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CONTENTS

Violeta Janusheva, Aleksandra Ivanovska
SOLID/CLOSED COMPOUND NOUNS ORTHOGRAPHY (ENGLISH VS MACEDONIAN)........ 5

Triana Rejekiningsih, Mochamad Kamil Budiarto, Iwan Maulana, Taufiq Subhanul Qodr*
TEACHERS 'OPINIONS ON INTERACTIVE MULTIMEDIA TO FACILITATE LEARNING IN THE DIGITAL ERA........ 16

Sanja Gavrilovska
THE ORIGINS AND DEVELOPMENT OF ENGLISH FOR SPECIFIC PURPOSES..... 22

Evdokija Galovska
THE ROLE OF TEACHERS IN ADAPTATION AND MOTIVATION OF STUDENTS TO LEARN A FOREIGN LANGUAGE........ 27

Evdokija Galovska
PROVIDING A BASIS FOR LEARNING A FOREIGN LANGUAGE FROM AN EARLY AGE........ 31

Meri Lazarevska
THE ENGLISH LANGUAGE OF LAW WITH PARTICULAR STRESS TO ITS TRANSLATIONAL EQUIVALENTS IN MACEDONIAN AND THE PROBLEMS THAT APPEAR IN THEIR INTERPRETATION AND TRANSLATION........ 36

Josif Petrovski
USING GAMIFICATION IN EDUCATION........ 42

Slobodan Marković
DIFFERENT UNDERSTANDINGS OF THE NATURE OF SCIENCE, AS THE BASIS OF PHILOSOPHICAL EDUCATION........ 47

Blagojche Anastasov, Jasminka Kochoska
RESPECTING THE PERSON'S DIGNITY- BASIS OF THE CODE OF ETHICS IN SOCIAL WORK........ 56

Albana Zejnelhoxha, Manuela Zejnelhoxha
REGIONAL AND INTER REGIONAL DEVELOPMENTS IN THE SUBJECT OF GEOGRAPHY OF HIGH SCHOOL CURRICULUM........ 62

Besim Lutfiu, Valentina Gulevska
THE ROLE OF ETHICS IN THE MANAGEMENT OF EDUCATIONAL INSTITUTIONS........ 68

Ivana Tasic Mitic, Aleksandar Stojadinovic, Amela Malicevic
A MODERN APPROACH TO TEACHING FABLES IN THE YOUNGER GRADES OF PRIMARY SCHOOL........ 83

Formation, 1995, pp. 75-87). According to the Orthography, the compound words and expressions are written solid/closed, hyphenated, or open, or in other words they appear as compound words, complex words, and complex expressions. In fact, in the compound words, the words are closely related to each other in meaning and function. The orthography provides formal and semantic criteria on the basis of which the orthographic rules of compound words are defined: equality or inequality of the components of the compound word, the dependence or independence of the components which form the compound word, morphological, syntactic, word-forming and accentual forming of the compound word, as well as the authenticity of the word-formation rules of compound words in the Macedonian language and the foreign language influences. Koneski (1995), on the other hand, from the semantic point of view, distinguishes endocentric and exocentric compounds. The endocentric compounds name the designatum with one of its members, or that is, one of the roots is the head of the compound and the other one modifies it, e.g. *zborored – red na zborovite (word order), drvored – red od drvja (avenue) etc.* or both of the roots are used to form the meaning of the compound, e.g. *severoistok – kolku sever tolku istok (north-east, or according to Oxford and Merriam Webster online dictionaries – northeast).* The exocentric compounds are those whose meaning is beyond the meaning of the members that are part of the compound, e.g. *nosorog – zhivotno so rog* (*rhinoceros*), *strujomer – instrument za merenje struja* (*ammeter – a device that measures the strength of an electric current in amperes*); *electricitymeter – a meter that measures the amount of electrical energy used, especially by a domestic consumer*). He points out that the classification of the compound words is often based on the grammatical character of the components being part of the compound and distinguishes several types of compound: a) A = noun, B = noun: *zabolekar* (*dentist*), *gradonachalnik* (*mayor*); b) A = noun, B = verb: *vojskovodec* (*commander*), *rodoljub* (*patriot*); c) A = adjective, B = noun: *blagosostojba* – (*welfare, the health, happiness, and fortunes of a person or group*), *well-being – the state of being comfortable, healthy, or happy*; d) A = pronoun/lit. Pronoun adjective, in English reflexive pronoun self-, B = noun: *samokritika* (*self-criticism*), *samoodbrana* (*self-defense*, *self-defence*); e) A = number/adjective of quantity, B = noun: *tristih* (*tercet*), *trimesechje* (*trimester*); f) A = adverb, B = verb: *pravosudstvo* (*judiciary), krasnopis* (*calligraphy*; g) A = verb, B = noun: *izgrejsonce* (*sunrise*), *neranimajko* (*nogoodnik*, *nogoodnick*, *nogudnik).* In Koneski's Word-Formation, the orthography of the compound nouns is not elaborated. Janusheva, Ivanovska & Bosilkovska (2018) show that there are differences in the orthography of the English and Macedonian hyphenated compound nouns and that they, among the other factors, could be the reason for the differences in the orthography between these compound nouns in the Macedonian written practice.

As for the English language, a large number of data of the English compound words are given in the Stefanovski's Lexicology (2006). According to Stefanovski (2006, pp. 166-167), from a semantic point of view, in the English language as well as in the Macedonian language there are endocentric (internal) and exocentric (external) compound words. In the endocentric compounds one or both of the roots are the head of the compound, that is, either one of the roots modifies the other or both of the roots are used to form the meaning of the compound: *witchcraft* (*magija, volshebnishtvo*), *doghouse* (*kukjarka za kuche*), *classroom* (*uchilnica*), *bookstore* (*knizharnica*). In the exocentric compounds neither of the roots is the head of the compound and its meaning is beyond the meaning of the members that are part of the compound: *pickpocket* (*dzepchija*), *scarecrow* (*plashilo*), *breakfast* (*pojadok*), *egghead* (*intelektualec*).

Here Stefanovski (2006, p. 167) also adds the appositional and dvandva or copulative compounds, which we will discuss later in this paper. In the English language as well as in the Macedonian, the compound words are made of two parts, namely A and B. In Stefanovski's Lexicology as well as in Koneski's Word-Formation, the orthography of the compound words is not mentioned too. Characteristically for the English language is that the second component of the compound noun has to be a noun for the compound word be a noun compound and this partially coincides with the Macedonian language in which the second component of the compound noun besides a noun, can be a verb or an adverb as well. In the English language as well as in the Macedonian, there are various combinations of the components of the compounds, such as: a) A = noun, B = noun: football (*fudbal*), *bedroom* (*spalna soba*), *motorcycle* (*motorcikl*); b) A = adjective, B = noun: *blackboard* (*tabla*), *software* (*softver*), *greenhouse* (*staklena gradina*), *blueprint* (skica, plan); c) A = pronoun/lit. Pronoun adjective, in English reflexive pronoun self-, B = noun: *selfhood* (*karakter, identitet*), *self-denial* (*samoodrekuvanje*), *self-service* (*samoposluzhuvanje*), *self-reliance* (*samouverenost*), *self-actualization* (*samoaktualizacija*); d) A = verb, B = noun: *scatterbrain* (*lekomislen*), *runway* (*pista*), *chipboard* (*iverica*), *breakfast* (*pojadok*), *firearm* (*ogneno oruzhje*). Worldwide, in order to demonstrate the similarities and differences of the forming of the compound nouns, a large number of studies are aimed to compare the English compound nouns with the compound nouns from different languages. For example, Al-Jarf (1994) compares the English and Arabic compound words, and Korunets (2003) compares the formation of the compound words in Ukrainian and English. Mukai (2006) compares compound words in English, Japanese, and Continental Scandinavian, while Eze (2015) compares the noun word-formation in English and the Igbo language (the language of an ethnic group in South Nigeria). Sun (2017) compares the process of noun word-formation in English and Chinese etc.
The review shows that in these papers the question of orthography of the compound nouns is not considered at all, thereby confirming the justification of the topic elaborated in this paper.

3. Methodology of the research. The subject of this research is to make a comparison of the orthographic rules of the solid/closed compound nouns in the Macedonian and the English language. The aim of this research is to determine the possible influence of the English orthography of the solid/closed compound nouns on the Macedonian ones. The research is a kind of a descriptive analysis of the results obtained by comparing the orthographic rules of the solid/closed compounds in the Macedonian language and the English language and the analysis of the Macedonian written practice. The orthographic rules of solid/closed compound nouns in the Macedonian language are excerpted from the Orthography of the Macedonian language (2017, pp. 57-62). These rules are compared with the rules of the English closed compounds given in several of the English Style Manuals, such as GPO Style Manual (2016), California Style Manual (2000), NARA Style Guide (2012), English Style Guide (2020), CBO A Guide to Style and Usage (2013), IES Style Guide (2005), Style Manual & Writers Guide For Intelligence Publications (2011), Hansard Style Manual (2017), Merriam-Webster's Manual for Writers and Editors (1998). In order to make the orthography more accurate, several electronic and printed dictionaries are used: Oxford Online Dictionary, Cambridge Online Dictionary, Merriam-Webster Online Dictionary, 365 Online Dictionary, Webster's Universal College Dictionary (1997), Merriam-Webster Children's Dictionary (2000), English-Macedonian Dictionary (1975), English Macedonian Dictionary (1998), Macedonian English Dictionary (1996). The written practice is presented by electronic journalistic texts in the Macedonian language.

4. Results of the research and discussion. The orthography of the solid/closed compounds, in fact, means that the constituent parts are completely merged/fused (Orthography, 2017, pp. 57-62). In the Orthography of the Macedonian language, there are a number of rules regulating the orthography of these nouns. Regarding the English language, in NARA Style Guide (2012, p. 25) and CBO A Guide to Style and Usage (2013, p. 33, 54), it is stated several times that before using any compound, it is best to consult a dictionary, because the more often a compound is used in a language, the faster it can begin to be written solid/closed. A large number of Guide Manuals provide certain orthography recommendations. Apart from the differences in the orthography in these Guide Manuals, there is a great deal of agreement between them in relation to the orthography of the solid/closed compound nouns. Zapata (2007) states that the form of writing a compound word largely depends on lexicographical conventions and diversity in the use of the English language, and he states that hyphen is more often used in British English than in American English, in which the tendency is to write them solid/closed or open.

In addition, the BBC's announcement (September 20, 2007) states that the use of the hyphen in English compound nouns and verbs is gradually decreasing. This statement is also confirmed in the Oxford Online Dictionary. Furthermore, in the announcement it is stated that in the compounds which were written with a hyphen in the past, the use of the hyphen increasingly disappears as a result of which the same compounds begin to be written open or closed. Leech (in BBC, 2007) examines publications from 1961 and 1991 and confirms that there is a decline of the hyphen usage for 5%. He says: "When you are sending e-mails, and you have to type pretty fast, on the whole, it's easier to type without hyphens. Ordinary people are not very conscious of the fact of whether they are putting hyphens or not." Reflecting this change, in 2007, in the sixth edition of the Shorter Oxford English Dictionary, hyphens were removed from 16 000 entries, e.g. *fig-leaf* (*smokvin list*) (now, *figleaf*), *pot-belly* (*chkembe*) (now, *potbelly*), *pigeon-hole* (*pregrada*) (now, *pigeonhole*). Examples taken from Merriam-Webster Online Dictionary: *vice-president* > *vicepresident* (*potpretsedatel*), *air-crew* > *aircrew* (*ekipazh na avion*); *play-group* > *playgroup* (*zabavishte*). However, there are some examples taken from Merriam-Webster Online Dictionary that are written open: *fire-engine* > *fire engine* (*protivpozharno vozilo*), *looking-glass* > *looking glass* (*ogledalo*). Obviously, some of the stated examples in the Macedonian language are not compound nouns. However, the hyphen is still used in a number of English compound nouns.

A) In the Orthography (2017, p. 58) it is noted that two nouns that have equal relation are written solid/closed i.e. the compound has double meaning: *bogochovek* (lit. *godman*), *jugoistok* (*southeast*). According to Stefanovski (2006, p. 168) in the English language the compounds in which both elements of the compound function simultaneously as its semantic heads are called appositional compounds. The meaning of these compounds is A and B, and they provide different descriptions for the same referent: *girlfriend* (*devojka*), *northeast* (*severoistok*), *woman-doctor* (*zhenadoctor*), *blue-green* (*sinozelen*), *student-teacher* (*student nastavnik*), *maidservant* (*sluginka*). He also mentions the copulative compounds or in Sanskrit term 'dvandva' (lit. 'two and two' meaning pair) compounds, in which the elements are of equal status, with neither element being regarded as the head that dominates the entire word, but A + B denotes 'the sum' of what A and B denote, e.g. *Austria-Hungary* (*Avstrija i Ungarija*), *Bosnia-Herzegovina* (*Bosna i Hercegovina*), *Indo-China*/*Indochina* (*Indokina*), *Eurasia* (*Evroazija*), *Macedonian-English* (*makedonski-angliski).* Renner (2008, p. 1) says: "The extension of the concept dvandva sometimes includes compounds whose elements are not simply juxtaposed. Bauer applies the term to syndetic coordinate compounds (bubble-and-squeak, milk-and-water), even though he stresses that these compounds differ from true dvandvas because a coordinator is inserted between the two nouns." According to Merriam-

Webster's Manual for Writers and Editors (1998, p. 68), when a noun + noun compound describes a double title or double function, the compound is hyphenated: *bar-restaurant* (bar-restoran), *secretary-treasurer* (*sekretar-blagajnik*). Despite the in-depth research on the division of this type of compounds in the English language, unfortunately, it is difficult to find orthographic rules for them, but according to the above presented examples it can be concluded that in both languages these nouns are compound nouns. Unlike the Macedonian language, this type of compounds in the English language, is more often written hyphenated and less often solid/closed. Some of the examples given in English, in the Macedonian language, either are not compound nouns or refer to other orthographic rules of compound nouns.

B) According to Orthography (2017, p. 58), compound nouns with first component (element) *pol-* which is abbreviated base of the noun *polovina* (half) and *polu-* (with the interfix -u-) are written solid/closed: *polnokj* (*midnight*), *polufinale* (*semifinal*). From the analysis of the English sources, we can see that the Macedonian *pol*(*u*)- in the English language corresponds to five components, namely: *half-*, *hemi-*, *demi-*, *semi-* and *mid-*. In view of AIP Style Manual (1990, p. 14), in the English language, nouns beginning with *half-* (*polovina*) are usually written with a hyphen: *half-brother* (*polubra*t), *half-truth* (*poluvistina*), *half-dozen* (*polovina duzina*, *shest*), *half-moon* (*polumesechina*) *half-life* (*poluzhivot*), *half-width* (*polushirina*). It is obvious that in terms of *half-* (*polu-*), it is a question of a different orthography in both languages, which could affect the orthography of these nouns in the Macedonian language. On the other hand, the analysis of the written practice, to our great satisfaction, does not show major deviations, which means that the Macedonian orthography is respected. Of course, there are some examples that are misspelled, but they are really rare and it seems that the rule for the orthography of the solid/closed compounds with first element *half-* (*polu-*) is well established in the practice. Some wrongly written examples: *polu-diktaturi* (lit. *half-dictatorships*) (1.4.2020), *tri polu-maratona* (*three half-marathons*) (Liko, 28.1.2020), *polu-izjavi* (*lit. half-statements*), *polu sestra* (*half-sister*/*stepsister*, lit. *half sister*), *polu-vistina* (*half-truth* lit. *half-truth*), *polu-riba* (lit. *half-fish*), *polu-chovek* (lit. *half-human*), *polu-brat* (*half-brother*/*stepbrother* lit. *half-brother*), *polu-finale* (*semifinal/or according to Oxford Online Dictionary semi-final*, lit. *semi-final*), *polu-bog* (*demigod*, lit. *demi-god*).

But there are exceptions in the English language: *halfbath* (*polovina banja*, *toalet*), *halfshell* (*polovina shkolka*), *halftone* (*poluton*), but also other rules for the use of *half-*, *mid-* and *semi-*. For example, according to California Style Manual (2000, pp. 151-155): a) when *half-* is used in fractions, the compound words are written with a hyphen: *a half-inch* (*polovina inch*), *a half-mile* (*polovina milja*); b) when *mid-* is used before a word starting with a capital letter, a hyphen is used: *mid-June* (*srede, vo sredinata na Juni*), *mid-Atlantic* (*sred, vo sredinata na Atlantikot*). On the other hand, the prefix *mid-* is often written solid/closed with the noun, unless a hyphen is necessary to separate two adjacent vowels: *midterm* (*sredina na period*, *ispit koj se dava na sredina od semestar*, *kolokvium*). The same is stated in CBO A Guide to Style and Usage (2013, p. 43) which lists the following examples: *midwife* (*babica*), *midway* (*na pola pat*), *midsize* (*sredna golemina*), *mid-2007* (*sredina od 2007*), *mid-1980s* (*sredina na 80-tite*). In these cases, the English compounds have completely different expressions in the Macedonian language, which means that the orthography of these English compounds does not affect the orthography of the same compounds in the Macedonian language.

In NARA Style Guide (2012, p. 26), *mid-*, and *semi-* are listed as prefixes that serve to form compounds that are written solid/closed, unless the prefix ends in a vowel like *semi-*. If this prefix is to be added to a word that begins with the same vowel (*i*), then the compound will be hyphenated (-). Merriam-Webster's Manual for Writers and Editors (1998, p. 76) and CBOA Guide to Style and Usage (2013, p. 62) provide the following examples: *semiannual* (*polugodishen*), *semiconsciousness* (*polusvest*), *semicolon* (*tochka zapirka*), *semiliteracy* (*polupismenost*), but: *semi-independent* (*polunezavisen*), *semi-invalid* (*polunepodvizhen*), *semi-official* (*polusluzhben*). When it comes to *demi-* and *hemi-*, they are listed only in one of the Style Manuals, namely the Hansard Style Manual (2017, p. 93), as prefixes used to form solid/closed compounds. Some examples taken from Cambridge Online Dictionary, Merriam-Webster Online Dictionary, and Oxford Online Dictionary are *demigod* (*polubog*), *demilune* (*polumesechina*), *demitasse* (*malo fildzanche za kafe*), *demijohn* (*a large, wide, rounded container with a narrow neck, usually made of glass and usually holding 20-60 litres, French lit. half-sized and given the name John of liquid*) (*bilnak*), *hemicycle* (*polukrug*), *hemiplegia* (*paralysis of one side of the body*) (*hemiplegija*), *hemialgia* (*pain affecting one half of the body*) (*hemialgija*), *hemisphere* (*hemisfera*), *hemistich* (*a half of a line of verse*) (*polustih*), *but demi-monde (a class of women considered to be of doubtful social standing and morality, French lit. half-world*) (*polusvet*), *demi-glaze* (*poluglazura*).The examples show that some of them are not compound words in the Macedonian language, and some of them refer to the orthography of the compound adjectives, which is not the subject of this research paper.The analyzed material from the written practice shows that there are almost no errors in the use of *pol(u-)* in these cases, which again is a confirmation that the orthographic rule for solid/closed compounds with this component is well established in the written practice.

C) In two rules of the Orthography (2017, pp. 58-59), it is noted that in the Macedonian language the compound nouns with the first element *samo-* (in English reflexive pronoun self, lit. Pronoun adjective with interfiks -o-: *samokritika* (*self-criticism*), *samozashtita* (*self-protection*), *samofinansiranje* (*self-financing*), *samouk (self -taught*) and compound nouns (usually verbal) with the first component the pronoun *sebe-*: *sebebeizrazuvanje (self-expression)*, *sebeafirmiranje* (*self-affirmation*), *sebeljubec* (*self-lover*) are written solid/closed. These two rules in the Macedonian language are completely the same with one rule in the English language, due to the use of the part *self-* (*samiot sebe*) + noun. According to all the above mentioned Style Manuals, this type of compound nouns in the English language is written hyphenated. Therefore, in this segment, Macedonian orthography differs a lot from the English one. Because of that, we can talk about certain influences of the English orthography of these nouns on the Macedonian ones. Again, with great pleasure, the analysis of the Macedonian written practice indicates that the examples in which there is a deviation from this rule are less common, although the influence of the English language cannot be disregarded: *samo-disciplina* (*self-discipline*) (20.1.2020), *samo-izolacija* (*self-isolation*) (20.3.2020), *samozashtita* (*self-protection*) (24.3.2020), *sebe-osoznavanjeto* (*the self-awareness*) (DivianArts.com.). This, in turn, is a confirmation that the orthographic rule of solid/closed compound nouns with these elements is established in the linguistic practice.

