motifs which should be stimulated and developed (to want)*, (Kamchevska, 2006: 94). In addition, in relation to the knowledge which the students should master and on the basis on the findings about the development of their cognitive abilities, it is emphasized that the students at the age of 6 – 7 years can learn scientific notions. And because of it, it is stated that the first two years of the primary school have really important role in the development of the thinking potential of the individuals. In fact, it is the period *when the child's spontaneous thinking transforms into scientific-theoretical*, (Kolondovski, 2002: 59). In this sense, the following things are essential for the next cognitive, and also overall development of the potential of the student's personality: the approach of systematicity in the work; the choice of optimal manner for realization of the contents through the use of the inductive logic which should be the starting point, as well as the development of the perceptive abilities, the attention, the ability for thinking, the individual learning etc. The mental development at the age of 6 is followed by associative processes, which are the basis for the forming of the general notions, and that development is a result not only of the practical activities done by the students, but a result of the thinking processes and the active intellectual activity. The student in its first year of education can plan the sequence of its activities after the explanations of the teacher, the goals that he/she wants to accomplish with the realization of the activities etc. In addition, the student shows eagerness for adapting, respecting and accepting of the agreements during the realization of the activities, which creates basis for the transition to individual thinking, with decrease in the inclination towards copying. Stamatov in his work *Child's psychology* identifies the following changes in the thinking at 6 – 7 years-old students: exchange of the intuitive thinking with the logical thinking, which is characteristic for the preschool period; interiorizing of the cognitive operations which become reversible, recurring; gradually releasing of the thinking of the strength of perceptive images which are typical for the intuitive thinking, characteristic for the preschool age; and gradually releasing the child's thinking of the egocentrism, (Stamatov, 2000: 226).

The logical thinking develops during the period of specific thinking operations (at the age of 7 – 8 years) on the basis of the inductive logic. It conditions the knowledge to be acquired, and the abilities and skills to be developed through a sequence of activities based on practical experience and through inductive manner of logical concluding. During the period of the middle childhood the students acquire new forms of memorizing and recollection of those things that they already know, where upon of a great importance are the way of repeating, the development of the ability for organization of the material that is being learned in certain order, the associations and the abilities for linking certain situations with others etc. The development of the thinking in the period of the middle childhood is much more intensive, and the speech is a mean for verbal thinking and the individual uses it to regulate its behaviour, i.e. for activating or inhibating its activities, (Škarić, 2004: 182). The deductive logic is a characteristic of the next phase of the middle childhood, i.e. it is a characteristic for the period of formal operations and abstract thinking (8 – 12 years).

According to the already said, we can conclude that for optimal cognitive development the starting point should always be the knowledge about the developmental characteristics of the students and the teaching and learning should be adjusted in accordance with the way of thinking and the specifics of the logical learning. This is the basis for the methods, approaches and activities which should be used in the first school years and should have experimental – demonstrative nature. The two developmental periods have one thing in common which is of great importance – the student should actively process the information which he/she gathers through the interaction with the surrounding, and should enrich his/her knowledge and experience. The knowledge about the processes of processing and memorizing of the information should contribute in a great deal towards better organization of the curricula and towards adequate choice of methods, procedures and activities which will lead to better memorizing of the data. The teaching shouldn't be reduced only to memorizing and reproduction of information, but on systematizing of the knowledge in logically connected entities. They will be the basis that the student will upgrade, enrich and use in new situations during the solving of new problems.

Essential characteristics of the socio-emotional and psychomotor development – The period between the 9 and the 11 age of life is filled with progressive changes in certain forms of behaviour and psychomotor functions such as: the movements – motoric, the emotional reaction and the motivation, and the social behaviour, which complete the development of the person. In this period, the development of the psychological functions, together with the physical growth and development, is happening, as well as the development of the emotional life of the individual, through which the development of the overall individual can be noticed, the attitudes, beliefs, values, motifs connected to a coordinated system of view towards the world are being developed and the adequate behaviour of the individuals in accordance with that world view is being formed. Having this in mind, the identifying of the students with the grown-ups with whom they are in contact, especially the parents, i.e. the teacher or some person of their surrounding that they consider as important or influential, is of a great importance for the development of the psycho-physical aspects of the students' personality, especially for the development of their attitudes and principles and their use. Also, the influence of the same-aged friends, whose friendship is based on the mutual interests and the familiarity with each other and the mutual understanding, on the basis of similar abilities and characteristics is of a great importance. It is not uncommon for the school friend to ask for help or support when it is needed. The role of the same-aged friends in students' development in the middle childhood is reflected in the following behaviours: increasing of the understanding for the social rules, increasing of the ability for coping with conflicts and forming a complex notion for itself. In this period the students accept the social rules of behaviour, but first in their broadest form on the principles of morality, justice, well-being, respect of the life, protection of the weaker etc., then in the socially accepted norms, and at the end in the more complex personal rules which are being created by every student regarding the accepted forms of behaviour, which can be already noticed towards the age of 9. The development of the picture for itself is important in the period of middle childhood, when the students begin to compare themselves with the other students of same age or with the grown-ups, but not on the basis of physical appearance and the activities being done in the previous developmental stadium, but now they pay attention on more complex activities and they make the comparison on that basis, (Škarić, 2004: 189 – 190). Having in mind the previously stated, the teacher should create activities that will develop the students' competencies in these fields with all of the gaming activities, especially the gaming activities with rules, role playing, me-messages, imitations, and many others.

Learning styles – The learning styles of the students influence the choice of the activities. The cognitive aspects of the learning style relate to the perception and processing

of the data in the sense whether the students prefer more visual, acoustic or other types of information, how much the perception of the environment depends on the experience, the concentration of the attention, how complex or simple the information is interpreted etc., (Kolondovski, 2002: 55). The didactic-methodic modeling of the teaching and the determination of the type and the amount of the activities for the students involves good knowledge of the learning styles or the cognitive styles of every student, which will be the basis on which the teacher will adapt his/her style and work.

3.4. The roles and characteristics of the teacher in the choosing and realization of the activities

In the complex educational process the teachers as carriers and performers of the teaching in the educational institutions have really responsible roles whose successful performing is in correlation with the successful realization of the teachers' and students' activities. The roles that the teacher has in the educational process can be classified according to the following: *educational curriculum*, (planner and organizer); *the methods, the forms, the means, the techniques and the instruments* in the educational process (methodist, designer, innovator, motivator); *the students as individuals* (mentor, assistant and examiner); and *the class as a group* (manager, trainer, model for identifying, colaborator)⁸⁵.

Next, prerequisites for efficient realization of the activities during the learning and the teaching are the interactive – communication relationships in the class. To say, the success that the teacher will accomplish in the teaching depends on the personal, collegiate, professional and qualified qualities of the teacher.

In that sense, the most complex roles of the teacher in the teaching are the roles of *planner and organizer of the teaching, methodist, designer of the educational process, innovator, motivator, mentor, examiner, helper and colaborator*.

Also, the teacher should be a model for identification, with his/her good personal characteristics, competence and professional relationship, he/she should be a model for the behaviour of the students, and example which they will follow and support, during their development in healthy moral persons.

Conclusion

The conclusion is obvious in itself, namely, through the theoretical analysis we come to important insights about the nature and characteristics of the activities carried out by pupils in the field of natural sciences and social sciences and the role and importance they have for the learning process. After all, the quality of the activities that students realize depends on the quality of the realization of the goals in the subjects of natural-scientific and social area from which we easily could easily recognize that conditioned the development of the individual student in all domains.

In that sense, the paper sets the starting point for assessing the quality of the activities that the teacher chooses the everyday practice, and points to key determinants without which cannot be performed successfully planning and implementing the activities of the general and specific objectives in implementation of the educational work. The paper makes an attempt to clarify the theoretical approaches in the development of the learning process of students

⁸⁵ Some of the roles may have multiple dimension and to relate to all groups.

through appropriate types of planned and implemented activities of students in natural science and social area in primary education.

Terminological determination of the activities of students, specific objectives, learning outcomes, the nature and types of activities under the domains of development, dealt with modern didactic-methodical science, are the starting point for a thorough study of real everyday activities performed by students in the subjects of natural-scientific and social area. Hence what every teacher should pay attention to, in determining activities for students, is the following: To determine what is the content and typological offer of activities for students starting from the program objectives; whether and how thought about activities for students correspond with the determined objectives?; Whether the activities are determined by general and specific abilities of students of cognitive, emotional and conative plan and are aimed at the development of competencies among students (cognitive, psychomotor and affective)?; Whether the overall methodical tools present in the activities designed by the teacher corresponds with the cognitive potentials and learning processes that take place in a person that learns?; Whether and how the effects of learning processes correspond to the quality of thought-activities? etc.

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USE OF IDIOMATIC EXPRESSIONS FROM THE CONVERSATIONAL STYLE IN THE JOURNALISTIC SUB-STYLE OF THE STANDARD MACEDONIAN LANGUAGE⁸⁶

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Abstract

The conversational functional style is characterized by informality and spontaneity of the situations in which it is used. It has communicative function and, to a great extent, it depends on the situation and the interlocutors. The conversational functional style, among other things, is characterized by a great number of idiomatic expressions. The idiomatic expressions have several important specifics: they are characterized by consistency in the formation, by new, separate and unique meaning and by special stylistic value, as it is about picturesque and metaphorical way of expression.

This work examines the entering of idiomatic expressions, which are used in conversational functional style, i.e. in daily, free and spontaneous communication in printed media, i.e. in journalistic sub-style, which is characterized by formality of the situations in which it is used, and it is demonstrated that this occurrence, today, is not isolated, but it is rather of massive proportions. Thus, an elaboration is also imposed on the subject of the positive or negative connotation of such use, regarding the fact that one of the roles of printed media is to promote use of the Macedonian standard language.

INTRODUCTION

Idiomatic expressions hide popular wisdom and eternal truth. They are first taught during childhood, in the family. They enable the speaker to express his/her thoughts, easily, in simpler way and concisely. The use of idiomatic expressions contributes to the language economy, because several sentences may be replaced by a single idiomatic expression. Due to the closeness with the metaphor, the idiomatic expressions also enrich the picturesqueness of the language communication. In their everyday, free and casual communication, people do not feel they use idiomatic expressions, because they are part of their everyday communication. Appropriate idiomatic expressions are used in all functional styles, however the most familiar being, of course, those which are used in everyday unofficial communication. The text or speech, in which idiomatic expressions are used, will surely not be neutral in terms of stylistic marking, thus it will not be uninteresting or it will not pass as unnoticed.

This work examines the entering of idiomatic expressions, which are used in conversational, functional style, i.e. in daily, free and spontaneous communication in printed media, i.e. in journalistic sub-style, which is characterized by formality of the situations in which it is used, and it is demonstrated that this occurrence, today, is not isolated, but it is

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rather of massive proportions. Thus, an elaboration is also imposed on the subject of the positive or negative connotation of such use, regarding the fact that one of the roles of printed media is to promote use of the Macedonian standard language.

METHODOLOGY OF THE RESEARCH

Idiomatic expressions which are used in conversational style and also used in journalistic sub-style in several issues of the daily newspapers “Dnevnik” and “Vest”, are used as resources so as to realize the purpose of the research. The idiomatic expressions are given in the form in which they are written in the newspaper.

RESULTS, ANALYSIS AND DISCUSSION

Below are the results from the research, analysis and discussion.

(1) ... bi bilo dobro vrednosta na *crnoto zlato* da prodolži da pagja ... – ... it would be good if the value of *the black gold* continues to drop ..., (D, 5738: 13) – meaning: oil;

(2) ... pa Albancite *kje si ja svitkaat opaškata* ... – ... so the Albanians *will retreat with their tail between their legs* ..., (D, 5738: 14) – meaning: to yield, to give in;

(3) ... normalno deka *kje go krenat glasot* ... – ... of course they *will raise their voice* ..., (D, 5738: 14) – meaning: to confront, to express one’s opinion;

(4) *Isus ispušti duša* – Jesus *drew his last breath*, (D, 5738: 15) – meaning: to pass away;

(5) *Gospodine Zaev, Vašite bombi, osven prašina ništo drugo ne krenaa* – Mr Zaev, your bombs, *did not move anything else but dust*, (D, 5738: 15) – meaning: not to attract attention;

(6) *Prodavačite trieja race* ... – The sellers *were rubbing their hands* ..., (V, 4444: 8) – meaning: to have good profit;

(7) ... deneska (16 30 č) *kje mu izlezat ma megdan* na aktuelniot dvokraten evropski prvak Gjer ... – ... today (16 30 č) *they will face off* the current, double European champion Gjer..., (V, 4444: 42) – meaning: to compete with somebody;

(8) *Makedonija e na našata agenda e kusata rečenica što gi alarmira i gi krena na noze* grčkite pratenici vo Evropskiot parlament – Macedonia is on our agenda is the short sentence which alarms and *drives up a wall* the Greek MPs in the European Parliament, (D, 5715: 11) – meaning: disturbs them;

(9) ... go slušaše primerot na mnogu svoi kolegi na koi nikogaš *ne im padnalo na um* ... – ... followed the example of many of his colleagues, *who would never have thought* ..., (D, 5715: 11) – meaning: not to occur to somebody;

(10) *Vo Velika Britanija ovoj fakt site na noga gi krenalo* ... – In Great Britain this fact *got everyone’s attention* ..., (D, 5733: 13) – meaning: disturbed them, interested them;

(11) ... nastavnicite koi *preku niven grb* vodat svoja bitka so režimot – ... the teachers, who *are being taken advantage of in the* battle with the regime, (D, 5733:13) – meaning: to take advantage of somebody;

(12) *Sekogaš vo sekoja grupa ima nekoj koj kje ti ja rasipe mandžata* – Always, in every group, there is someone who *will spoil your stew*, (D, 5733: 13) – meaning: will destroy;

(13) *Raka na srce, ne beše nišo spektakularno* ... – *To be completely honest*, it was not something spectacular ..., (D, 5733: 15) – meaning: honestly;

(14) ... kako mojt Novica, tuka ima *plodna počva* za toa – ... as my Novica, here, there is *fertile ground* for that, (D, 5697: 12) – meaning: there are conditions;

(15) ... što navistina zagrižuva i vleguva vo kategorijata „*sum go gledal filmot*“... – which really concerns and falls under the category of “*I’ve seen that film before*”, (D, 5697: 12) – meaning something already seen;

(16) ... koj toa gi podbucnuva studentite da *ja teraat vodata na ovaa vodenica?* – Who instigates the students *to direct the water to this watermill?*, (D, 5697: 12) – meaning: to work for somebody’s benefit;

(17) Što bi se reklo, *mi se sluša glasot* – otkriva taa za Dnevnik – It could be said that *my voice is being heard* – she reveals for the Dnevnik, (D, 5697: 28) – meaning: to respect somebody;

(18) Go obvini deka toa go pravel za da dojde na vlast sedejkji *bez da mrdne so prst*, ... – They accused him that he did that in order to return to power, sitting *without moving a finger*, ..., (V, 4422: 3) – meaning: without any effort;

(19) ... togas kje naučite *da ja peete drugata pesna* – ... then you will learn *to sing a different song*, (D, 5738: 14) – meaning: to speak other things, to change one’s opinion;

(20) ... site vo Makedonija *čekame da ogre sonceto* ... – ... we all wait in Macedonia *for the sun to rise* ..., (D, 5715: 11) – meaning: to wait for the situation to improve;

(21) A vsušnost *se pee starata pesna* ... – But in fact, *the old song is being sung* ..., (D, 5715: 11) – meaning: to do the same as before;

(22) ... nitu edna smena ili razrešnica, *a karavanot si patuva* ... – ... not a single change or resolution, however, *the caravan keeps going*, (D, 5697: 13) – meaning: to continue;

(23) Ovaa godina kje bide *žeška godina* – This year will be *a hot year*, (D, 5738:14) – meaning: a year with huge number of events, with huge number of important events;

(24) E. J. Od Gostivar nekolku časa *pod kluč držel* prodavača vo negovata prodavnica ... – E. J. from Gostivar, *kept under lock and key* a shop assistant in his shop for couple of hours ..., (V, 4444: 10) – meaning: to keep somebody locked;

(25) *Čeličnite race* na Husein ... – Husein’s *iron hands* ..., (D, 5715: 9) – meaning: force, power;

(26) ... del od *žoltite kartoni* koi gi dobija od decata ... – ... part of *the yellow cards* which they received from the children ..., (D, 5733: 13) – meaning: warning;

(27) ... ama kaj nas ima mnogu *isprani mozoci* ... – ... but, here there are many washed brains ..., (D, 5733: 14) – meaning: people who are under somebody’s influence;

(28) Kapitenot na Seltik faten *mrtov pijan* – The captain of Seltic caught *dead drunk*, (B, 4422: 37) – meaning: very drunk.