D) According to the Orthography (2017, pp. 59-61), the compound nouns with a foreign language basis as the first element, are written solid/closed, and this element attributively complements the meaning of the second element: *avio-*: *aviokompanija* (*airline*), *avto-* (‘*sopstven’*, ‘*samo’*) (*‘one’s own’, ‘oneself’*): *avtobiografija* (*autobiography*), *avto-* (*avtomobilski – automotive*): *avtomehanichar* (*auto mechanics*), *aero-*: *aerodinamika* (*aerodynamics*), *bio-*: *biogeneza* (*biogenesis*), *video-*: *videoigra* (*videogame*), *vice-*: *viceguverner* (*vice-governor*), *galvano-*: *galvanoplastika* (*galvanoplastics*), *geo-*: *geopolitika* (*geopolitics*), *evro-*: *evrozona* (*Eurozone*), *eko-*: *ekosistem* (*ecosystem*), *eks-*: *ekspretsedatel* (*ex-president*), *elektro-*: *elektroanaliza* (*electroanalysis*), *etno-*: *etnogeneza* (*ethnogenesis*), *zoo-*: *zoogeografija* (*zoogeography*), *inter-*: *interakcija(interaction*), *infra-*: *infrastruktura* (*infrastructure*), *kvazi-*: *kvazinauka* (*quasi-science*), *kiber-*: *kiberprostor* (*cyberspace*), *kino-*: *kinooperator* (*cinemaoperator*), *mega-*: *megabajt* (*megabyte*), *mikro-*: *mikroorganizam* (*microorganism*), *multi-*: *multivitamin* (*multivitamin*), *nano-*: *nanochestichka* (*nanoparticle*), *poli-*: *poliklinika* (*polyclinics*), *termo-*: *termodinamika* (*thermodynamics*), *ultra-*: *ultrazvuk* (*ultrasound*), *homo-*: *homoseksualnost* (*homosexuality*).

In the English language, this type of compound nouns are called neo-classical compounds. They are a combination of the first part which is an element borrowed from classical Latin or ancient Greek language and the second element which is considered as the head of the compound. These elements serve as affixes, but at the same time display features that distinguish them from the affixes. Also, they only exist in combination with other morphemes. Due to this feature, they are called combining forms (*kombinirachki formi).* As Bauer states (1983, p. 213, 216): "…there are a number of elements in English word-formation which, while they function as affixes in some places, appear to be distinct from affixes in other facets of their behavior… are what the OED terms combining forms.", "My own preferred solution is to accept these combining forms for what they are etymologically: elements of the classical languages which are used in English word-formation." According to IES Style Guide (2005, pp. 11-12), the compounds beginning with the prefixes *anti-* (*anti-*), *counter-* (*kontra-*), *extra-* (*ekstra-*), *inter-* (*inter-*), *meta-* (*meta-*), *multi-* (*multi-*), *post-* (*post-*) in the English as well as in the Macedonian language are written solid/closed, which means that the deviations in the Macedonian orthography of these compounds is not due to English language orthography of the same compounds. The analysis of Google's 50 search results for the orthography of the compound noun *antitalent* (*a person with no talent*), shows that it is written correctly (solid/closed) in only two results. Furthermore, the analysis of 70 results for the orthography of the compound noun *kontranapad* (*counterattack/counter-attack*), shows that it is written correctly (solid/closed) in only seven results, while in others this noun had wrong orthography: *kontra-napad* (lit. *counter-attack*) (17.3.2020), *kontranapad* (lit. *counterattack*) (20.3.2020). Further on, the analysis of 70 results for the orthography of the compound noun *ekstraprofit* (lit. *extraprofit*) shows that it is not written correctly in any result, but either it is written open *ekstra profit* (lit. *extra profit*) (12.2.2020) or hyphenated *ekstra-profit* (lit. *extra-profit*) (5.3.2020). The analysis of 100 results for the orthography of the noun *videokonferencija* (*videoconference*), shows that it is written correctly in only 7 results, and in the others the orthography is incorrect, it is either open or hyphenated: *video konferencija* (lit. *video conference*) (15.4.2020), *video-konferencija* (lit. *video-conference*) (16.4.2020). In this case, the deviations should be sought in other factors.

In the NARA Style Guide (2012, p. 26), the prefixes *bio-* (*bio-*), *infra-* (*infra-*), *macro-* (*makro-*), *neo-* (*neo-*), *pseudo-* (*psevdo-*), *super-* (*super-*) and *ultra-* (*ultra-*) are used in the formation of the compounds that are written solid/closed. In the Style Manual and Writers Guide (2011, p. 65) it is stated that the prefix *vice-* (*vice-*) is used to form hyphenated compounds: *vice-chairmanship* (*potpretsedatelstvo*), but also it is stated that there are concessions from this rule such as *vice chairman* (zamenik-pretsedatel lit. zamenik-pretsedatel). This is also confirmed in the Merriam-Webster's Manual for Writers and Editors (1998, p. 76) where it is stated that some permanent compounds that start with *vice-* (*vice-*) are written close: *vicepresident* (*zamenik-pretsedatel, lit. zamenikpretsedatel*), *viceadmiral* (*viceadmiral, lit. vice admiral*). In the Style Manual and Writers Guide (2011, p. 65) it is also stated that if the second element of the compound starts with the same vowel that the prefix ends, then a hyphen is added between them: *anti-inflation* (*antiinflacija, lit. anti inflamacija*), *ultra-atomic* (*ultraatomski, lit. ultra-atomski*). In Merriam-Webster's Manual for Writers and Editors (1998, p. 76) it is stated that if the word to which the prefix is added begins with a capital letter, then the compound is hyphenated: *anti-Western* (*antizapaden, lit.anti-Zapaden*), post-Darwinian (*postdarvinski, lit. post-Darvinski*), but in this case, in the Macedonian language it is a question of complex adjectives.

On the other hand, the compound words that start with *ex-* (*eks-*) and *quasi-* (*kvazi-*) are written hyphenated. This is also confirmed in NARA Style Guide (2012, p. 26) and Merriam-

Webster's Manual for Writers and Editors (1998, p. 76) where there is a rule stating that some of the compounds containing *quasi-* (*kvazi-*) or *pseudo-* (*psevdo-*) can be written open if *quasi-* or *pseudo-* is considered as a modifier or can be written hyphenated if *quasi-* or *pseudo-* is considered as a combining form: *quasi intellectual* or *quasi-intellectual* (*kvazi intelektualec ili kvazi-intelektualec*), *pseudo liberal* or *pseudo-liberal* (*psevdo liberal* ili *psevdo-liberal*). Since it is a question of different orthography in both languages, the English orthography of the compound nouns formed with the prefixes *ex-* (*екс-*), *quasi-* (*квази-*) and *pseudo-* (*psevdo-*) can be one of the reasons for the incorrect orthography of these nouns in the Macedonian language. This is also confirmed in the written practice. The analysis shows that the compound noun *ekspremier* (*ex-prime minister*, lit. *exprimeminister*) is written correctly in only two out of 70 results on the Google search engine, and in the others it is incorrect: open: *ekspremierot* (lit. the *ex primeminister*) (8.4.2020) or hyphenated: *eks-premierot* (lit. *the ex-primeminister*) (25.2.2020). The same applies to the compound nouns formed with *kvazi-* (*quasi-*) and *psevdo-* (*pseudo*). The compounds containing *kvazi-* (*quasi-*) are written incorrectly in all of the 100 analyzed results: *kvazi novinari* (lit. *quasi journalists*) (Stojmanovikj, 30.1.2020), *kvazi-eksperti* (lit. *quasi-experts*) (Milevski, 23.1.2020), *kvazi merka* (lit. *quasi measure*), *kvazi sud* (lit. quasi court), *kvazi sojuz* (lit. *quasi alliance*), *kvazi eksperti* (lit. *quasi experts*), *kvazi intelektualci* (lit. *quasi intellectuals*), kvazi-satelit (lit. quasi-satellite), kvazi-agencija (lit. quasi-agency), kvazi-drzhava (lit. *quasi-country*), *kvazi-politichari* (lit. *quasi-politicians*). The same as this, the compound nouns containing *psevdo-* (*pseudo-*) are written incorrectly in all of the 70 analyzed results: *psevdo univerziteti* (lit. *pseudo university*), *psevdo politichari* (lit. *pseudo politicians*), *psevdo-itelektualci* (lit. *pseudo-intellectuals*), *psevdo-tuzhbi* (lit. pseudo-) (17.1.2020). These results are in correlation with the Janusheva, Ivanovska & Bosilkovska's (2018) research and show that the English language influence is present in the solid/closed compound nouns.

5. Conclusion. The analysis shows that besides the similarities between the two languages, there are differences in the orthography of the solid/closed compound nouns, which can be the reason for deviations in the orthography of the Macedonian compound nouns and at the same time it is an indication of the influence of the English language. This especially applies to the compound nouns containing *eks-* (*ex-*), *kvazi-* (*quasi-*), and *psevdo-* (*pseudo-*), because it is noted a large number of incorrect examples in the written practice i.e. using English orthography. The analysis shows that there is difference between the two languages in terms of the orthography of the compounds containing *pol*(*u*)- (*half-*, *mid-*, *semi-*, *demi-*), *samo-* (*self-*), and *sebe* (*self-*). But also, with great pleasure, the number of incorrect examples in which the English orthography is used is very low, which, in turn, is a confirmation that the orthographic rules for writing compounds with these elements are established in the linguistic practice. In that sense, it is especially important to emphasize the role of the Macedonian and English language teachers, but as well as the role of the lecturers, in emphasizing the differences between the two languages in this segment and affirming the standard language norm of the Macedonian language. Something that should be emphasized is the careful downloading of English source information because as it has been stated before, with downloading word forms, their orthography can be easily downloaded too, which leads to incorrect implementation in the practice.

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includes tremendous potential in order to build individual character in the nation and state (Kusumaningrum, 2018). The competencies that exist in science learning at the basic education level will actually be beneficial for students in facing global challenges in accordance with the need for mastery of 21st century competencies (Kamala, 2019; Ardiansyah et al., 2020). Some 21st century competencies such as the ability to think critically, collaboratively, communicate, think at a higher level, be creative (Wijaya et al., 2016; Zubaedah, 2016) can be cultivated through mastery of competencies and concepts in science learning materials.

A learning process is composed of several components, including the role of the teacher, student activities, use of learning resources, methods, and media (Kurniawan et al., 2018; Nurlaili, 2018). So far, the key holder for the success of learning is determined by the role and creativity of the teacher, this shows that teachers are required to be able to achieve the learning objectives that have been set. The success of teachers in facilitating learning should be supported by adequate facilities and infrastructure, one of which is the availability of learning media, this component needs to be considered (Priwantoro et al., 2018; Syahroni & Nurfitriyanti, 2018).

Uno (2009) states that one way to achieve learning objectives is by organizing learning, conveying learning content by complying with interactions between learning resources used and learning characteristics. In line with this opinion, the factors that influence the learning process and outcomes are sources and media to support the learning process. Limitations of media to support the learning process make teachers hampered in carrying out their roles, so that learning media are needed to support learning activities in the classroom (Ziden & Abdul Rahman, 2013).

Schools currently have complete facilities in the form of computer media and internet networks, it is very easy to do digital learning. But learning cannot take place optimally if the teacher does not have the ability to prepare and carry out learning using these media. Based on the results of observations during the learning process that the school already has equipment such as computers and lcd projectors that are sufficient to be used in the learning process, but cannot be used optimally by the teacher. So that it is hoped that the teacher is able to provide an advantage of the availability of these facilities by presenting an innovation in the form of learning media in digital format that can be run through a computer program, in the form of an interactive multimedia.

Learning media is an important component that has an influence on the achievement of learning objectives. As stated by Heinich, et al (in Arsyad, 2011) states that the term media, or medium, is an intermediary capable of delivering information between the source and the recipient. One type of learning media is multimedia, multimedia is defined as the use of various types or components of media sequentially or simultaneously to be able to present information (Anitah, 2012). With the existence of a multimedia learning is expected to have an impact in the form of interactivity and attention-centering tools, and can motivate students to take part in the learning process (Suyantiningsih et al., 2016) . As the opinion quoted by Anitah, (2012), that use in this case the benefits that can be provided by multimedia, namely being able to increase student learning motivation and being able to provide student involvement in the learning process through the interactivity that is in multimedia learning.

The results of research conducted by Sintya Maharani (2015) indicated that the use of interactive multimedia in science learning in particular can improve learning outcomes and mastery of a lesson concept. In line with this, another study conducted by Suyantiningsih et al. (2016), Kareem (2018) & Komalasari & Rahmat (2019) showed that the use of interactive multimedia can increase learning motivation and shape student character. Interactive multimedia forms tend to be filled with various kinds of learning materials and are not specifically made to study certain materials (Malik & Agarwal, 2012).

The results of research conducted by indicate that the use of interactive multimedia in science learning in particular can improve learning outcomes and mastery of a lesson concept. In line with this, other research conducted by shows that the use of interactive multimedia can increase learning motivation and shape student character. Interactive multimedia forms tend to be filled with various kinds of learning material and are not specifically made to study certain material.

Based on these problems, this study aims to: (1) determine the availability of facilities that support learning in schools, (2) find out the obstacles faced in the learning process, and (3) find out what learning media have been used by the teacher. So it is hoped that through research it can be used as a basis for further research as a form of continuous follow-up in an effort to improve the quality of the process and learning outcomes.

Method

The use of research methods in this research is qualitative approach (Sugiyono, 2012). Data collection techniques were carried out by interviewing and giving questionnaires to the teachers. The subjects of this study were 3 teachers of Elementary School, namely teachers in fourth, fifth, sixth grades. The data collected were then analyzed using descriptive analysis. The interview was conducted in a semi-structured manner so that it is hoped that a communicative atmosphere can be established between the researcher and the research subject.

Results and Discussions

Based on the results of conducting interviews and giving questionnaires to teachers Elementary School in Cirebon, West Java, Indonesia, the following data were obtained.

1. Students often feel bored when the learning process is taking place, as expressed by the teacher if after a few minutes the lesson begins students do not pay attention to the teacher who is delivering the subject matter, students tend to talk more often with friends sitting at the same table. This indicates that students' motivation and interest in learning tend to be low.
2. Some students find it difficult to understand science material, one of the materials mentioned by the teacher is the human circulatory system, this is because the material has an abstract nature so students must have a strong memory to memorize the material that has been studied.
3. The use of learning media has so far only used textbooks provided by the government.
4. Learning media, one of which functions as a means of focusing attention for some materials, is still not available, one of which is about the human circulatory system. So far in the learning process, the teacher only uses torso, a visual image which is then placed in front of the class, with detailed explanations explained by the teacher. In addition, SD N 2 Bungko Lor has never used multimedia learning in the learning process.

5. The availability of electronic means in the form of a computer unit and LCD projector, which are still suitable for use, but according to the teacher's opinion, they have not been used optimally. As revealed through the results of interviews with teachers that LCD projectors are used only during meetings with parents of students, meetings with supervisors.
6. In general, students already have the ability to operate computers, but have never used computers to run learning programs such as interactive learning media.
7. Multimedia learning in science material human blood circulatory system has never been developed by the teacher to support the learning process in the classroom.

In addition, the teachers also gave opinions on things that need to be considered and improved in the learning process in schools, including: 1) increasing discipline and cooperation between teachers in order to develop a learning resource for improving the quality of learning, 2) using the environment as a one of the learning resources that can be used by teachers, 3) teacher activeness and providing stimulus to students who take part in the learning process, and 4) innovation is needed in the use of information and communication technology to improve the quality of learning in the era of the industrial revolution 4.0.

Based on the findings on the results of the needs analysis above, it can be concluded that the development of multimedia for learning science especially on the Human Circulatory System material is needed and in accordance with the needs in the field. Interactive multimedia with its characteristics is able to present a series of components of learning media such as text, music, video and images that are directly integrated can make it easier for students to operate (Suyantiningsih et al., 2016). The use of interactive multimedia can be an effort to face the competence of the importance of individuals to digital literacy competencies (Muchtarom et al., 2018 ; Ulum et al., 2019). In the digital era like today, ICT should be an integral part of the learning process as an activity to build individual character according to the needs of the times (Ratheeswari, 2018). It is hoped that through the implementation of development based on the results of this needs analysis, a digital learning media product can be created in an interactive multimedia format that can increase student motivation and become one of the tools to focus students' attention during the learning process so that students don't feel bored during the process. learning takes place.

Conlusion

Needs analysis activities are activities aimed at finding gaps between the actual conditions and the supposed conditions. Through needs analysis, it is hoped that educators can be more optimal in preparing and exploiting various kinds of deficiencies in these gaps.

Based on the results of the implementation of research on the identification of teacher needs in the use of learning media to support the learning process in the classroom, several conclusions can be formulated, namely, technology has an important role in learning activities in schools. Teachers are required to be able to provide an innovation in order to facilitate the learning process so that students can more easily acquire knowledge and understand subject matter. The integration of technology in teaching in schools will be able to have a positive influence on the teaching and learning process of students. As an effort to achieve successful learning in the classroom.

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practice the difference is great. What separates English for specific purposes (ESP) from General English according to these two authors is not the existence of need, but much more the existence of consciousness for this need. In that way, although if looking globally it seems that teaching English for specific purposes differs only in its content, for example law, medicine, trade, mechanical engineering etc. this is in fact only a logical consequence of the first tendency to define the purpose of studying English language for a certain group of learners.
English language for specific purposes is different from general English, and the most important difference is in the learners and their purposes for learning English language. Whereas during teaching English as a second language all the four language disciplines: listening, reading, speaking and writing are applied, in the process of teaching English for specific purposes the analysis of the needs of the learners determines which language skills are the most important for those learners.

The ESP in its contents is closely related with the real world and with the specific profession, discipline or activity of the students. It is concentrated on the language needed for these activities considering the syntax, lexis, discourse and semantics.

The analysis of certain registers shows that the grammar of English language in scientific literature does not differ from the grammar of general English, although some grammatical and lexical forms are used more often. Thus in the category *tense* the simple present tense dominates, then passive forms, modal verbs, noun compounds, logical conjunctions *like however, therefore* and *moreove*r, as well as the so called semi-technical vocabulary with words like *consists of, contain,, enable, act as* and others which are more often met in texts with scientific and technical content than in texts with general content.

What separates the language for specific purposes from general language is also the specific methodology under which we understand the nature of interaction between the teacher of foreign language and the learners.

Compared to teaching general English, teaching English for specific purposes is characterized by the fact that the teacher is often some kind of a consultant who has in a way equal status with the learners, experts in the given field.

Dudley-Evans, T. and St. John ((1998:4) in their definition of ESP distinguish absolute and variable characteristics of this type of language.

According to these authors the absolute characteristics of ESP are the following:

- teaching ESP is planned in such a way that it satisfies the specific needs of the learners;
- ESP uses methodology and activities of the corresponding disciplines;
- ESP is concentrated on a specific language including grammar, vocabulary and register.

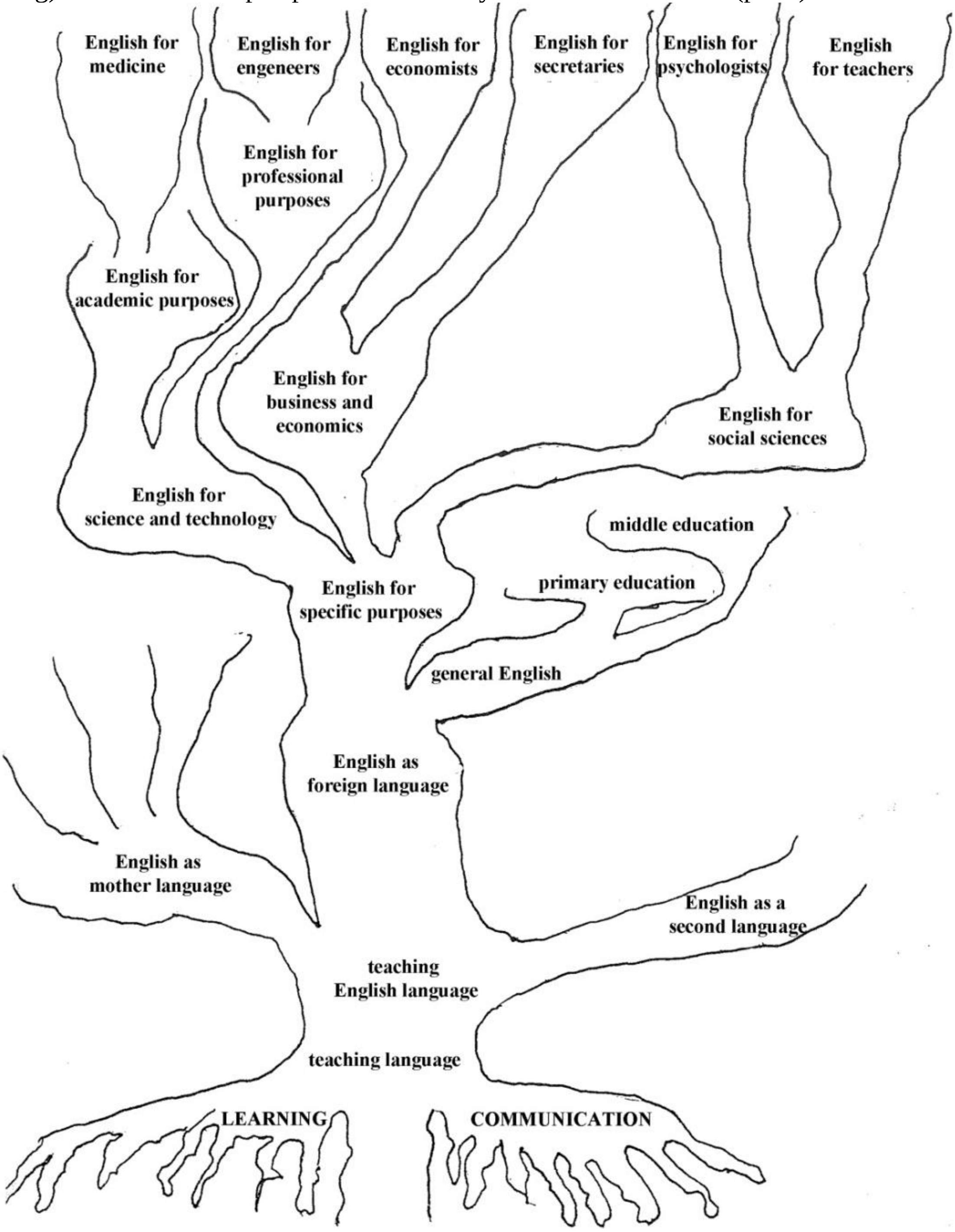
The variable characteristics of ESP are:

- ESP is connected to or planned for specific disciplines
- ESP may in some specific situations use different methodology from that of general language;
- ESP is usually targeted to grown up learners, with a high level of education or employed, but it may also be applied in secondary education;

- Generally speaking, ESP is planned for learners of intermediate or upper intermediate level and requires basic knowledge of the language learnt, but it may be used with beginners, too.

Classification of English language for specific purposes

For defining the notion English for specific purposes more precisely and to understand it properly it is necessary to see the relation of ESP with the rest of ELT (English Language Teaching). This relationship is presented visually in the form of a tree. (pic.1)



Picture 1: A tree of teaching English for specific purposes

The highest branches of this tree show the level on which the individual courses of ESP appear. The branches immediately under this level show that this courses belong to one or two main types of ESP depending on the fact if the learner needs ESP in the high education for academic purposes (EAP: *English for Academic purposes*) or within the range of his/her profession (EOP/EVP/VESL – *English for Occupational Purposes* /*English for Vocational Purposes/ Vocational English as a Second Language*. Of course this is not a rigid and strictly differentiated division because people can work and study at the same time, and also very often the foreign language which was studied during education is applied much later when the learner gets employed.

Looking at the following lower level ESP courses differ according to the general characteristics of the learner`s profession and can be divided into three categories :EST *(English* for science and technology , EBE *(English for Business and Economics* and ESS (*English for Social Sciences*). In the last category ESS we have also *English for Law*.

If we go down the tree we will see that ESP is one branch of EFL (*English as a foreign* language) and ESL (*English as a Second language*) which are the two main fields of ELT (*English Language Teaching*). ELT is part of *Language Teaching.* And finally this tree as all other trees has its roots and they are *Learning* and *Communication.*

On the basis of this tree these two authors (Hutchinson T. and Waters, A. 1987:17) try to define ESP pointing out what it does not represent:

- ESP does not represent learning of `specialized kinds` of English language, different from all other forms. There are really some characteristics typical for different contexts of usage which the learner encounters in the target situation, but those differences cannot cast a shadow on the common characteristics, as well as the whole English language together with the use of language in general.

- ESP does not represent only technical vocabulary and grammar for technicians, words and grammar for lawyers, economists, tourist workers etc. The tree is supported by a complex underlying structure; here we think of Chomsky`s distinction between performance and competence, i.e. what people do with language and the knowledge and capabilities that enable them that.

- ESP does not differ from any type of language, more precisely although the content of the subject of studying changes, the process of studying of ESP learners does not differ from the process of studying of learners of general English.

Conclusion

From all said above we may draw a conclusion that ESP (*English for specific purposes*) does not represent a *product* but is more *an approach* to language. ESP represents an approach towards learning language which is based on the needs of the learner, i.e. it starts with the simple question: “Why does this reader need the foreign language for?” This question raises many other questions connected with the nature of the language which has to be taught, the language context, the language skills and exercises. So ESP is an approach towards learning the language in which all decisions in connection with the choice, content and methods are based on the purpose of studying the language , i.e. the real, professional needs of the learners. That is why the interest in learning English for specific purposes is constantly rising all over the world.

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term adaptation of the children to the teachers who teach them foreign languages.Raising a child at school age requires parents and educators to build a relationship based on mutual trust, mutual respect and partnership. With this attitude, the parent can help his child to gain confidence in the teacher and self-confidence, and when coming to school not to feel rejected, but to be part of a different way of life in which the parent is most important, and the teachers are just his assistants and collaborators.

The role of educators in adaptation and motivation of children in kindergartens

Due to the greater work engagement of many parents, the need to organize institutional upbringing and education for children from an early age is becoming more urgent. At the beginning of the 20th century, a huge number of various compensatory models of educational work appeared, which had significant influences on the development of the preschool system as it is today. The emergence of increasing alienation of parents from their children and the inability to properly care for their upbringing, causes serious psychological problems in child development.The process of adaptation of children in early development largely depends on the individual differences of children in terms of their social development. According to many researchers and development theorists, children during their social development go through predictable stages, which are "developmental crises", the successful resolution of which is the basis for entering the next stage of social development. up to the third year), the child is influenced by other people from the environment.The child must become aware of himself and his separation from his parents, to express his autonomy and his own will. Hence the unwanted behaviors of children who worry about the environment. During this period, in order to achieve optimal development of the child, the need for adults to possess the skill and wisdom to help the child to express his will within well-chosen opportunities in their approach is required.It will be much easier for children from a large family to adapt to the conditions in the kindergarten, or for children who have changed their family space more often. The adjustment of the child depends on his age, which is related to the degree of emotional attachment to the mother. Healthy children who are in solid physical condition are easier to adapt to the new environment, and certain constitutive and hereditary factors influence this. For example, a child may be introverted and find it difficult to make contact with children and adults, but with strong emotions that greatly complicate the adaptation process. In contrast, there are children who are temperamental in character, extroverted and establish superficial emotional relationships with people in the immediate environment and are easier to adapt. However, when it comes to starting kindergarten, it is necessary to create an atmosphere in which the child will feel safe and accepted by the new people with whom he will come in contact.

The adaptation of the children in the kindergarten is a satisfaction of their basic needs with the possibilities of the new environment. This process depends on how adapted and adaptable the child nature is, accessible and rich in conditions for active participation, on the one hand and on the other hand on the individual characteristics of the person who adapts - how extroverted, introverted, on his "plasticity" "etc. In institutional conditions when more people take care of children, it is possible to distinguish two situations.In the first there is no central person to replace the mother, there is a weak interaction between the child and the adult who takes care of him. And the second situation is due to the fact that more people are changing who take care of the child, there is a discontinuity, ie. there is no relationship that will replace the relationship of child and mother despite sufficient attention being given by adults. Both situations have different effects on child development depending on the degree of deprivation or discontinuity of maternal care. The reduced interaction in both cases is due to the lack of time for the adult to devote to the child adapting to the new environment. Because of all the above, the educational staff in kindergartens, it is of great importance to be armed above all with expertise and knowledge, patience, perseverance and dedication, and most importantly love for children. That will be enough to motivate the children in their daily activities. Every child is different, so from here the approach to them should be different. But, with the joint efforts of all teachers, as well as other staff, it is possible to enable easier and faster adaptation of the child, as well as motivation for him to want to come to kindergarten.

The role of teachers in motivating students to learn

Teachers have a great influence on the motivation of their students. As important as it is for them to be professional and educated, it is also necessary for them to invest in their upgrade. The teacher should first believe in himself, in his abilities and set a personal example for his students. In practice it has been shown that they have a different style of work. This may to some extent justify this phenomenon, given the fact that we all, as individuals, differ from each other. However, due to the responsibility given to them in educational institutions, successful work as a whole can depend to a large extent. There is no ideal teacher or "textbook teacher". The difference between different teachers is in the way they apply it. Some use threats, others try a reward system, some work with persistent ideas, others concentrate on results, and so on. The teacher "plays" several roles in his work. The producer is the role through which he should produce results through the assessment of the students. Results are the most important thing, if there are good results the probability is higher for the students and the chance for success in further learning will increase.The role of the administrator is when the teacher is not engaged in the production of results but in certain activities through the implementation of policies and procedures. The purpose of administration as a role in the educational process is to ensure that the system functions effectively and efficiently, ie to do the right things at the right time, with the right order and intensity. So all this provides some order and discipline. The role of the entrepreneur - teacher, is responsible for new ideas and initiatives, ie for initiating change.The entrepreneur is the one who has to show the way and direction in which the student should go and move, because new ideas are the driving force of the teacher. There should always be a better way of working than the current one, with the sole purpose of keeping the focus on the success of the department. The role of the integrator is to take care of the function of the class as a team, joint work, for the social relations between the students. He also takes care of the integration of his colleagues and tries to enable the education system to function flawlessly from the point of view of the people.Interpersonal relationships within the system are very important for the efficient and effective fulfillment of all other obligations. No matter what role the teacher finds himself in, he is always guided by his new goal. And that is to facilitate the learning of the students, for them to study motivated and in the end to achieve high results.

Power is the ability to influence the behavior of others, ie power is the ability to allocate human, information and material resources. This ability is a necessity for quality performance of certain activities, which are needed to achieve the set goal. Power is also an authority, and it needs to be possessed by a teacher. But of course it should not be abused over its students, but used only when students need to be directed or when classroom success or discipline needs to be improved. The teacher will motivate his students if he leaves room for delegating responsibilities. Which would sometimes mean allowing students to lead the teaching process, certainly under his supervision and control. In that way they will see what it is like to be in the role of their teacher, but also to understand the responsibility that comes with that profession.Teachers who teach a foreign language may have the most difficult task, to motivate the student to learn a language that is not spoken by his loved ones or is not spoken in his environment. But if the teacher is "armed" with knowledge, patience and dedication, if he manages to bring the "world of possibilities" closer to the students if they know a foreign language, the more they will be motivated to learn that foreign language.Some of the children attended kindergarten and may have little knowledge of the foreign language, so working with them is somewhat facilitated. Special attention should be paid to students who are learning a foreign language for the first time, to be able to motivate and to stimulate their desire to learn.Numerous studies conducted in our country and in the world, indicate that the greatest impact on the motivation of students to learn a foreign language have teachers. Through the surveys answered by the parents through the mediation of the children, as many as 65% of the respondents answered that the teachers had the greatest influence on their children to develop a love for learning a foreign language. This data could be the basis for us, to pay more attention to job satisfaction with the teaching staff, because if they are satisfied with the working conditions, they will invest even more in their daily work with their students.

Conclusion

Teachers should be able to recognize the need, abilities and skills of students to perform a particular task. They can do this through the learning process. But in order to initiate this process, it is first necessary to motivate the students themselves.They need to recognize and identify what motivates students to get involved in the learning process. Some students may have a reluctance to accept the new, they find it difficult to decide to get involved in the learning process, especially when learning a foreign language. That is why it is very important for teachers to set their own example, to know how to motivate their students in the process of learning each subject, especially in foreign languages.The success of the students directly depends on them, not only after the assessment, but also the explicit knowledge that they will further upgrade and one day will be the generation that leads our society. In other words, if we invest in our children today, we will secure our future.

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depend on everyday experiences. A successful learning course for children of this age relies on emotional connections that give children self-confidence and enhance the need for learning.

When is the child ready to learn a foreign language?

Everyone, especially the people who love it, have an influence on the foreign language learning of the child. Therefore, if the mother wants her child to learn more foreign languages, it is necessary for her to say a foreign word every day while she is a baby. It will be most successful if the mother or a close person for the baby, through play and spontaneously repeats foreign words. When it is realized that the child has mastered a foreign language, more precisely more words than the foreign language, it is very wrong if the parents do not know that the children from the youngest age, learn very easily, but also very easily forget. This process by the parents should not stop under any circumstances. If, for example, the mother has to return to work and is unable to continue teaching her child, she can enroll her in a foreign language school. But with the completion of teaching and obtaining a degree in a foreign language, the process of learning a foreign language should not stop. It is necessary for the parents to enable the child to talk to other friends in the foreign language, to give him / her homework to translate sentences in the mother tongue and vice versa. Numerous studies around the world show that it is the toddlers who lay the foundation for learning a foreign language in children from an early age.

Although there are many theories, most private school teachers agree that the ideal time to enroll in a foreign language school is between the ages of three and four. Before a parent enrolls their child in a foreign language, the most important thing is to make a realistic assessment of whether he or she has mastered his or her mother tongue and whether he or she speaks it with understanding. If he composes sentences and at the same time understands what he is saying, he will have no problem mastering the basic words in another language or learning a song in English, German or French. It is also important to talk to your child before enrolling in a foreign language. You should ask him if he wants to go to a foreign language school. If the child gives a positive answer, it would be very useful to ask friends who have older children and who have learned a foreign language, about their experiences, because the recommendation is always a good solution when choosing. An even better alternative is to take your child to class to see what they look like before they go to school. If the child does not show interest, he should not be forced, because it can create a counter effect and it can happen at a later age that the child has an aversion to learning foreign languages.

How can a child learn a foreign language more easily?

How effective a child is at learning a foreign language also depends on his interest. Children who are interested and curious or have excellent memory power will find it easier to master a foreign language than children who are not interested but have to go to classes because their parents want them to. Experts who have conducted numerous studies have found that learning a stable language at a younger age enriches children's knowledge and at the same time teaches them to have certain responsibilities, such as writing homework. It has also been proven that parents do not have problems with children who started learning a foreign language before the first grade, because they know a lot about homework and have acquired work habits.

In most private schools, the youngest children are taught in groups. The first step is to recognize the colors in a foreign language. Then they learn to count to ten, the teachers play songs for them because it is the easiest way to learn a foreign language. In some schools, children draw what they understand while playing songs.

If parents insist, children can have individual lessons, but experts say it is better to be with their peers. Some schools accept very young babies, who are only a few months old, and some organize a foreign language course for children and parents together.

Learning a foreign language as a mother tongue

According to experts who have followed the experience in teaching and developing programs for babies, children and teenagers practicing in private schools for learning foreign languages, they confirmed that the best way to teach a foreign language is to teach according to the principle of learning the mother tongue. Children from 2 to 4 years old often learn both foreign and mother tongue at the same time. The most effective teaching method is for foreign language teachers to teach children the same way they learned their mother tongue. When they start learning another language, children first learn to understand and speak the language, before learning to read and write, because this is a natural way of learning a language. In schools in our country, children are not taught foreign languages in this way. Reading and writing are mainly studied and evaluated, and pronunciation is treated later. This way is directly related to the number of students in the class, and when it comes to a large number of children, the teacher does not have time to engage in conversation. The method by which children first learn to read and write, and then to talk, must be emphasized as not being effective. The key elements for learning a language are: speaking the language, basic and functional vocabulary, numerous repetitions, support, fun and games.

Learning styles

A quality foreign language curriculum should provide parents with monthly or periodic reports from teachers on what the child has learned in that course, as well as what he or she will learn in the future. Programs designed for children of this age need to include learning materials at home. These materials play an extremely important role in learning a foreign language in a natural way, just as they learned their mother tongue. This allows parents to know at all times what their children have learned and how they are progressing. It is very important to keep in mind that "repetition is the mother of learning". Above all, children need to be presented with learning opportunities, rather than learning classics. Every child has their own learning style. Most children learn through movement and touch. Movement and touch are extremely valuable elements of teaching. Programs should include songs, stories, animated episodes, and mobile applications that complement classroom instruction. Learning materials should be designed to meet the needs of children, no matter how they learn, whether they are auditory, visual or kinesthetic types. This ensures that each child learns a foreign language in a way that best suits his / her learning style. Children learn at their own pace and in their own way, and every child will learn so that parents have no reason to worry. Teachers use such a methodology that allows children to learn in a completely natural way. Younger groups will certainly learn the material and should not test their knowledge because they are learning all the time. Learning is not about randomly gathering information. At no point should parents doubt their child's success if he or she is missing a piece of material or has missed a class. In no case, neither parents nor foreign language teachers should use a method that will force the child to learn songs by heart or so-called. parrot learning. This learning is boring, confusing, and at a later age negatively affects the learning of foreign languages, experts claim from their long-term research.

Learning a foreign language with children in Western European countries

What is the process of learning a foreign language in Western Europe was the topic of my research. Before the end of last year, I conducted a survey of families in Sweden and Germany, of our compatriots who have been living and working in these countries for two decades. I surveyed fifty families. Namely, in Sweden, in the kindergartens where the youngest children attend, there are no programs with which the children would learn the foreign language from the youngest age. In schools in the fifth grade, English is taught as compulsory, and in the seventh grade, a program is offered where German, French and Spanish can be chosen. Parents said in almost 70% that children choose German as a second language to learn. In further secondary education, they study only one foreign language for which they have chosen. This is in order to focus on the subjects they have chosen and to consistently study only one language. In Germany, more precisely in the Bavarian Republic where I researched, the situation is somewhat similar. In the fifth grade, children are required to learn English as a second language, and in the sixth grade, they are offered to choose Latin or French. Those who continue their education in high school study only Latin. While those who decide on targeted secondary education, study only French.

In the larger cities of Bavaria, there is an opportunity for parents of young children attending kindergarten to ask their children to study English as well. Since the survey is conducted and the interest in learning the language is realized, language learning programs are prepared. The program contains methods for learning English through play, entertainment, songs and role-playing. However, it should be emphasized that learning a second foreign language (English) is not mandatory until the child has come to school in the fifth grade.

Conclusion

"Nothing is lost in learning forever"!

Very often for parents, the main preoccupation is related to the fear that if the child learns the language together with his mother, he may start mixing languages. Recent research has shown that the new language actually becomes firmly embedded in the brain.

Even for children who have moved from an environment where their mother tongue is spoken, the language is not lost. The "lost" first languages leave permanent traces on the brain, the following research shows. A study conducted by the US National Academy of Sciences in November 2014 sought to confirm the claim that language learned in the first year of life can be erased if the child changes the language environment or speaks another language. The implications of learning another or more languages at the same time are very clear. Whether the child learns the language at the same time as the mother tongue or after mastering the basics of the mother tongue, the acceptance of the new language begins immediately.