We can see from the analysis that, the number of idiomatic expressions, which pass from the conversational sphere into the journalistic sub-style, is great. It is a fact that the use of idiomatic expressions from conversational style in journalistic sub-style contributes to the economy of the language expression and that is one of the reasons for their mass usage. However, in the indicated idiomatic expressions, above all, the need for picturesque expression and specific emphasis of the text, in terms of attracting attention, is evident. The given idiomatic expressions, indicate that among them, also appear to be so-called author’s idiomatic expressions, (Velkovska, 2002: 110) which are author’s changes of the idiomatic expressions that are commonly known in the language, such as, the idiomatic expression *ja naleva vodata na svojata vodeniца* – *to pour the water on his own watermill*, in the example number 16, is to a slight extent changed and reads as: *to pour the water to this watermill*, where *naleva* – *to pour* and *svojata* – *his own* are non-current components replaced by *tera* – *to direct* and *ovaa* – *this*, which are, in fact, more current and in the spirit of the time we live in. The same explanation also refers to the idiomatic expression in the

example number 22, where the component *tera* – *to move* as non-current, is replaced by the current component *to keep going*.

Regarding the subject of the positive or negative connotation of the use of idiomatic expressions from conversational style in journalistic sub-style, the following can be stated: on one hand, such use, to large extent, contributes to the economy of the language expression, the picturesqueness of the expression and legibility of the written material by people who have different educational levels, but, in the journalistic sub-style, however, the affirmation of the Macedonian standard language should be emphasized. In that sense, special care should be taken when enriching a journalistic text with idiomatic expressions, because the overuse of phraseological expressions may result in unnecessary lowering of style and language of a journalistic text, and degrading as well, rather than developing of the Macedonian standard language.

CONCLUSION

Idiomatic expressions in a conversational style appear as a result of a linguistic creation, by which, a certain life experience, awareness, attitude towards something are expressed in a specific way, or, they are referred to a specific event, person or similar. Idiomatic expressions in every language, more or less, are characterized by their own specificity, because they are an expression of certain people's spirit, culture and history. The analysis demonstrates that the number of idiomatic expressions from conversational style, which have entered the journalistic sub-style, is great and that such phenomenon is of massive proportions.

Journalistic style, i.e. the journalistic sub-style, however, should reflect the standard Macedonian language and its characteristics result, among other things, from the need to deliver information fast and the need to attract attention. Probably these two characteristics: the speed of delivery of information and the wish the text to be more noted, condition the use of huge number of idioms, which contain conversational spirit in them.

Having in mind that the affirmation of the standard Macedonian language should be emphasized in the journalistic sub-style, when inserting idiomatic expressions from the conversational sphere in the journalistic sub-style, especially special care should be taken that will not to result in unnecessary lowering of style and language expression and degrading of the standard Macedonian language.

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METHODICAL APPROACH FOR INTRODUCTION WITH FAIRY TALE IN THE FIRST GRADE FROM THE PRIMARY SCHOOL⁸⁷

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Abstract

Literature is a certain kind for cognition of world and life. It affect on the mind and the fantasy and also on the moral and esthetic feelings by man. It has a power to act emotional on the reader. The writer has own moral and aesthetical attitude on the reality and the life that shows in his story. This feature of literary work allows to the literature having strong educational and emotional importance for the small readers, the children.

The literary work must be a challenge for the student, an object for curiosity, cognitive intolerance and the motive for reading it with research, to experiencing with deep emotions and to love it as permanent worth. The teacher mustn't educate indifferent book reader. He must use models in his work, must educate motivated student-reader and to make the student become passionate fan for the art literature.

The fairy tale, as a subspecies of the literature, is a collective work that in one long time period crystallized in the perfect art form. It is characterized by rich language, simply composition and clear description of characters. Read vertically, it shows the eternally fight between the good and the evil and provides an universal messages for man and his eternal investigation to the sense of the life. The fairy tale is directed to child's sub consciousness. It teach the child that life's difficulties are inevitable, temptations are unfair and the problems are resolved. The fairy tale encourages the fantasy, helps to provide the feelings. It also allows the child became conscious for the fear, the worries and the hope, for the sorrow and death, to face with different conflicts in the life and to increase his self-confidence.

The subject of this paper is the fairy tale. It is given an methodical approach for introduction with fairy tale in the education on Macedonian language class in the first grade from primary education. As a first book on each child, the fairy tale has a aesthetic, psychological and pedagogical influence on the child. It, as a inexperienced reader, by the teacher, through this genre, should be introduced in the world of the beautiful literature.

Key words: *literature, fairy tale, methodical approach, strategies*

THE FAIRY TALE AS A LITERARY GENRE

The most interesting literary genre for the children is a fairy tail. According to the most famous psychologist, Sharlota Dylor, the fairy tale is the most popular by children on the age from 4 to 8. She thinks that then is the biggest reading interes by children. It's difficult to believe that the fairy tale stops to be the basic preoccupation and later, in the early school years. The fact that it can satisfy the reading tastes also by older readers, is an indicator for the real and lasting qualities of fairy tales.

⁸⁷ Specialized paper

There is a question: Is the classic fairy tales useful lesson? The answers are contradictory. Negators to the tales think that this epic work brings the child away from the reality, from the real world, gives him mythical beliefs for the life, spread superstition, makes immaterial world view and makes sympathy to monarchic social order, because the most often the kings and the princes in the fairy taul are shown with positive characteristics. The fairy tales, because of the many scary situations, makes also psychological trauma. Apologists of this kind literature consider that the fairy tail has the positive influence to development of children's fantasy, it is according to their age, it shows the man's fight for better and happier life. It is **extraordinary art's work** with emphasize etics distinctness that the good in the life must win. This ethical character of the fairy tale was known by many famous world writers (Ivan Turgenjev, Lav Nikolaevich Tolstoj, Fenimor Kuper etc.)⁸⁸

METHODICAL APPROACH FOR INTRODUCTION WITH FAIRY TALE IN THE FIRST GRADE FROM THE PRIMARY SCHOOL

According to own literacy characteristics, the fairy tail belongs to epic, because in its world appear typical epical categories: events, characters, plot. Its literacy features are: presense of more episodes, clear structure that is characterized with unlimited freedom in building art function with which defer from the usually announcement what happened, listened and experienced or believed, the easiness and widespread. Special feature of the fairy tale is mixture of truth and untruth in it.

The teacher, before start with interpretation of fairy tale, he need to study the starting points for that activity, need to determine the basic elements for that interpretation. During the interpretation of fairy tale, it should be emphasized the fiction as its special element and changing of fiction and real motives and situations. Interpretation must refrain from the view that everything in life happens that, because deny of fiction elements in the fairy tale means losing, ignoring of its particularities and crossing in realistic people's story. It is a need for respect the authentic world of the fairy tale and to reveal exactly that elements which are typical for it. On that way, it will reveal the content order, it will describe hidden thought of unreal situations and miraculous transformations and students will penetrate into the wealth of its imagine, in miraculous situations and characters in which are recognized the justice, bravery, selfless, wisdom, goodness and other ethical values. On that way, the basic methodical principle in interpretation of fairy tale will confirm: connect of compositional analysis with analysis of characters and the conceptual structure of the fairy tale. Students will have the opportunity for following the event's development and the actions of characters in some situations, to experience and comment and also to bring own courts, views and thoughts.

For interpretation of fairy tale, the teacher should devise the structure of the lesson. It include several stages:

- preparation for reading;
- checking of the impressions and experiences;
- retelling;
- interpretation (analysis);
- perception of details;
- preparation of the students for interpretative reading of the fairy tale;
- creative work;

⁸⁸ Цацков Д. (1997) *Литература за деца и младина*, Скопје: НИП „Глобус“, стр. 54

- dramatization и
- tasks for individual homework.⁸⁹

The preparation for reading the fairy tale is realizing with motivating or control conversation depending on the thematic orientation of the fairy tale. In the conversation students express their experiences, feelings and findings. From their experience they can describe fear, people's behaviour in certain situations, indicating on some conditions. With thinking of the students experiences, the transition in fairy tale's world became easier. There, on other way, with other resources, will be express heroes feat, feeling the fear and similar thing.

Motivating students for experience the fairy tale is also realizing with the method: encouraging words. The teacher pronounces the encouraging thematic word, for example: fear, bravery, goodness and students oral or written tells the associations related with that encouraging word. When students announced the cycle of associations related with that word, the teacher comments those associations and announce the world of the fairy tale where some of that associations appears in different form and in other context.

In the fairy tale personifications appears as specific expression characteristic. Because of that, in the preparation phase can perform exercise for personification. The teacher will motivate students with one interesting form of creative work. The most often, students have a wish to be some other person. The teacher should ask: How would you act in the role of the person in which you wish to transform? Previously, students can receive task for homework to personify dear nature appearances or subjects. In the preparation etape of the lesson, students will read their homework or some choiced texts that include the fictive fairy tale's world.

During the reading of the fairy tale, students can see the illustrations of the most typical sights. In the description of illustration shouldn't go in details, but students need to tell only the important facts. Then students initiate conversation or they in oral or in writing form, tells what they see on the shown illustrations and than the teacher tells the title of the fairy tale. They relate the title with the shown illustrations.

Preparation for experience of the fairy tale where as persons appear animals, realizes with dialogue method, demonstrative method and method of students' own retailing. With the conversation, will be included characteristic animals, their behaviour and treatment of man to them. The teacher can show drawings or pictures of the animals in their nature or in the reduced form. The students describe offered drawings and the characteristics of the displayed animals. In the introductory etape from the lesson, students can prepare for their own oral expression of some animals according to their own experience and according to the informations from the encyclopedias and other popular resources of informations.

If in the fairy tale appears supernatural creatures, it can be initiated a conversation for that how students, listening the fairy tale from the adults, imagine: the witches, the fairies, the monsters. The teacher explains the folk beliefs for them and links the fairy tale with different types folk beliefs. Before reading, the teacher explains unknown words, terms and phrases. If he don't read aloud the fairy tale, with creative retailing tells its content and notes the most important moments from the development of the action by interpretative reading.

If the students have read the whole fairy tale, in the preparation etape can check how did they experience it, which situations were specially interesting for them and which characters were the most impressive.

⁸⁹ Здравковски Ц. (1997) *Методика на наставата по литература*, Скопје: Народна книга, стр. 100


Before reading, students can watch a film which is made according to fairy tale. The analysis of the film can be motivation for reading the fairy tale.

For introduction with the fairy tale, can be used these strategies: *skeletal display* and masks. The strategy *skeletal display* is used before introduction of new lesson and it is especially useful for introduction of the fairy tale. This strategy allows to students for describe, think, synthesize an argue. The teacher ask questions and students answer or discuss:

Solutions - *what is it about* (Seven kiddies remain home alone.)

Phrase – *something important* (Mother’s love is priceless.)

One word – *meaning or basic theme* (Fraud)

Symbol or picture – *information of the content* ()

Colour – *mood / feelings which arouse* (Red)

Fill – *the idea of the fairy tail* (Bad with bad returns.)

The strategy *masks* is used for introduce in the theme of the fairy tale. It allows to raise the confidence and the motivation for reading the fairy tale. With this strategy is seen students and teacher’s creativity: they make masks for the theme or for the character (wolf), ask: *who’m I* and give the answers while someone find who is the character (example: I live in the wood, eat meat, I’m atrocious, I’m afraid from hunters).

With interpretative reading of the fairy tale, students experience its world, develop their feelings and move their fantasy. In this etape, the teacher should think on the retailing character of the fairy tale. The tail is designed for retelling.

Moreover, students can listen the text from the tale in interpretation of an artist, from the tape on radio or TV.

Interpretative reading can make some reactions by students. The check of the experience caused by reading, can be done on **oral** or **written** way. **Dialogue method** is used for checking what feelings, associations and thoughts has awakened the text. In written form, students can express their feelings and their views caused by fairy tale with telling one word that express experience, with series words (phrase) or with shorter text. Also, can be used an orientation survey for checking the cycle of experiences.

In the Macedonian lessons are used different types of **retelling the text**. **Functional type of retelling** is retelling close to the text or creative retelling. The retelling can also be **tight, concise, related with illustrations** etc. It can be **by compositional scheme** for following the developing of the action of the fairy tale.

These methodical actions are used for easier understanding the fairy tail by students and for their own oral expression.

Retelling also can be used in other etapes in the lesson, but with different function. For retelling can be useful the strategy *the stone speaks*. Students sets in a cycle. One student has a skein or a ball. He begins with retelling the fairy tale. Then he gives the ball on other student and that student has a right for speaking. While one students speaks, other listen carefully. This strategy directs the students to express free their thoughts, but in other different way.

The analytical etape of the lesson is focused on the central problem or on the characters, the composition, the ideological orientation, the language, the style, the characteristics of the fairy tale as a folk prose form. Further progress of the analysis and the selection of the methodical actions depends on the selection of the central problem.

For fairy tale analysis is used **dialogue method**. It allows to the students to express their own thoughts and views for the characters and their actions, for situations and ideological views. It is especially important to give problem questions. They set the student in front a problem and caused cognitive curiosity. On that way, students by their own can find important things for the structure of the characters or to solve some problem from the text.

The dialogue method is especially used in the interpretation of the characters and of the composition. The given questions must analyze the student's mental world, to develop his power for noticing and conclusion.

Except the dialogue method, should be also used **explanation method**. The students will explain the actions of the characters, stylistic resources, the work's vocabulary and phraseology and characteristics of the fairy tale.

Monologue method doesn't have a character only for explanation. It means use of different forms of retelling, especially tight and creative.

Monologic and dialogue method appears in combination with **the text method**. The students find support for their thoughts and views in the text and quotes the places that confirm the said thesis. The student, first give a thesis, explains it and at the end, quote the text.

Reading the text aloud is used in the explanation of the stylistic actions. The students first find some stylistic characteristic in the text, show and explain them and then they read them aloud. Before the reading the text aloud is quite directed reading. The students first read the text quite, in itself, and then tells the answer (result) of the given task.

Especially important is **the interpretative reading of the fairy tale**. For that aim, are realized preparation exercises for deeper experience of the text. The students single out the some specific parts from the text and explain how they imagine the character or the situation that need to be realized on oral way. The text that will read interpretative can be shared on the smallest composition parts. By each part need to be set notice for the way of reading the text and what express with it.

In the preparation of the students for interpretative reading of the fairy tale also are used: illustrations, answers of the questions, filling of the characteristic tables, explanation of the actions, different comments for the language and stylistic characteristics of the fairy tale.

The final etape of the lesson is planned for collating the results from the analysis. According to the noticed elements, students brings generalizations and conclusions, systematizes the contents according to some criteriums. Students reproduced the most important findings and conclusions, literary terms that they adopted. In this etape are realized reproductive and productive activities by the forms of **oral** and **written expression**.

For homework students get different tasks, oral and written. From the **oral tasks**, the most are: retelling of the fairy tale, interpretation of the characters, individual retelling of the content, explanation of the stylish and language features of the folk expression, giving the ideological views of the fairy tale etc.

From **the written forms** the most used are: answers of the questions, written categorization of the characters, written plan of the composition, tight retelling, explanation of the episodes, commenting of the language and stylish elements.

The text of the fairy tale inspires students for individual written compositions inspired from the fairy tale.

After the interpretation of the selected fairy tails, students will also read other fairy tails and will prepare oral and written papers for the most famous characters in them.

CONCLUSION

The fairy tales lead us in the amazing and unusual world of the fantasy where everything is possible. There are unreal creatures, but also persons from the daily life. Some are representative of the goodness and others are representatives of the evil. The time and the place of the event, the most often, aren't determined. In the fairy tales is expressed the people's eternal dream for beautiful life and justice that always wins.