Everything you learn, even if not used, will come to the surface at some point. Parents must trust their children and understand that if children are happy and engaged in classes, they will surely learn. If the child lives in an environment where the parents speak two foreign languages, each of them needs to speak their own language. By the age of three, the child will know the meaning of a subject, such as in both languages. He starts composing sentences and setting one of the parents' languages to be dominant. At the age of five, he had already won the basic voices, the initial grammar, the sentences and set up a place for himself in his environment.

From all the above, it can be concluded that the foreign language, like the mother tongue, needs to be studied gradually and continuously, without interruption, because there is a possibility to forget.

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Methodology

The analysis of the register of law creates various problems, but it is also a challenge. We needed to create a corpus of the most frequent terms, which asks for use of numerous sources. The main source in this research is the handbook *European Union - Consolidated Version of the Treaty on European Union and of the Treaty Establishing The European Community (2002)*: Official Journal of the European Union, which has been translated into Macedonian and published by the Secretariate of the Government of the Republic of Macedonia. Official translations of the legal Acts (Regulations and Directives) of the European Union in the field of justice, law and the international law corpuses in electronic form, such as *Trans Legal* – The world's leading provider of Legal English – CUP; *International Legal English* – Online Legal English Research; *EurLex* - The access to European Union Law have been used. The handbook *Legal English* is also used as a basic literature for the subject English for Law at the Faculty of Law Iustinianus Primus in Skopje. Such analysis would help in avoiding wrong interpretations of the legal terms and their translation into Macedonian.

The methodology of this paper has been established by the subject matter of the research. Firstly, we shall pay attention to the subject matter of ESP (English for specific purposes, with particular accent to the register of Law and its specifics, which are manifested through the translational equivalents in Macedonian. The next important contribution of this paper would be directing the attention towards lexical and semantic gaps which are expected to appear by conducting the previously mentioned analyses as well as the false pairs that frequently appear.

English for specific purposes

English for specific purposes appeared in the early 60's of the last century, as an answer to the need of better communication among the developed countries as well as among the developing countries (Master & Brinton: 1997 vii). This led people who were included in the profession *teacher of English* understand that the English language is needed as a link within the multicultural and multilingual societies as a means of international communication and as a carrier of global news and information.

When the English has been accepted as an international language, it created a new generation of learners, who knew exactly why they learn the language, businessmen who wanted to sell their products, mechanical engineers who had to read the instructions for handling the machines, medical doctors who had to follow the last achievements in their field as well as the numerous students whose handbooks and journals had been written only in English. They all needed the English language and what's most important, they all knew why they needed it. At the same time, as the need of English instruction for specific purposes grew, new important and influential ideas started to appear. Traditionally, the aim of linguistics is to describe the rules of how to use the English language. However, the new studies turned the attention towards finding the ways in which the language is used in real communication (Widdowson,1987).

Register

Register represents a linguistic repertoire that is linked to particular societal practice and with the persons engaged in that practice. Formally, the registers differ according to the type of repertoire that they include, and many of them include more than one repertoire. From the point of view of their function, the different registers are connected to the proffessions of all types such as: Law, Medicne, Technics, Economics, Military strategies, Sport, Art, Social status etc.Thus we understand that a register represents closed and restrected string of forms of which all the members of the language community posess identical competence. Registers have distributed existence among the population because not all the speakers of a language have the same competence of all the registers in the course of language acquisition. The compatence in the use and interpretation of a certain terminology requires several years specialized formal studies. In the case of registers which are connected to activities inthe field of law and finances the mastering of the special terms is achieved through socialization at the workplace (conducting legal cases and procedures, bringing decisions and verdicts, shareholding, finances etc.) In many societies certain lexical registers function as 'secret languages'

The register of law

Although lawyers have different 'backgrounds' and perform different actions as a kind of profession, they very often seem distant and hardly understandable. Mybe one of the reasons for this is the legal jargon "the legalese" - the strange and hardly unedrstandable language in which so many lawyers speak an write. The jargon allows the members of a group communicate quickly, clearly and efficiently. The lawyers and accountants speak about *involontary conversion of property* which in Macedonian would mean 'губење или деструкција на имот по пат на кражба, несреќа и сл. When lawyers use unknown terms in communnication with other persons, the jargon becomes a paralel language (*doublespeak)*. Shifting from jargon to paralel sspeech is not a feature only of the lawyers of the Englsh speaking area. Throughout the whole world people very often claim that they cannot understand the court procedures and the legal documents. In th 18th century, Jonatan Swift, an Anglo-Irish writer, critic and essay writer said: ' That's a language that no mortal can understand and probably there is no more puzzling and frightening jargon than the legal one..... and no language has ever been so much criticized' (Goshgarian, 1995: 488). During the time , the lawyers have changed, but their jargon hasn't. However, it seems that the jargon is a kind of creating a mystery around the profession, a kind of differentiating the people who are inside from those that are outside the profession. The language of law belongs to a general natural or popular language system – English, Macedonian, Serbian, Chinese etc. It cannot be completely autonomous, but it represents a subsystem of the basic language, a special technical sociolect, which differs in many traits from the general standard language, as well as from the other language subsystems.

One of the features of the Legal English is the usage of the everyday English to express specific legal meanings. For example the phrase *to make a motion*- usually expresses a kind of movement, but for the lawyers it represents *requirement to start a court procedure*. In the English for Law there are words and phrases which do not have any meaning for the people who are out of the law profession. Some of those words come from Latin and French (Powel, 1993: 68) Such are the examples:

a. *Replevin* – 'return of property'.
б. *Nemo dat quod non habet* – 'a principle according to which a person doesn't have a right to the property which one acquired from the person who didn't own it'
On the other hand there are words which are formal and mostly understandablee, but are very obsolete. Such terms are:

a. *Hereinafter* – 'further on, as stated below in the document'
б. *Aforesaid* – 'mentioned before'.
Then, the language of law can have very log sentences which include many dependant clauses, and they restrict and define the original announcement. However, most of the legal terms today belong to the standard code of the English language. Many of them resemble the plain words of English, but on the other hand have special meaning when they relate to the law. Such terms are:

а. *Nuisance*$_1$ - 'an accident, hinderance, a boring person'
Nuisance$_2$ - 'type of tort'
б. *Consideration*$_1$ - something considered when making a contract, something which is given or given up upon creating a contract.

Consideration$_2$ - 'thinking'.

Consideration$_3$ - 'something given in return as a compensation, which is sufficient for the informal contract to become legally bindiing'

In the further analysis we realised that there is a substantial coincidence in the meanings of the legal terms in the English and the Macedonian language. But, because of the difference in the legal systems, there are numerous examples in which there are several terms in English which denote one term in Macedonian, or there is no translational equivalent in Macedonian for an English legal term, i.e. a lexical gap appears.

The term *Identity theft* appears as a general term which includes *mail stealing* (via e-mail, or physically form the mail box), *dumpster diving, eavesdropping, phishing, scam, spam.* All these terms represent ways of stealing the identity which is a crime. In the Macedonian language all these terms (except for *identity theft*) represent lexical gaps. We don't translate them but just accept them as they are pronounced originally. We shoud know their semantics in order to understand them.

Another interesting examples are the English terms *lawyer, barrister, solicitor, attorney* which are translated as 'адвокат. But there is a difference in the semantics of these terms and one should know the specific duties and activities of these professions in order to make a difference. There are also legal terms that are not translatable in Macedonian because of the specifics of the English legal system. For example, the names of the judicial institutions in England do not correspond with the names of the same in Macedonian. For example the *Magistrate's Court* is the lowest court in England. We cannot translate it because there is no such court in Macedonia. The same relates to the *Crown Court, Queen's bench division, King's bench division, House of Lords, Law lord peer, etc.*Similar example appears in the American legal system. For example, the names of the courts correspond to our system of courts on the basic level: Primary court (основен суд), Court of Appeals (Апелационен суд) and Supreme Court (Врховен суд). But we view them only as translational equivalents, which doesn't mean that their function is the same. On the other hand 'Supreme Court' is the highest court in the USA on federal level, but the same name of the court in the state of New York relates to the first degree court. The term *solicitor* in England and Wales has specific meaning which is different from the meanin in the other English speaking countries, and in our language it represents a lexical gap because there is not such profession in our legal system. In order to find appropriate solution for these problems, we need to understand the different legal systems and we should consult the experts of the Law profession.

Particularities of the Macedonian register of Law

According to the group of authors of the Faculty of Law "Iustinianus Primus" in Skopje, in the Macedonian language there are four layers of expressions and meanings in comparison to the general language. (Micajkov at all, 2007, p.324)

The first layer consists of the unchanged elements in the general language of one national society. The second layer consists of "Altered elements of the general language", i.e. mixed popular and rpofessional expressions and meanings (Micajkov, at all, 2007: 325). The legal system needs to create its own technique in order to achieve greater preciseness in creating the legal relations in the normative and legal code. Thus, many legal expressions of the general language need to be transformed – either to be extended or condensed (more frequently to be condensed) by using normative definitions, or by the legal practice or the science of Law.

In the third layer of the language of law, the legal terms of foreign origin belong and they are numerous. A common feature of all the European laws is the double presence of the genetically common latin expressions. As a result of the contacts among the modern languages mutual influence appears especially influence of the economically stronger societies over the weaker ones. After the long international ruling of the Freanch language, the borrowings from it appeared in the rlegal sytem especially in Europe. Nowadays English became the language of the world and thus, the borrowings from English are also present in the Macedonian language of law. Such examples are:Litigants/ литиганти (страни на спорот), litigation/ литигација (судење), legislation/легислатива (instead of законодавство); obligatory/облигаторно (Instead of задолжително); appellant/апелант (Instead of тужител); briefing/брифинг ((Instead of кус извештај). In the Macedonian terminology of law there are terms that are formally analogue with the English terms, but their meaning is different. Lado (1965) calls these terms *False pairs* and points to the fact that these terms do not represent actual translational equivalents. Such examples are:

a.The Macedonnian term *криминал* Is formally analogue with the English *criminal*, but themeaning of the English term is someone who performs a crime 'криминалец'.

b. The Macedonian term *артикл* is a false pair with the English *article*, but the English term refers to an Article of Law.
c. The Macedonian term *формација* is not the same with the English *formation* which in Macedonian translation means an act of bringing a contract .

Conclusion

From everything said in this paper we can conclude that the language of law has its own specifics in both English and Macedonian. It's very important to view the language in the context of law. Our law systems are different and that's why we encounter difficulties when we try to translate from one language into another. In order to be clear and precise we should analyse both the systems of law. The English language of law originates from the English Common Law which is very much different from the legal system our country belongs to - the so called Continental law which originates from the French law.

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Using gamification in education

In the gamification exploration, one example is often taken as the basis for explaining gamification, and that is the game of the company Starbucks. Starbucks's game is a great example of transforming a traditional loyalty program into a fun way to retain its customers. The game started in 2010 and worked in such a way that customers with each purchase, received stars that could later be exchanged for a free drink or discount. The user is initially registered and thus receives beginner (green) status. With a certain number of stars collected, the user gets a higher status and thus receives additional benefits. The game had three levels and the players who passed the third level received valuable rewards for their loyalty. Unlocking additional benefits is the moment of gamification.

Microsoft is also on the list of companies that have successfully implemented gamification. In the tech industry, the product testing phase is an important part of its final appearance, but it is often a phase where testing employees get bored and do not provide quality information. Knowing that quality customer feedback and bug identification are key metrics to a successful testing phase, Microsoft found a way to increase these interactions by creating a program that compares leading teams, and gives them credit for the company's charities. Thus, in the first examination, participants with gamification improved feedback by 16 times more than ordinary participants.

Previous examples are examples outside the educational environment. But with the development of gamification, it also found its place in the classroom. The best example of this is the famous game Minecraft - Education Edition. Although the use of video games in teaching has been noted before, one of the best and most current examples of game-based learning is Minecraft: Education Edition. This game teaches students how to code through one of the most popular game formats in the world. It is enough to ask the parents which game their children love the most and you will get not only the mentioned title, but also the game mechanics that come with it.

Another example is the Google application - Read Along. The app uses Google's voice technology to encourage children to read and follow the narrator in the stories. The application has excellent ratings and is used all over the world. The only drawback at the moment is that it only works on the Android platform.

Kahoot is an online platform where quizzes, questionnaires and similar content can be created. This way, students use their mobile phones for productivity and learning content previously set by the teacher. Kahoot is one of the most interactive examples of gamification that motivates students in and out of the classroom.

As can be seen, there are various examples where gamification has a significant impact on better student engagement. Although these examples are becoming more and more common and used in the corporate world, the application of gamification in education still has a lot of research and implementation details to get it right. Gamification in education has the potential to bring significant benefits, but it should be warned that it is a tool that should be used with great care, especially for the unique variables of each educational environment.

Principles of gamification in the classroom

Gamification refers to the use of a set of principles and elements to increase motivation, engagement, and performance in a classroom. The following basic principles of gamification have been identified as the basis of design for educational environment:

- Challenge
- Social connection
- Competitiveness
- Achievement
- Fun factor

The challenge is to provide opportunities learning and development (Cugelman, 2018). In the context of education systems, a reasonable challenge can be created to foster learning, problem solving and creativity. Students should see challenges as a way to improve themselves and their work, and therefore be motivated by the opportunity to progress. The degree of challenge will need to be properly determined because a high level of challenge can cause anxiety or frustration, and a low level of challenge can create boredom or apathy (Csikszentmihalyi, 1975). Hence, the level of challenge will need to be adjusted to suit each individual's skill level.

Social connection or interaction has been studied in the context of playing games and has been identified as a key factor contributing to the normal flow of responsibilities (Sweetser and Wyeth, 2015). Social connectivity offers opportunities to collaborate on a task, which improves on three key dimensions: focused concentration, time distortion, and enjoyment. Through this principle, cooperation has been shown to increase concentration and fun (Daggubati, 2016).

Competition refers to "a competition in which two or more parties strive for superiority or victory" (Liu, Li, and Santhanam, 2016). Motivation is improved in competitions by using internal or external prizes. Competitions allow students to compare their performance or behavior with others, which in turn can increase motivation, engagement and learning (Maslow, 1945).

Achievement is a psychological need of the human being to strengthen his self-confidence (Maslow, 1945). The motivation for success increases the effort and commitment to achieve the goal (McClelland, 1987). Students are motivated by important goals that give them a sense of accomplishment or success. They are also motivated by awards or recognitions for positive results.

Fun is all about creating interest, curiosity and enjoying a task. Fun is associated with increased inner motivation and engagement. In addition, a fun and enjoyable experience can also increase students' desire for work (Agarwal and Karahanna, 2000)

Elements of gamification

In our research and review of materials on this topic we identified the following elements of gamification design as important: Points, Badges and Ranking tables.

Points, badges and rankings are the three basic elements of any gamification design (Nah et al., 2015). A points system is a scoring chart that shows progress or performance. Points are awarded when a student completes a specific school or homework assignment. Different points are awarded for the variety of work done. Points can be inserted into tables and charts, where the progress is easily monitored and students can reach a higher level where there are more difficult tasks and more points.

When achieving certain goals and tasks, badges are awarded to indicate a certain level of achievement. Badges can be linked to points, in a way that you get a corresponding badge for a certain number of points.

The ranking table shows a list of the best students according to the achieved goals in different areas. The charts can record students' points and achievements over a longer period of time. They keep statistics when, who and for what got points.

Most often, when the teacher gains experience working with these elements, in a fun and interactive way he knows how to combine these elements together on a large board that stands in the classroom and each student can see their progress, but also the progress of their fellow students as competitors for the prize.

Conclusion

In this paper, we review the use of gamification and identify its implementation in education. Although we have presented number of concepts of a gamification system, most educators do not use gamification, and if they do, it is usually just points and badges. Because the use of gamification in the classroom is relatively new, implementing it should be done with great care. Gamification can improve internal or external motivation, but it has to find the right way to motivate students. Intrinsic motivation is "to do something because it is interesting or enjoyable" (Ryan and Deci, 2000). External motivation refers to doing something out of an interest in achieving other goals outside the classroom.

Gamification requires creativity. Students should master the teaching material in an interesting, fun and engaging way. As students collect points, level up, and compete with each other, the teacher collects data, monitors progress, and adjusts rules and rewards. Students become eager to participate in the activities they need to do to improve their place on the board and get a better reward. In this way, students make school and learning a game worth playing.

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precise domains of certain disciplines, the simplicity and the elegance of the explanations, and the like.

It was assumed in the past that there existed a unique, universal scientific method which generated the unique, or the so-called universal scientific knowledge. Nevertheless, the modern perspective raises certain questions – for instance: how is it possible to unite social sciences and their normative and cultural content with the descriptive, non-cultural natural sciences? Even cognitive sciences now apparently claim their a priori independence from the natural sciences, both with respect to their method and to their content. The former blames the latter for its alleged limiting to the logical manipulation of symbols, whereas the latter accuses the former of its exclusive use of material causes. An example of the natural sciences - biology, for instance, demands its independence, and even argues to be contradictory to the highly developed physics. Furthermore, there are crucial distinctions between the methods and the theories within physics. How is it possible to understand these differences, and, ultimately, to reconcile them?

Over the centuries, simple theories proved preferable to the complex ones. Is their theoretical appeal the reason why we believe they are ultimately more accurate or more comprehensive than some other, complex ones? Can it be proven that simplicity is the key to truth, and can that aid us in confirming that the world is ultimately simple and unified? What is unity, after all? Is there an objective means of checking whether one theory strives towards the unity of sciences, whereas the other one does not? Is simplicity in the eye of the beholder, rather than in a theory itself? We speak of explanations, idealizations, laws, models, probabilities, theories, and so on. Too much philosophy resembles swimming. Most people can swim; however, only few can verbally describe what is to be done in order not to sink. The same can be applied to notions – we have a long way to go before we can understand the accurate meaning of notions we use in speech and in writing.

This paper is an attempt to demonstrate what the unity in science is, or, to put it differently, to present the various types of unity, as well as different ways and paths that could be followed with the aim of achieving and maintaining the unity of science. In other words, the paper wishes to represent the key ways to recognize the unity of science in both science and scientific and philosophical literature. This would manifest the importance of unity and its benefits.

THE GOALS OF THE PHILOSOPHY OF SCIENCE

In addition to the contemplation of the goals, methods, mediums of science, tools, scientific breakthroughs, the philosopher of science is interested in the products of science, the contents of its theories – in particular, the very general, unifying ones, which radically shape the perspective of a sane mind. The philosopher of science contemplates the challenges theory can pose to the conventional attitudes towards the world, such as the question of whether quantum indeterminacy shows that causality is not functional.

The philosophy of science strives towards the understanding of the questions the answers to which require a special technique that is not provided by the scientific training. There does not exist a laboratory for the investigation of the nature of the theories. Experiments cannot reveal the nature of the explanations. If we desire to answer these questions, we ought to turn to philosophy. The philosophy of science is in charge of stimulating the dialogue about the key question: does science still have the same status in our culture as it has until recently had?

One of the basic subjects of the philosophy of science is the formulation and the maintenance of the arguments in favor and against the unity of science. Practically every philosopher of science discusses the unity in various ways. Luckily, it represents a challenge for everyone hoping to discover what it is. Basically, there exists a common core of ideas, determined by the positive epistemic attitude toward the results of the scientific unity.

WAYS OF UNDERSTANDING THE UNITY OF SCIENCE

Prior to the contemplation of the essence of the unity of science, it is useful to differentiate between a couple of formulations of unity found in science and in philosophy.

1. The ancient Greeks did not make a clear distinction between science and philosophy. Nevertheless, Plato makes a difference between ontologically-based mathematics, which, in his opinion, illustrates the true division of being, and the supreme dialectics [1], which perceives the basic principles not as factual, but as hypothetical, and which ultimately strives toward the universal categorical imperative - the form of the Good, from which logically stems all the sciences and all true knowledge. This way of defining unity is known as *the classical dialectic* one, and is opposed to the contemporary Hegelian and Marxist one, which is the subject of another study.