During the fairy tale's analysis it is good to find the aesthetic and ethical elements. The basic elements in interpretation are: the event, the characters and the plot. The specific

elements are: the fantasy and the reality, changing of the fantasy with the reality and vice versa.

Prominent educators literary figures suggest when we analyze the fairy tale to not deny the fantastic elements because of that the fairy tale will be poorer, without its important elements. In that way will respect the autonomous fairy tale's world. That will allow the students find the content order much easier, find the hidden meaning of the unusual situations in the marvelous transformations to discover the wealth of fairy tale's prospect, in unreal situations and characters in which are shown the justice, the bravery, the unselfishness, the wisdom, the goodness and other ethical values. In unreal characters exist the personification and the hyperbolical.

The fairy tale is intended for retelling. It is good for text's transformation – transformation in drama. The teacher, through the fairy tale, should introduce the child in the beautiful literature, emphasizing its aesthetic, psychological and pedagogical meaning. On that way, the students will be introduced with one important literary type that gives exciting experiences, but also introduces in the world of different, unusual seeing of the things around them and it lifts up them to the magical world of poetry.

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ÇABEJ ON THE PLACE OF ALBANIAN LANGUAGE AMONGST INDO-EUROPEAN LANGUAGES⁹⁰

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Abstract

Our work is aimed at presenting the views of foreign and Albanian Albanologist for the place that Albanian language has amongst the Indo-European languages and the questions they continuously raised as to which is the mother language of Albanian language, so for them it was of more interest to distinguish the parental links of Albanian language with the Indo-European, as well as the closest, most particular links of Albanian language with one of these languages, as well as the view of Prof. E. Çabej related to these issues.

Franc Bopp, was amongst the first ones to express in 1855 that the Albanian language belongs to the family of Indo-European languages, while scholars like A. Shlahjer, J. Schmidt, etc. were more concentrated in the place that Albanian language takes amongst the family of Indo-European languages. But, the distinguished scholar G. Meyer, in 1883 in his article titled “The place of Albanian language in the scope of Indo-German languages”, set the merited place of Albanian language in this frame, saying that: “the Albanian language is an eastern Indo-European language and at the same time northern Indo-European language”. Prof. Çabej, approving the theory on the links with the northern languages, added some significant elements related to the closeness of the Albanian language with the Celt language and Armenian language and a few elements of other languages as well. Çabej introduced another general modification: “Albanian language is a satem language with specific links to northern and southern languages”.

The scholars were concerned about the great division of languages in satem and centum, which led some of them very often into introducing formulations that sometimes were rushed, often even not accurate, regarding the closeness of Albanian language and ancient Balkan languages, such as Illyrian and Thracian languages

Key-words: *Albanian, Indoeuropean language, Çabej.*

Since early times scholars studied the Albanian language, although having limited knowledge about it, coming to conclusion that the Albanian language belongs to the great family of Indo-European languages.

Franc Bopp: the German scholar was amongst the first to express that the Albanian language belongs to the great family of Indo-European languages, in his distinguished book “on the Albanian language and its links of origin”, published in 1855. This author, on the book mentioned above, introduces arguments proving that the Albanian language is an Indo-European language. But, if the question is raised as to which Indo-European language is closely linked the Albanian language? Bopp answered this question like this: “in its basic

⁹⁰ Specialized paper

elements it doesn't have any close link, or, even less, any derivation link with any of Sanskrit sister languages of our continent”(ÇABEJ, 1978).

In regards to this issue, Prof. Çabej expressed that “he is the first one that following the remarks distributed by Xylander, Schleicher and Stier, on the fundamental book On the Albanian language on its links of closeness, published in 1855; with a systematic and overall view, discovered that character of Albanian language as an Indo-European language. Through this book he laid grounds for all the following work developed in the field of Albanianology”. (ÇABEJ, 1982),

August Schleicher: Genealogical tree. The scholars that came after Bopp attempted to assign a place to Albanian language amongst the family of Indo-European languages, amongst them was also A. Schleicher and he used a theory called the Theory of Genealogical Tree to place each language in a certain place, meaning that he separated the languages in the form of branches starting from the Indo-European as a mother language, which was the stump. In this scheme he placed the Albanian language in the branch of the Indo-European languages of Southern Europe, part of which, according to him, are the Italic-Celt and Greek languages. These were the years when it was believed that both classic languages are close to each other, therefore he compiled them under the name of “The Couple of Pelasgic family”(ÇABEJ, 1982).

Johanes Schmidt: The Theory of waves – 1971. A step forward in comparison to the Genealogic Tree is the Theory of Waves, which was established in 1871 by Johanes Schmidt. This theory presents the closeness of Indo-European languages between them in the form of concentric circles, which cut through each other. This theory was based on the state of ancient Indo-European languages, before the separation of nations that spoke those languages. This scholar placed the Albanian language in the same circle with the Baltic-Slav languages in one side and with the Armenian and Thracian-Frigian on the other(ÇABEJ, 1982),).

Prof. E. Çabej thinks that the common flaw of both theories is that: “...looking at the development of languages as a normal process, undisturbed by the outside events, have ignored the historical reality”(ÇABEJ, 1982).

Hugo Schuchardt – 1872 In regards to assigning a place of the Albanian language within the Indo-European languages, here is how scholar Hugo Schuchardt expressed: “when once we had assigned to Albanian language a thrust and steady place within Indo-European languages, then many of the words that we today rightfully consider as borrowed, might happen that we would have to return them back to it, as part of its inherited property”(ÇABEJ, 1975).

G. Meyer – 1883 Distinguished Albanologist G. Meyer, in 1883, in the article titled: “the place of Albanian language in the circle of Indo-German languages”, opened a whole new era in the scope of closeness of Albanian language and sister languages. This scholar placed Albanian language safely in a spot which in general lines remains valid up to date. The spot was set as follows: “Albanian language is an eastern Indo-European language and a northern Indo-European language at the same time”. (ÇABEJ, 1978)

Gustav Meyer placed the Albanian language in the group of satem languages, based on the analysis performed on the reflexes of Indo-European palatals, which in Albanian language are reflected in spirants such as: s, z, th, dh, d while the closeness with the northern languages was concluded based on the reflex of Indo-European o, which in Albanian language changed to a, as well as some other elements. H. Pedersen rectified Meyer's theory in some important points, such as: palatals i.e. were reflected in Albanian language only with interdental, while the labiovelars preserved their footprints through spirants in s, z, so in the front vowels. So was established the theory on three rows of guttural in Albanian language and by this also a very special position of it, which must be reviewed in the chronological context. Pedersen in the same place introduced numerous closeness of Albanian and

Armenian languages. This made the theory on closeness of satem Albanian language with the northern languages get complicated with southern linkages, which sometimes were introduced also with the Greek language.(ISMAJLI 1978),

Holger Pedersen: the distinguished Danish scholar H. Pedersen, in regards to the closeness of Albanian language with the Armenian language expressed that: “Albanian Language which can be viewed standing between Armenian and Slav-Baltic languages, if it had been recognized as a language more completely, it might have been closer to the Armenian language a lot more then closer to the Slav-Baltic language”(ÇABEJ, 1982)

Henrik Bariq: It is of interest to emphasize that also the Slav scholar Henrik Bariq, who amongst others things was also interested about the place Albanian language has in the lap of Indo-European languages, based on the links with the Armenian language mentioned by Pedersen and also by expanding the list with other things, bringing Albanian language close to the complex of Thracian-Friko-Armenian, supposing an affiliation link of Albanian language with Thracian(BARIQ, 1955).

Nobert Jokli: This scholar expressed that the Celtic-Albanian concordances are of high interest for the Albanian language and that they cover name of vegetables, trees, animals, etc. (ÇABEJ, 1982).

Vaclav Cimohovski: This scholar expressed that: “Albanian language is part of great family the Indo-European languages and within it forms a specific, independent group equal to other groups”(CIMOHOVSKI, 1988).

E. Çabej – Our scholar Çabej, approving the theory of linkage with the northern languages, added some other significant elements regarding the closeness of Albanian language with the Celt and Armenian language and even some elements for other languages. Çabej introduced a general modification: Albanian language is a satem language with special linkage with northern and southern languages (here speaking of Greek and Armenian language) (ISMAJLI, 1978).

If a solution was found for the place of Albanian language amongst Indo-European languages, then another problem emerged related to the issue of which group to put in the ancient Illyrian language. The latest records that we have until now show that the Illyrian language belongs to centum languages. Records that the Illyrian language is in the centum group served to many scholars as an argument to establish their opinions that the Albanian language cannot in any way be the predecessor of Illyrian, meaning predecessor of a language that is completely different. This record served to H. Bariq, as an argument to draw a conclusion that since the Illyrian is of centum group of languages, then the Albanian language cannot in any way have affiliate linkage with the Illyrian language, but it clearly shows that Albanian language is the predecessor of Thracian, language that also belongs to satem group of languages.

Paul Krehmer – was the first to show that in satem languages there are many preserved words with guttural, instead of spirants. If we consider the fact that spirants are characteristics for satem languages, while they are also shown particularly late in the Albanian language, in the middle time, then we must say that the satem character very often is not a work of genealogy but work of chronology (BECI, 1974).

This way, says E. Çabej, with the phonetic development of palatals into half occlusive (affricates) then into spirants, a centum language flowing through time, a satem language can be born. The satem character of Albanian language might be a relatively late developed phenomenon.¹⁵ (ÇABEJ, Eqrem (1969), Ilirishtja dhe shqipja, në: Ilirët dhe gjeneza e shqiptarëve, f.51). For this reason, says E. Çabej, “the way of treating the Indo-European palatals has no way of representing a reason to link Albanian language with Thracian, in order to split it from Illyrian, just as nobody can split Spanish from Latin, just because, for example centum in

Latin in the first language produced ciento (thiento) and on the second produced cent, because the Latin guttural in this language ended in spirant” (BECI, 1974).

As conclusion of this work I would like to emphasize that the place assigned to Albanian language by G. Meyer continues to be valid while concerning the points of closeness of Albanian language with one or a group of languages, Prof. Çabej expressed that “the Albanian language presents specific linkages in more than one direction with some of sister Indo-European languages. Most of partial concordances are with the Baltic languages; but there is no lack of meeting points with Greek, Armenian and Celt languages, sometimes with three-sided equality”(ÇABEJ, 1982).

While, concerning the time of period that these concordances belong to, we might say, said Prof. Çabej, that “...Celt-Albanian relationships are much younger than Baltic-Albanian relationships” (ÇABEJ, 1982).

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FOREIGN LANGUAGES AND COMMUNICATION IMPROVEMENT IN THE TOURISM AND HOSPITALITY INDUSTRY⁹¹

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Abstract

Communication practices and processes are of fundamental concern to humanities and social science disciplines. Although language and communication are central aspects of tourism studies, this is a relatively unexplored area of study. Similarly, it is only very recently that students of linguistics have turned their attention to the language of tourism.

The knowledge of foreign languages is the most important assumption for communication in the tourism industry where human resources represent an agent of the uttermost importance. Education for the tourism and hospitality industry, professionalism, further specialization together with a change of the mentality in the service encounter, i.e. communication culture, assume an exceptional significance within quality standards improving strategies and sustainability in tourism industry. The importance of foreign languages in tourism industry is being stressed by a number of scientists from the tourism research filed by underlying the importance of foreign language learning for tourism recruits.

According to recent statistical references, the Ohrid tourism market is changing, the clientele has changed and so has the need for foreign languages in the tourism and hospitality industry. This paper research results have indicated that learning foreign languages in the tourism and hospitality educational institutions do not satisfy their demand. A good example of what significance the knowledge of foreign languages has as a worldwide segment of service is the Ritz-Carlton chain hotels which has recently introduced *International Guest Service Program* (IGS) and thus offers individual services for every single guest in thirty different languages.

Key words: *foreign languages, improvement, tourism and hospitality industry*

INTRODUCTION

Tourism is an extremely important and powerful agent of signification, key to the construction of both self and others. It is both an agent and channel of globalization, but also a literal embodiment of travelling theory. At one and the same time it effects change and transition, whilst also echoing the coming trends of globalization. Tourism is frequently cited as the world's fastest growing industry or the world's largest business.

Communication practices and processes are of fundamental concern to humanities and social science disciplines. Although language and communication are central aspects of tourism studies, this is a relatively unexplored area of study. Similarly, it is only very recently

⁹¹ Original scientific paper

that students of linguistics have turned their attention to the language of tourism. The knowledge of foreign languages is the most important assumption for communication in the tourism and hospitality industry where human resources represent an agent of the utmost importance. Education for the tourism and hospitality industry, professionalism, further specialization together with a change of the mentality in the service encounter, i.e. communication culture, assume an exceptional significance within quality standards improving strategies.

Ohrid tourist region is well known tourist destination worldwide, being visited by a number of visitors during high season. The number of foreign visitors is especially high which implies an imperative for learning foreign languages and cultures for all subjects involved in the industry within the context of promoting communication practices. According to recent statistical references, the Ohrid tourism market is changing, the clientele has changed and so has the need for foreign languages in the tourism and hospitality industry. This research paper results indicate that teaching foreign languages in the tourism and hospitality educational institutions do not satisfy the demand. The tourism and hotel industry expresses a primary need for the English language.

THE IMPORTANCE OF FOREIGN LANGUAGES IN THE TOURISM AND HOSPITALITY INDUSTRY

Given that the tourist product is realized through direct contact between the person who offers services and the one who consumes, the competence of successful communication is one of the most important components of quality services in the tourism and hospitality industry. Tourism and hospitality employees must pay special attention and satisfy the number of needs and wishes the guests have. They, on the other hand, come from different countries, bring along their culture, customs and traditions. That is why communication in the tourism and hospitality industry is much more subtle than in other branches, and as tourism as an industry is turned especially towards the foreign market, the presupposition for communication is the knowledge of foreign languages. Whether it is a written correspondence (business letter writing, promotional material, etc.) or oral communication, the linguistic competence of the person who sells services plays an important role in creating the complete image of the tourist destination, or specific hospitality hotel or restaurant. If the seller of services does not give importance to communication as it rightfully deserves, then a question can be raised whether he can be in a position to offer quality service and guarantee other conditions so that the guest can get quality service.

The importance of foreign languages in tourism and hospitality industry is being stressed by a number of scientists from the tourism research field (Celakoski, 1997), as well as by a number of foreign language experts and curricula designers (Blazevic, 1991, Petrovska, 2004). They all underline the importance of foreign language learning for tourism and hospitality recruits.

A good example of what significance the knowledge of foreign languages has as a worldwide segment of service is the Ritz-Carlton chain hotels which has recently introduced *International Guest Service Program (IGS)* and thus offers individual services for every single guest in thirty different languages. For instance two Ritz-Carlton hotels on the Hawaii, hire employees for the holiday seasons from over thirty different countries, thus one can conclude that for each nationality there is an individual secured service. Maura Shay, the manager of IGS Ritz-Carlton, says that the leading managers' team objective is for the guest to feel at home. The intention of the Ritz-Carlton consortium is to introduce this program to all its hotels around the world. The greatest interest for this type of services is expressed by the hospitality objects outside the USA. In addition, it is of importance to mention the fact

that the Ritz-Carlton is the first hotel-chain that has received well-recognised award Malcolm Baldrige National Quality Award. (Miskulin,1994). Another example is the introduction of learning Dutch language in the Ohrid tourist region as a result of the implementation of the Dutch government supported project “The Dutch are Back”.

The results of a research conducted by the Local Tourism Office within the Municipality of Ohrid, have shown how important it is for the tourists to establish communication with the hosts. By the method of accident respondent there were 340 guests interviewed in seven hotels in Ohrid/Prespa region and lakeside. Almost all respondents think that it is of great importance that tourism and hospitality employees can communicate with guests in their native language. They expressed the general attitude that there is a need for tourism and hospitality employees to be able to speak foreign languages. The respondents graded from one to five the knowledge of a certain foreign languages most frequently used in the hotels and restaurants in the Ohrid tourist region. The highest average grade was given to the knowledge of English language (3.87), and the lowest for the French (2.74). An average grade was given for the knowledge of German language (3.36). By comparing these data with those of the number of foreign tourists according to the language spoken (Petrovska, 2004), it comes out that foreign language competency is in proportion to the degree of guest occupancy in the region where the foreign language is mostly spoken, which is a logical conclusion bearing in mind the fact that the language that is more often used is always better spoken.

LEARNING FOREIGN LANGUAGES IN THE TOURISM AND HOSPITALITY VOCATIONAL SCHOOLS

The quality in tourism and hospitality industry is first of all the quality of service, and a quality service which final outcome is a satisfied guest can be offered only by motivated and suitably educated employees. That is why great attention should be paid to the process of educating and training tourism and hospitality personnel.

In the teaching curricula and programs of the educational institutions of tourism and hospitality profession foreign languages have always had a special place. According to the redesigned teaching curricula of the secondary vocational schools of tourism and hospitality the technicians from the first to the fourth grade learn two foreign languages (Table 1), and waiters, learn two foreign languages, one of which is optional. (Table 2). Kitchen chefs and pastry chefs with three-year enrolment learn only one foreign language. (Table3).

Table 1
Foreign language presence in the secondary schools of tourism and hospitality department: hotel-tourist technician

Class	I foreign language	II foreign language
I	50	50
II	50	50
III	96	96
IV	96	96
Total	292	292

Table 2**Foreign language presence in the secondary schools of tourism and hospitality department: waiter**

	I foreign language	II foreign language
I	50	50
II	50	50
III	96	96
Total	196	196

Only one foreign language is being studied by both kitchen chefs and pastry chefs i.e., as their foreign language – the language they have been learning in primary school, now the accent being on learning professional terminology.

Table 3**Foreign language presence in the secondary schools of tourism and hospitality department: kitchen chef / pastry chef**

Class	I foreign language
I	50
Total	50

In almost all hotel and hospitality secondary schools 100 % of students take English and German. Very rarely is French studied. In the three-year hospitality schools the most frequently learned languages are English, and German. It is obvious that the foreign language curricula needs an immediate reexamination with multiplying the number of foreign languages learnt at secondary vocational schools, if graduates with more productive language skills are expected. As for comparison, the Croatian secondary schools of hotel and tourism have introduced two, i.e.; three foreign languages as obligatory subjects as part of the teaching curricula.(Blazevic, 1991).

In the teaching curricula of the higher educational institutions of tourism and hospitality management foreign languages make an important contribution to the qualitative curricula. Thus, at the Faculty of Tourism and Organizational Sciences, which is the unique state institution of higher education for tourism and hotel graduate studies in the country, students acquire title of graduated tourism/hotel manager, according to the new teaching plan, that was introduced last year. The first and third year students learn the first foreign language, in the second year they choose second foreign language and in the third and fourth years they can take another foreign language as an option. (Table 4). Almost 70% of students learn English as the first foreign language, then 20% learn Russian, 9% learn German and 1% learn French. As a second foreign language most of the students (approx.75%) learn Russian, and the rest 30% learn German, English. and French.

Table 4**Foreign language presence at the Faculty of Tourism and Hospitality**

Class	I foreign language	II foreign language	III foreign language
I	140	-	-
II	140	140	-
III	70	70	35
IV	70	70	35
Total	420	280	70

In the secondary schools the presence of certain foreign languages more or less is in proportion with the number of visitors in a certain linguistic region. Still, the results have shown of managing not that good language policy. At the Faculty of Tourism and Hospitality the choice of the foreign language learning is left to the students themselves, who, generally, choose the language, which according to them can be more easily learnt, but not the one which will be of need to them in their future profession. As a result of this, the presence of German language is low (9%), in comparison to Russian (20%), even though it is the German language that, according to the hotel and hospitality managers, together with English, should be known to all those involved in tourism industry.

HOTEL AND RESTAURANT MANAGERS' OPINIONS ON FOREIGN LANGUAGE COMPETENCE AND LEARNING FOREIGN LANGUAGES IN THE TOURISM AND HOSPITALITY EDUCATIONAL INSTITUTIONS

Which foreign languages should a hotel personnel speak when communicating with guests? Are the restaurant and hotel managers satisfied with the knowledge of foreign languages that their employees have, what do they think of learning foreign languages in the educational institutions of tourism and hospitality? These were central questions of a survey that was undertaken in 20 hotels and restaurants in the Ohrid and Struga Riviera. There were 46 managers interviewed, among which 8 hotel general managers, 10 head receptionists, 7 restaurant managers and 5 hotel attendants.

Answering to the question on which language should hospitality personnel speak when communicating with guests, 100 % of the respondents answered that all employees who communicate with guests must speak English and German, 90% consider along with English and German, Dutch, and 32% of the respondents think that the hotel personnel that has direct contact with guest should have basic knowledge of Russian.

To the question 'Are you satisfied with the knowledge of foreign languages spoken by the employees in your hotel?', results showed that 40 % of respondents are completely satisfied with the foreign language knowledge of employees, 30% are partially satisfied and 30% are not satisfied.

As for the process of foreign language learning in the educational institutions of tourism and hospitality approximately 60% of the respondents think that it is not sufficient or satisfactory, which is obvious especially during the internship period. Almost 70% of the respondents stressed the fact that they had not learned sufficiently the English language which should always be a primary goal.

Hotel and restaurant managers believe that in the foreign language teaching process the skill of communication is being neglected, thus for students who will undertake simple duties the stress should be put on knowing the most frequently used phrases and terminology within the corresponding branch, whereas for more complex hospitality duties the students should be able to do oral and written communication - (writing business letters) with guests and business partners. The general prevailing idea is that students at the higher educational institutions should learn four foreign languages, i.e., English, German, Russian and French. Most of the respondents confirmed that they have partially active and partially passive knowledge of the above mentioned foreign languages.

According to the respondents, in order to improve the knowledge of foreign languages of the hospitality and hotel personnel, greater attention should be paid to the teaching process in the schools with special accent to the learning language for specific purposes. Further, the human resources centers within the hotel or restaurant should organize

more frequently foreign languages courses and from time to time send their employees abroad for upgrading their skills.

CONCLUSION

In conclusion, certificated waiters should be equipped with two foreign languages, hotel-tourist technicians with three, and the graduates from the Faculty of Tourism and Organizational Sciences with two languages. Graduated hoteliers can expand their foreign language knowledge with one more foreign language if they choose it as an elective subject in their final academic years.

An important characteristic of foreign language excellence in the tourism and hospitality industry are the specific communicative interactions. Communication does not occur only in a language surrounding but in a cultural context as well, where the speakers are accommodated towards behavioral norms. An attempt to divide them is impossible nor desired, especially for the fact that their inner relations are culturally strengthened. Not possessing any knowledge of a successful communicational competence or an excellence in foreign languages as well as sound knowledge of foreign cultures would lead to a failed communication.

Greater attention should be paid to the teaching process of foreign languages, starting from the clearly defined teaching objectives that are in coordination with the needs of the specific profession. The higher educational institutions in the field of tourism and hospitality studies should coordinate the language policy with the economic needs of the community, which means it should be defined which foreign languages are obligatory and which ones optional. No one can expect the student to acquire all needed knowledge and skills for the future profession during the regular educational process. The Ministries in charge as well as educational institutions should foresee the needs of the tourist industry, plan and predict the future strategies in compatibility with this promising industry.

In the light of the evidence we found our language policy should be re-examined and innovated in order to adapt to requirements for greater excellence in language competence and tourism and hospitality education in a global international context. Owing to the recent increased number of foreign holidaymakers in Ohrid region, foreign languages and cultures in the context of communication improvement assume a very important role, whereas their teaching and improvement should follow the latest trends in the sociolinguistics theory and practice.

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LEARNING READING IN THE LOWER GRADES⁹²

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Abstract

Reading begins to develop when the child begins to receive systematic training. The root of this capability is in preschool when the child first attempts to identify images in the picture book. After this the skill of reading is introduced: naming objects, recognition of letters, words and sentences. Some studies suggest that regular reading to children, with informal discussion about reading is the most important factor to encourage reading skills. During the learning of reading the necessity of an active approach to this process is emphasized. Students should develop incentives for reading, and this among the other things provides attractive material, interesting activities, attractive visual design, storytelling ...

Through familiar social situations and visual language experience (traffic signs, names, inscriptions) children experience is activated and they insist on doing cognitive skills such as classification, sequencing and searching of relevant schemes. The attention is directed to met language references (eg, line, page, article,...), and directing the children to everything that belongs to reading and writing. When providing help in the reading process the attention is directed to help the children themselves to reveal the meaning of the word by the context or illustrations. The aim of this approach is less reliance on mechanical task of decoding letters and more language the experience of children.

Keywords: reading, children, education, writing, teacher.

Introduction

Although it is believed that the ability to use contextual information can be an important factor in reading (in terms of faster decoding of words), this hypothesis has not found unambiguous confirmation in the research. Golubovic points that although good readers have a better ability to predict the following text than poor readers, they do not use that advantage because they rely on the automatic process that does not need the support of context. Thus the importance of contextual differences in the hypothesis is emphasized and the effects that manifest at the level of the word and those relating to the role of context in the integration and understanding of the text.

While studying the impact of context of the reading, Fokner I Levi (1994), come to systematically isolation the transfer between text transfer words and transfer content. They asked the bad and the good readers (III and VI grade) to read responding to relevant stories. Students read three pairs of texts. The first pair was connected to the same words, but not to the meaning. The second set was associated with the meaning but not with the words, while the third was not associated with neither the meaning nor the words. The authors found that

⁹² Revisional scientific paper

poor readers are improving their reading fluency with the first two stories, while good readers improves fluency only if the stories are connected with meaning. Fokner and Levi concluded that good readers have retained memory representation of words and messages of the first story, which is associated with episodic representation of the entire text. This representation includes information about the surface and the lexical aspects of text and it is related to the meaning and cannot support the transfer. In contrast, the relationship between the surface and the semantic representation in poor readers can be incomplete. In this case, they will benefit from the transfer of meaning and the transfer of the word, because the memory representation of these sources of information in some way remains independent.

The sequential model of learning reading or the Gibson model includes:

- The development and learning of speech in preschool education
- The development and mastery of graphic symbols,
- Learning the skills of decoding graphemes into phonemes,
- Development of the use of more complex items of language structure.

The process of learning to read is described as evolution through stages. The model which gave Frito (1985) divides the process into three stages. In the first logographic stage, children use visual cues, such as the length of words or other important properties in order to reach a limited number of words. The second phase or alphabetic phase, requires phonemic awareness. This phase includes admission to the conversion rules between phoneme and grapheme. Children learn this kind of “depending on phase” when they begin to write, so apply these rules when read familiar and unfamiliar words and pseudo words. The rate of conversion grapheme and phoneme over time increases and the process is now more automated. In the third orthographic stage, again, words are treated as an entity based on morpheme or even larger units without the need for phonemic realization.

Kristal (1996) lists three dominant groups of teaching learning of reading: basic reading, linguistic experience and individualized program.

The programs for elementary reading include an extensive system of prepared texts, textbooks, workbooks and other materials. The advantage of these programs is their comprehensiveness and carefully elaborated plan. As their disadvantages are cited the high cost, rigidity.....

Language experience programs integrate work experience in listening, speaking and writing using different materials and activities associated with the world of children. They take account of individual differences, encourage creativity, confidence and activity that the child shows talent, but not enough and in this way it is difficult to assess progress because they provide little motivation to read beyond the immediate environment of the child.

During the individualized programs pupils are looking for texts which are suitable to their ability and interests, and read with their own pace. Each child has its own program, uses checklists and charts, and discussing the material with the teacher. They are flexible and they maintain interest, they encourage independence and confidence. So there is no difference between good and bad readers. Although, it is hard to find books and adjusts the time for talking to the teacher. Keeping records is complicated and there is no systematic development of skills. When we speak about learning reading we need to consider more other factors.

For example, words that children are easier to learn are the following: words that kids want to learn, important words, common words, frequently used words, words with strong emotional meaning, words that sound pleasant, words that encourage their imagination. It is easier for them to learn nouns than abstract words. Individual differences in the speed of learning reading depend on the previous knowledge that a child has when comes to school. Seriously lagging is considered when the child lags 2 years or more of their peers. Therefore, the diagnosis of specific developmental dyslexia is not established before the end of 2nd grade.

Reading affects the shape, size, color, thickness and contrast of characters and the number of elements and their relationship in the word. Of great importance is the spatial position of the word in relation to other words and background. When printing text, we should take into account the fact that the cuts of the grammatical phrases cause more problems in reading than the cuts of the notions. And the word "and" at the beginning of a line causes more difficulties than when is at the bottom of the line.

The girls overcome the reading process for about 4 months less training than boys. Bojanin explains this phenomenon like a better differentiation of kinetic activities in girls, which significantly affects the differentiation of gnostic function of the skin, which are the basis for the development of symbolization which means symbolization of equal lexical skills.

Conclusion

Although it seems logical for the child that should first master the techniques of reading and then is able to understand the meaning of what they read, the process of understanding is going along with the technique of reading, and it is possible that is happening before the second one. The child will not be able neither to understand nor to adopt the techniques of reading from early childhood if not developed requirements for understanding the text itself. They prerequisites are: understanding of words and sentences, understanding the content of the story, understanding the transmission of speech in written words, understanding the meaning of a written message transmitted. All these forms of understanding are taught from early childhood before school, before meeting with letters, sounds and their mutual transformation. The development phase of understanding includes speech development, development of understanding the difference between speech and writing.

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POSITIVE VALUES STUDENT RESPECT OF THE SCHOOL AS ORGANIZATION⁹³

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Abstract

In the entire life of man, education is an important segment for its successful integration into society and adjust to the closer environment as well as the proper construction of the whole person. The person at the time of school age, the school as an organization meets and meets the most diverse sciences, and it passes through its psychosocial construction of personality.

Every student in school age should have a balanced participation according to their possibilities and interests, there will be an incentive and opportunity for realizing its creative possibilities and requirements viewed from the perspective of age, ie to fulfill the expectation primary school: "chance for everyone according to its possibilities, abilities and desires. " Because the school as an organization have a positive and successful acts in the overall development of man with all the internal and external factors.

Keywords: school, organization, education, upbringing, students

SCHOOL AS ORGANIZATION

The school the person continues his intellectual, emotional and social development in order to build a successful person as a whole. For all children who have attended pre-school institutions, school is their first environment that is significantly different from the family or the family environment, with new and tougher, more responsible tasks in their activity which is planned to develop positive characteristics, and thus to prevent negative. The school is a functional entity with its own goals yielded by many subsystems or components that make up the school system.

a) The role of the school as a social system

The social system of the school is basically a mutual interaction between the student and the school. First student should have a positive relationship with the teacher. It significantly affects school performance, as well as with parents, children and teachers through building its personality through identification. The teacher as part of a school must: be a person to establish a positive and warm, affective relationship with students; have the ability to detect difficulties among students of emotional, social and intellectual nature; to present the school as an organization able to positively influence the development of personality; be communicative and give impetus and encouragement to the students, and to

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develop moral behavior of students. Also important is the positive interaction with other school staff: principal, secretary, psychologist, counselor and with other students.

b) The impact of the physical structure of the school

The physical structure of the school at first glance should withdraw the impact of the student. Most of the physical structure of the school classrooms occupy. In the classrooms are held and most of the activities of the student and the teacher. For the student is important and arrangement of chairs in the classroom for him to feel relaxed in active attending classes. This means that a student must have a physical structure and energy that will enable active monitoring of teaching, understanding the lesson delivered and strength to perform homework. This biophysical maturing student successfully enabling social and emotional maturation. Emotional maturing means that feelings student should learn and control, to feel satisfaction when is success and vice versa. Social maturing means desirable degree of socialization for successful involvement and cooperation with friends. Besides classrooms, the physical structure of the school and make up: the offices of teachers, the offices of the management of the school, libraries, halls of teaching physical education and other facilities intended for certain subjects at school.