2. Unlike the dialectic one, the unity dedicated to the existence of the world could be named *metaphysical* unity. This idea is best explained through the investigation of the opposite ideas. For example, the idea of unity is negated by any one of the attitudes included within the traditional label of 'incommensurability', in addition to the certain forms of metaphysical pluralism. The world is irrevocably divided into multiple building blocks – hence cannot be called a world. One of the forms of metaphysical pluralism is the irreconcilable Cartesian duality. Such pluralistic approach, despite its historical relevance, is rarely present in modern philosophy, with the exception of certain experimental postmodern projects. It is relevant to point out that in the core of metaphysical creed lies the idea that the human conscience and cognition are compatible with the unity of the world that is being observed. For instance, although (Psillos, 1999) establishes a connection between the actual unity and the "mind-independent natural-kind structure" of the world, assures us that the properties of independence are often firmly tied in a metaphysical way (see also Boyd 1999, Humphreys 2004:22-25).

3. Unity is often described as an *epistemic* achievement, constituted by the success of the scientific theories. This approach links unity to the actual, epistemological experience of the world (or some of its components), which is described in various ways. For example, the majority of people define the unity of science with respect to the discovery of the inherent order of experience. This slightly resembles Plato and his conception of the original rationalism and the thesis that knowledge is memory.

4. A) Certain scientists, but rarely philosophers, define the unity of science in a practical way, as a successful linking of the theoretical notions with the objects in the world, both the visible and the invisible ones. B) However, philosophers are not prone to practically defining the unity of science, but rather believe in *the ontology* of the unity of scientific theories. All of the manners share the dedication to the belief that the best theories are given a certain epistemic status. Through the contemplation of the unity, the theories are methodologically enhanced,

owing to the fact that the notion of method is very similar to the one of unity on the meta-level, rather than to the one of plurality. (For the definitions of the scientific realism also see Smart 1963; Boyd 1983; Devitt 1991)

5. A growing number of the philosophers of science and scientists agree that the *positive* attitude towards the unity of science is, in fact, defending science, and must therefore be substantiated by the details obtained from the actual situations – also known as the "first-order evidences" collected from the actual scientific research (Achinstein, 2002). For example, relying on Jean Perrin's case study from 1908 – Evidences of molecular reality potentially substantial evidence in favor of the unity of science can only be considered to be empirical, rather than general, philosophical one. (For further references compare Magnus and Callender 2004: 333-336)

6. The *semantic* unity is dedicated to the literal interpretation of the scientific theories on the world. Those in favor of the semantic perspective on the unified science perceive theories as methodologically prearranged. Namely, according to them, the claims of the scientific entities, scientific objects, events, processes, properties and relations must be scientifically-based in order to be considered scientific in the first place. This foundation needs to be interpreted literally, as the validity of truth, be it true or false. The proponents of the semantic perspective primarily stand in opposition to the ones that promote the ideas of the "pluralistic" epistemologies that perceive science as methodologically unregulated and logically anarchic mix of the explanations for the natural and social phenomena. Traditionally speaking, pluralism claims that the scientific assertions lack the literal, deeper methodologically and epistemologically based meaning. Certain pluralists even argue that not only science, but also the entire human experience are immense and split, without realizing that such anarchy enables the emergence of non-scientific and non-ethical "experiences". We witnessed the various manners in which science was used in the XX century, particularly owing to the certain forms of modern pluralism. The semantic idea that science approaches truth during its development over time is a common subject of the scientific and philosophical debates on the change and development of (Hardin, C., Alexander R., 1982), (Putnam, 1982). Discussion on the unique truth caused to the enhancement of the scientific and technical order, conceptualizing truth as something that can be quantified, qualified differently, and, to put it simply, ordered methodologically.

7. Given that the world is such as the quantum theory claims it to be, there exists a strong dynamic uniqueness underlying the basis of the macroscopic diversity of dynamic laws. [2] Equally strong, but apparently different, the sense of dynamic unity implies the macroscopic diversity for the dialectics (now different from the Platonic, Hegelian and Marxist version). The rich diversity of the properties and the processes results in the specific dynamic unity strong enough to sustain the internal reorganization of the diversity. The diversity of properties is of the key importance for the *dynamic* unity, rather than, as it may seem, the pluralistic conception of the world. [3]

8. Finally, the *traditional* unity of the scientific method is briefly discussed. It represents a general unity and an undefined mix of the above stated types of unity. It is tied to any stanza that may reflect the perception of science and existence as unique – organic. The unity of science is a form of scientific realism concerning what reflects our best scientific theories in a

greatest way. What follows, shortly, is a review of the most prominent and successful attempt to reach the coherent unity.

THE UNITY OF SCIENCE AND THE COHERENTLY UNIFYING SCIENTIFIC METHOD

9. The world we live appears to be partially disconnected, incompatible. Nevertheless, we do not experience it as such. The evidence of order, or, in other words, the unity of experience, is the fact that we can avoid danger, build, and change this world. Experiencing the world as ordered and unified is the primary and the basic relationship with it as well as with nature. This impulse or the genetic code for experiencing the world as unified is inherent to human minds. It is only in that manner that we can understand the world. Every attempt to understanding something is, in fact, an act of linking the unknown and the chaotic to the familiar, ordered and unified and of uniting them into a whole that can be subjected to perception and contemplation. This need - the desire for unity, has generated the idea of notion (that is the most relevant issue in logic) and the idea of science.

The most extraordinary and the first explicit successful attempt to unite the previous scientific achievements into a unified science were undertaken by Isaac Newton, who is considered to be the father of not only physics, but also of science - such as we know it today. The question of the purpose of unity of the successful science is valid without a doubt. The story about Newton actually represents an attempt to answer this relevant question. He is the originator of the scientific unity and the method he applied in his optics and his celestial mechanics. Recognizing the stated property of Newton's methodology rises a question: is the unity of science one of the epistemic, and, in this case, scientific virtues? Apparently, it is. Therefore, another question is posed: how does the unity of sciences relate to the other epistemic virtues, such as explanatory power, empirical adequacy, consistency (Greco, 2003)? Caution is recommendable, as is the recognition of Newton's virtuosity, since it is possible that the supreme intellect of the greatest scientific genius might have failed to give birth to the formula for obtaining a scientific method. To put it more precisely, how close can personal ingeniousness and objective reality be? Although it is possible to provide definite answers to these questions, the discussion that would issue would be likely to give birth of the new ways of understanding the unity of the world and of science.

A brief overview of the developments of the idea of unity prior to Newton follows. The impact of unity on the close relationship that exists between metaphysics and the methods for exploring nature is a suitable illustration of the introduction into the Newtonian science. A millennium-long Christian religion that was Kepler's as well as Newton's forerunner defined nature as an inherently mystical order, since, according to it, it was permeated by the divine reason and intelligence. The natural pattern was not obvious, but was a hidden, ordered unity that would present itself to those seeking carefully for it, and with the help of the irrational methods. Kepler, on the other hand, attempted to construct a model of the planetary motion based on the Pythagorean notions and numbers. These ought to take place within the Aristotelian-ordered perfect spherical planetary orbits. Even the fact that space is a geometrical tridimensional unity was perceived as a reflection of the single ternary god. Since the facts arising from his perception seemed to be rather unappealing for this scheme, Kepler attempted to build a unique model of his own, relying on the harmonies of the Pythagorean music scale (Voelkel, 1999).

Such historical context confused Newton, who hence noticed that the already existing various theories about the celestial orbits – such as Kepler's or Tycho-Brahe's, could be mathematically rationalized. The new mathematical law describing gravity is highly dependent on the previous theories, revealing the need for the universal constants in science. Kant, who was inspired by Newton, argued that the goal of science ought to be a strong unity marked by the reveal of the fundamental constants which characterize the forms taken by the universal laws and maxims. According to Kant, this is the sole shape in which science can exist.

A consideration of Newton's methodology is given next, focusing solely on his formulation of the universal law of gravity he wrote about in his Mathematical Principles of Natural Philosophy (Morrison, 2000). These are the basic steps: (1) referring to Kepler's and Galileo's experiments in order to discern the assumed phenomena, paying special attention to Kepler's laws of planetary motion and Galileo's law of inertia. (2) Next, applying Newton's laws of motion to an idealized system of objects of small size and mass moving towards a significantly greater mass under the influence of a force whose properties are geometrically defined. (3) Finally, assuming that the force is a vector linear in nature, and that it enables the construction of the center of mass, which separates from the common motions relatively. This is the framework of Newton's first law of motion, and it can be expanded so as to provide explanation for all the members of the Solar system. Further elaboration of this matter cannot be undertaken without the mathematical apparatus, whose application in this paper may move it into a different direction.

Newton's construction of the universal and the unique applied in explaining the world is an excellent methodological as well as theoretical achievement. In addition to the unity, many other methodological components require separate studies. The examples are the laws of motion, the geometrical basis of the force of gravity and all of its significant parameters that are essential for the complete dynamic description of Newtonian unity. A simple formulation of the phenomenon gave rise to the universal law of gravity, in addition to the laws of motion that determine spatial and temporal boundaries. These boundaries encompass the use of the law of unity, thus completing the constructive circle of the unity of science. This construction is marked by a firm unity, visible in the multiple interdependence of all of its components. The convergence of approximations and the coherence of multiply determined quantities is a methodological requirement of the constructive unity which is clearly expressed in all of the Newton's laws. For the first time in history unity became the center of the scientific picture of the world.

On the other hand, Newton's method provides a simple example of how the increase in unity brings about the increase in the explanatory powers of the theory. The universal law of gravity unifies dynamics by reducing it to a certain number of the laws of force necessary to describe the celestial and earthly motions. This results in the increase of the explanatory power due to the reduction of the scope and the robustness of its laws, taking into account the fact that the data corps supported by the new theory becomes bigger and more accessible than ever before. This type of unity is termed *coherent* unity (rather than labeling it as simply constructive unity).

10. This type of unity was adopted by Kant as the key reason why he believed the Newtonian calculation was given the privilege of intelligibility and appliance (Friedman, 1992). Newton's theory is no longer perceived as the sole truth, let alone as inevitable. Nevertheless, the standard of the coherence of methods via which the theories are united remains. This role of Newton's model was of great importance not only for Kant, but also for Reichenbach, and, later on, Einstein and Bohr. Their attempts to lay the foundations of physics in the best possible manner reflect their acceptance of the basic Newtonian ideal of science as a unified construction (Hooker, 1994). On the other hand, despite being defined as opposites of the Newtonian science, quantum theory and relativistic physics in fact are unique theories. Once represented as two-dimensional or three-dimensional, space and time are perceived as unified through the formulation of the fourth dimension – space-time - in relativistic physics. Although this may appear paradoxical, the shift from Newtonian to relativistic mechanics is, in fact, a further confirmation of unity, since space-time marked by its complexity unites the two dimensions into a single one.

THE POSITIVISTIC ONE

11. Relying on the same set of ideas, logical positivists initiated an ambitious methodological project named The International Encyclopedia of Unified Science (Neurath, 0. and Carnap, R., 1971). The prerequisite of intelligibility was a single formal language for all sciences to express themselves, which was, generally speaking, a predicate calculus, within which science was supposed to be deductively systematized from the logically-mathematical ordered systems of axioms. According to this point of view, any theory can be inductively derived from the basics of the pure, observational pieces of evidence that would be logically interconnected. Physics would undergo the process first, and would be followed by chemistry, biology, and finally, social sciences. On the other hand, each theory is logically reduced to the one preceding her, which would ensure the formal unity of science. The described reduction of subjects is actually the reduction of parameters which form the theory (see also Causey, 1977). Therefore, *reduction* is the central concept of the unity of science for the logical positivists, as well as for the analytical tradition that follows.

CONCLUSION

This paper represents an attempt to discuss several relevant ideas related to the unity of sciences. Taking into account both the classical and the contemporary attempts to achieve unity, special attention was paid to the most prominent attempt of unification of the theories and sciences offered by Isaac Newton. Contrary to the times of Newton, now exists a multitude of scientific disciplines, each of which has its own specific domains, theories, and methods specialized for the conditions under which a science investigates our world. In certain cases, the disciplines or their components can still be formally united via logical reduction (Hooker, 1994), (Fodor, 1974). Relying on this, it can be claimed that the greatest power of science resides in the formal monolithicity, as well as the possibility of forming a complex unity of various interactive processes of experimenting (Hooker 1994).

There are several reasons why the unity of theories is a desirable goal. The first one is the wish to achieve the simplicity and the elegance of theories. Next, the fact that unified theories bring about the increase in the generality of subjects and the capacity to explain, and are more informative that a multitude of limited and separated theories. In addition to this, theories marked by a wider scope are methodologically more appealing than the ones with a narrower scope. A general theory is proved to be more easily confirmed that a couple of theories with a narrow scope that are likely to be equally consistent. Unified theories provide the basis for the most serious scientific explanatoriness. According to a number of authors, this very notion is in a large measure a question of unifying instances that appear to be impossible to consider. Finally, explaining individual physical phenomena is successfully achieved by means of introducing them into domains of wider scientific theories.

NOTES

[1] Further on, in our millennium, there appears a historical reading of dialectics, which leads to some utterly different concepts of unity. Hegelian idealism, as well as historical materialism (Marx, Engels, Lenin) simultaneously confirm the fundamentality of unity as opposed to the organic unities – holism.

[2] Withing the quantum version of unity there exists a dynamical aspect of the geometric unity: all laws come down to a single one, under the appropriate conditions (for instance, the Big Bang), which differ only with respect to different types of energy known as weak or strong nuclear, electromagnet, gravitational ones.

[3] Paramenides would refuse to accept this version, since change does not exist in his opinion. Therefore, any kind of dynamics or exponentiation of a being represents a mere illusion. However, is it possible for this kind of unity to be a stanza or an attitude useful for our purposes?

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in this field, social workers promise to adhere to this code of ethics, but they must also work together to implement it and make disciplinary decisions based on it.

At the core of the code of ethics is a multitude of social work values. In the course of their work, social workers need to show responsibility for their profession by presenting, respecting and promoting these values. As professionals in their field, they should work on providing social services that will be available to the general public, but also to educate themselves in the direction of cultural competence and understanding of diversity in people. It is closely related to the need to respect the basic principle of this profession, and that is respect for the dignity of the person. Social services offered by social workers sometimes may be accompanied by ethical uncertainties and challenges. The code of ethics of social work exists with one and sole purpose, to help social workers cope with the challenges ahead of their careers and to provide them with the framework of principles and standards necessary to respect.

Purpose and mission of social work

Social work is an academic discipline, but also a profession. The discipline of social work is the study of the theory, methods and practice of the profession. Within the social sciences, social work studies human behavior in a particular social environment. Social work refers to the practice of social workers in relation of working with individuals, families, groups, organizations and communities in different circumstances. These include schools, hospitals, adult centers, mental health clinics, domestic violence shelters, private practices, advocacy organizations, and a number of other public and private agencies. The main and ultimate goal of social work is to improve people's well-being, the level of functioning between them and creating positive social change by improving social conditions, more humane practices and policies for vulnerable populations.

There are some overlaps between sociology, psychology and social work, but at the same time there are differences between these disciplines. Sociology, as an academic discipline, studies social groups, organizations, institutions, and societies. Psychology studies the psychological processes, psychological states, personality traits, their interrelationships and interdependence, as well as their dependence on physiological processes and social conditions. Social work is focused on social and economic conditions and their impact on individuals, families, groups, organizations and communities. Hence the emphasis is on the importance of multicultural understanding for both people and communities. Namely, social work tries to intervene between the people and the environments in which they function. As a human profession, social work tends to improve the individual and group functioning, activities, and social relationships that people establish with the environment. (Information)

Like any other profession, social work has a purpose and a mission. The goal is to develop human potential, enrich their lives, and prevent various forms of dysfunction. Meanwhile, its mission is, through various forms of work, to provide assistance to the numerous, complex relationships between people and their environment. (Milenković, 2010)

Social work as a profession

Social work is based on humanistic ideals and human rights, as they are specified in the most important international documents. The focus of this profession is set on the study of human behavior and interpersonal relationships, in order to promote them. Only socially trained and licensed professionals are engaged in social work, who possess professional knowledge, methods, techniques, skills, ethics, institutional framework and other characteristics in the profession. Social work is actually a public service that is manifested by helping, managing and solving various social problems in individuals or small groups. The public services offered by social workers in this profession should always be elevated above personal interest and personal benefit. It is not uncommon for social workers to volunteer to help through various organizations for free. By using their skills and knowledge, they help their clients who are in serious social problems, such as drug addiction, criminal behavior, home and family instability, and child abuse. In this profession, social workers advocate for social justice and fight against social injustice. They usually offer social support and resources for vulnerable categories of people and oppressed groups. The efforts they make for social change is primarily focused on poverty, unemployment, education and discrimination. They promote equal opportunities for access to basic services, resources and information, but also healthy engagement with customers. The profession of social work constantly emphasizes the primary importance of human relations. Relationships between people are the main driver of change, advocacy and fairness. Social work is generally based on the ability to maintain positive relationships with people who are insecure and have a hostile attitude, and therefore these professionals are expected to be both communicative and very patient. (Guide, 2018)

Basic principles and values of social work

Like any other profession, social work relies on a certain system of values and principles. Social values are expressed through the ethics of the profession, which is built by prominent members of it, certain professional groups, associations or organizations. This profession is most often performed in government or public services and institutions, but increasingly in private institutions and NGOs and humanitarian organizations. (Milenković, 2010)

The basic values of social work cover a wide range, from integrity to individual dignity, to compassionate service, to social justice and to human relations. These values are the main indicator of the effectiveness of programs and activities by this profession. These values establish the moral foundation of the social workers' organization and summarize the ethical principles used to set professional standards and guide social work practices. (Guide, 2018)

As basic principles and values in social work the following can be stated:
1. Respecting the freedom and person’s dignity
2. Belief in the possibility of improving and perfecting human nature
3. Understanding individual and group characteristics and differences
4. Developing spontaneity, creativity and potential in the individual for personal development and self-help
5. Willingness to separate personal feelings and needs from the professional relationship
6. Advocating for social justice, economic, physical and mental well-being of the person
7. Tendency to use professional knowledge and skills for the benefit of others
8. Striving for a neutral and non-judgmental attitude
9. Respecting the trusting relationships with others and professional secrets and dignity in personal and professional behavior. (Milenković, Beograd)

Professional ethics in social work

Professional ethics is the essence of social work. This profession differs from other professions in terms of the importance it attaches to values and the impact on the ethical aspect in its practice. In fact, it is in the very nature of this profession, dealing with conflicting values and making morally difficult decisions in favor of society. (Clark.C, 2000) This profession has an obligation to articulate its core values, ethical principles and ethical standards. The Code of Ethics sets out these values, principles and standards that further serve as a guide for the social workers' behavior in their profession. The code is relevant to all social workers and social work students, regardless of their professional functions, or the population they serve. It offers a set of values, principles and standards as a direction in decision making, in case of ethical problems in this profession. But it does not contain rules that indicate how a social worker should be placed in a given situation and how to act. Ethical responsibilities actually come from all human relationships and relations, from personal and family to social and professional relationships. Also, the code of ethics does not specify and emphasize which values, principles and standards should be treated as the most important and should exceed the others. The social worker, through his assessment of the whole process or specific situation, makes a decision on the application of ethical standards.

Ethical decision making in social work is a process. There are situations when social workers face complex ethical dilemmas that do not have simple answers. In such cases, social workers should take into account all the values, principles and standards of this code, which are relevant to any situation that requires ethical reasoning and decision-making. Decisions and actions of social workers should be in accordance with the code of ethics. In the decision-making process and conclusions, in addition to this code, social workers should also consider other sources of information on ethical thinking that may be useful. Significant sources of information may include ethical theory and principles, social work theory and research, laws, regulations, agency policies, and other relevant ethical codes. Social workers should also be aware of the impact of ethical decision-making on their clients and their personal values, cultural and religious beliefs and practices. Additional guidelines and consultations for social workers with relevant literature on professional ethics and ethical decision-making when faced with ethical dilemmas are not excluded. These consultations may include the ethics committee for social work, regulatory bodies, more experienced colleagues, supervisors or legal advice.

The code of ethics cannot guarantee the ethical conduct of a social worker, nor can it resolve all ethical issues or disputes at work. It only sets values, ethical principles and ethical standards that professionals should strive for and respect. In fact, the ethical behavior of social workers should be the result of their personal commitment and involvement in the ethical practice of this profession. The commitment of all social workers is reflected through supporting the values of the profession and their ethical action in it. ((NASW))

Respecting the person's dignity

Human rights are a powerful idea in the modern world, and that is why they are so important to those who work professionally in human services, and especially to social workers. Human rights provide the moral basis for social work, not only in terms of working with clients, but also in terms of community development and support for rules and activism. They are at the center of the social work concept, where they are treated as good for both the individual and society in the interest of the individual world of the client, but also in the interest of providing a healthy society. The moral principles of social work are based precisely on respect for human rights, and this can best be expressed through their affirmation and realization, but also prevention of their restriction or violation. (Ife, 2001)

One of the basic principles in the social worker profession is respecting the person's dignity. Dignity is a characteristic or condition when one is considered worthy, respected, or valued. It includes the way one person sees itself, but also the way others treat it. Different factors affect a person's perception of itself, but the way others see and treat that person, can greatly contribute to building its self-confidence and self-esteem.

Practicing dignity is one of the keys to entering the inside of one's own being, understanding one's own identity, and improving one's life with full awareness. It is about respecting one's own essence and commitment to acting in life. The word *dignity* is associated with personal value, merit, virtue, readiness, position and honor. It is also associated with the idea of magnificent beauty and sublimity. (Schwarz, 2018)

There are different categories of people in a society. Some of them, due to certain circumstances, are helpless, poor and vulnerable, which does not mean that they deserve less respect and dignity. The attitude and reactions of others can have a profound effect on one's dignity. Dignity is the right of a person to be valued and respected as such, and to be treated ethically. Human dignity is an internationally guaranteed category and is part of all human rights acts. Therefore, it is logical that each state must take into account the dignity of its citizens. Each person is unique and experiences dignity in their own way. (Diaz, 2017)

Social workers value the dignity and worth of every person. Their attitude and treatment towards each client is empathetic and with respect for individual differences, cultural norms and ethnic diversity. They are aware of the cultural and social values and differences in the people they work with. As such, they treat them with dignity and respect, while promoting their capacity and ability to meet their needs and improve their personal situations. Social workers strive to increase their customers' ability to change, meet their own needs, and become confident. As professionals, they are always aware that at the same time, they are accountable to their clients, to the law and to their organization. (Guide, 2018)

The importance of ethics and values in social work is much more than compliance with regulations and requirements. This is a profession in which customers are often vulnerable and incapable to stand up for themselves. That is why it is necessary for those who strive for them to be committed and consistent in the process of strengthening those who are vulnerable, oppressed or affected by poverty. (Ethics, 2018) The most important thing about the social worker profession is the ability to change, ennoble, and enrich one's life. This profession is a powerful platform for encouraging change in a person's life. (Paulk, 2018)

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In the high school curriculum, in the subject of Geography, regional and interregional developments are expressed through the treatment of natural, demographic and economic specialties of geographical regions in Albania and Albanian regions. Effected by some processes such as: *globalization, the free movement of population, globalism, free movement of population, emigration, return and remigration of students, intercultural co-operation, respecting people's rights, etc,* is needed a further treatment of regional co-operation in this curriculum.

In the local, regional and interregional development, tourism plays a prime role, when it is known that today it is the "savior" of many of our geographical regions in the road of economic development. Tourism blossom supports the development of not so developed regions and stimulates their potentials.

How are regional developments and interregional collaborations in Albania and Albanian regions being treated today in the curriculum of high schools? How is the youth qualified theoretically and practically, for the stimulation of these collaborations through touristic developments?

2. Region, types and their characteristics in Albanian space.

A region is the territory where stable and equilibrated relations are put between human society and environment. The word "region" comes from Latin language and it means "to study" (region). The region is the main unit of studies in geography. This unit is a mean that offers a way to explore a space. Regions are determined in different ways, that's why a country can belong to some regions depending on the purpose and object of regionalization. Regions can be identified based on physic and human characteristics.(Textbooks, Ideart, Filara, Pegi, Class 10,11). Conceived today as a unity of connections and co-operation between natural environment, man and the state of economic development, the meaning of region has changed. Former regionalization of Albania relied mainly in the natural criteria (relief, climate, geological construction, etc). It was regionalized in Northern Mountain Province, Central Mountain Province, Southern Mountain Province and Coastal Albania. Tourism development in these provinces was slightly treated, relied on the concepts of time. The demographic and economic criteria (tourism development) was left behind. With the changes after 1990, that included demographic (migration) and economic aspects, the meaning of region would change. Albania was organized in geographical regions, which reflect a unity of connections between natural environment, man and the state of economic environment. In the subject of geography in the curriculum of middle and high education, geographical regions are treated by simultaneously defining natural, human and economic features. The last years developments have gained more and more importance, by making up one of the most important branches of economy, for most of the geographical regions. The study of opportunities for tourism development in these regions firstly starts with the new generation to be treated later in the highest level of education with the final intention the preparation of plans, projects for the development of regions with high touristic potentials and the growth of interregional co-operation.

In the conditions of regional developments and the opportunity for European integration, cross-border regions and collaborations between these spaces are taking a primary role. Cross-border regions are considered those geographical spaces that stretch along boundaries that divide places or spaces of different countries, where projects about their common economic, social, cultural and ecological developments are realized. Their dimensions change depending on the extent of collaboration and effects that it brings on each part of the boundaries (Doka Dh, 2010). Border areas between Albania and Albanian regions are considered cross-border regions because they are peripheral areas, in similar geographical conditions and offer natural, human and cultural common potentials. Just as for geographical regions, even cross-boundary region's tourism is considered an interregional connection link. It's development is considered as the driver of the improvement of social-economic situation of these spaces.

3. Geographical and cross-border regions in the subject of geography in the curriculum of high school.

The concepts region, geographical region and cross-border region are treated in high school in the subject of Geography. The new curricular innovations have brought changes in the curriculum of this subject. (Normative Provisions, 2013).

In the previous curriculum the basic concepts about the region and it's types were treated in the subject of Geography of 11th grade. Teaching loads for this subject was one hour per week, insufficient to deepen the knowledge and to expend the concept of region in general and that of the cross-border region especially. Geographical regions in Albania, Kosovo and other Albanian regions are treated today in the subject of Geography of 12th grade according to the existing curriculum. (Normative Provisions, 2013). Cross-border regions are not treated enough, by not informing the youth about this concept, and the importance that those regions have for the economical collaboration and the integration of Albanian regions. In special cases, specifically with their geographical location of DAR or high schools, supported even by common projects with different non-profit organization, land or curricula projects in the focus the regional, cross-border development, and regional collaboration have been developed.

In the new curriculum, based on key competences geographical regions are studied in the 11th grade. Even in this curriculum cross-border regions are not treated enough. For pupils' education and fulfillment of key competences, this curriculum enables the handling of concepts of regional and interregional development through lending and inter lending projects. (Guidebook for the development of new curricula at Gymnasium, Tirana 2016).

Today in the state where the third sector of economy has gained development it is the duty of schools and teachers to orientate pupils to the recognition of the possibilities for co-operation of the cross-border areas through touristic development. This can be achieved through practical training in school through the implementation of lending and inter lending projects. The free choice curriculum for the 10th and 11th grade should be enriched with subject or professional modules that promote interregional co-operation and economic development. This becomes applicable by schools that their geographical stretch is in the cross-border area. This schools would offer even ready models about interregional co-operation. During September-October 2017 the Ministry of Local Self-government, Skopje, in collaboration with the Ministry of European Integration, Tirana, as the operating structures responsible for the implementation of the Program IPA of the cross-border collaboration, conducted a competition for the shortest creative video with the theme: "Five reasons why I want to visit the neighboring country", where the winners were announced on November 2017 in Struga. In this competition were invited even the students of the DAR Elbasan high schools. Based on the geographical and historical knowledge that they have about the neighboring countries, they proposed interesting videos about the reasons why neighboring countries should be visited, with the focus of cross-border co-operation. On the subject of Geography 12th grade, which is expected to be implemented during the school year 2018-2019 the region and interdependence will be treated extensively in the world framework.

4. Geographical and cross-border regions through lending projects in high school.

In the subject of geography projects can be developed with a view to theoretical and practical training of pupils about the importance of interregional and cross-border co-operations. Through these kind of projects can be fulfilled key competences such as:

The fulfillment of key competences through landing projects:

- ✓ **Communication and Expression competences:** The student communicates in a more effective way during the presentation of the project using more effectively information technology and other technologies.
- ✓ **Competence of thinking:** The student thinks in a more critic way about the touristic developments and takes part in making decisions and useful initiatives for the development of such areas.
- ✓ **The competence of learning:** The student learns to learn by solving a problem that is required by him.
- ✓ **Competence of life, enterprises and environment:** The student contributes in a productive way by preparing, presenting, directing and participating in a citizen information campaign about a specific topic, based on new ideas, based on clearly defined outcomes (for example an information campaign for the environmental protection and cross-border development.)
- ✓ **Personal competences:** The student analyzes personal advantages and weaknesses by identifying the measures through which it tends to support personal advancement, in its priorities and measures.
- ✓ **Civic competence:** Pupils devote themselves to the common good by demonstrating concrete examples of interregional cooperation and tourism development in daily life activities at home, in classroom, in school and in community, proposing alternatives how all citizens can contribute in different ways to this process.
- ✓ **Digital competence:** The student uses technology to stimulate innovation. He uses digital tools to process, create, realize and demonstrate project finding through filmed or animated visualizations. (IZHA, Introductory Programs, Geography 10,11, 2017)

With the realizations of such projects the students reach the learning outcomes according to the competences of the Geography subject as : Observation and investigation of geographical occurrences; Collection, evaluation and communication of the information; Decisions making. They: Decide for a geographical case for searching investigation; Choose the most suitable resources from the firstly and secondary resources available; Decide the cause-consequences relations of geographical occurrence that happen in the natural systems of Earth and geographical occurrence that happen in different places and regions; Give explanation regarding this geographical case taken in consideration; Identify the consequences that can follow the solution of this case.

Topic	**Interregional touristic developments in Albanian regions**
The results of learning the competences of the field/subject through the topic of the lesson.	- Identify the features of geographical position of AR and Albania for tourism development - Analyze the natural factors (potentials) that provide tourism development in AR - Analyze the human factors that provide tourism development in AR. - Tell clearly through different methods of information, the most important touristic sites in AR. - Clearly identify the methods of interregional touristic co-operation. - Think about the environment and social problems that hold back tourism development in these regions. - Important factors for the development of this sector, in the city or region where it takes place, would take part. - Demonstrates the capabilities to select the topic, gathering and processing the materials . - Demonstrating the capability to present by using in the right way the expressed language, written and IT. It holds critical attitude about the proposed word.
Means and information resourses.	The book of Geography 11, photos, information from previous classes, maps, actors taking part in the project, the supporting literatures, excursions, etc.
Connections with other fields.	Albanian language and Literature, History, IT, Citizenship ,Biology, Chemistry, stable development, interdependence etc.
Methodology and pupils' activities.	Group work, discussion of the ideas, brain storm, the structural holding of notes, field survey, gathering of information, processing, cartography, etc.
The first group	**The Northern Region of Albania and western region of Kosovo.** - Geographical position and natural potentials for the development of tourism. - Human potentials for tourism development. - Types of tourism that develop in this interregional space. - Tourism yesterday and today, comparisons. - The problem in tourism development, interregional differences, measures to prevent them.
Second group	**Western region of Albania and Albanian regions in Montenegro.** - Geographical position and natural potentials for the development of tourism. - Human potentials for tourism development. - Types of tourism that develop in this interregional space. - Tourism yesterday and today, comparisons. - The problem in tourism development, interregional differences, measures to prevent them.
Third group	**North-East region of Albania and Western region of Albanian regions in the Republic of Macedonia.** - Geographical position and natural potentials for the development of tourism. - Human potentials for tourism development. - Types of tourism that develop in this interregional space. - Tourism yesterday and today, comparisons. - The problem in tourism development, interregional differences, measures to prevent them.
Fourth group	**South-East region of Albania and Albanian regions in the republic of Macedonia.** - Geographical position and natural potentials for the development of tourism. - Human potentials for tourism development. - Types of tourism that develop in this interregional space. - Tourism yesterday and today, comparisons. - The problem in tourism development, interregional differences, measures to prevent them.
Fifth group	**Southern region of Albania and Albanian regions in Grecee.** - Geographical position and natural potentials for the development of tourism. - Human potentials for tourism development. - Types of tourism that develop in this interregional space. - Tourism yesterday and today, comparisons. - The problem in tourism development, interregional differences, measures to prevent them.

5. Conclusions

The specifics of interregional developments include many actors and fields, as well as education. Basic concepts about collaboration and interregional development are taken in the pre-university education. In order to fulfill the key concepts, and to train students, it is important to :

- ✓ Draft and apply lending and inter lending projects with the focus of interregional development.
- ✓ To be drafted from educational institutions and professional modules that have in focus topics that deal with cross-border region and interregional development.
- ✓ To conclude in the free choice curriculum of the 11^{th} grade these kinds of modules.
- ✓ To be treated widely in the module of “Touristic guide” touristic interregional developments.
- ✓ For cross-border areas to be drafted common projects between local governments, school’s DAR and the community which knows from near the problems and touristic potentials of the areas.

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ethical behavior began in the fifth century BC in Athens and continues to this day. Socrates (the "father" of Ethics)[1] is mentioned as a kind of founder of ethics in ancient books, who was among the first in all of Greece, which was that time considered the cradle of civilization, he began to think about the nature of good and evil, what is good and what evil and where they come from . In addition to Socrates, the theory of ethics was dealt by Plato and Aristotle. Aristotle mentions the word "Ethics" in the context of the properties of human character[2].

And in today's modern world, most people equate ethics with either morality or conscience. Ethics signifies some good behavior, and unethical would be something that is illegal. As one of the big problems is the fact that a lot of people don't even know what ethics is. There are studies that show that a number of people classify ethics as one of the religious customs and even as a religion. Ethics has been associated with religion since its inception, which is correct, but today's definitions of ethics define it as the science of morality or as behavior in accordance with moral principles. Ethical behavior is a very interesting term for which it is difficult to give an accurate definition. It could be behavior that is consistent with all the moral principles, tenet and standards of an individual or organization[3].The etymology of the word refers to the realm of moral philosophy, so most ethics scientists that deal with ethics consider it to be a special branch of philosophy, that ethics is a philosophy of morality, or philosophical thinking about morality, moral problems, and moral judgments. In the Webster`s Ninth New Collegiate Dictionary, ethics is defined as a discipline that deals with good and bad, as well as moral duties and obligations. Ethics is almost as old as humanity. From the very beginning, people have been faced with ethical issues and dilemmas. Ethics is an integral part of every society and community because every community no matter how big or developed it is has some ethical specifics. In everyday life, the word "Ethics" is often used, but what exactly is ethics? According to Anić and Goldstein, ethics is defined as a discipline that deals with the study of the meaning and goals of moral aspiration, the basic criteria of moral evaluation as well as the basis of the source of morality.

According to Klaić, the task of ethics is not only to acquaint us with what morality is, what its basic components are, but also to take a critical standpoint to existing moral practice. Anić and Goldstein state that morality in the broadest sense is the understanding of the relationship of good and evil, respectively, the totality of unwritten social principles, norms, ideals of customs about behavior and relations between people imposed by the conscience of individuals and communities. They define ethics as a set of norms of a society that are an obligation for its members, and therefore ethical behavior is one that is in accordance with the rules of morality. According to Parnham[4], the task of ethics is to give rules to a civilized society so that it can function, rules that can be based on: religious or humanistic principles, on ethical heritage, or on political systems, and which are then embedded in the legislative system. There are many definitions of ethics, many authors give their own definition of ethics but still, the basis of each definition is that ethics deals with values and rules that are considered desirable, both for the individual and for society as a whole and has a critical view of moral practice.

II. BUSINESS ETHICS

The term business ethics is a term that appeared in the seventies of the twentieth century. Although business ethics has been developing more intensively in the last few decades, they have their roots in the distant past. Business ethics has its roots in various written laws and rules in history, such as the Code of Hammurabi (1700 BC), the Bible (Ten Commandments of God), the Talmud, the Qur'an[5]. In modern times, the term "business ethics" was encountered in the

[1] Sokrat, Biografija, Dostup.na : http://www.znanje.org/i/i2011/11iv03/11iv0309/filozofija.htm, explor.01.09.2019
[2] Aristotel, Biography, Dostup.na:https://www.biography.com/scholar/aristotle, explor. 01.09.2019
[3] Buble, Marin , Osnove menagmenata, Sinergija , Zagreb,2006, str.60-61
[4] Daniela Blažon, Poslovna etika kao konkurentska prednost poslovanja, Čakovec, 2015, str.6
[5] Filip Kozjak, Etika Vodstva, Diplomski Rad, br. 204/PE/2018, Varaždin, 2018 ,str. 8

United States in the late 1960s. After that, in the 70s in the USA, in the 80s in Europe, we recorded intense thinking about the possibilities and applied ethics in the economy. In the USA and in some Western European countries, topics of ethics and economics occupy more and more places in discussions, scientific gatherings and seminars, but also in concrete practice (talks in production, factories and work organizations). Since that time, the first concrete results of the discussion on the ethical role in the economy have appeared, such as: textbooks are published, congresses are held, individual seminars and one-day counseling are held, magazines are launched, courses on business ethics are offered, etc. In connection with this modern business culture, ask yourself the question what is Business Ethics"? We find the answer and opinion in this regard from the authors and theorists who have dealt with this issue, i.e. the issue of the modern market and competition.

Business ethics refers to truthfulness and fairness and contains many aspects such as society's expectations, fair competition, advertising, public relations, social responsibilities, consumer independence, and the behavior of companies at home and abroad. The word business comes from the Slavic words poso, trad, posso pusso, busso, engl. busy - acting, in space and time with a given goal and purpose - mission and acting in exchange for something most often money or some other good or service[6]. A business as a business must be targeted and efficient in terms of cost, time and resources. Combining the terms posso and ethos we get the definition of business ethics. According to Aleksić, business ethics can be defined as the application of ethical values in business, from making strategic decisions to behaving towards customers and suppliers. Pupovac has a different opinion regarding business ethics and says that it is a set of moral principles and norms that guide the behavior of active participants in the economic system in accordance with value systems based on general human values and aimed at human well-being. Bebek and Kolumbić point out that business ethics is behavior in accordance with the rules of morality in a business environment that combines two determinants of business. On the one hand, material success, which means meeting the needs of customers or clients, and meeting the needs of producers by making a makings or profit, while on the other hand, business, includes an ethical or moral dimension. Also, the authors point out that business ethics is a way of conceiving, folding, communicating and doing business in accordance with the spiritual, sociological, biological and natural laws of man and the environment, or doing business in harmony with nature, which means doing business most economically, ecologically and with the least energy wasting. It is important to mention (although they are not the subject of this paper) that in addition to business ethics, parts of the ethics are individual or personal ethics, organizational ethics, social ethics, managerial ethics, professional ethics [7](medical, teacher ethics, etc.).

In order to understand well the term "**ethics**" and **"business ethics**", it is important to define the term "**morality**" because these terms are often mixed in everyday speech, but also in various literatures. Various authors have various opinions and definitions about what the word "morality" encompasses. Bebek and Kolumbič define the term "Morality (lat. Mos, gen. Moris, pl. Mores - customs, will, rule, law) - as a set of rules of a particular society and social class on the content and manner of mutual relations and human communities."[8] According to Bober and the associates "Morality (lat. Moris - custom, rule, law) is a set of valid, generally accepted and mostly unwritten rules (norms, principles, ideals, customs) of a particular society on the content and manner of mutual relations between people and human communities "Anich and Goldstein share the opinion that" Morality is the relationship to good and evil in the broadest sense; the

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[6] Borna Bebek, Antun Kolumbić, Poslovna Etika, Sinergija, Zagreb, 2005, str.7.