IMPACT AND THE ROLE OF THE SCHOOL SYSTEM ON STUDENTS

The school as part of the school system through various forms and influences play a significant role on the overall development of the individual student. In furtherance of this role, the school should set the following basic requirements: educational process correspond to the natural process of development of the student, his abilities, and to develop and establish the characteristics of his personality; school to govern a democratic atmosphere among students and teachers; to provide conditions for autonomy in learning, creativity and ability to solve problems; to respect the individuality and abilities of each student individually; have conditions for cooperation and openness of the students at the highest level. The school as an organization of the student should enable each student to become a productive member of society with educational and cultural values that will enable social and personal development as well as their place in society as a whole.

a) The teacher as part of the school system and its role

For success in school and has great influence teacher. It is very important what will be the relationship between teacher and student. The ratio of teacher to student may be different. He may depend on his personality, of his intimate problems, as well as his general world view. Sometimes the teacher in the relationship with students to some concerns too patronizing and ignorant towards others and rejection. Also some teachers students share the sympathetic and unsympathetic to avoid would fear for their authority. They each issue of students regard as a provocation for their humiliation. They can meet teachers and other relationships with students. Therefore the teacher should professionally and without external influences to perform interactive relationship with students.

b) The group of peers as part of the school system and its role

The peer group as part of the school system has a significant impact on the student. Through her student comes to new interests, attitudes and values, and feelings of independence and encouragement for independence. Especially the peer group influences the behavior, manner of speaking, dressing and the like. If the peer group is comprised of individuals with a positive social and psychological behavior, then all its members will show positive results in terms of the full development of their personality, and vice versa.

Therefore it is very important in any group of peers will engage the student, who with his behavior or receives impose positive or receives impose negative attitudes, opinions and habits

c) The curriculum at the school as part of the school system and its role

Each student has their own individual intellectual ability for their success in school and for their positive construction of personality. These capabilities can be lower, average and above average. Because mostly school requirements are aimed at average students, among others it arouses negative impact. In less capable students is lower remarkable success and frustration that leads to violence, selfishness and closing inside. In gifted and talented students also problems arise and feel more damaged. Because their intellectual ability enables rapid learning of school obligations, the great leisure and disengagement leads to idleness, boredom or aggressive forms of behavior. It also leads to avoiding incitement their talents leading them to stay at the level of predisposition and not allow them to be developed or not at all to discover. It should be noted that the atmosphere at the school is an important factor for better school performance as well as their mutual relationship. The success comes in a democratic atmosphere, whereas the authoritative atmosphere among students possible aggressive behavior towards teachers, but also towards the school.

d) the family environment as an external part of the school system and its role

Conditions in the family (socio-economic, cultural and educational status) are important determinants of which depends on the child's success in school. Higher status means and stimulating environment for intellectual development and the opportunity to give active assistance to the child when he needs. Important is the general atmosphere that reigns in the family and relationships beyond ego. Since it depends on the degree of psychological and pedagogical maturity of the person before starting school. Every child achieves great success in school and successful construction of his personality that it comes from a family with a positive family relationships and positive family atmosphere. If the family relationship parent-child relationship is not functioning properly, that the family is dysfunctional, then the child will show difficulties in learning and mastering the unsuccessful school obligations, with him beginning to be seen anxiety and indifference to school commitments. Family environment as the first environment of the child, and may otherwise adversely affect child development. Namely, there nogu families where one of the missing parents of several reasons: divorce, death of a parent id PhD., Called incomplete families. In this case, the child will lack the facility to identify the teacher, because he had his natural and positive identification with the parents. Parents can be a serious factor for development in fragile and failed personality of the child. If they come from families where they were disturbed family relationships in is operated properly, it is likely that they can apply in their immediate family. It can happen unintentionally and unconsciously, preoccupied with their activities and problems. By neglecting the school and bringing to weak results in the child comes when parents show no interest in school obligations, whereby the child does not seriously its obligations. Conversely parents that excessive and too interested in the child in school, adversely affect its success and the development of the child through their procedures for scrutiny of the child for his every action in the school. Parents often want their unfulfilled ambitions to realize through their child. But if he does not take into account the capacities of the child, the pressure can negatively affect school performance, but also on the mental development of the child. If the child for some reason is not able any schoolwork successfully overcome, then parents should not call or worse to punish, because it will depart from itself, will cause the closing of the child in themselves and the child will begin to hide their problems as fear of possible punishment, which will result in failure and negative behavior in

the child. Also to failure and the occurrence of problems comes when parents react differently to the child, or when the same error one parent punishes a child, while the other appears as a protector of the same, so that the child gets one of his disorientation. If a family has more than one child, the parents may pay more attention to one of the children at the expense of others, so that will be negative consequences for all children. Those who are given more attention at the expense of other children will prevail that they should also be sighted in the school the same way and then for them to experience rapid failure, believing that there cannot be in the center attention. While children who have been neglected at the expense of others who are paid too much attention by parents, appears dissatisfaction, anxiety, and malice that will make you achieve little success and activities with a revenge their unjust parents.

OBJECTIVES OF THE SCHOOL AS ORGANIZATION

Each school is distinguished by its specific formalin and operational goals that sets his students. Primarily depends on social, common and individual needs and interest groups behind some goals. On the official school purposes in different ways affect various social sectors. In addition to this final paper we will briefly look at some of them.

a) Objectives of society

For easier to operate and support the social system, according to the functional theorists, these targets guiding it easier for school to do so. Unlike them, those theorists who advocate conflict theory say that such goals belong to powerful groups that dominate the society and represent only one segment of society. According to the sociologist Emile Durkheim, the school helps in strengthening the moral qualities of the student who learn through the curriculum, and also by the views of teachers and other nuances in the school. There are different views on who are the primary targets. Unlike these other authors note that from school if the student successfully acted on will be seen even when the same student will achieve their professional success based on what knowledge he acquired as during his studies. Also, some authors suggest that a primary goal of the school is to help the student to discover his talent.

b) School targets

Not always planned and presented goals are equal to what happens in practice. There are many examples in various schools where the displayed objectives are different from their implementation leading to the opportunity to show a conflict. Also when it comes to school purposes it must be mentioned that school through its educational programs and actions in student should encourage creativity and individual thinking about an issue or thought. They should be given an opportunity for a specific point to give his own opinion and interpretation and respect of its stated position. Also aim of the school is the student to accept as an entity with its own personality traits and abilities, because if it is not the case, will appear feelings of ridicule and rejection, or will feel that others see as a person different from others with noticeable flaws that make less capable than others. The school is the first organized environment with its rights and obligations and therefore its objectives and important theoretical and practical to meet, because it is the first formally organized society with its significant role in the overall formation of the person.

c) Informal goals

When we talk about informal objectives will emphasize at the beginning that they in some respects differ from formal purposes, even in some cases are conflicting. There are

instances when certain teachers protecting their professional autonomy do not allow the opinion of the community to influence them, but they are trying to change the different opinion of the community, from them to seek different opinions, similar or equal to their, although the school as a whole may declare an open door policy for parents. Of course the best for school, but for students is that school administrators its program and its aims can control and exercise, but in every respect and be open to cooperation with parents and the wider community, aim successful implementation of the objectives and program.

d) Individual goals

The school as an organization, there are several members who have their own individual goals. These individual goals should act as a synthesis of all the goals, which will achieve the main goal - that is the successful completion of schooling and successful integration into society. One of the main objectives of teachers and administrators is to provide high quality education, socialization and service. Thus the student will get imagery for a successful profession and you see that person in the future can be identified. But apart from this goal, there are other goals and motivations of teachers. They are doing this work and obtaining of certain fee, or see their source of livelihood. Also through its successful profession, teachers aim and achieve its prestige and reputation in society, and acquiring more knowledge and experience. Unlike them, the goals of students are different, that they depend on their individual motivations.

FUNCTIONS OF THE SCHOOL

The functions of the school actually represent those activities that affect organizational program, but also the survival of the school.

There are several main features of the school include the following:

a) *Socialization* - learning how to become a productive member of society and transmission of culture. This school gives a roadmap student as his individual abilities to best invest in the interest of society.

b) *Selection, education and place request of individuals society* - here, in this office, given to the student itself able to choose their professional orientation, where with the help of the school will get a solid education and request the appropriate place in society.

c) *changes and innovation* - this feature school student allows replacement of a person in a positive sense, as well as giving the student innovation.

d) *Social and personal development* - school student must enable overall social and personal development Without this development, the person would be poor in every way and without clear orientation in society.

The functions in the education of the student come from different perspectives: the perspective of society, community and family, but of course the student as a separate individual.

According functional view, there are functions that are necessary for the survival of the school:

- Young people to socialize in order to perform the necessary role of an adult;
- To interest young;
- To delay access to the labor market;
- To help the permanence of society;
- Socialize with certain social values, traditions and beliefs;
- To develop skills required for life in society - reading, writing and accountability;

- Selection and determination of the young the necessary roles, from professional to workers.

A part from these features that the functionalists are necessary for the survival of the school, there are other important features that are important for the community and family. These functions provided include:

- To formulate the experience of socialization, especially in formal learning;
- To facilitate the interaction of peers;
- To build experience in socialization;
- To help meet family goals for successful children; to give the child a greater number of options (menu options) in the competitive market;
- To produce young people who will fit in society.

There are other features of the school, among which we will mention:

- ✓ Acquisition formal knowledge and skills that will help progress in school;
- ✓ Facilitating interaction among peers;
- ✓ Opening of choice and ensuring equal opportunity;
- ✓ Learning to cooperate in terms of the institutions - bureaucracy, competition, secondary relationships;
- ✓ Developing the skill to understand the feelings of other people.

Of course each of the functions listed so far all the school can not always give positive results. Thus, if the school fails to meet the task to establish a person educated, socialized and well-behaved, then society will have to spend time, energy and money to control them. Also, it is very important what the school will enable the student, the state to help it practical to run, ensuring that working conditions for it. This is important because many unemployed young people cause great tension in society. In the course of education of the student, there are examples where the functions and sometimes lead to conflicts of different nature. There are conflicts that arise towards the curriculum at the school. Namely, there are families that do not allow to learn something in school, that would contradict the family values, as for example sexual education. Conflicts can occur in individual student. Namely, the school may expand opportunities for success and career, but it can also to narrow freedom about what to teach and how to act.

PRIMARY SCHOOL „GOCE DELCEV“ FROM BITOLA AS A ORGANIZATION

In this papers, we will briefly touch upon the primary school "Goce Delchev" in Bitola as a school with its own organization. In this primary school in Bitola we have students from different ethnic communities. The management structure consists of: director, deputy director and secretary. As a professional service here is the pedagogue, but it should be noted that this team is missing a psychologist and social worker who in the educational system of the Republic of Macedonia have not yet been included, although realistically it is one of the areas where you have to run. Followed by teachers in infant schools, and to those who teach in the ninth year of primary education. The needs of individual subjects, there are cabinets, such as the music, biology, chemistry, physics, computer science, technical education, library and more. Also within school buildings (four buildings), there is a gym where he conducted classes in physical education, as well as two external playground. Positive is that within the school work and school and general dental practice, for primary and secondary prevention among students.

CONCLUSION

The healthy development of the child's personality is an important basis for its further successful integration into society as healthy, capable and helpful person. School period as part of his life that contributes to can learn about the most positive processes that will permit his intellectual ability and inclination to use in a positive direction for the benefit of himself, and in favor of the overall environment in which acts as an individual or as part of a group. Therefore, this paper is aimed to highlight the positive values of the person during the school period, in terms of the overall impact of the school as an organization. Therefore, every child should be monitored individually and against its ability to be a rewarding and encouraging for its further success in life in general.

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STUDENTS' SATISFACTION WITH THEIR PSYCHOLOGY STUDIES⁹⁴

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Abstract

Problem: Employee satisfaction is an important area of research in psychology of work, because the results contribute to the explanation of work behavior variance and the development of human resource management strategy. In the academic environment, it is important to know the satisfaction of students, in order to improve the education system. In this study, we focused on the satisfaction of students studying psychology at the University of Belgrade, in order to check the reliability of the instrument and compare the level of satisfaction between years of study and some socio-demographic variables.

Method: The study included 204 students, N = 53 in the first year, N = 56 in the second, in the third N = 56, and in the fourth year N = 39 students. The study was carried out during the breaks between classes and the exercise of the case - Fundamentals of psychology of work, through group and direct distribution of the questionnaire with 20 items, which the authors have constructed for this research.

Results: The mean value of satisfaction with the studies on the total sample ranges slightly above the theoretical average (M = 64.60), or expressed on a scale of 1-5 M = 3.23. The highest level of satisfaction is expressed by students of the first year (M = 78.02, SD = 6.78), and fourth year students (M = 60.51, SD = 13.22), while the mean value for the second year (M = 59.53; SD = 12.28) and third year students (M = 59.78, SD = 9.20) are very similar, with a slightly lower level of satisfaction. ANOVA showed the significant difference between the groups at the 0.01 level. Reliability of the applied instrument (Cronbach alpha) is high - 0.909. Factor analysis showed that we can speak of a general factor of satisfaction with the studies, which explains 37.248% of variance. Students were most satisfied with the feeling of pride to study exactly what they wanted (M = 4.40), the relations and cooperation with colleagues (M = 4.02), Teaching and competence of teachers (M = 3.78), the physical conditions of space (M = 3.77), a sense of achievement in exams (M = 3.66), the knowledge you gain in college (M = 3.63) and the chance to be someone of importance after college and in the community (M = 3.54). Examined socio-demographic variables did not show significance, probably due to the structure of the sample.

Keywords: academic environment, students, satisfaction, studies of psychology

Introduction

Aside from life and personal satisfactions, job satisfaction also plays an important role in the life of an individual. Research actually shows that personal satisfaction depends greatly upon job satisfaction (Pajević, 2006). According to Guzina, work satisfaction is „a generalized attitude “that consists of three components: the cognitive component, which

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refers to the worker's opinion about his/her job; the affective component, that refers to the emotional devotion towards work; and the conative component, which includes the readiness to devote oneself to work, and the desire to keep or change the job (Guzina, 1980). There is other evidence in literature that states that there are three types of job satisfaction (Pajević, 2006). One is the intrinsic satisfaction that emerges from the nature of the work itself. Therefore, that is the type of satisfaction that we feel when we have an interest for our job, when we enjoy it because it gives us an opportunity for free and creative expression, etc. The next type is the extrinsic one, which is the result of secondary gains that the workers get at work, such as wages and other material benefits, work advancements, social reputation, etc. Lastly, there is a third type of satisfaction – the general satisfaction – that is determined by the intrinsic and extrinsic satisfactions. Some researchers (Katz & Kahn, 1978; Spector, 1997) were investigating the structure of job satisfaction, and they have shown that there are several different dimensions that can be covered by one general job satisfaction factor. That way, some individual factors have been extracted, and these factors refer to individual aspects of work, such as reward-giving, stability, working conditions, interpersonal relationships, etc. (Pajević, 2006).

It has been determined that workers' productivity and success, as well as those of a company, can vary significantly depending on the level of workers' job satisfaction. If someone is more satisfied with their job, it is assumed that they will be more involved in their work, and more productive, thus their work will have more quality. And, the other way around: if someone is less satisfied, their work will be less according to the expected standards. Hence, in the field of psychology of work, work satisfaction presents an important research subject. By knowing the level of job satisfaction of his workers, the employer can explain some variance of working behavior. Consequently, that data should give a detailed insight into which kind of HRM strategies the employer should develop, as well as to which steps he should take to create an adequate and favorable work setting, in which the workers will be satisfied. This, in return, should affect and increase motivation and work devotion, and moreover, workers' productivity and quality of their work.

However, in today's time, in order to get a job and do something that a person loves, it is important that he/she gains certain knowledge, skills, habits, attitudes and values, that is, professional qualifications and competences, which is more often acquired through continual schooling and studying, and confirmed by gaining a diploma, or other professional certificates, at adequate educational institutions. Because there are more and more complex work requests and accelerated changes in the work market (Madouros, 2006; Bolčić, 2003), it is all the more insisted on the higher education, and so it is important to pay attention to students' satisfaction with the studies that they have chosen as an academic preparation for their future calling. Thanks to the reformations that our high education went (and is still going) through (the so-called Bologna Process), studies should more and more resemble the working obligations of the workers. Similarly as in the working context, the feeling of satisfaction is also important in the academic surroundings, because it is assumed that the higher level of satisfaction with the studies will lead to the higher motivation for learning and advancing through the course of the studies. Moreover, insight into the factors and level of students' satisfaction gives an opportunity to the management of educational and scientific institutions to enhance the educational system in accordance with the students' expectations and needs, but also with the requests of the work market and social values that are changing fast under the influence of the globalization process and expansion of the informational technologies (Čabarkapa i Bojanović-Đurišić, 2013).