[7] Perič, Julia. , Poslona Etika,dostup. na http://www.efos.unios.hr/arhiva/dokumenti/PE1_Poslovna etika, Uvod_25042012.pdf.explor. 02.09.2019.

[8] Filip Kozjak, Etika Vodstva, Diplomski Rad, br. 204/PE/2018, Varaždin, 2018 ,str. 4

totality of unwritten social principles, norms, ideals of customs about behavior and relations between people imposed by the conscience of individuals and communities"[9].

We can say that morality is a set of unwritten rules and customs that govern the relationship between people and the community, while ethics is a theoretical or philosophical reflection on that relationship. Morality relies on the consciousness of the individual, and for disrespecting the moral norm appears remorse and disapproval of the environment. There are no regulations that sanctions an individual will bear if he does not adhere to some social norms, so it differs from the law where sanctions are prescribed, that is, penalties for non-compliance with the law. An individual's morale is influenced by various factors that affect every individual, child and adult, from birth. Some of these factors are upbringing in the family, customs of the local population, society that affects the individual, religion, tradition, politics.

III. PHILOSOPHY AND CONCEPT OF MANAGEMENT

Management as an activity is encountered quite early, in the 50-60s of the 20th century in the United States, and as a term more used in Western countries, where in various literature of sports, economic, political and educational nature, this term is widely used and it is still used. In our environment, the term manager and management is beginning to be used and incorporated into our terminological dictionary, 80 years of 20th century, and has been used much more frequently in the last twenty years, especially in economic, market, technological, educational and political discourse and vocabulary.

The term manager comes from the English word "**manager**", which means: a person responsible for controlling or managing all or part of a company or similar organization. From that word come synonyms in English such as, leader, ruler, director, chief, headman, etc. In understanding and defining management, we face a lot of dilemmas. Some of these dilemmas are of a semantic nature, considering that the same content is transcribed in different terms, but also vice versa, i.e. under the same term they understand different contents. In the literature of the western state, the term "management" occurs in three different meanings, such as: organization, management and leadership. In the first period of studying the organization in the USA, management is referred to as Scientific Management (scientific management, scientific leadership, and scientific organization of work). The American theorist of the organization Joseph L. Massie[10], (in Essentiales of Management) defines management as a special group of people, whose task is to direct their efforts towards common goals, the activity of other people, but this definition does not allow to determine what exactly is meant by this term. : "Management", "Leadership" or "Organization". However, in another paper". Menagement Theory ", Massie uses the word management to mean" Organization "[11]. In the English language for "management", in addition to the terms management, there is also "administration", "government" and "leading", although the latter term "leading" is more used to denote one of the functions of management - for leadership, so in in that sense, a narrower term from management. It is similar with the German language, where the term "Leitung" is used in the sense of "Management" but also "Leadership", while the word "Fuhrung" refers only to "Leadership". The German word "Fuhrungs Gruppe" corresponds to the Anglo-American term "Management". Regarding the dilemmas about the concept of management, the most famous representative of the classical theory of organization H. Fayol, called "management" the term "government"[12]

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[9] Isti autor i izdanje ,str. 4

[10] J. L.Massie,Essentiales of Menagement,Second Edition,Prentice- Hall, Inc Englewod, New Jersey,1971, str. 4-7.

[11] P. Sikavica , F.B. Šiber, Menadžment, Masmedia, Zagreb, 2004, str.16

[12] Isti autor i izdanje ,str. 17

The cases and examples we have given in connection with the term “Management” and many others that we have not mentioned here, say that the mentioned term is used on a case-by-case basis in different meanings, as “management” much more often as “leading”. And sometimes as "Organization". The word "management" is mostly used in the economic field, i.e. in economic work organizations. In recent times (after 2000), the term "management" is increasingly used in education, i.e. in institutions and the education system, with the aim of managing institutions and improving the education system. These goals provide a sense that something important will happen in the field of education, primarily related to the successful management or guidance of educational institutions. Achieving efficiency can be a managerial task or mission, but can it be managed without proper planning in advance? It is no coincidence that it is said that good planning leads to success, "unsuccessful planning means that you plan doom and failure."[13] In the continuation of the work, more about management, characteristics of a successful manager and leadership styles.

IV. CHARACTERISTICS OF A SUCCESSFUL MANAGER

The basics of management have been known since early times but modern management is a 20th century phenomenon. Although there are many ideas, schools, and directions within management theory, there is still no consistent theory that can be practiced. Of all the theories, the closest to that goal is the contingency theory. It emphasizes the importance of the real situation in which the manager finds himself, regardless of the country in which the manager works and lives. Therefore, management as a concept, in addition to the scientific dimension, also contains elements of art and skills. Regarding the basics of management, some authors say that management is a science, and successful management is an art. This is the basic reason why management can never be fully learned and even less to be copied.[14]

The success of companies, labor organizations or economic institutions, today more than ever before is the result of successful management and planning. The importance of management and quality managers is more inevitable for the success of any organization or work institution (taking into account educational institutions as well). Most educational institutions (primary, secondary and higher schools) in Kosovo have had various problems in the last two decades, mostly with student success, all due to political interference in educational institutions and the appointment of inexperienced and unprepared managers-principals in these institutions. Only managers who have a pronounced individuality and innovative abilities can meet the challenges of rapid development and change in society, technology and the labor market, not only today, but even more so in the future. A high degree of self-confidence, less organizational dependence and much greater self-autonomy are part of the characteristics of the manager of the future. The task of a modern manager is to motivate his co-workers and to inspire others, and this often depends on his charisma and his personal characteristics.[15] The manager of the future should be younger than "his" previous colleagues, and should be able to make the right decisions in different situations. As W.B. Wriston points out, modern managers must first know how to motivate, coordinate, and connect these different individuals whether they find themselves in production or in other work institutions and organizations. Modern managers differ from classical ones in that they do not focus on finding the ideal organizational structure, but focus on managing in accordance with the rapidly changing environment and the requirements of the competition, because the ideal organizational structure is almost unattainable in such conditions require management to respond quickly to environmental

[13] Grup autora, Upravljanje i menađerstvo u obrazovanje, Kec, Prishtina, 2003, str.109

[14] P. Sikavica , F.B. Šiber, Menadžment, Masmedia, Zagreb, 2004, str.22

[15] Isti autor i izdanje, str.23

challenges.[16] According to W.B. Wriston, there are three key attributes of a successful manager and they are:
- finding the best associates;
- finding ways to motivate associates, and
- giving sufficient freedom to associates to work in their own way.[17]

One important characteristic of every individual in society, and which is very important for every manager and member of an organization or work institution, is both a code of ethics and morals. Managers must understand the code of ethics as a tool that serves as a guide for business ethics, in which the key role in its application is played by them (managers). Managers of the work organization and other work institutions should take responsibility for creating and maintaining ethics in the organization. Considering the ethical and moral principles in business, there are three categories of managers:
- **Moral managers**, who are characterized by high moral standards both in their own behavior and in their expectations of the way of doing business. They are sources of ethical behavior and hold that ethics is part of leadership and business success is achieved within the bounds of the law.
- **Immoral managers,** actively resist ethical behavior in business and persistently ignore ethical principles when making decisions. They consider legal standards to be obstacles that need to be bypassed, and they pursue their interests.
- Amoral managers, are divided into two types, consciously and unconsciously (intentionally or unintentionally) immoral.[18] Consciously immoral, they believe that work and ethics do not go together, because there are different rules in business than in other areas of life. Unconsciously an amoral manager, he does not pay too much attention to business ethics, but for other reasons. The characteristics of such a manager are negligence, inattention to the fact that certain moves in business are inappropriate. The common point of contact of both types is that they consider it necessary to be in accordance with the law, but they do not see much benefit from that. Taking into account the theoretical basis of management, it can be said that the basic functions of each manager are: planning, organizing, managing human resources, leading and controlling all activities within the organization - the institution of work. From the mentioned functions, it seems justified to think that "leading" is still the most important function of a manager. The success of management does not depend so much on any other managerial function as on the management function. In the continuation of the work, more about "Leadership" as a function, type of leadership and main styles.

V. MANAGEMENT AND LEADERSHIP STYLES

One of the functions of management, and it could be said that it is one of the most important for a manager, is "Leadership". While management is defined as the process of directing others toward the execution of a particular task, leadership emphasizes the ability to influence others to perform a task.[19] It can be said that leadership is the art of influencing people, so that they willingly and eager to achieve the goals of the organization or institution of work. While the role of a manager can be followed by order or by taking a certain position in the organizational hierarchy, leadership requires much more than a formal organizational position. Therefore, the phenomenon of leadership and successful leaders has always captured the

[16] P. Sikavica , F.B. Šiber, Menadžment, Masmedia, Zagreb, 2004, str.24
[17] W.B.Wriston, The State of America Menagement,HBR, January-February ,Harvard, 1990,str.80
[18] Ivan Novak, Poslovna etika kao preduvjet uspješnog poslovanja, Čakovec,2015, str.11
[19] S. P. Robbins, Bitni elemennti organizacijskog ponašenja, Izdanje-3, MATE, Zagreb,1995, str.135

attention of the entire social public, because the successful leaders appear in various fields, from statesmen, through military leaders, politicians and all the way to business leaders.[20]

Before delving into individual leadership styles, it is necessary to clarify the very notion of style. There are many definitions of style that are similar in many ways while complementing each other in some ways. Two of them are listed here. The first defines style as "a special way of behavior of managers in the work process that affects the results of work in a particular organization".[21] According to another definition, style is the way in which the relationship between managers and members of the organization is established, i.e. "The way in which the manager directs the behavior of subordinates and the means he uses in doing so".[22] Every manager has its own way of approaching work and communication with subordinates and business partners. Style emerges as a result of a combination of one's own characteristics, skills, knowledge and experience then successfully influences interpersonal relationships, which are a prerequisite for achieving the goals and results of the work of a group, organization or institution. In the continuation of the paper, we will present some of the many existing styles that are most often mentioned in the literature, in the relationship of managerial management to employees and its associates.

5.1 AUTOCRATIC STYLE

Autocratic style - the name itself is associated with something that in itself implies strictness and respect for authority without objection. This style is characteristic of smaller organizations in which the manager is also the owner and has unlimited power. Planning, devising strategies, setting goals and making decisions is in the hands of a manager who communicates with employees one-way, assigning them tasks.

Autocratic style relies mostly on cognitive abilities and rationalized management without too many personal and social emotional competencies which has its advantages and disadvantages. The advantage of this style is the power that affects the execution of tasks timely and accurate, while the disadvantages are the lack of creativity, innovation and two-way communication. Due to the lack of communication in both directions, managers often belittle employees and have no trust at all, and motivation is replaced by applying of fear and punishment and very rarely rewards. There is a bad atmosphere in organizations led by this style, and relations are unstable. These shortcomings are the most common reason why there are a very few supporters of this extremely inflexible style, but that does not mean that they do not yet exist. The management of this style and "rigid" management techniques can still be found in information institutions such as archives whose business is "permanently focused on the protection and accessibility of archival heritage"[23] and which does not change greatly.[24]

5.2. DEMOCRATIC STYLE

In difference from the autocratic style, the democratic style is much more accessible and flexible because it brings softness to its business, which is typical of managers who have developed a high level of emotional intelligence. This style is characterized by two-way communication that involves the cooperation of managers and employees who are not considered subordinates. Their opinions and ideas are respected and thus they participate in

[20] P. Sikavica , F.B. Šiber, Menadžment, Masmedia, Zagreb, 2004, str.25
[21] Poslovni forum. URL: http://www.poslovniforum.hr/, explor.15.09.2019
[22] Centar za razvoj karijere. URL: http://www.razvoj-karijere.com/baza_znanja/stilovi-vodenja,explor,16.09.2019

[23] Karajić, K. Mendžment arhivskih ustanova i programa,časopis javne uprave 16, 2 Hrvatska, (2006), str. 335.,: http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik,241497,explor.25.09.2019
[24] M. Bošnjak,Stilovi vođenja u menađmentu, Osijek , 2016, str. 9

decision-making. In this way, creativity and innovation are encouraged at the same time. Joint planning, understanding and support create a sense of comfort and security in the organization which is the reason why many managers opt for this style of leadership that is characteristic for large and medium organizations. A positive atmosphere and communication of prerequisites are success for business, which, in the end, every manager wants and what he strives for. Managers of this style should be proactive, respectively, to show initiative, see opportunities in changes and to take an action.[25]

5.3. LIBERAL STYLE

The liberal or Laissez-faire style differs from the previous two in which the manager minimally interferes in the work of his employees. The main characteristic of this style is that employees are usually experts in their field and independently determine the goals and resources needed for their implementation. The manager here is only an intermediary between employees on the one hand of information and the external environment on the other. This style is exclusively applied in large and small organizations structured by teams and departments whose members are highly educated which also makes it very specific and narrowly applicable, and therefore will not be the most common choice by managers. Although is seemingly free and correct, this style has a lot of pitfalls. Since the contribution of the leader is practically ignored, which is an indicator of a large amount of autonomy, is just this freedom that can lead to a complete chaos.

5.4. LIKERTY STYLE

Aside for the aforementioned management styles classified according to the use of authority, there are other styles that are based on the same foundations, but from a different perspective. One such style was developed by Professor Rensis Likert, an organizational psychologist by profession. He devised his own system of sharing styles based on communication between managers and employees[26]:

1. **Extreme-authoritative** characterized by distrust of managers in relation to employees and orientation towards autocratic style. Motivation of this style is most often achieved through intimidation and punishment with very little reward, and communication between managers and employees is minimized.
2. **Benevolent-autocratic** style uses rewards as motivation while trust is at a higher level. Managers of this style are interested in what his employees think and what ideas they have. But on the other hand, they still have control over the business by acting in accordance with the organization's policy and making major decisions independently, while routine decisions are made at all levels of the hierarchy.
3. **Consultative** style is characteristic for organizations in which superiors have a lot of confidence in their subordinates whose ideas and opinions are taken into account when making decisions, determining strategies or creating business plans. Unlike the previous two styles, this style nurtures two-way communication.
4. **Participatory-group**, Likert style states as the most successful for the reason that employees are given complete trust, and every creativity and innovation play an important role in the operation of the organization. Communication is multidirectional, which also has a positive effect on creating friendly relations among co-workers.

According to numerous studies, the most desirable model of leadership is a combination of autocratic and democratic style that emerged from the theory of X and Y by Douglas

[25] Tudor, G.; Rijavec, M.; Zarevski, P. Mendžerska učinkovitost, dobar menadžer sam sebi, M.E.P., Zagreb, 2009 , str. 47.
[26] Buble, Marin , Osnove menagmenata, Sinergija , Zagreb, 2006, str. 318

McGregor, which explains and describes in more detail the personality of man and his behavior in the organization[27]:

• **Theory X** considers the average person lazy for any work and therefore it is necessary to apply force and control. It follows that man likes to be managed and to be directed in such a way as to be given the tasks expected of him. People derived from this theory have a lack of imagination and creativity and distance themselves from any responsibility.

• **Theory Y**, perceives people as creatives who consider work and any other activity as a game. Control is unnecessary because to such people is enough the motivational incentives and the right direction of their own ideas and potentials.

Employees are always willing to put in more effort if they are led by a manager who has strong empathy and whom they admire for the way he inspires them than one who strictly orders them to perform tasks without any humanity. The manager must keep in mind all the advantages and disadvantages of individual styles and match them with his own personality and the knowledge he possesses in order to become a desirable and quality leader.[28]

VI. TEACHER AND PEDAGOGICAL ETHICS

The significance and the role of teachers in the educational process has been emphasized and accentuated throughout human history by various authors and theorists. Starting from the goal and tasks and the development of modern society, teachers are set certain, properties, necessary assumptions, competencies, rights and duties of successful fulfillment and realization of the educational process. Among these competencies, a special place belongs to the field of ethics or pedagogical ethics. It is seen as an integral component of pedagogical competence. Ethics as a normative science of teacher action tries to answer the question why one should do good and by what good is really good. It in a way represents a philosophical reflection on the morality of teacher action and procedure. Pedagogical ethics as a part of pedagogical competence represents the normative science of teachers' actions, trying to give answers about the need to do good and its definition, representing a reflection of the morality of the teacher's work.

Pedagogical ethics can be defined as a discipline that deals with the process of moral judgment by establishing criteria that specify what is good and what is bad in the process and result of upbringing and education, but also as a separate system of moral norms that regulates teachers' behavior towards students, themselves, teaching content and other participants in the pedagogical process.[29] Within its framework, teachers strive to achieve the highest ideals of their profession. Pedagogical ethics at its core presents the deontology of teacher work, in terms of learning about the duties of teachers towards students. The modern school in practice expects the teacher to direct his duties towards helping students to progress in accordance with individual possibilities, towards gaining experiences, encouraging students as a partner responsible for the undertaken obligations, organizing students to express their own creativity, individuality, motivating students, etc. According to some authors dealing with the theory of education and upbringing, pedagogical ethics has two meanings:

- First, pedagogical ethics can be defined as a discipline that deals with the process of moral judgment by describing and explaining and establishing criteria for moral judgment of

[27] Certo C.; Certo, S. T.; Moderni menadžment, MATE, Zagreb ,2008., str. 37.
[28] M. Bošnjak,Stilovi vođenja u menađmentu, Osijek , 2016, str. 12

[29] Melisa Zukic, Deontologija učiteljskog poziva, Sokratova zakletva ili etički kodeks,Sarajevo, 2018, Str.105

pedagogical activity, in terms of judging good and bad in education, both in the process and in the result.

- Second, pedagogical ethics can be seen as a special system of moral norms that regulates the behavior of teachers towards students, towards themselves, towards the subject of study and towards other participants in the pedagogical process.

Teaching ethics refers primarily to a set of principles, rules, values and ideals of teachers and other educational professions. It is therefore understood as a type of professional ethics that has developed for specific professional communities of teachers and other educators. There are different views and approaches in teaching ethics, which include a narrow field of professional code of ethics of teachers and educators, but also a broader area that includes the application of ethical theories in teaching practice, which includes discussion and analysis of specific ethical challenges faced by teachers in their domain of work (cf. Warnick & Silverman 2011). In teaching ethics, teachers and educators strive to achieve the highest ideals of their profession. The teacher is an expert who organizes and performs the educational process and with his general education, knowledge of its pedagogical, didactic, methodological and psychological basis, in joint work with students, achieves the goal and tasks of education.The knowledge about the teacher and the character of the teacher in general is studied by the pedagogical discipline - pedeutology. In the Encyclopedic Dictionary of Pedagogy, in connection with pedeutology, it says, among other things, that it "considers the characteristics of the teacher's personality in relation to his function - from a psychological, sociological and characterological point of view." According to it, in order to perform the teaching function, "certain personality traits are needed, and not just the knowledge of what the teacher will teach".[30]In the pedagogical literature, the term pedeutology is sporadically mentioned, but there is no special and thorough research regarding the connection of the profession with the ethics of teachers, except for its functions in the system of education.

Closely connected with the teaching profession, respectively, with the professional ethics of teachers, is the deontology of the teaching profession.[31]The name deontology appears in the middle of the 19th century in the work of the English philosopher Jeremiah Bentham "Deontology", a term that comes from the Greek language and relies on the Greek terms "deon" - **which should be** "logos" - a science. In that sense, deontology is the science of duties that need to be fulfilled, of duties as a moral obligation of a teacher towards persons who rely on his knowledge. The deontology of the teaching profession is regulated by the appropriate code of the profession. Deontology also includes positive legal regulations that regulate the teaching profession, as well as a kind of psychology of communication, behavior and ethics. Although deontology is a part of ethics, it is broader than the concept of pedagogical ethics because it includes legal regulations. Therefore, we can talk about the ethical and professional deontology of the teaching profession. The ethical deontology of the teaching profession is the broadest, besides to professionalism and expertise, it also includes personal moral behavior in the workplace, which, if ethically is unacceptable, can also face sanctions.

Various theorists who deal with the definition of ethics and moral characteristics classify ethics as deontological and teleological ethics, as well as formal and material ethics. According to Rosić, teacher ethics includes the attitude towards professional obligations, towards the community and towards other teachers, setting ethical principles,[32] some of them are: charity, justice, trust, harmlessness, autonomy, truthfulness, etc. In connection with pedagogical - teaching ethics, educational institutions and various teaching associations in our country and worldwide have established platforms or a document about the "Code of Ethics for Teachers".