Since we believe that the satisfaction with the studies is a significant aspect of students' general satisfaction, this research focuses on the students' satisfaction with their psychology studies at the Faculty of Philosophy in Belgrade, as a preliminary research of

students' satisfaction in general, which should point to the andragogical, pedagogical and psychological significance of this problem, as well as to the methodological abilities and limitations of the applied instrument, which was constructed for the purpose of this study, and future studies of student's satisfaction in general. The first problem, therefore, relates to the level of perceived satisfaction with the studies, while the second one relates to the validity and reliability of the measuring instrument. In accordance to this, the main goals and tasks of this study are to obtain a general image of students' satisfaction with their psychology studies, and satisfaction level at different years of study, as well as to investigate the reliability and factor structure of the measuring instrument which was constructed for the purpose of this study.

We hypothesize that the general students' satisfaction with the psychology studies would be higher than the average, according to the measurement scale. In other words, we assume that students will, overall, be more satisfied with their studies due to the already-mentioned higher education reform that evenly balance the students' duties through the semesters. We also hypothesize that there will be significant differences between the levels of satisfaction across different years of study, because of different levels of adaptation to this higher education setting, and because of different levels at which students' expectation about their studies are developed.

Method

Instrument

Satisfaction with the studies, as well as job satisfaction, can be measured in many different ways, but the use of questionnaires is the fastest and most economic way to achieve that. That is why, in the process of constructing our questionnaire, we relied on the existing inventories designed for measuring job satisfaction, more specifically on MSQ - *Minnesota Satisfaction Questionnaire*, from which we selected a few items and added some new ones, in order to adapt them to the academic context.

Minnesota Satisfaction Questionnaire (MSQ), which was the basis for the construction of our inventory, used in this study, was devised by Weiss et al. in 1967 (Weiss et al., 1967). The questionnaire is available in its original version that consists of a 100 items, as well as in its short form that has only 20 items, whereby both versions have a 5-point Likert scale for the participants' answers. For the purpose of this study, the short form was used as basis (20 items in total), that were adapted to fit the academic context. Some items couldn't be adapted at all; therefore completely new ones were created. We selected some important areas related to the academic context (i.e. the amount of obligatory literature, assessment criteria, form of the exams, etc.), and then created statements that measure satisfaction with those aspects of the studies. There were five such newly-created items.

The intention was also to get an instrument that is as economical and enough reliable as possible, which would be based on a holistic approach in researching students' satisfaction with their psychology studies, though the items were formulated in a way that they can also be used for students at different departments and faculties. (The adapted questionnaire is available from the authors).

Sample and Research Procedure

The research sample consisted of 204 psychology students at the Faculty of Philosophy, at the University of Belgrade (at first, a total of 218 students participated, but 14 were excluded from the analysis because of missing data). The general sample structure is shown in Table 1.

Table 1. *Sample Structure by Gender and Year of Study*

		Year Of Study			
		First	Second	Third	Fourth
Gender	Male	7	6	7	8
	Female	46	50	49	31
Total		53	56	56	39

As it can be noted from the previous table, female students dominate the sample, which is in accordance with the local trend that psychology is still a field that is mostly studied by females.

The research was conducted by giving out the questionnaires to the students in smaller groups during the winter semester of 2014, during the students' classes in certain subjects, as well as during the breaks between them, in order to collect as many respondents. Participants' task was simple – to fill in the questionnaire by estimating the level of their satisfaction on each item, by circling one grade on the scale that ranges from 1 – I am very dissatisfied, to 5 – I am very satisfied. Overall students' satisfaction was expressed as an average score of all 20 items and results were in a range from 20 (minimum) to 100 (maximum) satisfaction points.

Results

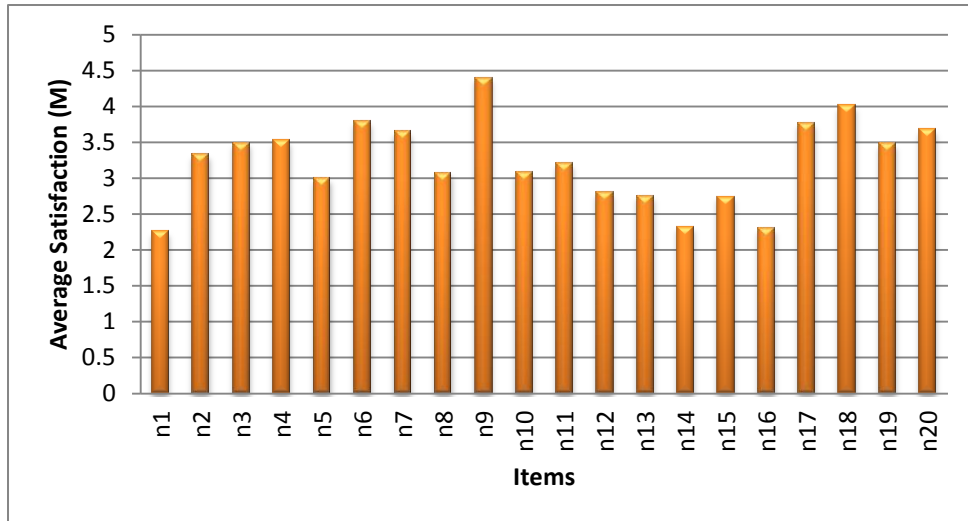
The analysis of general satisfaction level on the entire sample shows an average value of 64.60, somewhat above the theoretical mean value. Expressed on a 1 to 5 scale, the average value is 3.23. Table 2 shows the mean satisfaction with the studies on each year of studies. As it can be noted, first year students are most satisfied with their studies, then, fourth year students, and lastly, second and third year students, whose levels of satisfaction are really similar.

Table 2. *Average Satisfaction of Students by Year of Study*

	Year Of Study			
	First	Second	Third	Fourth
Mean Satisfaction	78.02	59.53	59.78	60.51
Standard Deviation	6.78	12.28	9.2	13.22

One-factor analysis of variance showed that the differences in the level of satisfaction between students at different years of studies are significant: $F(3, 200)=39.20$; $p<.001$.

When we pay attention to individual factors of satisfaction, expressed through instrument items (Graph 1; description of items is given below the graph), we can notice that students are most satisfied with collegiality and cooperation with their colleagues, then with the way of teaching and the competence of professors, as well as with the physical conditions for studying at the university. These results also show that students have a high sense of pride to be studying exactly what they want, as well as a high sense of achievement in the advancement through the studies. On the other hand, students are the least satisfied with the obligation to spend a lot of time at the university, the lack of practical training, and lack of opportunity for them to influence the quality (method and content) of the studies.

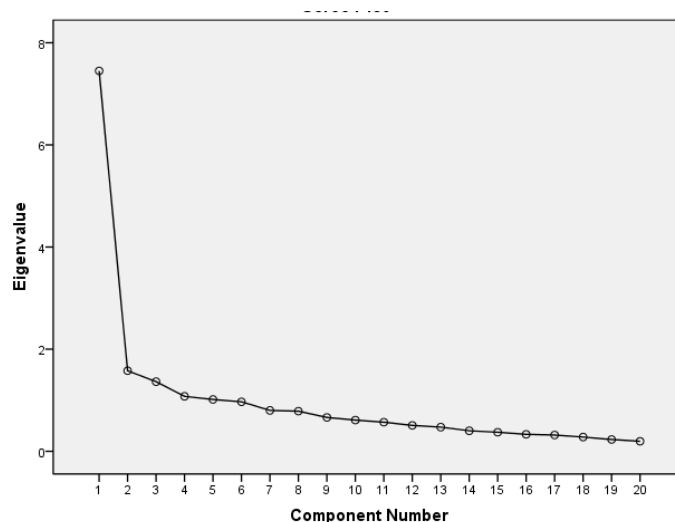


Graph 1. Average Satisfaction On Each Item

Description of items n1-n20:

- n1- Obligation to spend the entire day at the Faculty
- n2- The chance to choose the nature of semester assignments individually
- n3- The chance to study what interests you
- n4- The chance to be “somebody” in the community after college
- n5- The relationship between you and the school faculty
- n6- The way the school program is conducted, and the competence of professors
- n7- Knowledge that is gained
- n8- The opportunity of getting employed after getting the degree
- n9- Sense of pride that you are studying exactly what you wanted
- n10- The amount and available literature
- n11- The chance to make use of my abilities during the studies
- n12- The way Faculty policies are put into practice
- n13- Amount of assignments and tasks during the studies
- n14- The chance to get and internship during the studies
- n15- Freedom and chance to choose different activities at school
- n16- The chance to make an influence on the program of the studies
- n17- The physical conditions at the Faculty
- n18- The way students get along
- n19- Assessment criteria for assignments and exams
- n20- Sense of accomplishment achieved on the exams, and the advancement through the studies

Reliability analysis of the instrument shows a high reliability ($\alpha = .909$), while the factor analysis shows that one factor that explains 37.25% of variance is extracted, which we can name the general satisfaction with the studies (Graph 2).



Graph 2. *General Satisfaction with the Studies Factor*

Discussion

In the analysis of the students' satisfaction with their psychology studies, we start from a known fact that there is a large interest among high school students to study psychology, and this trend seems to dominate during a longer time period. Besides that, this is a program that mainly excellent and very good students enroll in, so a high successfulness rate and mobility during the studies are expected. It should be mentioned that psychology students have high level of empathy and determination to help others, which can influence their satisfaction with studies (Dimitrijević, Hanak, Milojević, 2011).

Taking into account the fact that during the enrollment to the psychology program, students go through a strict selection, and considering the goals of this research, we assume that the previously gained knowledge and general abilities of psychology students are fairly homogeneous, and so our primary focus isn't on these abilities and previously gained knowledge, but on the satisfaction with the studies, which is viewed as a psychological variable that can potentially significantly influence the motivation, devotion and general success of the students. Naturally, according to the methodological draft of this study, the success criteria isn't defined here, nor did we check how much the satisfaction with the studies actually contributes to the motivation and success during the studies; rather, we wanted to get one general descriptive-phenomenological image of satisfaction, that is, to identify factors of dissatisfaction, and most importantly, factors that influence it, as well as to check if our questionnaire is informative and reliable enough, so that we can conduct more researches of students' satisfaction with their chosen studies at different faculties and universities in Serbia in the future.

As some studies show (Filak & Sheldon, 2003), students' satisfaction presents a predicting variable of positive evaluations of the work of professors and degree programs. In other words, collection of these data gives feedback about the quality of the studies program, for which adequate changes can be made. Aitken (1982) suggested a theoretical model according to which a student's decision to stay at a certain faculty depends directly on several factors, including academic and life satisfactions. While the academic satisfaction is a function of factors that concern the content and quality of the program, the way of teaching, and student's personality, the life satisfaction presents the function of the factors that refer to the interpersonal contacts in the academic surroundings, and the way of managing the entire institution (Aitken, 1982). The questionnaire that was used in this research essentially

involves similar aspects of satisfaction with the studies, so we can interpret obtained data in the accordance with the mentioned model.

The results of this study show that the overall satisfaction of psychology students is average and somewhat above the mean ($M=3.23$), which can be interpreted as a reflection of correspondence between students' personal dispositions and faculty's characteristics. What's more, it can be considered that there are significant similarities between students who study at the same faculty, when it comes to their personalities and attitudes toward certain aspects of the studies (Morstain, 1977). Previous research (Morstain, 1977) has shown that among students at the same faculty, those, whose personalities and personal attitudes are more congruent, are more satisfied compared to students whose personalities and attitudes are less congruent. Moreover, the same author notes that students who aren't satisfied with their degree program show a different attitude towards education, as opposed to students who are satisfied with the program. Furthermore, the attitude towards education of dissatisfied students is a lot less in agreement with faculty's general orientation in terms of its educational approach, than it is the case with the satisfied students. In other words, we might draw a conclusion that the personality and attitudes towards education of psychology students at the Faculty of Philosophy quite agree with the general atmosphere and education approach that dominates in the Department of Psychology. On the other hand, we might expect that a different level of satisfaction with the degree programs is present at the other departments of this faculty, considering the fact that every department has a certain degree of autonomy.

The obtained differences in the level of satisfaction among different years of study are not surprising. The results show that first year students are the most satisfied with their studies program, which could intuitively be interpreted as a result of the fact that these students have just enrolled in the program which they want to study. Also, since the study was conducted at the end of the winter semester and at the beginning of the spring semester, it is highly likely that first year students still haven't managed to obtain a complete picture and feeling of what it means to be a student and study several years in a row; therefore their satisfaction level remains high. Similarly, the finding that fourth year students are next in line following the order of their satisfaction level, might be a result of the fact that psychology students at the Faculty of Philosophy in Belgrade choose one out of four modules at the end of their third year. Consequently, the level of satisfaction with the studies increases because the students devote themselves to those kinds of subjects and contents that interest them, which is opposite to findings that showed the satisfaction and empathy declined during the years of study (Konrath, 2011).

The finding that there are no statistically significant differences in satisfaction levels between male and female students might reflect the fact that both genders have chosen to study what they wanted, and that they perceive and experience their studies in the same way. However, in this case, we cannot neglect the fact that female students dominate at the Department of Psychology, which can be confirmed by examining the statistics of the relation between the number of male and female students, not only in the overall sample, but in different years of study as well (Table 1). Actually, it can also be said that the relatively small sample of males ($n=28$) at the Department of Psychology is insufficient for the differences in the levels of satisfaction with the studies to be expressed and "caught". Other studies (Harton & Lyons, 2003) demonstrated highly empathic students choose psychology studies, and that women outnumber men in students preferring psychology because they show higher level of empathy than men.

The another important finding is related to the analysis of the instrument (questionnaire) that was used in researching students' satisfaction with their psychology studies. The statistical analysis of reliability and the factor analysis show that a reliable and economic instrument, which measures students' satisfaction with their studies, expressed

through one score, is obtained. As seen from Graph 2, one factor stands out, which could explain that 37.25% of variance is extracted, and this factor presents the general satisfaction with the study program. Detailed analysis of structure of satisfaction (Graph 1) indicated that there could be two-factor solution – motivating factors versus hygiene factors, which corresponds to Herzberg's theory of motivation (Herzberg, 1964).

This short questionnaire allows monitoring the structure and dynamics of students' general satisfaction during the course of the studies, which has both a practical and an academic significance for the promotion of higher educational system.

However, while examining individual items, we can gain insight into what the students are satisfied with the most and the least, which is very simple since the questionnaire contains only 20 items. As it can be noted based on the graphical presentation of the results in the previous chapter (Graph 1), the highest level of satisfaction is contributed to the following items: 6, 7, 9, 17, 18 and 20 – in which case the values move above the average, and refer to the satisfaction with the teaching methods and teachers' competences; then to the satisfaction with the fact that they gain good-quality knowledge; satisfaction with their sense of pride that they study exactly what they want, as well as the satisfaction with the physical conditions of the setting in which they study at the faculty; collegiality and cooperation with their colleagues, and the sense of achievement on the exams. In this study, psychology students were the least satisfied with those aspects of the studies covered by the items 1, 14 and 16 – in which case the values move under the average, and refer to the obligation to spend almost an entire day at the faculty, opportunities to have internships which the faculty offers, and the opportunities to influence the methods and content of the study program. We can interpret these results in the light of Herzberg's theory of work motivation (Herzberg et al., 1959), because it is obvious that psychology students are mainly satisfied with the intrinsic factors of their studies (the so-called *motivating factors* or *satisfiers*), while they attribute the lower satisfaction, or dissatisfaction, to the *hygiene factors* which, in this case, refer to loaded schedules, absence of practical classes (internship), and decreased opportunity for personal control and influence on the content and the way the program is conducted.

Some might argue that the satisfaction with the studies has nothing to do with later job satisfaction. However, even though the satisfaction with the studies doesn't necessarily mean that an individual will later be satisfied with his/her job, it is still of great importance because it influences the development of one's personality, not only in the academic context, but in everyday life as well. The assumption is that a satisfied person, who has invested effort in the advancement and enrichment of his/her studies and academic life, will be more fulfilled, and will engage in further job search with a lot more enthusiasm; hence, the result of all that will be a job with which that person can be satisfied. In other words, even though there are doubtlessly many factors that affect one's professional life, if a person is truly satisfied with its previous and present life and academic development, that will greatly increase the possibility of later job satisfaction. On the other hand, it can also be disputed that there is a possibility that the lower level of satisfaction will actually provoke and encourage someone to "fight" intensively for a better-quality education and for a job that will later fulfill them, and therefore, make them satisfied. Whichever the case, the general conclusion that can be drawn from the results of this study refers to the fact that the quality of study programs, no matter how attractive certain studies are, must be evaluated and adapted over and over again, because that way, the work of high education institutions is enhanced, students' satisfaction is influenced, and the quality of their preparation for their future on the work market is increased.

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WEB LEARNING COMMUNITIES AND COLLABORATIVE SCHOOL CULTURE: THE ROLE OF INTERNET BLOGS⁹⁵

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Abstract

Information and communications technologies (ICTs) are increasingly used as tools to broaden the communication capacities of learners. Greater integration of ICTs in the learning environment could engender the changes called for in Education for Sustainable Development (ESD) as it is the collaborative school culture. The present research examines the role of Internet blogs in developing and sustaining school communities that have evolved with characteristics related to sustainable education. The research used a pluralist evaluative approach which was ethnographic in that it concentrated on observation of school community and involved members of this community. We employed various research instruments such as semi-structured personal interviews with teachers, group discussions, blog posts and comments of teachers. The results suggest that the blog has the potential to support the development and functioning of a teachers' learning community in the school. The involvement of schoolteachers in the online learning community encouraged their cooperation, communication, exchange of ideas, development of common projects and educational activities, as well as their confidence and empowerment. These all supported the development of a collaborative school culture. It also reinforced teachers' ICT skills and ICT integration into teaching practice.

Keywords: Internet blogs, learning communities, Education for Sustainable Development, Information and communications technologies

Introduction

Learning Communities

Research data from various international and European projects on Education for Sustainability such as "School Development through Environmental Education" (SEED) and "Environment and School Initiatives" (ENSI) focus on holistic school approaches. The following characteristics of holistic teaching and learning approaches are almost always included in these researches: cooperative school environments (cooperation, communication and participation of all its members) and teachers' interaction and reflection on their practices. Both of these characteristics are also defined as constitutive features of a learning community. A learning community is a community of teachers and learners with common rules, goals, interests, values, reflective dialogue, and cooperation (Giles & Hargreaves 2006, Dufour 2004). The goals of a learning community can include the improvement of teaching materials either by enhancing the existing one or by creating a new one, the exchange of

⁹⁵ Original scientific paper

teaching ideas and practices, and the evolvement of result-oriented teaching strategies that are based on cooperation (Scardamalia & Bereiter, 2006). All members of a learning community are expected to be willing to participate in the required activities, to gain personal knowledge while caring for the success of all other members of the community (Wilson & Ryder, 1996). The concept of learning communities is also considered an alternative to the traditional teacher-centred approach to classroom learning. Learning communities facilitate the exchange and renewal of knowledge for the benefit of each member of the community (Lenning & Ebbers, 1999).

Web Learning Communities

The increasing use of the Internet over the last decade has broadened the range of communication and interaction networks. New digital tools helped the development of Web learning communities. The rapid spread of ICTs in education increased the formation of Web learning communities by providing a new outlet for the application of innovative teaching and learning practices (Garber, 2004) responding to the educational needs of today's citizens (Paas, 2008). Apart from setting common goals among participants, Web learning communities allow learners to encourage each other, to cooperate while feeling that they are part of a team (Hilz & Wellman, 1997). Web environments are useful to learning communities because they provide tools for the exchange and illustration of ideas, and for the creation of electronic knowledge archives and databases (Dimitracopoulou & Petrou, 2003).

Stahl (2006) observes that blogs can be considered tools of asynchronous communication because they encourage group learning through social relationships. Within group environments of asynchronous communication, the role of the coordinator is considered critical. For the second Web generation, blogs are regarded to have improved functionality. In particular, they offer better structured and sorted content, easier access to information and resources, open communication, and more established and active Web communities (Viglas et al., 2007). Blogs are useful tools for supporting teaching and learning.

The blog is a dynamic tool. Uploaded posts are open to comments and to dialogue. These rules of Web communication support the development of ICT skills (Fessakis et al., 2008). As a communication tool, the blog provides a platform for the exchange of ideas from which new learning paradigms can emerge. Based on data from Fellix (2007), blogs help teachers to reflect on their practice by interacting with their students. Fellix also highlights that further research is necessary in the evaluation of the blog as a tool of both reflective practices and of support for the professional development of teachers.

According to Bartlett-Bragg (2003), the use of blogs can empower and motivate teachers as they interact and are connected to new learning environments. It gives users the opportunity to meet virtually, cooperate online, and create Web learning communities. Glogoff (2005) remarks that the use of a blog gives users the opportunity to interact within a meaningful context. The use of a blog can thus place social and peer interaction at the centre of a learning community. The open access of teachers to the blog results in better mutual understanding, in the strengthening of interpersonal relations, and in the development of mutual trust, all of which are important factors for the improvement of school culture. Furthermore, the fact that creating a blog is free of charge and temporally unlimited, may give the user a feeling of permanence and ownership while working with this Web tool.

The Study

Research field

The study was conducted at a public primary school in a suburban municipality of Greece. It lasted for one academic year and participation was voluntary.

Eleven of a total of twenty teachers of the school agreed to participate originally while the rest were very reluctant to participate in the program. Nine of them were classroom teachers and the remaining two were subject-specific teachers: one for special education, and one for ICT education. The number of participating teachers increased gradually and by the end of the academic year all 20 teachers of the school entered the program.

Aim

This study is aimed at exploring the role an Internet blog could have in the creation of a learning community that could foster the development of a collaborative school culture. More precisely, the research asks whether an Internet blog can:

- help build learning communities
- foster the development of a collaborative school culture,
- promote an holistic teaching and learning approach of ICTs, and
- improve participants' ICT skills?

The research approach was pluralist, it drew on both qualitative and quantitative data and on research methodologies such case study evaluation and ethnography, that are rooted in the belief that knowledge is socially constructed (Woods,1996). Pluralism is partly based on beliefs that methodological distinctions between qualitative and quantitative approaches to research are often ones of degree rather than kind and a pluralist approach also assist triangulation or cross-checking between different respondents or sources of data. Researching the social construction of knowledge implies research instruments such as individual and group interviews, whereas collection of factual data about evolution of number of participants, number of common learning activities, blog visits, interdisciplinary activities, involves more quantitative methods. Data of both types were collected for this research.

Research planning and procedure

In the beginning of the academic year during which this research was undertaken, the Greek Ministry of Education launched a new curriculum for teaching ICTs in primary schools. With most teachers having a poor knowledge of ICT use, an ICT specific educator was appointed to the school associated with this study. What intrigued the researcher , who had institutional role as School Advisor, to do this study was a negative attitude of classroom teachers to cooperate with the ICT specific educator whose approach to teaching ICT was that of a separate subject.

At the onset of the study, the schoolteachers together with the educational advice of the researcher decided to adapt the ICT curriculum to their needs and expectations by developing their own program. This included the effective integration of ICTs in their teaching activities with support of the ICT specific educator and the implementation of a holistic approach to ICT teaching and learning. The teachers agreed to work on a flexible program, open to initiatives, new ideas and proposals, with no strict time restriction. Having better knowledge of their students' needs and the reality of their school, the teachers themselves were to decide on the topics and content of the jointly developed teaching

activities and projects, as well as on their practices. To support this program, they agreed to the proposal of the researcher on the use of an Internet blog. They decided that the blog could support them to jointly a) design asynchronous teaching activities (something that was impossible to happen interpersonally at school due to the very short time available for meeting in between classes) and b) upload planned teaching activities to a website and share ideas, and opinions on teaching units and topics of common design of teaching activities, by using the comments option of the blog.

A school teacher with a good command of ICT was designated as a coordinator teacher to help the rest of the teachers familiarise with ICT in teaching and participate actively in the program. Together with the ICT specific educator, they collaborated in designing a blog, then teachers started to upload gradually joint teaching activities with links to the Web, and communicate with each other and the researcher, who maintained a supporting role by exchanging mails with participants and visiting the school. The researcher participated as participating observer (Gold 1958). the “participatory” type of observation. Being also the advisor of the school which has been selected for the purposes of the study, has engaged in the activities she attempted to observe. She was both writer and reader of the blog by posting posts and comments. The initial plan of the program was flexible in order to be modified at implementation by the participating teachers according their needs..

The implementation of the program followed these steps:

First step: All 9 classroom teachers who originally agreed to participate, met with the coordinator teacher and the ICT specific educator to prepare an activity plan.

Second step: In collaboration with the coordinator teacher and the ICT specific educator, the participating classroom teachers decided on the teaching units and jointly prepared teaching activities. The role of the coordinator teacher was to assist the planning of the teaching activities and the implementation of ICTs into the chosen teaching units.

Third step: Implementation of the jointly planned teaching activities. Quite often, and in collaboration with the ICT teacher, the proposed activities were also implemented by the classroom teachers. They observed each others’ classes and then commented on the students’ responses to the teaching activities.

The participation of the researcher in the meetings of participating teachers was decided by the participants whenever they would need her support.

Data Collection

To certify the reliability of the research data collected through various research instruments were crosschecked for credibility (Denzin, 1994).

The following sources were used for data collection:

1. semi-structured personal interviews with the participating teachers
2. open group discussion at the end of the academic year
3. uploads of common projects and teaching activities and the comments on the blog
4. emails exchanged between participants and researcher

The semi-structured interviews asked open-ended questions about certain themes, facts, behaviours, and attitudes. Eleven interviews took place during the last week of the academic year. The interviews and the open group discussion were recorded with a digital recorder.

Data Analysis

The data that have been pooled were evaluated before, during and after the intervention. To process the data, the methodology of qualitative content analysis has been used. In Mayring’s words, it is “an approach of empirical, methodological controlled analysis

of texts within their context of communication, following content analytical rules and step by step models, without rash quantification” (2000). Qualitative Content Analysis gave greater significance to in-depth investigation of the material. It retained the advantages of quantitative analysis but it progressed further to qualitative-interpretative analysis (Mayring 2000a). These data were analysed encoded in the concept index of Table.1. Concepts were based on the aim of the study and they were identified by the researcher. The researcher searched the relevant categories in the data she collected from each one of the research sources based on this index while taking under consideration other important information that came up while processing and analyzing the data.

Table 1. Concept Index

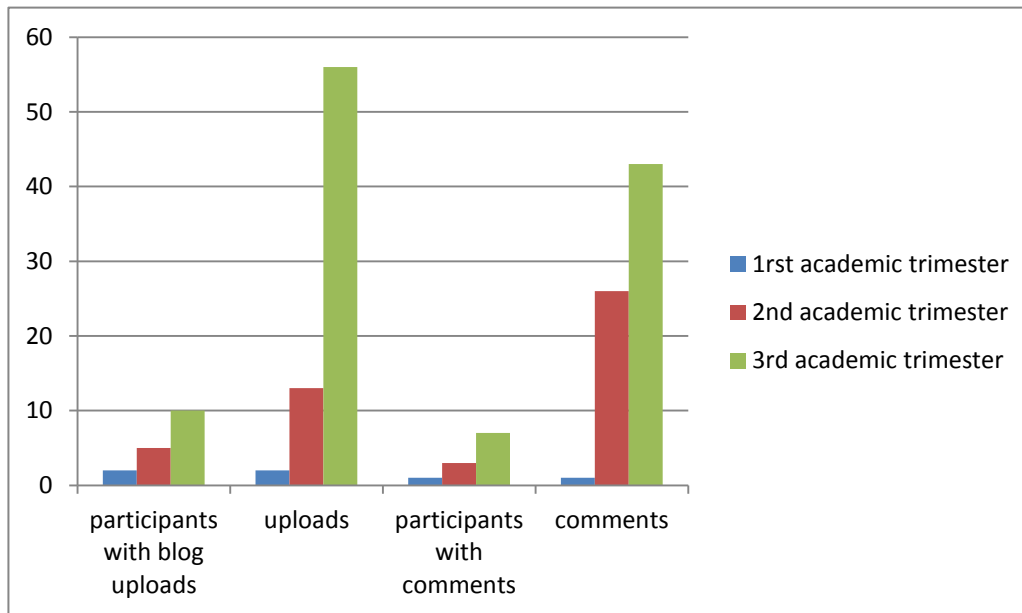
<i>Learning community</i>	<ul style="list-style-type: none"> • collaborative culture • reflection on personal practices • mutual goal • interaction • knowledge sharing
<i>Cooperation</i>	<ul style="list-style-type: none"> • collaborative design of activities • common teaching activities • exchange of ideas • teachers’ empowerment,
<i>Holistic approach on teaching and learning of ICT</i>	<ul style="list-style-type: none"> • Integration of ICT in the design of interdisciplinary activities
<i>ICT use</i>	<ul style="list-style-type: none"> • development of ICT skills and competences

Findings

The number of participating teachers in the program increased progressively, and with it the number of joint activities. By the end of the academic year and the completion of the program, the schoolteachers had created new cooperative Web tools that they continued to use during the next academic year. The researcher only found this out later, when visiting the school after the research was completed. The content of these Web tools (a new blog, wikis, etc.) were teaching activities and projects. Apart from classroom teachers and the ICT specific educator, other subject-specific teachers like the English, music, and physical education participated in the activities proposed by these Web tools, although they were all very reluctant to participate originally in the program.

Based on the data extracted from the teachers’ uploads and their comments, it appears that the blog positively contributed to a collaborative climate at the school and inspired participants to engage in collaborative projects. This cooperative aspect is a particularly important characteristic of the evolution of sustainable schools in many European projects such as SEED and ENSI (Flogaitis & Liarakou, 2009). In the beginning of the program, only classroom teachers who already had basic ICT skills were actively participating. As the program evolved, however, and as the teachers’ ICT skills improved with the help of the coordinator-teacher and the ICT specific educator there was a growth in participant’s number.

The findings revealed a progressive increase in the number of participating teachers as well as an increase in the number of uploads and comments on the blog. They show the dynamic character of the blog and allow us to suggest that this Web tool supports the development of collaborative activities among members of the **learning community**. Graph 1 illustrates the progressive increase of participation, uploads, and comments during the three academic semesters that the program was running.



Graph 1. Representation of upward trend of primary teachers' blog uploads and comments during the three trimesters of the program (dynamic of the blog)

By the end of the 3rd trimester even two teachers, with a generally negative attitude towards the program, started uploading and commenting blog posts. As they said in the group discussion, they were also visiting the blog during the year to be aware of the uploads and the comments and to keep up with the progress of the program.

Having the institutional role of education advisor, the researcher experienced that primary school teachers were more reluctant to expose their teaching methods to their colleagues. This could be explained as results of a lack of trust in their colleagues or as a lack of self-confidence.

Lack of trust is expressed in the words of teacher:

T1:....as for cooperation, I would say we have a taboo...like, I am going to be criticised for my job, I will not work with people I do not share the same thoughts with, ...problems of this type.

expressing her initial uncertainty:

T2: I acknowledge that I may have been a bit negative at the beginning regarding the type of cooperation and its result, but the more I was involved in such cooperation, not only with my colleagues (class teachers)

but with the subject-specific teachers, the more enthusiastic I became and enjoyed the result.

From the group discussion:

T3 ...the collaborative climate lead to common questioning that was very pleasant and fruitful.

T2...but the cooperative climate....that resulted from common speculation was pleasant and effective..”

One of the properties of the program was its flexibility. It gave the dynamic to the collaborative culture of participation, dialogue, and trust.

T4:The fact that this change came about gently and gradually, without a sense of imposition or obligation, made it even more enjoyable and acceptable as a natural continuation of our educational process.

As noted, cooperation is not a property of any group within the school. Neither the classroom teachers, nor the subject-specific teachers, nor teachers with more or less years of experience, nor the students, nor the management of the school are familiar with cooperative practices. By the end of the program, however, a collaborative atmosphere seems to have reached the teachers, influencing their daily lives. It became an essential element for the school's culture and for tackling the struggle between individuals and groups.

The cultivation of such a collaborative climate discourages isolationism and competition which often hurts the school's routine and makes relationships among teachers difficult, as characteristically observed by

T5:The whole process, the discussions, our concerns, the exchange of ideas, the experimentation, even the difficulties that we encountered, created a very good collaborative climate.

For this reason schools that adopt a more cooperative than competitive nature develop practices that lastingly improve everyday life (Beane & Apple, 1999). Another teacher supports this:

T6:I am happy to say that this cooperation continues and we will continue this the next school year with the participation of all classes.