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[30] Vladimir Rosić, Deontologija Učitelja, Temelj pedagoške etike, Informatol. 44 / 2, Rijeka, 2011,str.143

[31] Isti autor i izdanje,str.145

[32] Vladimir Rosić, Deontologija Učitelja, Temelj pedagoške etike, Informatol. 44 / 2, Rijeka, 2011,str. 147

This platform about pedagogical ethics has various names depending on the time and place (country) of adoption. Some refer to it as the "Teacher's Oath", some as the "Teacher's Code" “Teacher Code of Ethics”, “Code of Good Conduct”, “Code of Ethics”[33], “Standards of Conduct”, etc.

For the deontology of the teaching profession and teaching ethics, Živković points out that how UNESCO in its Recommendations for the Status of Teachers of 5 October 1966 demanded that “norms of behavior and standards based on the nature of teaching should be defined in cooperation with teachers' associations and then adhere to them”.[34] In the USA, there is a "Code of Ethics of the Education", while in our schools (for preschool, primary and secondary education) with the technical support of UNICEF, a document called "Code of Ethics", is made, intended for all educational workers (managerial, professional, teaching and technical workers of the school). At the same time, the code of ethics addresses to the public by talking about a certain profession, its efforts and expectations. Hartmut von Hentig (1997), on the other hand, in his book The Human School, stands up for the Socrates oath, which acts from the position of personalistic ethics, just like the Hippocratic oath.

The text of Socrates' oath obliges the teacher:

- to respect every child,
- not to break his will,
- to respect his feelings,
- to show by personal example,
- to teach him truthfulness,
- to consciously check his own work,
- to discover and develop his inclinations,
- to get acquainted with the laws of its development
- to strive to give him a vision of a better world,
- to be ready to check activities,
- to enable him to get to know the good life,
- to advocate for his mental and physical harmony,
- to teach him how to use his own reason,
- to respect him as an equal interlocutor,
- to defend him against anything directed against him,
- to seek his approval for everything he does for him,
- to convince him that a vision of a better world can be realized
- to approach to educational-upbringing work consciously and perform it conscientiously,
- not to subordinate it to its understandings of the world, human society and man,
- to publicly explain his beliefs and actions, defending them from criticism with arguments,
- to enable him to take responsibility for life, work and creativity in the community,
- to base the entire educational-upbringing work to establish on the knowledge of pedagogy, psychology and related sciences to them[35] etc.

VII. THE ROLE OF ETHICS IN THE MANAGEMENT OF THE EDUCATIONAL INSTITUTION

The role of management in educational institutions is to enable the flow of knowledge, to develop the overall educational system, to actively support the knowledge program, to monitor the development of the knowledge infrastructure and to enable the creation of connections, coordination and communication, etc. The culture of the educational organization

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[33] Grupa autora, Etičko obrazovanje i učenje o vrednostima,Priručnik za učitelja” Ethika”,Erasmus +, Ljublana, 2015, str.15

[34] Melisa Zukic, Deontologija učiteljskog poziva, Sokratova zakletva ili Etički kodeks, Sarajevo, 2018, str.107

[35] Melisa Zukic, Deontologija učiteljskog poziva, Sokratova zakletva ili Etički kodeks, Sarajevo, 2018, str.106

provides support and cooperation in terms of creating and exchanging knowledge, change, innovation, openness, ethics and trust. If we look at the culture of education, the starting point should be a system of values, because culture is based on values. The main values focused on knowledge are: quality of knowledge, skills, competencies, expertise, knowledge exchange, innovation, work ethic and culture, etc. In this sense, an important role is played by the management of the institution, which is a series of activities related to the mutual relationship, in order to achieve the goals of the educational organization. Within an educational institution, managers give tasks and demand results, but leadership means more than that what is directing and motivating teachers and other employees to work in the best interest from the student's point of view and improving the educational process and development of a specific educational organization.

For management in education to be effective, it must be firmly based on training, which is a condition for timely and competent response to change, especially on:

- **people** (education, responsibility, motivation, knowledge, ability, skills, work ethic, initiatives,
 communication, etc.),
- **the physical environment** in which the education service is organized (appearance of facilities-institutions, technical
 equipment, interior, furniture, hygiene, green areas, infrastructure, etc.),
- **the process of delivery of educational services**, the organization of service delivery and the manner of satisfaction of the needs of a modern society and economic market, and
- **skills of employees in the process of service delivery**, level of treatment towards users of education services and among employees.[36]

The role of management and administration of educational institutions is very sensitive due to the specifics of the process of upbringing and education, therefore managers in educational institutions should pay attention to providing the basic segments of development in education, which are:

- **capacities** - provide an appropriate (professional) structure of people, knowledge and tools that will enable him to provide and perform his educational role;
- **competence** - is the ability to successfully apply knowledge and skills in the work process (organizational, individual and professional capacities);
- **institutionalization** - sustainability through the construction of new capacities in the surrounding environment.

Except for the key segments of education, managers of educational institutions or school managers at all levels from preschool to college (university) should take into account the basic dimensions of education, without which the educational process would not meet the requirements of modern society. Part of these requirements and dimensions of modern education are:

A. **Ontological dimension** (reality, realness),
B. **Epistemological dimension** (knowledge, science), i
C. **Ethical dimension** (norm value).[37]

It is generally known that managers are required to have the ability to innovate and manage in the planning, organizing, coordinating and controlling the performance of educational institutions. Management is both a science and a skill of the process of managing

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[36] Goran Šormaz, Implementacija menadžmenta u obrazovanju kao ključni faktor razvoja i efikasnosti obrazovnih institucija,Doktorska disertacija,
 Beograd, 2018 ,str.81

[37] Isti autor i izdanje, str.81

and governing an educational institution; it is also a creative practice and business philosophy. The "ideal manager" in education is an integrator of human resources and work processes, entrepreneur and producer of successful educational results, systematic initiator of ideas, actions and changes, creative visionary and planner, communicative coordinator, constructive technologist of organization and innovation, strategist through continuing education. When it comes to educational institutions, managers in these educational institutions should have modern managerial qualities, skills and knowledge.The main characteristics of a modern manager in educational institutions should be a high culture of behavior and professional ethics in work, which will become a factor of efficiency, advancement, communication, good work climate and overall results of the educational process. The manager in education must have both responsibility and skills, such as: leadership style, motivating associates, the way of making decisions, managing change, direct communication with associates.

Educational institutions, respectively, educational-upbringing institutions, differ from other institutions of society such as NGOs, political, labor, economic and other institutions, due to the specific activities they deal with. The specificity of the activities of the educational institution, at the same time, requires specific characteristics of the manager (director), and those are the moral and ethical values that need to be fulfilled. The ethics of an educational institution is an integral part of the entire process of educating children and other staff within the work institution. Therefore, educational institutions are managed or run by professional managers only who should keep in mind the specifics of the activities of educational institutions, and that is the education of our "future" or children. In the modern world where every day we witness the loss of moral and ethical values as well as negative phenomena in society, such as violence, theft, prostitution, drug addiction, etc., it is impossible to consider modern education of children without the general moral value of society. In that sense, it is impossible to invent the management of an educational institution without the ethical and moral value of the manager, and not only the manager (governor) but also other entities within the educational institution such as teachers, school professionals, pedagogue, psychologist, sociologist, etc.), laboratory assistants, administrators, technical workers, cleaners, and even students themselves as the final "product" of the educational process.

CONCLUSION

Modern society is going through rapid and profound changes that occur as a result of the process of globalization, integration and enlargement of the European Union, economic crisis, technological progress and social innovation, migration and challenges in the field of traditional identity. All these social transformations represent the educational sector, especially the education of professionals facing new challenges. The development of a knowledge-based society together with the process of globalization creates new social and individual needs in the field of culture, scientific and technological development, social cohesion, education, individual position in society as an active citizen, and personal development. Research has proven that early childhood education is the most important phase for initiating healthy development, which has a great impression on obtaining the right personality traits of each individual. Equally important is the time of adolescence of young people, which is a very sensitive and critical period for moral development. Education, given its importance in the "production" and transfer of knowledge and the preparation of the individual for his future life and work, is of great importance. In this context, the school, as one of the main and systematic factors for the upbringing and education of youth and society, remains one of the fundamental pillars for social development in general, but also for moral and ethical education. Moral and ethical education, intercultural dialogue and critical thinking have a significant role in preparing the future society, for all-round upbringing and education, and even for ethically mature people.

Ethics is the foundation of our human relationships to ourselves and to the world around us. The purpose and role of ethics has always been to preserve the human being as a person, human dignity as well as the requirements for leading a good life. Nowadays, as well as today's culture in which we live, is mostly characterized by pluralism that we have to face, then with the crisis and turmoil we are experiencing, with increasing interconnectedness of the world (globalization) and interdependence and "relativizing" of values, that is an expression of lessen trust in society and a loss of certainty in the answers that deal with the fundamental questions of our existence. Ethics protects and nurtures the humanity of our existence, within ourselves and in others, which is why the practice of dialogue is essential. We always live in a relation with others, and in a relation of mutual giving and receiving, for which recognizing our dependence on others and caring for others is essential. When it comes to the relation with others, it includes a wide range of activities, socialization and activities, which include the economy, market, education, sports, culture, etc. In economics, respectively, in work organizations, we have a relation, manager-worker; in the market, the seller-buyer relation; in education, the teacher-student relation and vice versa.

All of these relations within themselves support one important fact or trait that is nominative for a regular society and that is the ethics of mutual relation and trust. This nature of ethics is extremely important and dictates reflections on justice, solidarity, compassion and cooperation. Such efforts and discoveries are closely linked to dialogue, which is built on openness and mutual respect. These aspects are important for ethical education as their main goal is to strengthen such dialogue and empathize with such an attitude at all levels of the educational process. We should not only emphasize the basics of ethical norms (such as honesty, dignity and respect for life, non-violence, solidarity), but we should also turn to the virtues that an individual has and that can emerge at the level of society. The dialogical nature of ethics and ethical education prescribes openness to others and invites us to be open in the process of mutual growth and learning. The comprehensive nature of ethical reflection and awareness, invites us to an integrative approach in which attention would be paid to ethical topics, in most if not all school subjects, interdisciplinary, but also in school life in general. Teachers and educators should always keep in mind the guidelines of ethical and moral behavior and make good analyzes of their specific teaching needs in order to be able to provide to youth and children comprehensive and quality knowledge, key skills, and necessary moral and ethical values.

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The role of literature in education is significant, which means that the content and the way that content is presented to readers, has a great influence on the formation of readers' positive personality traits, especially the youngest ones who are in development and maturation phase. At a younger school age, fairy tales and fables have an exceptional educational value, and thus influence the formation and shaping of positive personality traits of students. These literary genres in a way elicit noble feelings, evoke the desire for beauty and good, incorporate into the young being all those moral values and virtues that adorn and shape the personality.

Artistic value of fables

Characterized by an animistic view of the world, with almost infallible and unobtrusive moral lessons, fable is considered to be the oldest prose type of oral literature whose roots go back to ancient times. It developed from "songs and dances in which the movements and voices of animals were reproduced in a naturalistic way" (Stojanovic, 2015: 37). In the older periods of human civilization, fables were transmitted orally.

It is believed that the fable first appeared in today's India and the eastern Mediterranean, and from there it gradually spread to other parts of Europe and Asia. However, this literary genre flourished in ancient Greece. Aesop's fables are very famous and popular, and they enchanted the peoples of East and West with their vividness and perception. All the world's great fable writers (Fedar, La Fontaine, Lessing, Krylov, etc.) wrote based on the Aesop's fable model. In Serbian literature, it was Dositej Obradović (Cutovic, 2014).

Fable is most often defined as a short story that offers a moral lesson in verse or prose and which presents the characteristics of people through the behaviour and actions of animals as the main characters (Samardžić, 2011). "Based on its general characteristics, style and language, type of artistic interpretation, main characters and moral lessons, in the course of its long history it has transformed into a special literary model that has a defined form, a clear thematic framework and an unparalleled message" (Milinkovic, 2012: 72). The main characters are mostly animals whose attitude and behaviour show characteristic human personality traits such as wisdom, naivety, cunningness, stubbornness, etc. Every animal represents certain characteristics that distinguish it from others, regardless of the fable. So, fox is always cunning, raven is naive, wolf is sly and evil, donkey is stubborn, sheep is naive... However, the characters are not only animals. Beside them, there are also plants, various objects, and sometimes people. All of them can think, speak, feel like rational beings, and therefore it is claimed that fables are "carriers of human spiritual and moral characteristics and the embodiment of different personality types" (Ognjanovic, Cvetanovic, 1984: 64). Unlike the fairy tale which features the fantastic and the supernatural, fable is more than a realistic story in which only the fact that animals are capable of speaking is unrealistic. An essential feature of a fable is the satirical way of presenting human behaviour, which means that human flaws and shortcomings are ridiculed, as well as social phenomena and conditions through the perspective of animistic relations.

The attempt to indirectly point out certain human characteristics or patterns of behaviour, that is, to discover a certain truth of life and come to a moral lesson, points to the allegorical aspect of the fable. With this feature, the fable exceeds the framework of universality and gains in its particularity and originality compared to other literary genres. Allegory is mainly used to help the readers come to a lesson on their own. “Allegory is used to indirectly tell some life truth and to reveal human characteristics and traits” (Cutovic, 2014: 36).

The seemingly simple plot is actually a trap for the reader who has to work through all the layers of this literary work in order to discover a certain truth contained most often in the moral lesson. With its short literary form, dramatic intensity, simple and somewhat naive depiction of scenes from flora and fauna, the fable elicits curiosity and imagination, increases readers’ attention and interest. As for its composition, we can say that it is a short story composed of two parts, one is a fable, and the other is a moral lesson that the reader draws. In structural terms, the fable is adorned with dramatic features: exposition, plot and resolution.

Fable has a very important educational value, since it has a strong effect on the formation of moral norms and the personality of a young person (Strajnić, 2007). It achieves this with skilfully formulated moral lessons and characteristic behaviour of fable characters who clearly express their personality traits. By reading and analysing the fable, the child takes a certain position in relation to the characters’ actions, that is, he or she supports or disapproves what they do and say. This directly affects the formation of one’s personality. Moreover, the fable also influences the development of logical thinking and reasoning since it requires from the reader a certain intellectual effort and engagement of consciousness in order to arrive at an underlying moral lesson.

Children are introduced to fables already at the preschool age, where the interpretation is generally based on the recognition and simple reproduction of content. A more detailed analysis of this type of literary work is conducted in the younger grades of primary school. At this age, the child develops logical reasoning skills to the level necessary to understand the true essence and meaning of the fable (Cvetanović, 2005).

What makes the fable capture the attention and interest of young readers is the animals that can think, speak and behave like humans. Moreover, “children perceive the fable plot as a kind of game, in which they often recognize themselves or identify with the main characters” (Milinkovic, 2012: 75).

The representation of fables in the curriculum for the younger grades of primary school is satisfactory in comparison with other literary genres. This refers to both folk and artistic fables. It certainly deserves such treatment thanks to the topics it discusses, which are similar, as Dragutin Rosandić says, “to the experiential-cognitive possibilities of students and include pedagogical values“ (Rosandić, 2005: 21). However, after carefully analysing the Curriculum for Serbian language course in the first four grades of primary school, we can see that the representation of fables is higher in the first, second and third, and lower in the fourth grade. This certainly does not have any logical foundation if we take into account the fact that fourth grade students are more willing to independently interpret a literary text, specifically a fable, since their abstract thinking and reasoning is at a higher developmental level compared to younger students. Therefore, this ratio should be different. Some of the fables that are studied in the first four grades of primary school are: *The Two Friends* - Leo Tolstoy, *The Lion and the Mouse* - Jean de Lafontaine, Aesop - *The Hare and the Tortoise*, *A Starling* - I. A. Krylov..., and some folk fables are: The Wolf and the Lamb, The Fox and the Raven, The Horse and the

Donkey, The Bull and the Rabbit ... There are also Dositej’s fables: Two Billy Goats and Two Nanny Goats, The Horse and the Donkey, The Dog and Its Shadow, The Donkey in the Lion's Skin (Milatović, 2008).

Individualized Instruction in Teaching Fables

Experiences from direct instruction, as well as conducted research (Tasić-Mitić, 2018) indicate that students in the younger grades of primary school often have a problem with the reception, that is, proper understanding and emotional experience of the fable. This indicates the need to change and modernize the approach to teaching this literary genre. One way to make it easier for students to understand fables is to apply individualized instruction approach.

Unlike the traditional approach which is based on frontal analysis of literary text content and exercises that are the same for all students in the class, individualization allows for the text to be broken into segments by using well-prepared tasks on several levels, differentiated based on student intellectual, cognitive, mental and other abilities, and also based on students’ ability to experience and react emotionally to events and characters from the literary work. Every child is in a situation to adequately respond to teacher demands, while reaching the maximum of intellectual and emotional engagement and development. Based on their personal capacities, students achieve the level of understanding and emotional experience of the literary work which is expected of them. It is assumed that in this way student will manage to reach the upper limit of general development and progress. Moreover, student motivation is at a much higher level than usual, because when a weaker student manages to respond to the assigned tasks, he/she feels great satisfaction and there is a growth in his/her self-confidence levels. At the same time, the desire for further engagement and intensified effort is ignited in them in order to get confirmation that their work is not in vain. The traditional approach does not allow this. On the contrary, when students realize that they cannot keep up with those students who successfully adopt all learning materials, the weaker child becomes demoralized and the need for effort and progress stops there. On the other hand, through individualized instruction, even better students get the opportunity to reach the maximum of their psycho-physical development, since the questions and tasks in this case are adjusted to their abilities and interests. The conclusion is that individualized instruction affects all categories of students.

On the example of the folk fable The Wolf and the Lamb, which is included in the curriculum for the third grade of primary school, we will show how individualized instruction is implemented by using worksheets on three levels of complexity, since it is one of the most commonly used forms of individualization in the mother tongue class.

In fable analysis phase, students are given worksheets with tasks at three levels of complexity. All students are firstly given the first worksheet, which contains simple questions and tasks. It is assumed that the majority of students will successfully complete the assigned tasks. Those students who complete the first assignment get a second worksheet with slightly more demanding tasks. The third worksheet, which is the most difficult one, is assigned only to those students who have successfully completed the previous ones.

The first worksheet

1. Who are the main characters in this fable?
2. Why did the wolf approach the yard with the lambs?
3. What did the wolf ask of the lambs?
4. What did the lambs respond to the wolf? Find the part of the text that shows this
5. What are the moral lessons of this fable?

The second worksheet

1. What were the wolf's intentions?
2. What did it come up with to outwit the lambs?
3. Who outsmarted whom in the end?
4. Describe the wolf and find its characteristics in the text.
5. Describe the lambs' behaviour and support your evidence with quotes from the fable.

The third worksheet

1. Why did the lambs tell the wolf that they would call the shepherd to take the bone out of its throat?
2. Whose actions do you justify and why? Are you on the wolf's side or the lambs' side?
3. Do you know some people from your environment who act like the wolf from this fable? What are their characteristics?
4. Have you ever been in a situation when someone wanted to deceive you? Describe that event.
5. Try to write a proverb about wisdom.

Conclusion

With all its literary and artistic qualities, fable undoubtedly contributes to the development of positive personality traits of younger school age children, and with its aesthetic effects it elicits pleasant emotions and a sense of beauty in children. It allows the recipient to identify with the main characters' actions. This literary genre is extremely important for the proper development of children's personality, which initiates the need to ensure its proper reception, i.e., complete understanding and emotional experience, by using adequate methodological procedures and approaches.

In order for the youngest children to be able to understand fables properly, the traditional approach, which is the most frequently used in today's teaching practice, must give way to modern teaching methods and models. Individualized instruction, which implies the adaptation of teaching content, methods and forms to the individual abilities of each student, is certainly an innovative teaching model that should be applied when teaching fables. Students must approach the literary work with independent thinking, and not through passive reception of knowledge offered by the teacher. In that way, a complete reception of this favourite literary genre will be ensured.

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