In a more general way, the best way to promote the needs of Education for Sustainability (EFS) is to open the group and provide a sense of security to its members (Ridley, 1996). A key component in partnerships is the development of trust and security that allow the expression of different views that are rarely expressed in authoritarian school cultures (Nias et al., 1989). Trust facilitates partnerships and co-teaching in classrooms and this leads to dialogue on educational matters, reflection, and professional development. But to develop this trust, relationships need the required time for the cultivation of interpersonal relationships (Miller, 2007) especially when the quality of the teachers heavily varies every school year (e.g. some teachers only having one-year contracts). Currently, Greece's primary school system does not provide hours for pedagogical meetings of teachers, where interaction and exchange of ideas could take place. It seems that the lack of time outside of teaching obligations is a restricting factor in establishing a more cooperative climate.

The supportive role of the coordinator can be shown through the development of a collaborative culture at the school. The coordinator's role is described as auxiliary,

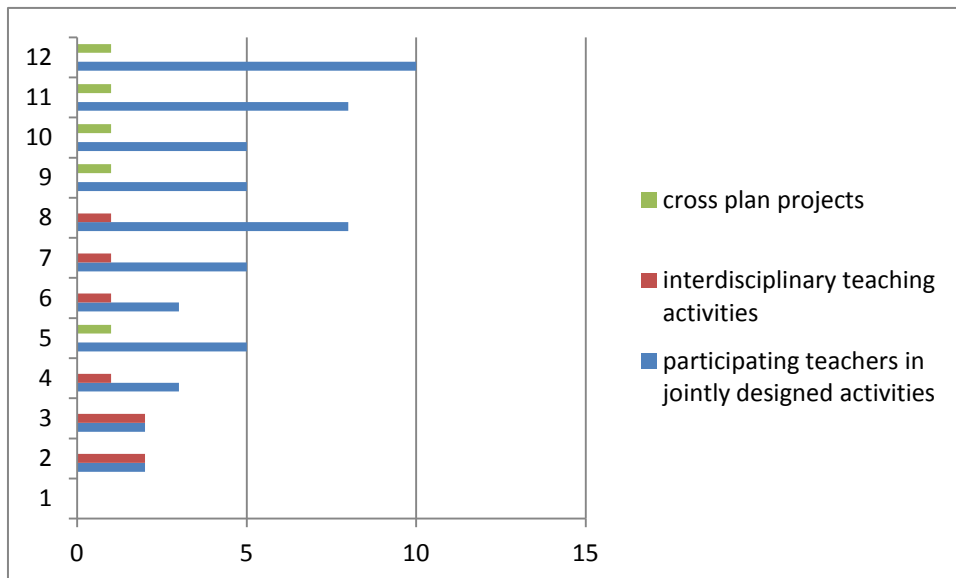
instigative, and inspirational and is most important during the early stages of the program. Once the group is established and the other school teachers join, intervention becomes less necessary. As teacher puts it in an interview:

T6: A subgroup started the whole story and a group dimension was added through its enlargement ...After that things went their own way.

Teacher 7 highlights the role of the coordinator saying:

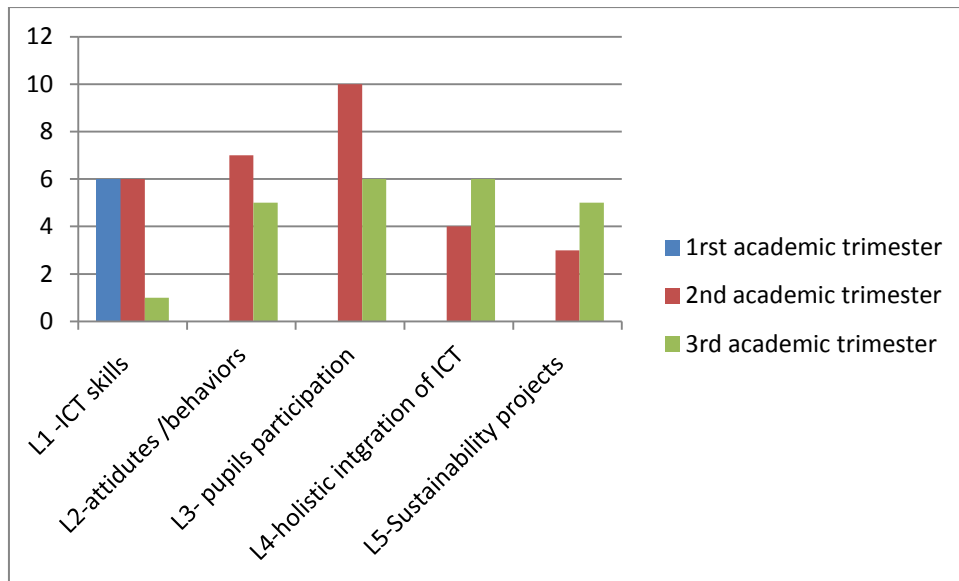
T7: ...Paul did the kick-off, discussing, giving ideas, contacting us by email ... From then on, we got inside and we discussed online or during the breaks...

The blog seems to support the learning community. With its characteristics of reflective participation, guiding comments, and interaction and exchange of material and information, it is an example of professional development, as described in the literature for instance by Hargreaves & Fullan (1995). The record of the collaborative climate and the rising teachers' participation in the collaborative teaching activities during the intervention is reflected in graph 2.



Graph 2: Development of cooperation and design of common teaching activities uploaded on the blog

There was a growth in number of jointly designed activities and projects with holistic integration of ICT and an increase of children participation as the program matured. The topics of activities and projects were based on children's interest. Apart from the development of students' ICT skills participation in common activities aimed at the development of cooperative attitudes.



Graph 3: Characteristics of the teaching activities that were planned and implemented during the three academic trimesters

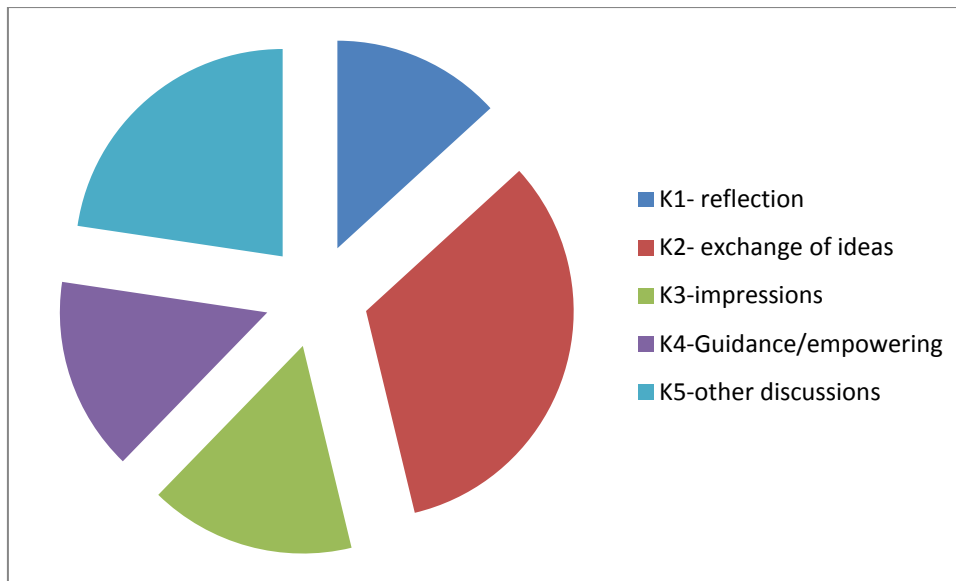
As it became clear from the listing of posts and comments, the blog contributed to highlighting some elements of personal and collective reflexive practices. In education, personal reflexive practices are processes which most of the times do not concern the professor either because he or she has not enough time in his or her daily life, or because the school environment (Hargreaves & Fullan, 1995) does not make enough room for it. It seems that a tension for reflexive practices has emerged not only in personal practices but also in collective ones. Reflexive practice – undertaking initiatives in the process of cooperative involvement – boosts participants’ confidence. Teachers with more years of experience sought to update their knowledge and teaching methods. One of them admits:

T8: The truth is that teaching over the last years strained me and I would like to include something new in the teaching process, so I am thinking of involving more ICTs.

In addition, younger teachers with fewer years of service have identified practices that might modify and help shape their professional identity. One of these teachers notes:

T9: I learned so much through cooperation and saw the mistakes that I have made.

Most likely, this trend could be reinforced in the future because it creates a climate of confidence and security in the community. The quantitative distribution of total posts and comments according to their purpose and nature is reflected in the following chart, Graph 4.



Graph 4. Quantitative distribution of the varied types of uploads and comments

The cooperative actions have contributed to the interaction, reflection, and creation of a learning community whose members shared a common goal. The analysis of the survey data showed that such information seems to be able to contribute to the professional development of the teachers, if it is pursued within the context and reality of the school, in an experiential way, and if it allows freedom of initiative and reflection.

As is supported by Henderson & Tilbury (2004), collaborative school culture is one of the critical components of a successful holistic school approach. In this research it was found that the cooperative climate among teachers contributed to the holistic approach to teaching and learning:

- a) in the level of planning and implementing work plans with the holistic integration of ICT in the program
- b) in providing opportunities for the active participation of students with activities that are meaningful and related to their everyday life.

The integration of ICT in the program was gradually realised through teamwork activities where the final learning product was directly related to the use of ICT in meaningful activities for children.

The idea of progressing by simply improving technical skills declined gradually. Equally important was the cultivation of attitudes and behaviours with students actively participation in the learning process, perhaps because a greater number of class teachers participated in collaborative activities including interaction and exchange of ideas.

Work plans were proposed with the participation of students on issues that met their interests. These issues included social and environmental topics, such as the creation of a tourist guide through which traditions, customs, positive and negative contributions to the environment, sustainable tourism issues and alternative forms of entertainment were approached. By the end of the intervention, an increasing trend of students actively participating in the design and implementation of those teaching activities addressing cultural attitudes and behaviours in the learning process, was recorded. Activities integrating ICTs in their program also became more popular. Finally, in the third quarter work plans that negotiating issues on EFS were designed and implemented.

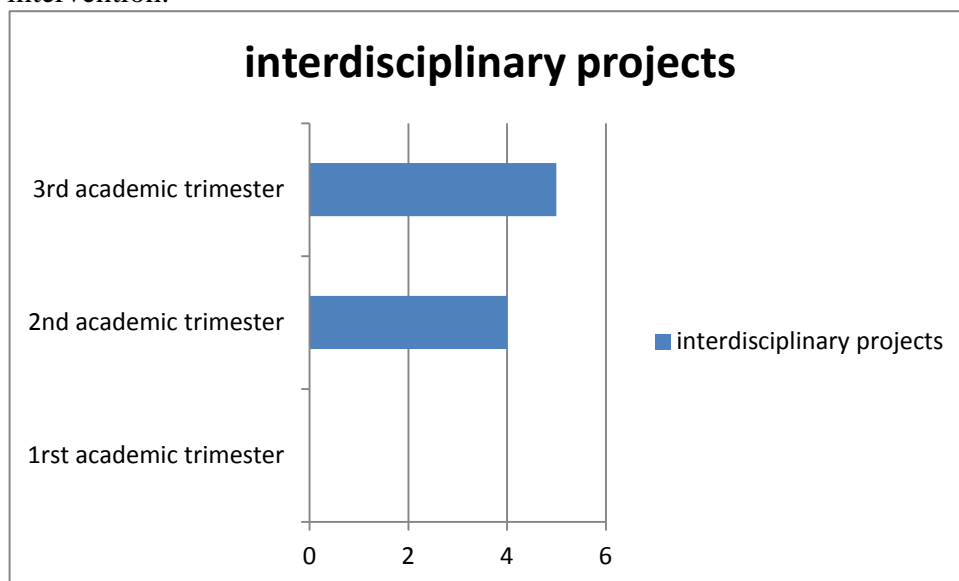
As T3 posts in the blog:

T3: We were discussing with the children ... to know better, to think of whatever bad happens in the place we live and grow up in and take action to improve our lives...

In another post, T 6 states:

T6: I know my village (neighbourhoods, people's customs...). Children cooperate effectively.

Graph 5 shows how the number of implemented multidisciplinary activities and interdisciplinary work plans with ICT use increased over the three semesters of the intervention.



Graph 5. Increase of the planned and implemented with ICT use interdisciplinary teaching activities and projects during the three academic trimesters.

The creation of the blog was accompanied by collaborative activities, interactive exercises to improve ICT skills, and to familiarize teachers with software, and collaborative online tools. This wide range of activities contributed to the improvement of the teachers' skills in the holistic integration of ICT in the program.

Even though in the beginning teachers were looking for directives and instructions, during the course and at the end of the intervention they were planning and even implementing interdisciplinary activities and interdisciplinary work plans that integrated ICT as a relevant subject.

The upward trend in the number of posts and comments by the educational staff can also be interpreted as a result of familiarizing participants with the educational function and interactive environment of this Web tool. The general improvement of their ICT skills, to which the collaborative environment of the learning community decisively contributed, is also a factor for the increase of participation.

The uploading of joint activities on the blog generated new ideas among its members. The content of the uploaded material on the blog consisted of teaching activities, jointly developed and implemented projects on how to integrate ICTs in the classroom, comments on the uploads of the teachers and the researcher, and suggested links to relevant educational websites. The teachers did not receive any training courses. Their ICT skills improved as a result of practice. The blog facilitated the activities of the learning community that was developed at the school.

By the end of the academic year and the completion of the program, the schoolteachers had created new cooperative Web tools that they continued to use during the next academic year. The authors only found this out later, when visiting the school after the research was completed. The content of these Web tools (a new blog, wikis, etc.) were teaching activities and projects. Apart from the classroom teachers and the ICT educator, subject-specific teachers like the English, music, and physical education teachers participated in the activities proposed by these Web tools, although they were all very reluctant to participate in the program at the beginning.

Concluding remarks

The website proved to be a means for online cooperation, communication, socialisation and the exchange of ideas. It significantly contributed to the strengthening of a collaborative climate in the school, at various times supporting the functioning of the learning community. In the present case study, the website was the main motivation for participants to take part in the learning community. It represented the common goal of the team and the possibility for future involvement in the planning and realisation of similar cooperative websites. The learning community facilitated the exchange of knowledge and ideas as well as the creation of new knowledge. This contributed to the widening of the learning network and benefitted those taking part both on a personal and on a community level. Similar findings have been reported by Kilpatrick & Barret (2003).

The website can also function in a supportive role for the planning and carrying out of activities that address learning processes. In this particular study, the website contributed to the planning and implementation of work plans with the holistic inclusion of ICT through a co-operative environment characterised by interaction and the exchange of knowledge and opinions. The promotion of a collaborative climate between teachers at the school, the design of common learning activities, the dialogue, the discussion, the development of entrustment among teachers and the adoption of a holistic approach in teaching and learning supported a) the development of cooperative school culture b) the improvement and broadening of teaching skills making use of ICT and teachers' familiarisation with online cooperation tools c) the development of a supportive environment.

School websites could contribute to the strengthening of cooperative environments within the framework of Sustainable Education.

The use of a blog and the creation of new collaborative online tools (blogs, wikis) after the completion of the research in the next school year, confirms that institutional change can be vital, and that it is most successful as a bottom-up process starting within the school community.

Although student-related data was not recorded as part of the study, the teachers confirmed that the collaborative climate spread to the wider school environment with the students being the first recipients.

The emergence of collaborative culture elements to education can positively influence the behaviour of male and female students, improve relations between them and their teachers, and facilitate the learning process.

Outlining a common activity

T5: The good cooperation of teachers is conveyed to children... and the kids saw it, and tried to respond as good as possible, it was a motivation.

Another teacher describes the how cooperative atmosphere between teachers and students is conveyed to the students.

T3: Good cooperation changes your mood, this positive energy is absorbed by the children and they act accordingly.

Adults who behave according to the values they convey, have a much deeper impact on the minds of children compared to those whose behaviour deters from the values they teach (Bandura, 1986). Education is an interactive relationship between people. The relationship an adult develops with a child is not built on the intellectual abilities of the adult. It also relies on body language and hidden messages that guide non-formal educational programs (Shallcross et al., 2006).

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